



Dunellen High School
 (23-1140-040)
 Grades Offered: 09-12
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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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	Middlesex
District	Dunellen Public School District
Principal Name	Mr. Paul Lynch
Address	411 First Street DUNELLEN, NJ 08812
Phone Number	732-400-5900
Email Address	lynchp@dunellenschools.org
Website	http://www.dunellenschools.org/dps/DHS/
Twitter	https://twitter.com/DunellenHS



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
9	104	113	83
10	91	85	114
11	88	90	78
12	80	87	97
Total	363	375	372

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%	46.7%	43.0%
Male	55.1%	53.3%	57.0%
Economically Disadvantaged Students	44.4%	42.4%	44.4%
Students with Disabilities	9.4%	9.6%	9.1%
English Learners	8.0%	8.3%	9.1%
Homeless Students	0.3%	0.5%	0.8%
Students in Foster Care	0.6%	0.3%	0.0%
Military-Connected Students	0.3%	0.5%	1.1%
Migrant Students	6.3%	6.1%	4.8%

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	39.1%	38.4%	36.8%
Hispanic	42.7%	45.9%	46.2%
Black or African American	12.1%	9.6%	10.2%
Asian	6.1%	6.1%	6.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	363	375	372
Shared Time Students	0	0	0
Full Time Equivalent	363	375	372

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	56.7%
Spanish	35.5%
Arabic	1.6%
Vietnamese	1.1%
Other Languages	5.1%



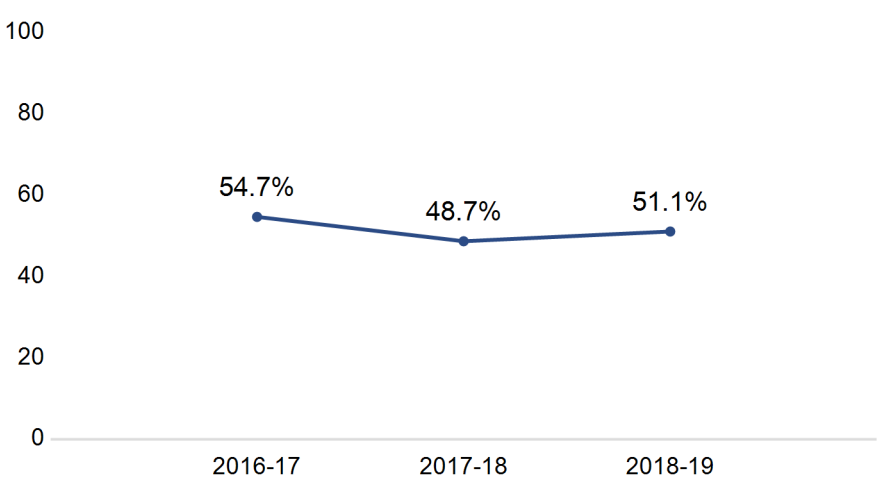
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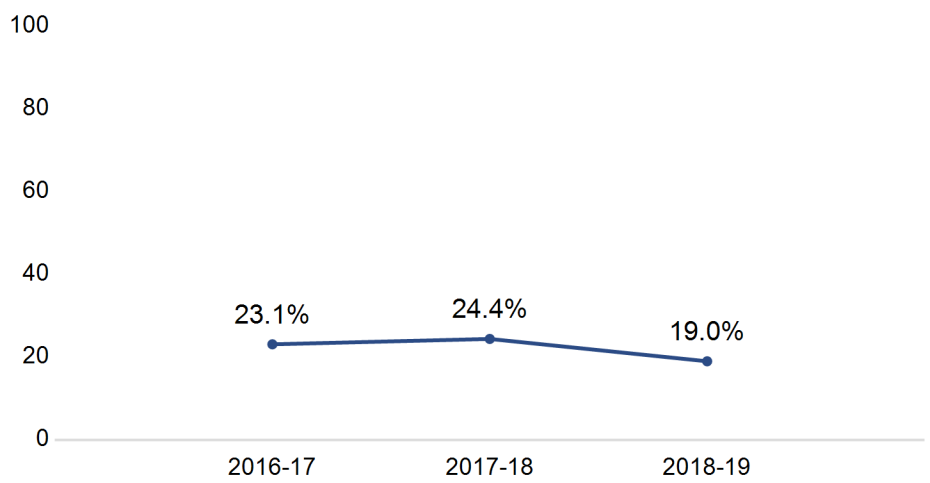
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	99.0%	100.0%	97.9%	98.0%	99.0%
Proficiency Rate for Federal Accountability	54.7%	48.7%	51.1%	23.1%	24.4%	19.0%
Annual Target	57.6%	58.8%	59.9%	25.8%	28.6%	31.5%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	178	100.0	51.1	55.7	57.9	51.1	59.9	Not Met
White	66	100.0	68.2	64.1	66.9	68.2	67.6	Met Target
Hispanic	86	100.0	41.9	51.2	43.9	41.9	49.9	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	78	100.0	60.3	65.0	64.8	60.3		
Male	100	100.0	44.0	47.1	51.3	44.0		
Economically Disadvantaged Students	83	100.0	33.7	46.1	40.0	33.7	54.5	Not Met
Non-Economically Disadvantaged Students	95	100.0	66.3	63.6	67.9	66.3		
Students with Disabilities	18	100.0	*	17.5	22.7	*	N	N
Students without Disabilities	160	100.0	*	60.6	65.1	*		
English Learners	21	100.0	19.0	28.2	29.3	19.0	N	N
Non-English Learners	157	100.0	55.4	59.5	60.6	55.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	53.8	57.8	*		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

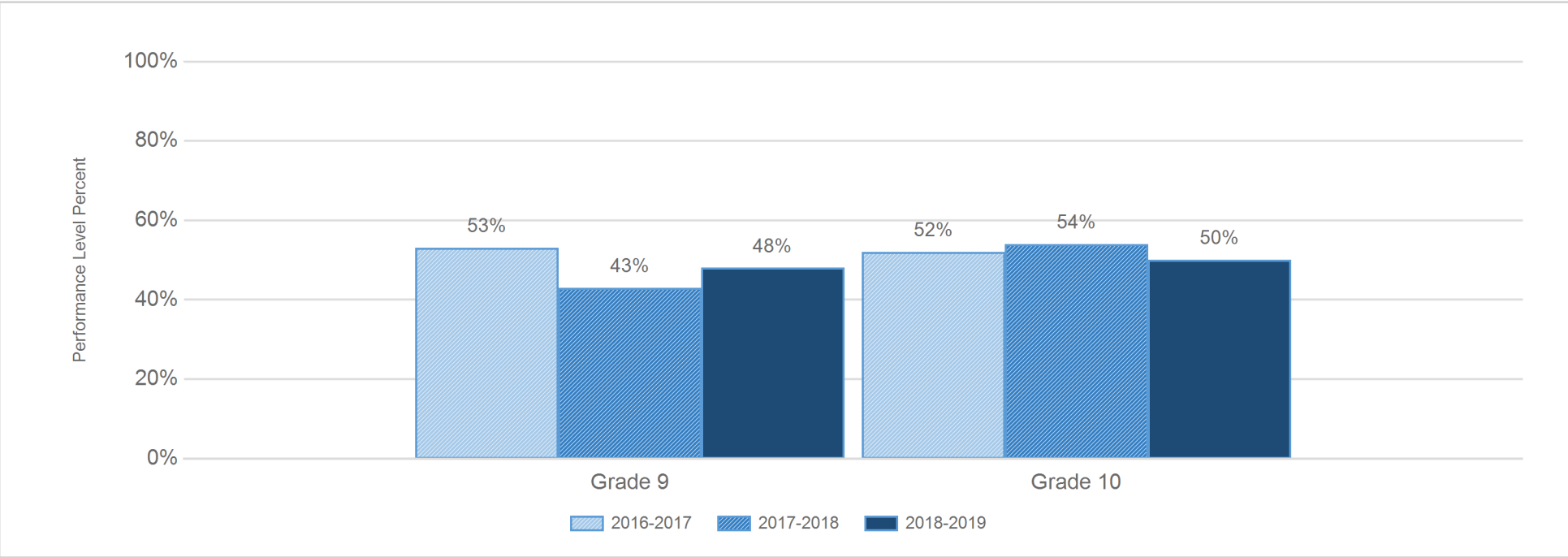


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	747	747	753	*	*	32%	35%	13%	48%	56%
White	30	764	764	762	0%	*	*	*	*	70%	65%
Hispanic	35	739	739	737	*	*	40%	*	*	40%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	33	765	765	760	*	*	*	*	*	70%	63%
Male	46	734	734	746	*	*	*	*	*	33%	49%
Economically Disadvantaged Students	36	730	730	734	*	*	39%	*	*	28%	36%
Non-Economically Disadvantaged Students	43	761	761	762	*	*	26%	*	*	65%	65%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	*	*	*	715	*	*	*	*	*	*	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	751	751	757	16%	16%	17%	31%	19%	50%	58%
White	36	769	769	767	*	*	*	33%	33%	67%	67%
Hispanic	55	738	738	738	22%	24%	*	*	*	40%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	47	756	756	766	*	*	*	*	*	51%	66%
Male	58	746	746	749	*	*	*	*	*	50%	51%
Economically Disadvantaged Students	49	729	729	735	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	56	769	769	767	*	*	*	*	*	63%	67%
Students with Disabilities	14	687	687	711	*	*	*	*	*	*	19%
Students without Disabilities	91	760	760	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	*	*	*	710	*	*	*	*	*	*	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	184	99.0	19.0	35.1	44.5	19.0	31.5	Not Met
White	67	100.0	26.9	42.6	54.1	26.9	37.4	Not Met
Hispanic	90	97.9	17.8	30.2	28.8	17.8	25.1	Not Met
Black or African American	*	*	*	*	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	48.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	82	100.0	17.1	34.9	44.9	17.1		
Male	102	98.2	20.6	35.2	44.2	20.6		
Economically Disadvantaged Students	88	98.9	*	*	26.3	*	27.1	Not Met
Non-Economically Disadvantaged Students	96	99.0	*	*	54.9	*		
Students with Disabilities	18	100.0	*	12.5	17.4	*	N	N
Students without Disabilities	166	98.8	*	37.9	50.0	*		
English Learners	25	100.0	*	*	25.0	*	N	N
Non-English Learners	159	98.8	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	46.2	46.4	*		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

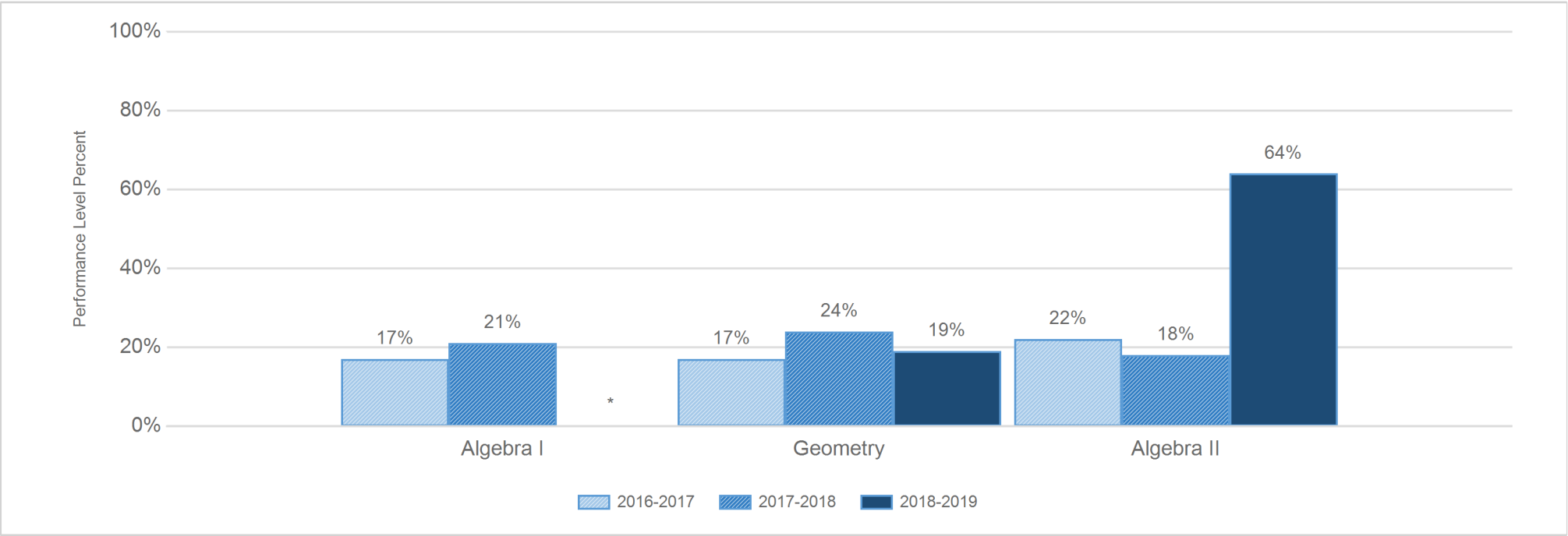


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	725	731	744	*	*	*	*	*	*	42%
White	31	734	*	752	0%	35%	55%	*	*	10%	53%
Hispanic	63	722	*	728	17%	38%	33%	*	*	11%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	44	726	*	745	*	*	*	*	*	*	44%
Male	67	724	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	55	720	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	56	729	*	752	*	*	*	*	*	*	52%
Students with Disabilities	13	708	708	717	*	*	*	*	*	*	12%
Students without Disabilities	98	727	733	748	*	*	*	*	*	*	47%
English Learners	15	710	710	710	*	*	*	*	*	*	*
Non-English Learners	96	727	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	*	707	*	*	*	*	*	*	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	726	726	737	*	40%	31%	*	*	19%	35%
White	21	733	733	743	*	*	*	*	*	33%	43%
Hispanic	26	720	720	724	*	50%	*	*	*	12%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	29	729	729	738	*	38%	*	*	*	21%	36%
Male	29	724	724	736	*	41%	*	*	*	17%	34%
Economically Disadvantaged Students	30	719	719	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	28	734	734	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	*	*	*	711	*	*	*	*	*	*	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	753	753	755	0%	*	*	64%	0%	64%	58%
White	15	749	749	758	0%	*	*	*	*	53%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	11	739	739	752	0%	*	*	*	*	36%	55%
Male	11	767	767	758	0%	*	*	*	*	91%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	22	753	753	756	0%	*	*	64%	0%	64%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	22	753	753	755	0%	*	*	64%	0%	64%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Dunellen High School
(23-1140-040)
Grades Offered: 09-12
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
9	N	N
10	N	N
11	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	50.0%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	18	*	*
3-4	15	80.0%	20.0%
5 or more	*	*	*



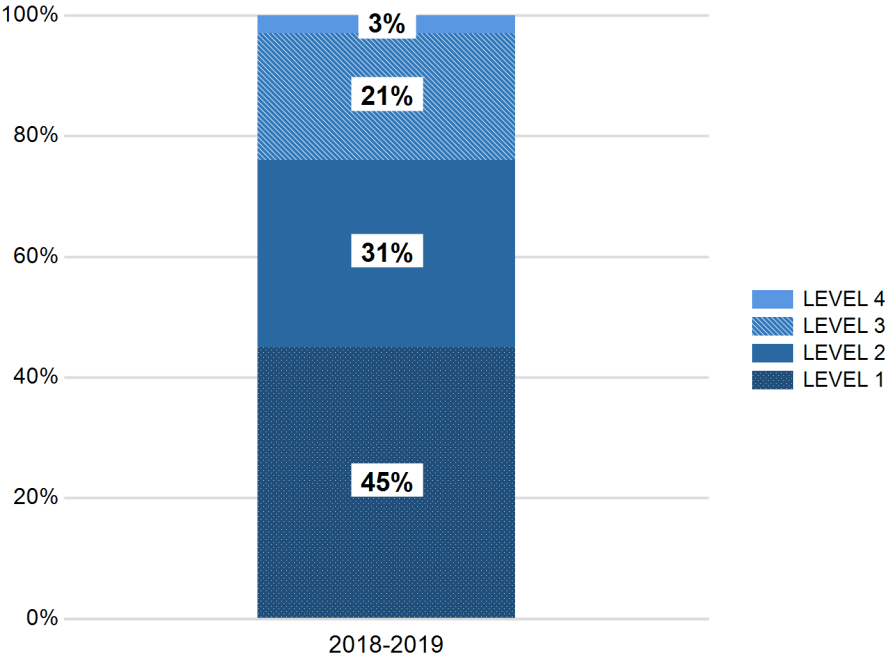
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	45	31	21	3
White	30	40	27	3
Hispanic	55	33	12	0
Black or African American	70	20	10	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	32	24	6
Male	50	30	20	0
Economically Disadvantaged Students	56	31	13	0
Non-Economically Disadvantaged Students	38	31	27	4
Students with Disabilities	80	20	0	0
Students without Disabilities	40	33	24	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	53.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	64.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	40.2%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	492	476	Grade 10: 430 Grade 11: 460	67%	61%
PSAT 10/NMSQT - Math	484	477	Grade 10: 480 Grade 11: 510	40%	43%
SAT - Reading and Writing	528	539	480	67%	70%
SAT - Math	529	541	530	46%	53%
ACT - Reading	18	25	22	26%	66%
ACT - English	17	24	18	33%	81%
ACT - Math	18	24	22	23%	65%
ACT - Science	18	24	23	13%	57%



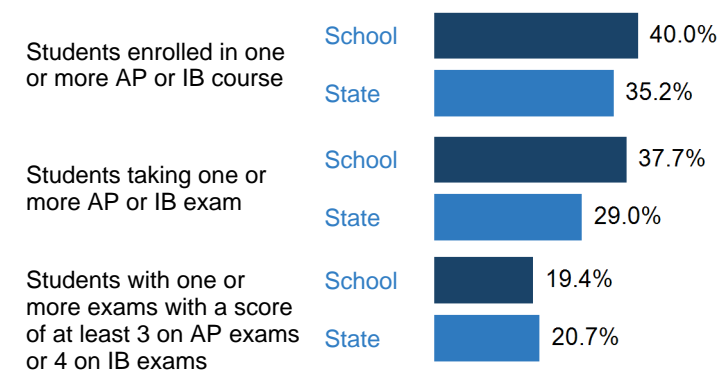
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

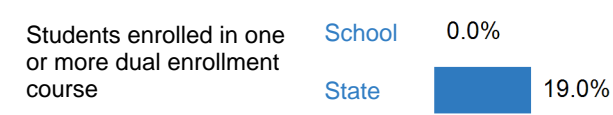
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	8	8
AP Calculus AB	12	12
AP Calculus BC	0	1
AP Computer Science Principles	22	18
AP English Language and Composition	24	24
AP English Literature and Composition	29	29
AP European History	6	6
AP Psychology	0	1
AP Spanish Language	2	1
AP U.S. History	10	9
Total Exams taken		109
Exams with scores of at least 3 on AP exams or 4 on IB exams		54



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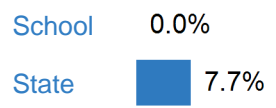
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

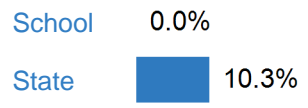
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

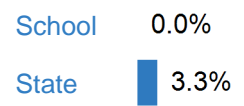
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

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



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	72	15	0	0	0	0	29
10	7	93	25	0	0	0	17
11	3	2	47	18	0	0	23
12	0	0	15	5	12	0	71
Total	82	110	87	23	12	0	140
Enrolled in AP/IB Course					12	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	19	1	0	68	0	0
10	93	24	0	5	0	0
11	9	54	0	2	13	0
12	1	4	0	0	29	0
Total	122	83	0	75	42	0
Enrolled in AP/IB Course	8	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	85	2	2	0	0	0
10	8	117	13	0	0	0
11	1	77	33	0	0	0
12	1	14	36	0	0	6
Total	95	210	84	0	0	6
Enrolled in AP/IB Course	0	10	0	0		6
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	65	16	0	0	0	0	0
10	76	26	0	0	0	0	0
11	20	10	0	0	0	0	0
12	11	2	0	0	0	0	0
Total	172	54	0	0	0	0	0
Enrolled in AP/IB Course	2	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	55	25	0	0	0	0	0



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Computer Science and Information Technology– Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	0	0	2	0	0	0
11	0	0	10	0	0	0
12	0	0	10	0	0	0
Total	0	0	22	0	0	0
Enrolled in AP/IB Course	0		22			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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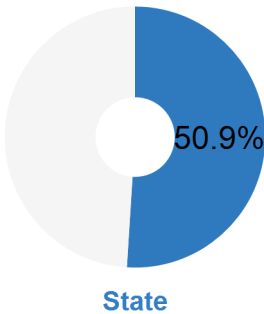
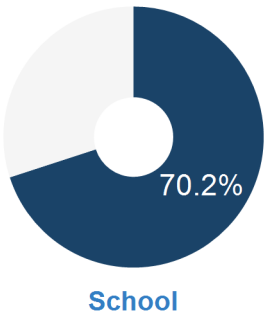
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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

MUSIC	School	37.6%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	16.1%
	State	3.9%
VISUAL ARTS	School	32.8%
	State	32.9%



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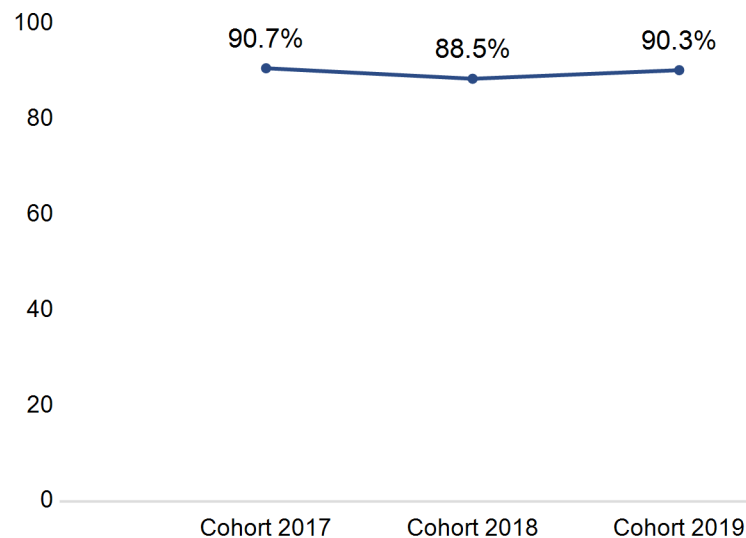
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

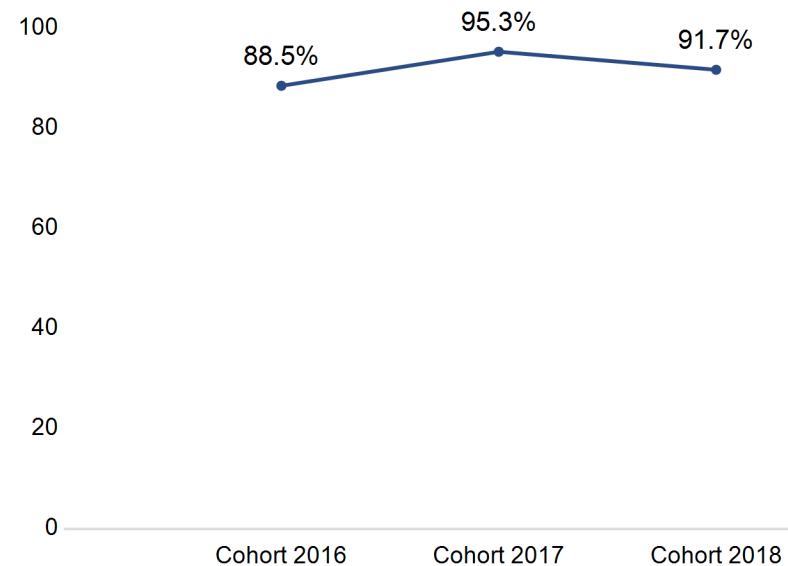
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	90.7%	88.5%	90.3%	88.5%	95.3%	91.7%
Annual Target	91.1%	91.3%		88.6%	N	
Met Annual Target?	Not Met	Not Met		Not Met	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	90.3%	90.6%	91.7%	92.5%	88.5%	91.3%	Not Met	95.3%	N	Met Goal
White	86.7%	94.9%	94.7%	95.9%	92.1%	95.0%	Not Met	93.3%	89.7%	Met Target
Hispanic	90.0%	84.5%	87.2%	87.3%	83.0%	85.6%	Not Met	95.3%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	*	**	**
Female	91.7%	92.8%	85.1%	94.4%	85.1%			100.0%		
Male	89.1%	88.5%	98.0%	90.8%	91.8%			92.0%		
Economically Disadvantaged Students	84.1%	84.0%	86.7%	87.3%	82.2%	89.6%	Not Met	97.4%	N	Met Goal
Students with Disabilities	*	79.2%	*	83.8%	*	**	**	90.0%	**	**
English Learners	*	75.4%	63.6%	80.1%	63.6%	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	*	83.3%	*	85.0%	*			*		



Dunellen High School
 (23-1140-040)
 Grades Offered: 09-12
 2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	71.0%	46.2%
Substitute Competency Test	20.4%	45.2%
Portfolio Appeals Process	6.5%	6.5%
Alternate Requirements specified in IEP	2.2%	2.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.8%	1.2%
2017-2018	1.1%	1.2%
2016-2017	1.4%	1.1%



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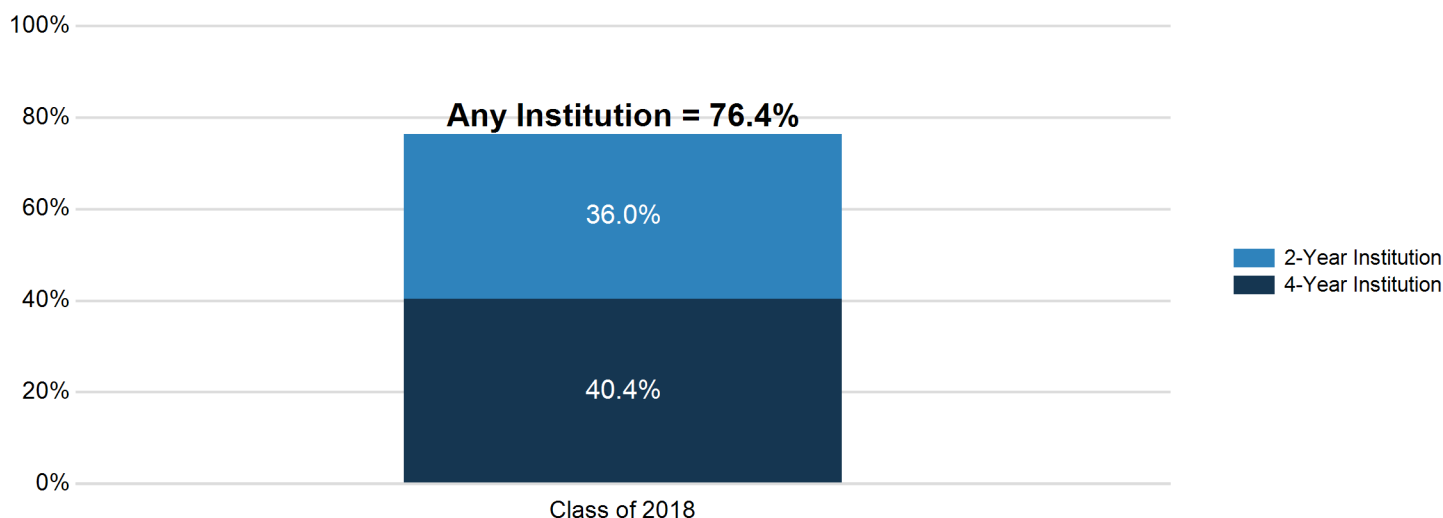
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	36.0%
% Enrolled in 4-Year Institution	40.4%
% Enrolled in Any Postsecondary Institution	76.4%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	59.4%	42.1%	57.9%
White	65%	19.2%	80.8%
Hispanic	52.6%	75%	25%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	41.2%	57.1%	42.9%
Students with Disabilities	*	*	*
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	76.4%	47.1%	52.9%	88.2%	11.8%	86.8%	13.2%
White	80%	39.3%	60.7%	85.7%	14.3%	82.1%	17.9%
Hispanic	74.4%	59.4%	40.6%	93.8%	6.3%	90.6%	9.4%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	66.7%	59.1%	40.9%	90.9%	9.1%	90.9%	9.1%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	40%	100%	0%	100%	0%	100%	0%



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

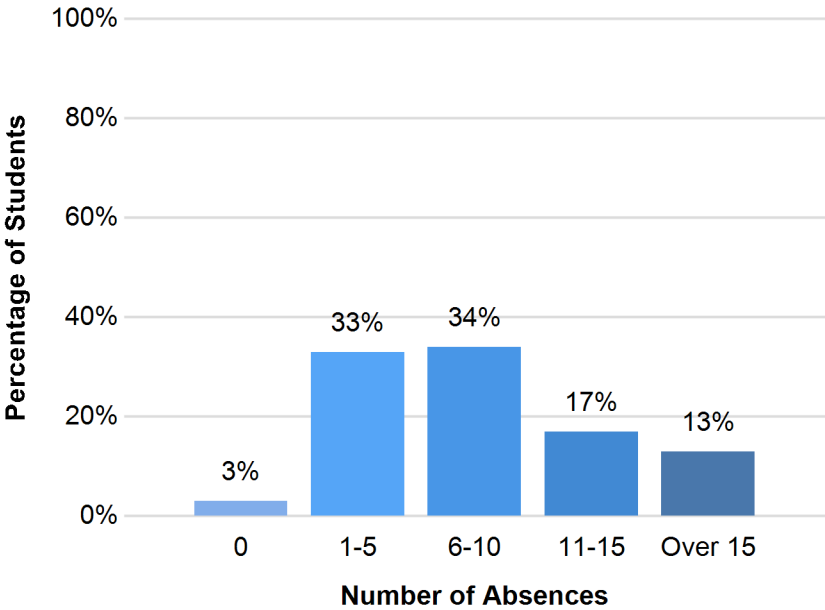
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	7.7	14.2	Met
White	12	8.6	14.2	Met
Hispanic	13	7.6	14.2	Met
Black or African American	4	10.3	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	17	10.6		
Male	12	5.6		
Economically Disadvantaged Students	18	10.9	14.2	Met
Students with Disabilities	9	23.1	14.2	Not Met
English Learners	1	2.9	14.2	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	0	0		

Days Absent

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





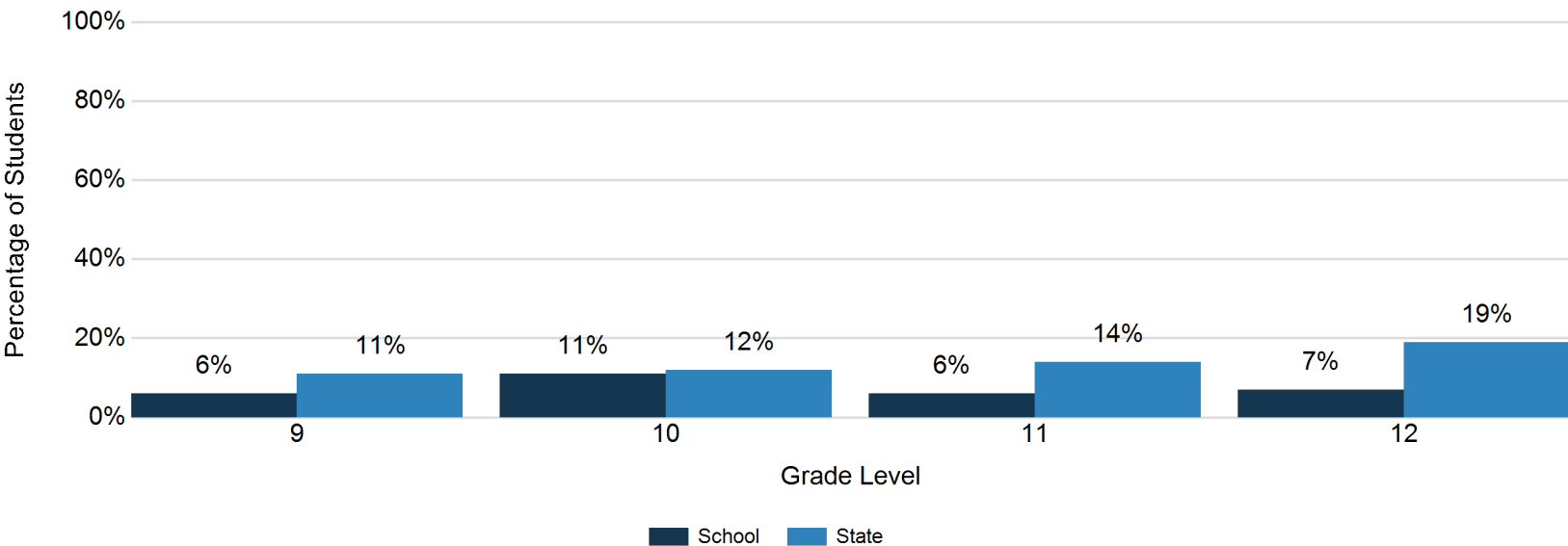
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Chronic Absenteeism by Grade

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	3
Weapons	0
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	3.49

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	13	3.5%
Any Suspension	13	3.5%
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
63



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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 43 Mins
Shared Time - Instructional Time	6 Hrs. 43 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	39	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	8.6	10.8
Percentage of Teachers with 4 or more years experience in the district	61.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,530
Average years experience in public schools	15.1	16.0
Average years experience in district	11.9	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	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	10:1	12:1
Students to Administrators	93:1	129:1
Teachers to Administrators	10:1	11:1
Students to Librarians/Media Specialists		1286:1
Students to Nurses		643:1
Students to Counselors		322:1
Students to Child Study Team Members		322:1



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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	43.0%	43.6%	25.0%	48.4%	77.1%	54.9%
Male	57.0%	56.4%	75.0%	51.6%	22.9%	45.1%
White	36.8%	92.3%	75.0%	42.4%	83.6%	77.4%
Hispanic	46.2%	2.6%	25.0%	29.9%	7.3%	7.2%
Black or African American	10.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.5%	5.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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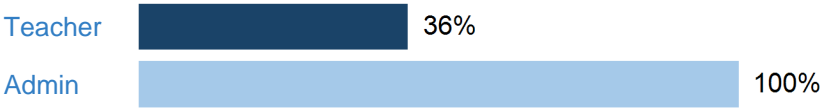
Teachers and Administrators - Level of Education

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

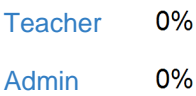
Bachelor's Degree



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	88.3%	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	96.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.7%	48.7%	51.1%
Math Proficiency	23.1%	24.4%	19.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	90.7%	88.5%	90.3%
5-Year Graduation Rate†	88.5%	95.3%	91.7%
Progress toward English Language Proficiency		55.6%	50.0%
Chronic Absenteeism	9.2%	11.8%	7.7%

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



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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.



Dunellen High School
(23-1140-040)
Grades Offered: 09-12
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Each student at Dunellen High School has been issued their own Chromebook for use in school and at home. We continue to upgrade our facilities to meet the needs of the 21st Century classroom. Because of our small size, students take advantage of the opportunity to participate in multiple clubs, sports, and activities throughout the school year and become a part of the educational community
 <p>Mission, Vision, Theme:</p>	<p>“Once a Destroyer, Always a Destroyer,” rings as true today for our students as it has for the generations of those that have come before for this proud community. Dunellen High School, while small in size is rich in its long and storied history. While Dunellen celebrates the achievements of its past, we continue to look forward to the future in order to prepare a new generation of “Destroyers” to go out into the world and make their mark. It is our commitment that we will continue to work to achieve success in academics, athletics, and the arts, while providing the students with the skills needed to help our town, state, and country move forward. Making connections with our students in and out of the classroom remains a cornerstone of our mission as we provide a private school atmosphere in a public school setting.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>NJ Monthly magazine ranked Dunellen High School as one of the most improved high schools in the state, increasing our ranking over 50 places from the previous year to number 134 and one of the highest ranked in Middlesex County. In recent years, Dunellen High School has gained recognition as one of America's Most Challenging High Schools by a Washington Post study. In addition, U.S. News and World Reports has ranked Dunellen High School in a survey of high schools in the state of New Jersey. The publication also awarded Dunellen High School a silver medal in its College Readiness Index two years in a row.</p>






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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p>The 375 students in grades 9-12 challenge themselves by taking ten honors courses and eight Advanced Placement courses. We recently added AP Computer Science Principles as an offering at the high school and will soon be offering AP Computer Science A to continue to enhance their technological skills. During the past year, nearly 40 percent of the students were enrolled in one or more Honors or AP classes. Dunellen High School continues to participate in a dual enrollment program at Middlesex County College. All students are issued Chromebooks to utilize for their studies and each room is equipped with an interactive whiteboard to enhance the educational experience.</p>
<div>  <div> Sports and Athletics: </div> </div>	<p>Sports Offered: Baseball (Boys), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)</p> <p>Dunellen High School is a member of the Greater Middlesex Conference (GMC) and athletics has always been an integral part of the high school experience for our students. Our teams compete in 14 different sports on a variety of levels. Our wrestlers co-op with another school in order to compete. We have several swimmers who have competed successfully in the GMC tournament. Destroyer Pride continues to run strong as our athletic teams continued to excel. Several Dunellen athletes were awarded all-state, all-conference, and all-area distinctions.</p>
<div>  <div> Clubs and Activities: </div> </div>	<p>In addition to its full academic program, we also offers a wide array of clubs, extra-curricular, and co-curricular activities. Because of our small size, our students have the opportunity to take advantage of participating in multiple activities throughout the school year, juggling their busy schedules to take part in the school community. During the past year, more than 80% of the student body participated in these activities. The concert and jazz bands, choir and madrigal singers entertained audiences at their annual winter and spring concerts, while the drama department packed the house in the fall and spring with splendid performances of "Charlotte's Web" and "Little Shop of Horrors." Our annual Fine Arts Festival allows our students to show off their creations in the visual arts, woodworking, and computer graphics.</p>





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 <div>Staff and Professional Learning:</div>	<p>Dunellen maintains a priority of continuous and quality professional development for its staff to the success of all of its students. Much time and care goes into the planning on the building level to make the sessions rewarding and enriching for all involved. Our focus remains not only helping the teachers support the academic success of our students, but also on their social-emotional well-being and growth.</p>
 <div>Postsecondary Information:</div>	<p>Currently, approximately 85% of Dunellen graduates pursue post-secondary education at colleges or universities, community colleges, or vocational-technical schools. Many have been rewarded for their fine academic efforts by gaining acceptance to such prestigious schools as the Cornell, Penn, NYU, Vassar College, Rutgers, Seton Hall, TCNJ, Penn State, Colgate, the University of Virginia, the University of Alabama, Syracuse University, the University of Oregon, and the University of Miami.</p>





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 <p>Student Supports and Services:</p>	<p>We as a district continue to strive to meet the needs of all of our students. We have grade level teams of teachers who meet daily to discuss and support the students in their classes. We have school counselors that stay with the students for multiple years so that they can get to know the students and direct them towards the path they choose for life after high school. Counselors are instrumental in arranging meetings with families & strategizing how to help students succeed. There is a full Child Study Team that helps to support the students, assisting those with disabilities in the resource or mainstream setting. The ELL program continues to serve those students learning the English language and new to our community.</p>
 <p>Parent and Community Involvement:</p>	<p>Dunellen uses the Genesis Student Management system, allowing parents and students to monitor their academic progress throughout the year. The Dunellen PTO is an active member of the community and helps to serve the students and staff in whatever way they can. The Booster Club, Drama Parents, and Football Fan Club all look to enrich the experience of the Dunellen student and their respective programs. We work closely with the Dunellen Recreation department to support their programs as they feed into the high school. The principal runs a monthly Principal's Roundtable, meeting with parents to answer their questions and get feedback on the school year.</p>





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 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div>
 <div>Facilities:</div>	<div>Dunellen High School, built during the Great Depression continues to update and renovate the facilities to better serve our students. Energy-efficiency has been a priority to save money and Go Green. The building was recently air conditioned to improve the educational experience for the students. More projects have been planned for the next few years to continue to modernize the facilities in order to provide the finest educational experience for our students.</div>




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 <div>Technology and STEM:</div>	<p>All Dunellen High School students have been issued Chromebooks to take home and utilize for their studies. This has enabled students to no longer have to carry hard copy textbooks home each night. Dunellen High School has a fully equipped computer lab that allows our students to successfully prepare for a future in computer applications and programming.</p>
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<div><div>Other Information</div></div> <div>Dunellen High School continues to change with the times in order to meet the educational needs of the students and the community we serve. This is no easy task in this rapidly changing world, but the teachers, administrators, staff, and BOE of Dunellen have accepted the challenge of preparing our students to be successful global citizens in the 21st century. With each passing graduating class of Dunellen High School, we hope that our students bring with them fond memories, a love of learning, and a desire to carry on the traditions and history of an institution that has existed for more than 80 years - and counting.</div>
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John P. Faber Elementary School
(23-1140-050)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



John P. Faber Elementary School
(23-1140-050)
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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Dunellen Public School District
Principal Name	Mr. Gary Lubisco
Address	400 HIGH STREET DUNELLEN, NJ 08812
Phone Number	732-400-5900
Email Address	lubiscog@dunellenschools.org
Website	http://www.dunellenschools.org/dps/Faber/
Twitter	https://twitter.com/jpfaberschool?lang=en



John P. Faber Elementary School

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

Enrollment Trends by Grade

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	47	45	39
KG	87	108	126
1	86	85	109
2	67	85	81
3	85	75	94
4	100	92	79
5	86	93	93
Total	558	583	621

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

Student Group	2016-17	2017-18	2018-19
Female	45.5%	47.2%	47.8%
Male	54.5%	52.8%	52.2%
Economically Disadvantaged Students	48.9%	50.6%	47.7%
Students with Disabilities	15.8%	17.2%	18.2%
English Learners	11.8%	11.8%	11.4%
Homeless Students	0.5%	0.5%	0.2%
Students in Foster Care	0.0%	0.2%	0.2%
Military-Connected Students	0.4%	2.2%	2.7%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	33.0%	32.9%	32.0%
Hispanic	47.5%	46.8%	46.7%
Black or African American	12.7%	13.6%	13.8%
Asian	6.5%	6.0%	5.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.3%	0.3%
Two or More Races	0.0%	0.2%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	47	45	39
KG - Half Day	0	0	0
KG - Full Day	87	108	126

Enrollment by Home Language

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

Home Language	% of Students
English	64.9%
Spanish	30.4%
Other Languages	4.7%



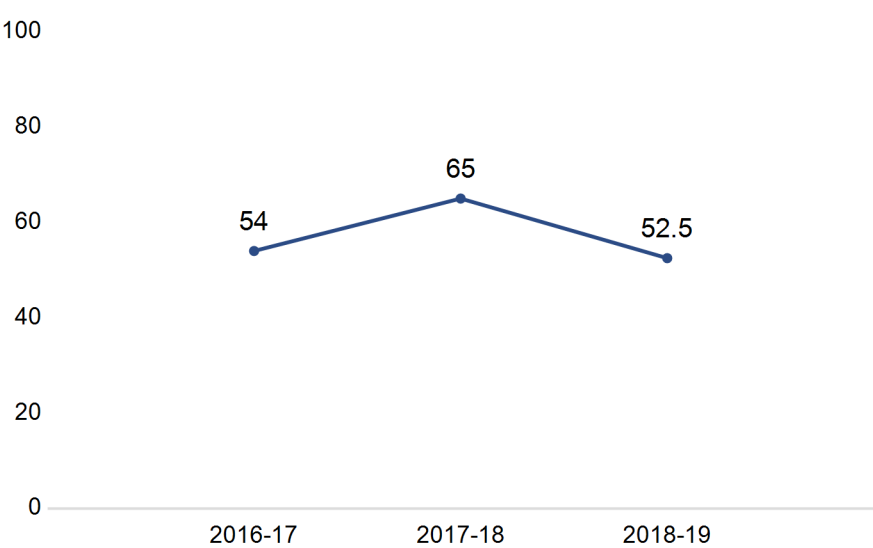
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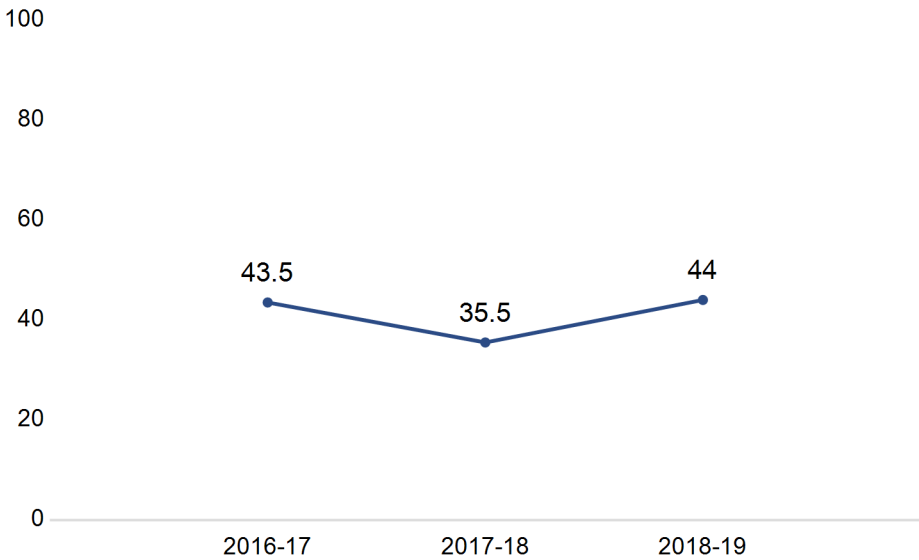
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	65	52.5	43.5	35.5	44
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



John P. Faber Elementary School

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	52.5	49	50	Met Standard	44	47	50	Met Standard
White	50.5	48	50	Met Standard	51	51	52	Met Standard
Hispanic	58.5	52	49	Met Standard	43	45.5	47	Met Standard
Black or African American	41	51	45	Met Standard	33	40	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	49	59	**	*	70.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	54.5	54	53	N	43	53	50	N
Male	48.5	46	47	N	46.5	45	51	N
Economically Disadvantaged Students	53.5	49	48	Met Standard	48	56	46	Met Standard
Students with Disabilities	54	39.5	43	**	45.5	33	45	**
English Learners	56.5	46	52	**	41	59	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	*	47	N	N	N	51	N



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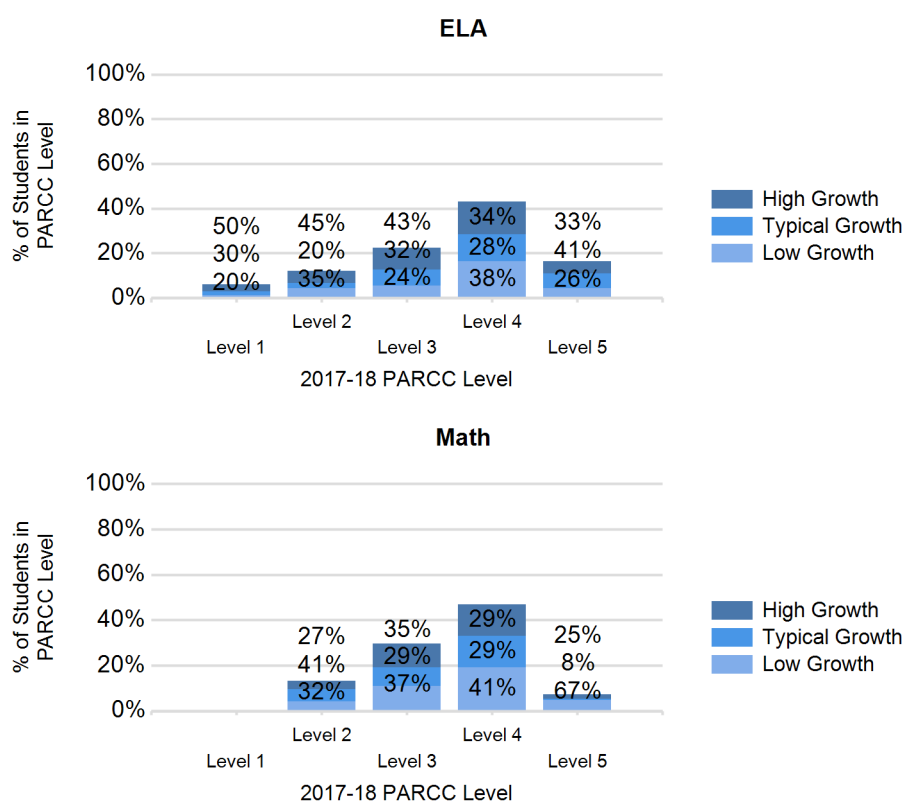
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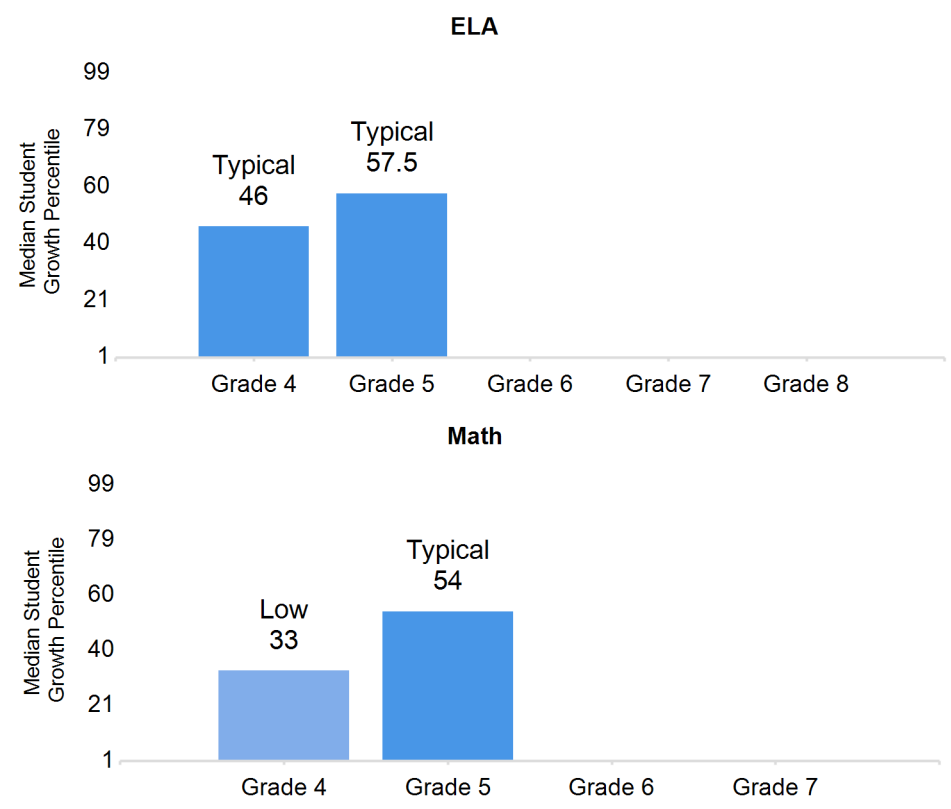
Student Growth by Performance Level

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.



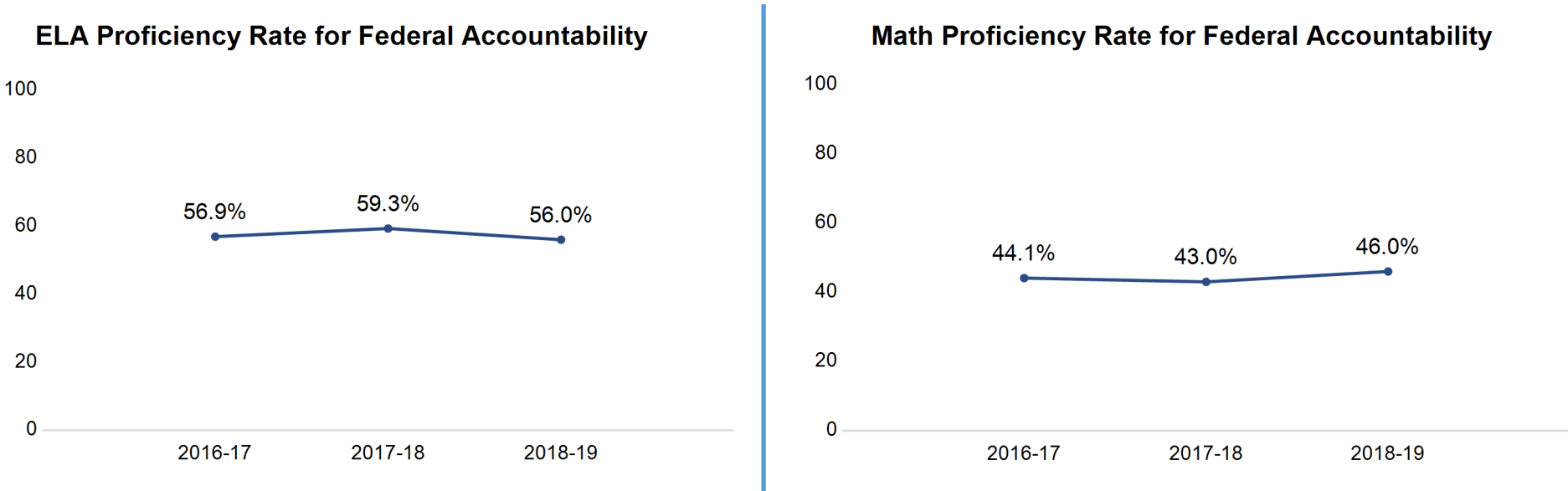


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English Language Arts and Mathematics Performance Trends

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	97.0%	96.9%	98.5%	97.0%	96.6%	98.9%
Proficiency Rate for Federal Accountability	56.9%	59.3%	56.0%	44.1%	43.0%	46.0%
Annual Target	61.6%	62.5%	63.5%	48.9%	50.6%	52.2%
Met Annual Target?	Met Target†	Met Target†	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	257	98.5	56.0	55.7	57.9	56.0	63.5	Not Met
White	88	97.8	67.0	64.1	66.9	67.0	67.4	Met Target†
Hispanic	113	99.2	50.4	51.2	43.9	50.4	57.5	Met Target†
Black or African American	37	100.0	43.2	*	38.5	43.2	64.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	100.0	75.0	74.4	82.9	75.0	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	120	97.6	63.3	65.0	64.8	63.3		
Male	137	99.3	49.6	47.1	51.3	49.6		
Economically Disadvantaged Students	126	100.0	46.8	46.1	40.0	46.8	54.9	Not Met
Non-Economically Disadvantaged Students	131	97.1	64.9	63.6	67.9	64.9		
Students with Disabilities	36	100.0	33.3	17.5	22.7	33.3	34.2	Met Target†
Students without Disabilities	221	98.3	59.7	60.6	65.1	59.7		
English Learners	30	96.9	33.3	28.2	29.3	33.3	27.2	Met Target
Non-English Learners	227	98.7	59.0	59.5	60.6	59.0		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	53.8	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

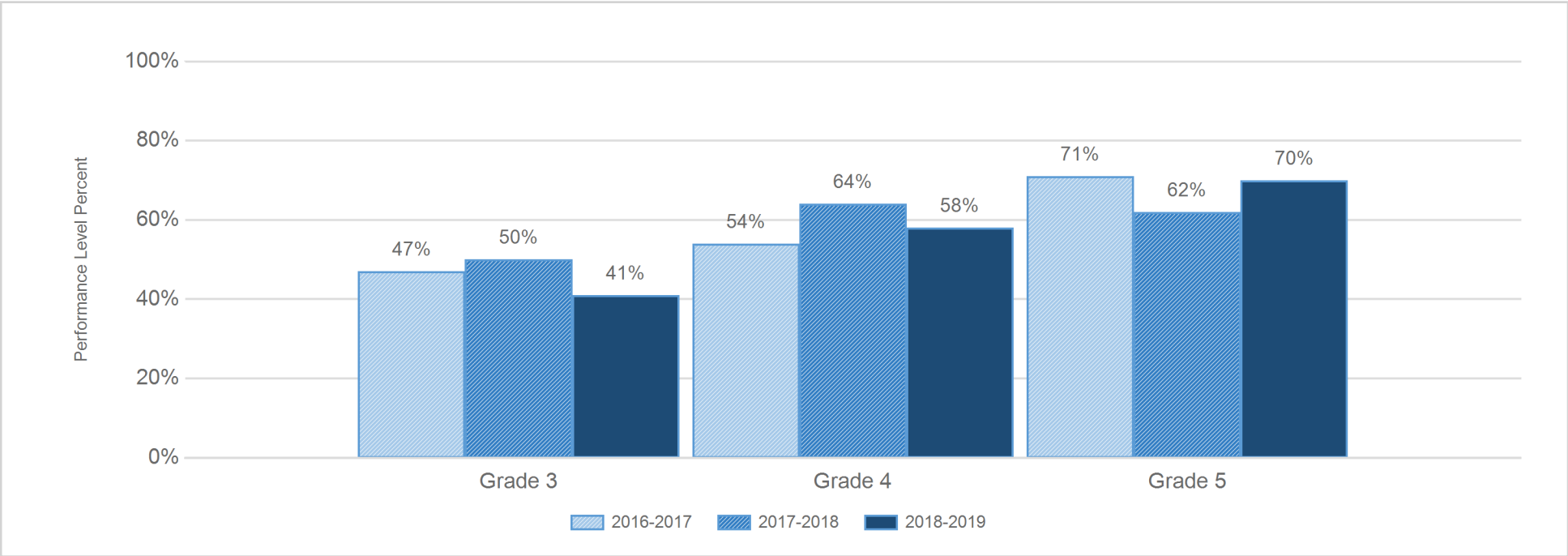


John P. Faber Elementary School
(23-1140-050)
Grades Offered: PK-05
2018-2019

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

English Language Arts 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.





John P. Faber Elementary School

(23-1140-050)

Grades Offered: PK-05

2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	742	742	748	18%	15%	25%	*	*	41%	50%
White	31	750	750	757	*	*	*	*	*	52%	60%
Hispanic	37	734	734	734	*	*	*	*	*	35%	36%
Black or African American	11	739	739	731	*	0%	*	*	*	36%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	33	744	744	753	*	*	*	*	*	48%	55%
Male	54	740	740	743	*	*	*	*	*	37%	46%
Economically Disadvantaged Students	38	729	729	731	*	*	26%	*	*	26%	33%
Non-Economically Disadvantaged Students	49	752	752	759	*	*	24%	*	*	53%	61%
Students with Disabilities	13	723	723	719	*	*	*	*	*	23%	24%
Students without Disabilities	74	745	745	754	*	*	*	*	*	45%	56%
English Learners	11	725	725	713	*	*	*	*	*	18%	17%
Non-English Learners	76	744	744	751	*	*	*	*	*	45%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



John P. Faber Elementary School

(23-1140-050)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	757	757	755	*	*	28%	42%	16%	58%	57%
White	27	760	760	763	*	*	*	*	*	70%	67%
Hispanic	31	755	755	743	*	*	39%	*	*	45%	44%
Black or African American	11	751	751	739	0%	*	*	*	*	55%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	37	762	762	760	*	*	*	*	*	65%	62%
Male	39	752	752	750	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	41	750	750	740	*	*	*	*	*	49%	40%
Non-Economically Disadvantaged Students	35	766	766	765	*	*	*	*	*	69%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	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%



John P. Faber Elementary School

(23-1140-050)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	762	762	756	*	*	21%	59%	11%	70%	58%
White	31	768	768	764	0%	*	*	*	*	77%	68%
Hispanic	46	757	757	743	*	*	22%	*	*	67%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	45	765	765	761	*	*	*	*	*	76%	64%
Male	46	759	759	750	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	48	755	755	740	*	*	*	*	*	63%	39%
Non-Economically Disadvantaged Students	43	769	769	766	*	*	*	*	*	79%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



John P. Faber Elementary School
(23-1140-050)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	261	98.9	46.0	35.1	44.5	46.0	52.2	Not Met
White	88	97.8	51.1	42.6	54.1	51.1	55.8	Met Target†
Hispanic	117	100.0	42.7	30.2	28.8	42.7	48.9	Met Target†
Black or African American	37	100.0	32.4	*	23.0	32.4	42.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	100.0	68.8	48.8	76.5	68.8	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	124	98.4	41.1	34.9	44.9	41.1		
Male	137	99.3	50.4	35.2	44.2	50.4		
Economically Disadvantaged Students	129	100.0	38.0	*	26.3	38.0	42.9	Met Target†
Non-Economically Disadvantaged Students	132	97.8	53.8	*	54.9	53.8		
Students with Disabilities	36	100.0	25.0	12.5	17.4	25.0	37.8	Not Met
Students without Disabilities	225	98.7	49.3	37.9	50.0	49.3		
English Learners	34	100.0	23.5	*	25.0	23.5	24.2	Met Target†
Non-English Learners	227	98.7	49.3	*	46.5	49.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	46.2	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

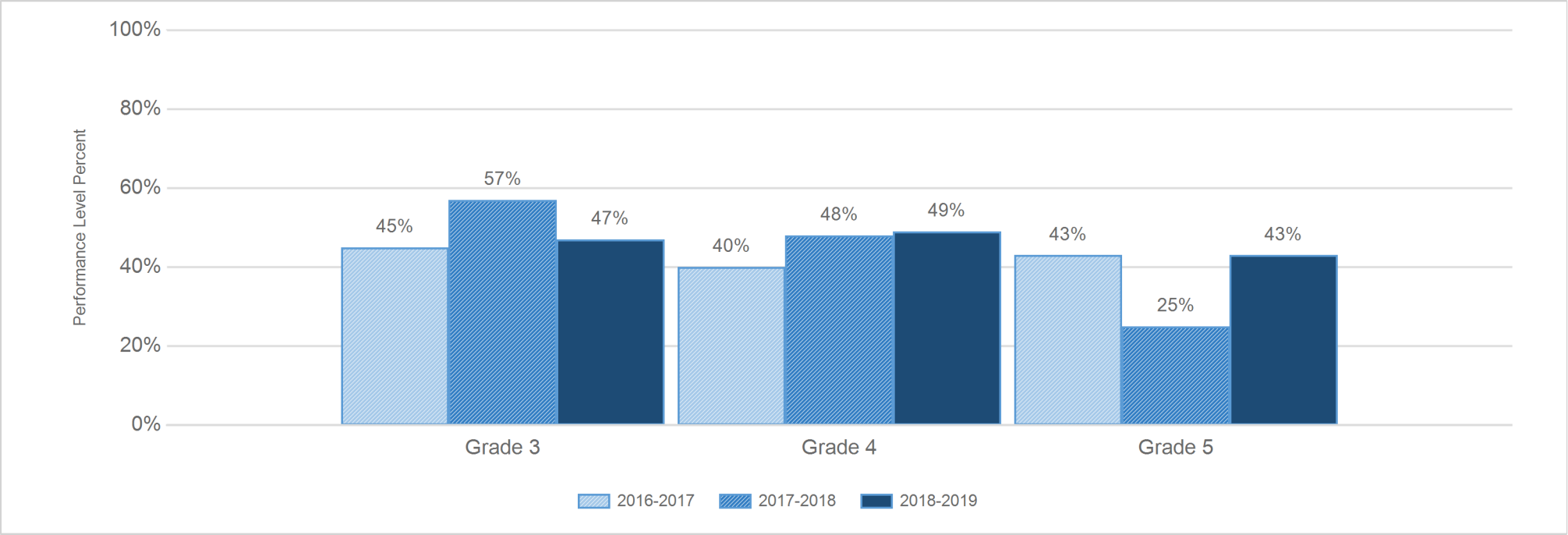


John P. Faber Elementary School
(23-1140-050)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



John P. Faber Elementary School
(23-1140-050)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	745	745	752	*	17%	26%	*	*	47%	55%
White	31	750	750	760	*	*	*	*	*	48%	66%
Hispanic	38	736	736	739	*	*	26%	39%	0%	39%	40%
Black or African American	11	745	745	735	*	*	*	*	*	45%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	34	741	741	751	*	*	*	*	*	41%	54%
Male	54	747	747	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	39	736	736	737	*	*	31%	*	*	36%	37%
Non-Economically Disadvantaged Students	49	752	752	761	*	*	22%	*	*	55%	67%
Students with Disabilities	13	731	731	731	*	*	*	*	*	31%	31%
Students without Disabilities	75	747	747	756	*	*	*	*	*	49%	60%
English Learners	12	725	725	728	*	*	*	*	*	17%	26%
Non-English Learners	76	748	748	754	*	*	*	*	*	51%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



John P. Faber Elementary School
(23-1140-050)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	744	744	749	*	22%	23%	*	*	49%	51%
White	27	746	746	757	*	*	*	48%	0%	48%	62%
Hispanic	34	743	743	737	*	*	*	*	*	56%	36%
Black or African American	11	729	729	731	0%	*	*	*	*	18%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	39	744	744	749	*	*	*	*	*	46%	50%
Male	40	744	744	749	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	42	740	740	734	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	37	749	749	759	*	*	*	*	*	54%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	11	712	712	722	*	*	*	*	*	18%	18%
Non-English Learners	68	749	749	751	*	*	*	*	*	54%	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%



John P. Faber Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	747	747	747	*	18%	37%	*	*	43%	47%
White	31	754	754	755	0%	*	32%	*	*	55%	58%
Hispanic	48	741	741	735	*	23%	38%	*	*	35%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	47	743	743	747	*	*	45%	*	*	36%	47%
Male	46	750	750	747	*	*	28%	*	*	50%	47%
Economically Disadvantaged Students	49	740	740	732	*	*	35%	*	*	35%	27%
Non-Economically Disadvantaged Students	44	754	754	757	*	*	39%	*	*	52%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



John P. Faber Elementary School
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	48.9%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	48	*	*
3-4	16	81.3%	18.8%
5 or more	*	*	*



John P. Faber Elementary School
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2018-2019

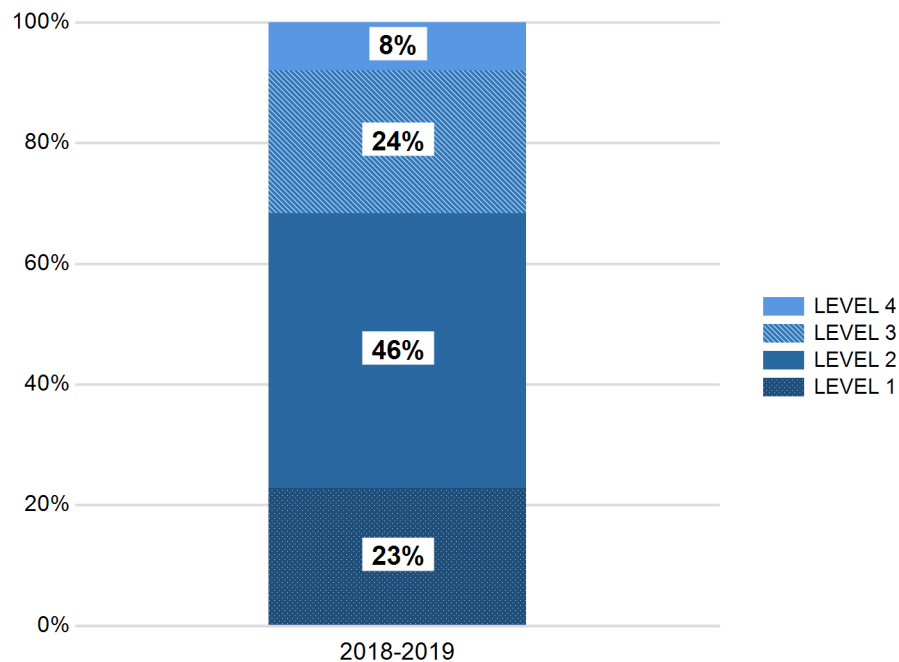
Report Key:

- * Data is not displayed in order to protect student privacy
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- N** No Data is available to display
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	23	46	24	8
White	10	42	35	13
Hispanic	31	50	15	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	21	55	17	6
Male	24	37	30	9
Economically Disadvantaged Students	33	52	11	4
Non-Economically Disadvantaged Students	13	40	36	11
Students with Disabilities	30	60	0	10
Students without Disabilities	22	45	27	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



John P. Faber Elementary School

(23-1140-050)

Grades Offered: PK-05

2018-2019

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

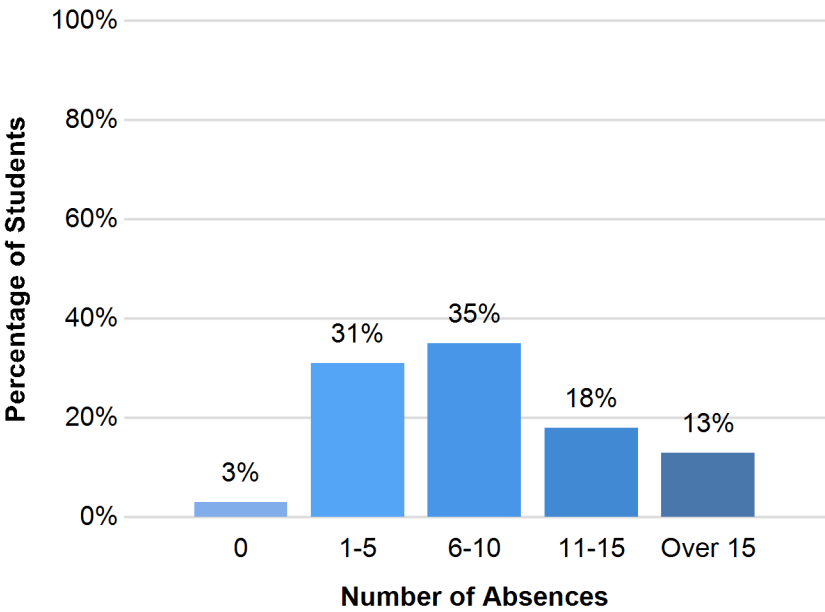
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	52	8.9	8.9	Met
White	16	8.4	8.9	Met
Hispanic	27	10.0	8.9	Not Met
Black or African American	7	8.1	8.9	Met
Asian, Native Hawaiian, or Pacific	1	3.0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	31	10.9		
Male	21	6.9		
Economically Disadvantaged Students	27	9.5	8.9	Not Met
Students with Disabilities	20	20.2	8.9	Not Met
English Learners	4	5.6	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	1	6.3		
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.





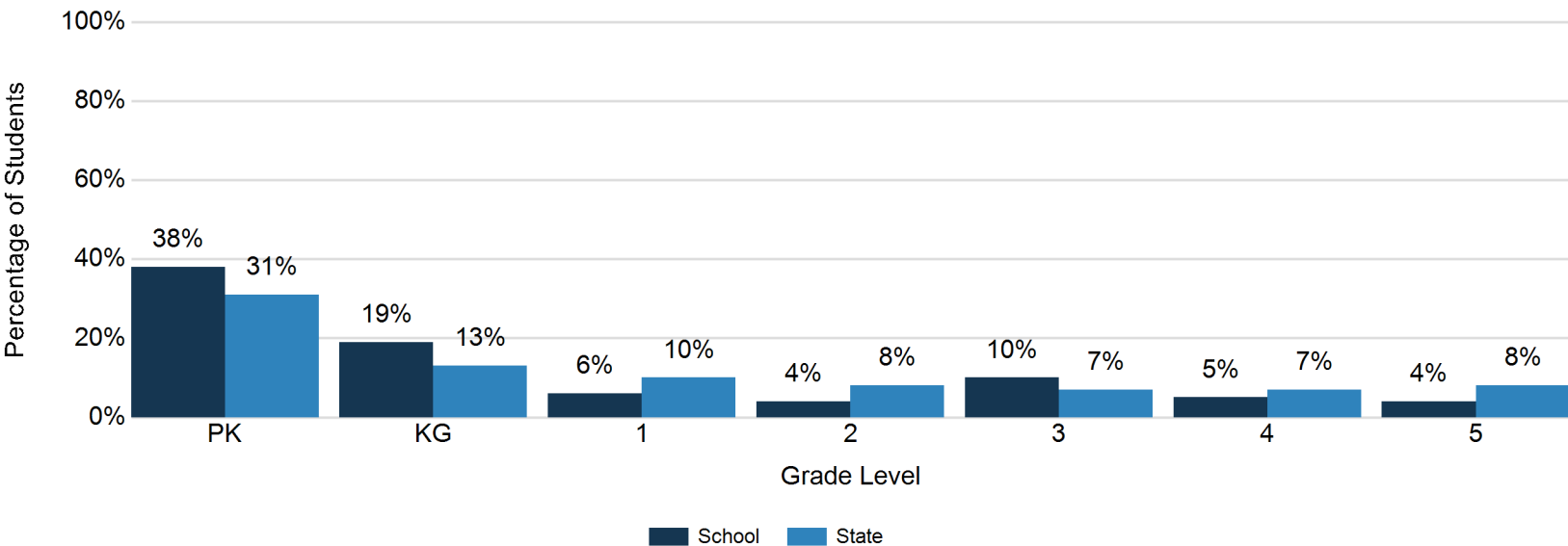
John P. Faber Elementary School
(23-1140-050)
Grades Offered: PK-05
2018-2019

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Chronic Absenteeism by Grade

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





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(23-1140-050)

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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	5
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.45

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	1.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
13



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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	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 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	49	118,214
Average years experience in public schools	9.8	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	59.2%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,530
Average years experience in public schools	15.1	16.0
Average years experience in district	11.9	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	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	13:1	12:1
Students to Administrators	207:1	129:1
Teachers to Administrators	16:1	11:1
Students to Librarians/Media Specialists		1286:1
Students to Nurses		643:1
Students to Counselors		322:1
Students to Child Study Team Members		322:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	91.8%	33.3%	48.4%	77.1%	54.9%
Male	52.2%	8.2%	66.7%	51.6%	22.9%	45.1%
White	32.0%	98.0%	66.7%	42.4%	83.6%	77.4%
Hispanic	46.7%	0.0%	33.3%	29.9%	7.3%	7.2%
Black or African American	13.8%	2.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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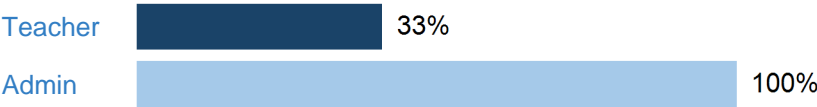
Teachers and Administrators - Level of Education

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	88.3%	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	93.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.9%	59.3%	56.0%
Math Proficiency	44.1%	43.0%	46.0%
ELA Growth	54	65	52
Math Growth	44	36	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.7%	48.9%
Chronic Absenteeism	7.4%	7.4%	8.9%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> We are implementing the Rutgers University’s Boggs Center Positive Behavior Support In Schools (PBSIS) program. Technology infused into every school day, with grades 3-5 utilizing 1:1 Chromebooks. Wilson trained staff members to identify and support students using a multi-sensory approach to reading in grades K-3.
 <div>Mission, Vision, Theme:</div>	<p>To prepare our students to meet the academic, emotional, and social challenges of the future by providing them with the essential skills necessary to acquire a common body of knowledge and understanding in accordance with the NJSLS. To provide a safe, caring and stimulating learning environment where students respect themselves and others, share their talents with the wider community and recognize the need to pursue excellence in their lives.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>We completed our second year of implementation for the Positive Behavior Support In Schools (PBSIS) program. The framework of this program is specific to addressing the continuum of behavior, conduct, and climate needs within our school. With the guidance of an assigned Coach, the Faber School team is implementing an integrated system that encourages pro-social behaviors and provides teachers with an array of positive and proactive “Try First” strategies.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Faber School offers a comprehensive elementary curriculum. The district continued the implementation of the New Jersey Student Learning Standards (NJSLS) through the use of EnVisions Math, Reading Wonders, and Lucy Caulkins Writer's Workshop. These programs encourage children to think, read, and write critically. The instructional program also includes social studies, science, art, music, technology, physical education, library-media skills, health, family life, character education, and Spanish.</p>
 <p>Clubs and Activities:</p>	<p>Faber School offers students musical activities that begins with the recorder in grade 2, the option to select an instrument in grades 4-5, and a before school choral group in grades 4-5. Our chess club ranks among the best in the state. The after school Newspaper Club provides students with an opportunity to develop an interest in writing. For students who have an interest in leadership and extracurricular activities, a Student Council, Safety Patrol and the Juggling Club are options.</p>





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 <div>Before and After School Programs:</div>	<p>Faber School continues to offer the “Extended Day After-School Program” and now offers a "Breakfast Program." This program provided by the Dunellen Board of Education offers students with the opportunity to be dropped off at school as early as 7:00 a.m. and remain at school in a supervised setting until 6:00 p.m. and receive academic support as well as an opportunity to interact socially. Academic after school programs are also offered, where students receive help in reading, mathematics, and organizational skills.</p>
 <div>Staff and Professional Learning:</div>	<p>Faber School is deeply committed to professional development with professional days embedded into the schedule. Teachers are encouraged to participate in outside workshops and turnkey their learning at monthly Edcamps. Our teachers collaborate as members of organizational committees charged with launching and managing school wide initiatives. The improvement of teacher pedagogy is essential so that our teachers can deliver the caliber of education that ensures that our students are successful.</p>






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 <div>Student Supports and Services:</div>	<p>Faber school houses several special education programs including one preschool disabled class, two preschool integrated classes, one autistic class, and two multiple disability classes. Our special education population is mainstreamed into classes as often as possible when appropriate. Students who have been identified as being in need of additional support and remediation are serviced through a Basic Skills Support program. Faber School offers an English as a Second Language Program to provide targeted support.</p>
 <div>Student Health and Wellness:</div>	<p>The Intervention and Referral Services identify academic and emotional needs of students in order to develop action plans. An integrated and assertive anti-harassment, intimidation and bullying program has helped build a safe educational climate in which students can feel comfortable to learn and be themselves. Finally, a full time nurse is housed in the school to attend to the medical needs of the students.</p>
 <div>Parent and Community Involvement:</div>	<p>Faber School students are very fortunate to have a very involved and supportive PTO. Parents and teachers organize activities for the students creating an enriching environment for the entire school community. The activities and events take place before, during and after school.</p>






John P. Faber Elementary School
(23-1140-050)
Grades Offered: PK-05
2018-2019

Report Key:
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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>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Multiple school climate surveys were conducted to support transparency and collaboration with the school community. The School Culture and Climate Committee conducted their yearly survey of students, parents, and teachers utilizing google forms. The Administrative team conducted periodic surveys of the students, parents, and teachers to monitor the progress of school initiatives. The results of the surveys communicated a safe student body, a supportive parental base, and a dedicated faculty.</p>
 <div>Facilities:</div>	<p>Faber School is a rectangle shaped building with an open courtyard in the middle with a school garden. There have been recent renovations to the gymnasium, the 5th grade classrooms, and the library. Each room has central air conditioning or a window unit to alleviate discomfort during the fall and spring. The building supports the arts through a separate vocal music, instrumental music, and art room.</p>
 <div>School Safety:</div>	<p>School Safety is a priority at John P. Faber School. The administration attends training and works collaboratively with local, county and state officials to integrate best practices into their safety procedures. The administration has formed a task force that meets regularly to analyze protocols and make recommendations for improvement. The building has been equipped with electronic locks on all doors.</p>





John P. Faber Elementary School
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2018-2019

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 <div>Technology and STEM:</div>	<p>Technology is infused into every school day, with a mobile cart for grades K-2, a 1 to 1 Chromebook initiative for grades 3-5, and a classroom set of iPads for the Special Area classes. The students" schedule offers a Technology and Media class each week that progressively prepares students to use various devices, navigate the internet safely, and problem solve collaboratively. Each classroom has a fully operational SmartBoard and computer to support instruction.</p>
 <div>Early Childhood Education:</div>	<p>The Pre-School program provides two settings to meet the needs of all learners. Both settings at Faber School provide instruction, utilizing the Tools of the Mind Curriculum with the goal of developing instructional techniques, that emphasizes both the development of underlying cognitive skills and the development of academic skills in core subjects. The pre-school self-contained setting provides individualized instruction for students with special needs. The inclusive program provides students with special needs and general education students the opportunity to learn together and from each other. The core of this program is to amplify development in young children. Each pre-school teacher and paraprofessional has undergone rigorous professional development to ensure the success of each student. The training will continue to ensure learning and development is ongoing and successful.</p>



John P. Faber Elementary School
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2018-2019

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<div>A blue circular icon with a white lowercase letter 'i' inside, representing information.</div> <div>Other Information</div>	Several of our special education and regular education teachers have been trained in the Wilson Reading Program, which is a multi-sensory teaching approach to reading. Students who were identified as needing this multi-sensory approach to reading were able to work with these teachers in order for them to complete this year-long program successfully. These students showed much improvement in their phonics and phonemic awareness and will continue the program throughout the year.
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Lincoln Middle School
(23-1140-060)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Lincoln Middle School
(23-1140-060)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Dunellen Public School District
Principal Name	Mr. Robert Altmire
Address	400 Dunellen Avenue DUNELLEN, NJ 08812
Phone Number	732-400-5900
Email Address	altmirer@dunellenschools.org
Website	http://www.dunellenschools.org/dps/Lincoln/



Lincoln Middle School
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2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	82	85	104
7	77	86	94
8	114	74	93
Total	273	245	293

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.2%	51.4%	51.9%
Male	53.8%	48.6%	48.1%
Economically Disadvantaged Students	45.8%	51.4%	45.4%
Students with Disabilities	9.5%	6.5%	9.9%
English Learners	5.5%	4.9%	6.1%
Homeless Students	0.4%	0.4%	0.3%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.4%	0.4%	1.7%
Migrant Students	3.3%	2.0%	0.7%

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	38.5%	38.0%	31.1%
Hispanic	45.1%	43.7%	50.9%
Black or African American	10.6%	11.4%	10.9%
Asian	5.9%	6.9%	6.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.3%

Enrollment by Home Language

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

Home Language	% of Students
English	54.9%
Spanish	36.9%
Vietnamese	1.7%
Tagalog	1.4%
Polish	1.0%
Other Languages	4.1%



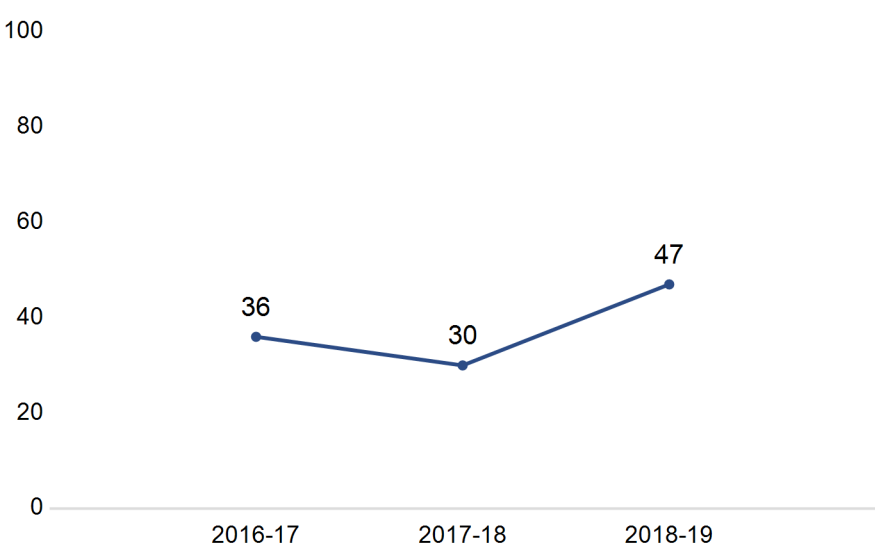
Lincoln Middle School
(23-1140-060)
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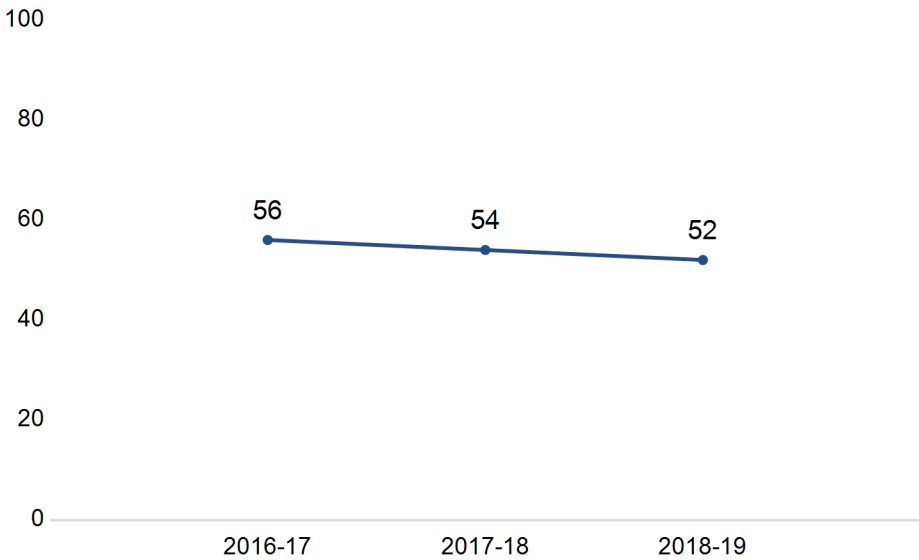
Student Growth Trends and Progress

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	36	30	47	56	54	52
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Lincoln Middle School

(23-1140-060)

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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	47	49	50	Met Standard	52	47	50	Met Standard
White	41	48	50	Met Standard	51	51	52	Met Standard
Hispanic	47	52	49	Met Standard	54	45.5	47	Met Standard
Black or African American	57	51	45	Met Standard	45	40	43	**
Asian, Native Hawaiian, or Pacific Islander	38.5	49	59	**	70	70.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	54	54	53	N	55	53	50	N
Male	41	46	47	N	43	45	51	N
Economically Disadvantaged Students	47	49	48	Met Standard	58.5	56	46	Met Standard
Students with Disabilities	32	39.5	43	Not Met	31	33	45	**
English Learners	43	46	52	Met Standard	59	59	50	Met Standard
Homeless Students	*	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	*	*	47	N	N	N	51	N



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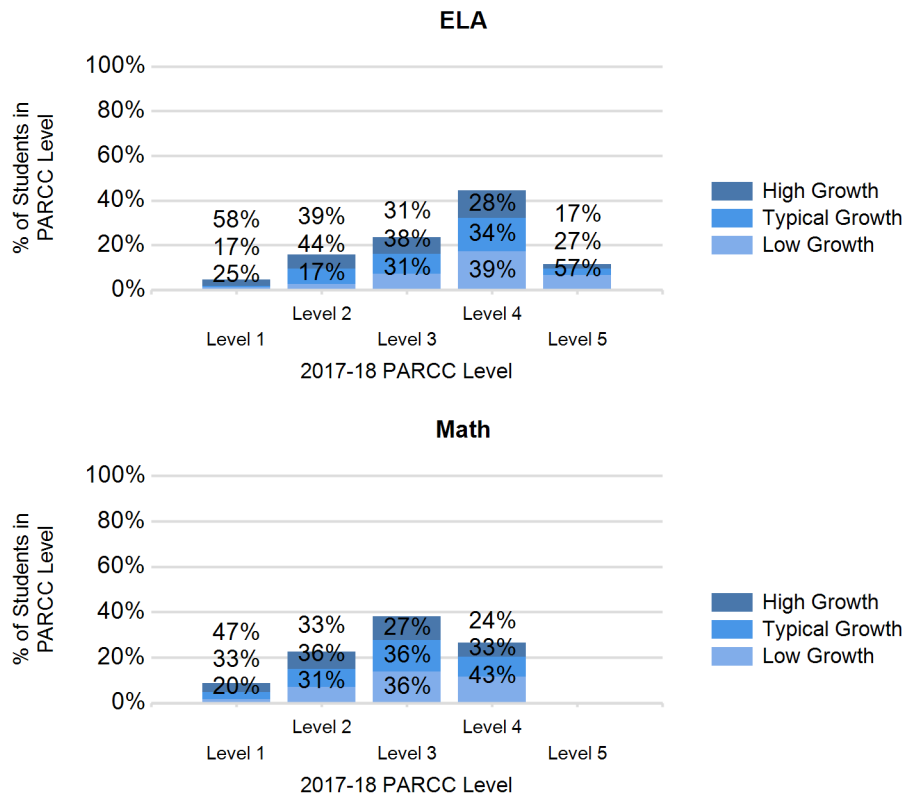
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

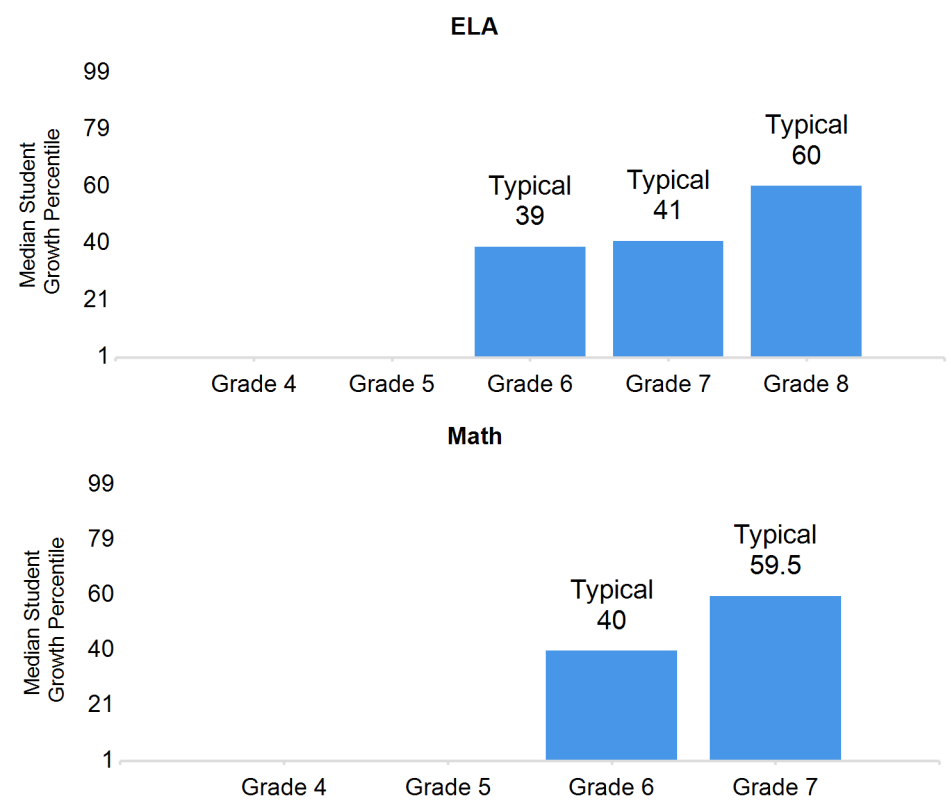
Student Growth by Performance Level

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



Student Growth by Grade

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



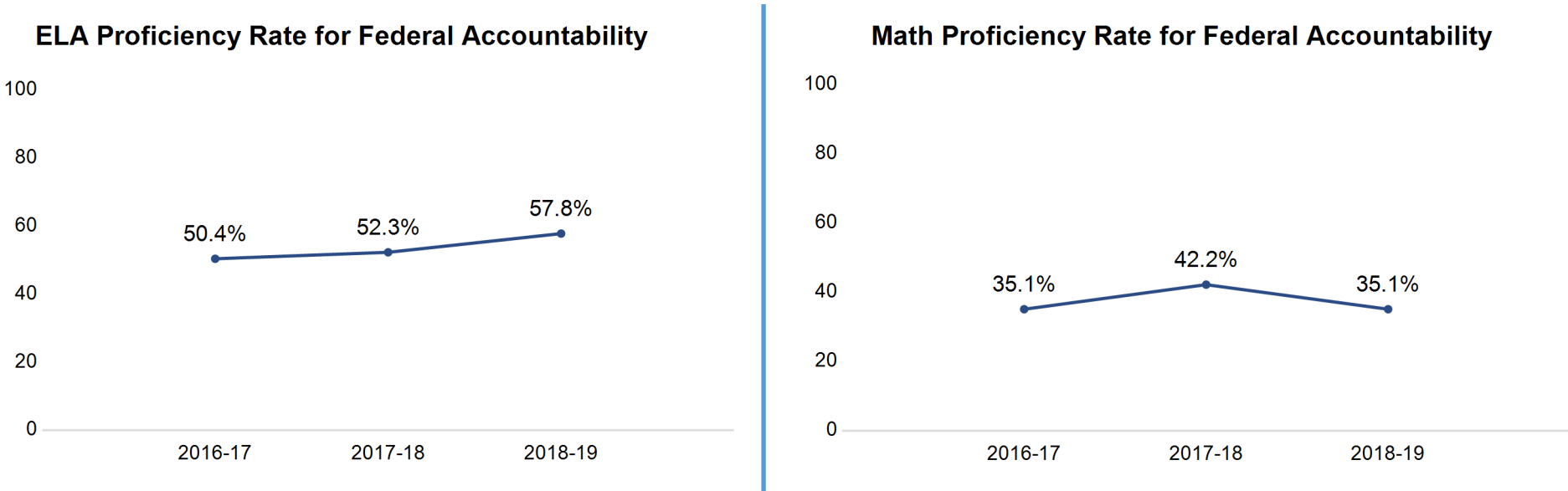


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.5%	97.5%	93.5%	95.6%	97.6%	93.6%
Proficiency Rate for Federal Accountability	50.4%	52.3%	57.8%	35.1%	42.2%	35.1%
Annual Target	54.5%	55.9%	57.2%	40.6%	42.6%	44.7%
Met Annual Target?	Met Target†	Met Target†	Met Target	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	269	93.5	58.4	55.7	57.9	57.8	57.2	Met Target
White	80	88.2	57.5	64.1	66.9	53.2	66	Not Met
Hispanic	139	95.9	57.6	51.2	43.9	57.6	52.9	Met Target
Black or African American	31	93.9	54.8	*	38.5	54.8	23.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	139	94.6	69.1	65.0	64.8	69.1		
Male	130	92.4	46.9	47.1	51.3	45.9		
Economically Disadvantaged Students	110	90.2	54.5	46.1	40.0	52.2	42.9	Met Target
Non-Economically Disadvantaged Students	159	95.9	61.0	63.6	67.9	61.0		
Students with Disabilities	26	93.1	*	17.5	22.7	*	14.9	Met Target†
Students without Disabilities	243	93.6	*	60.6	65.1	*		
English Learners	34	91.9	29.4	28.2	29.3	29.4	22.2	Met Target
Non-English Learners	235	93.7	62.6	59.5	60.6	61.6		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	53.8	57.8	*		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.



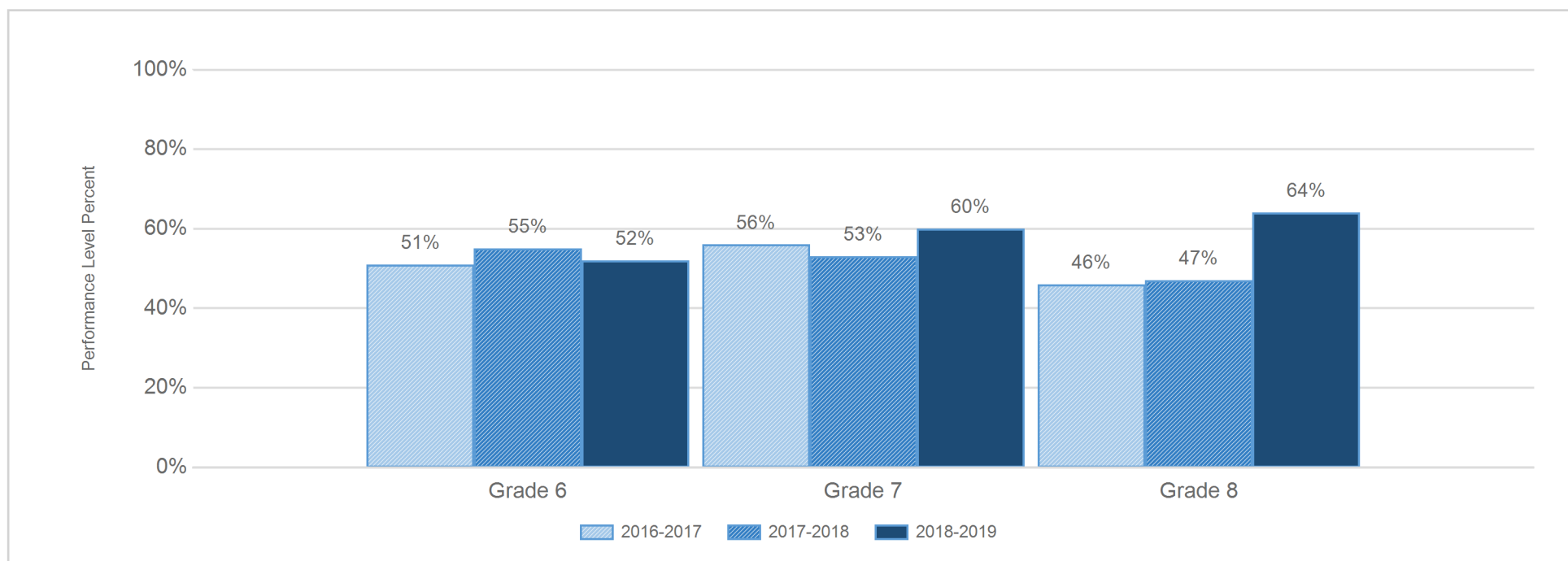
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	752	752	754	*	18%	26%	*	*	52%	56%
White	25	749	749	762	*	*	*	*	*	44%	65%
Hispanic	54	750	750	743	*	*	24%	*	*	54%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	39	767	767	762	*	*	*	*	*	74%	64%
Male	56	742	742	748	*	*	*	*	*	36%	48%
Economically Disadvantaged Students	36	746	746	740	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	59	755	755	763	*	*	*	*	*	51%	67%
Students with Disabilities	10	715	715	722	*	*	*	*	*	*	19%
Students without Disabilities	85	756	756	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	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	86	758	758	761	*	*	26%	41%	20%	60%	63%
White	26	762	762	769	0%	*	*	*	*	62%	72%
Hispanic	41	752	752	747	*	*	29%	*	*	54%	50%
Black or African American	11	744	744	741	0%	*	*	*	*	55%	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	52	765	765	769	*	*	*	*	*	69%	71%
Male	34	746	746	753	*	*	*	*	*	47%	55%
Economically Disadvantaged Students	41	749	749	743	*	*	29%	*	*	51%	45%
Non-Economically Disadvantaged Students	45	765	765	771	*	*	22%	*	*	69%	73%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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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	91	763	763	762	*	*	26%	41%	23%	64%	63%
White	30	769	769	770	0%	*	*	*	*	67%	72%
Hispanic	45	765	765	747	*	*	27%	*	*	67%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	50	768	768	771	*	*	*	*	*	66%	71%
Male	41	757	757	753	*	*	*	*	*	61%	55%
Economically Disadvantaged Students	33	756	756	743	*	*	*	*	*	64%	45%
Non-Economically Disadvantaged Students	58	767	767	772	*	*	*	*	*	64%	72%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	*	*	*	718	*	*	*	*	*	*	27%



Lincoln Middle School
(23-1140-060)
Grades Offered: 06-08
2018-2019

Report Key:

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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	271	93.6	35.4	35.1	44.5	35.1	44.7	Not Met
White	80	88.2	46.3	42.6	54.1	42.8	52.3	Not Met
Hispanic	141	96.0	27.7	30.2	28.8	27.7	36.3	Not Met
Black or African American	31	93.9	32.3	*	23.0	32.3	29.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	48.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	141	94.7	39.7	34.9	44.9	39.7		
Male	130	92.4	30.8	35.2	44.2	30.1		
Economically Disadvantaged Students	112	90.4	30.4	*	26.3	29.1	35.7	Met Target†
Non-Economically Disadvantaged Students	159	95.9	39.0	*	54.9	39.0		
Students with Disabilities	26	93.1	*	12.5	17.4	*	20.7	Not Met
Students without Disabilities	245	93.6	*	37.9	50.0	*		
English Learners	36	92.3	13.9	*	25.0	13.9	21.9	Met Target†
Non-English Learners	235	93.7	38.7	*	46.5	38.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	46.2	46.4	*		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.



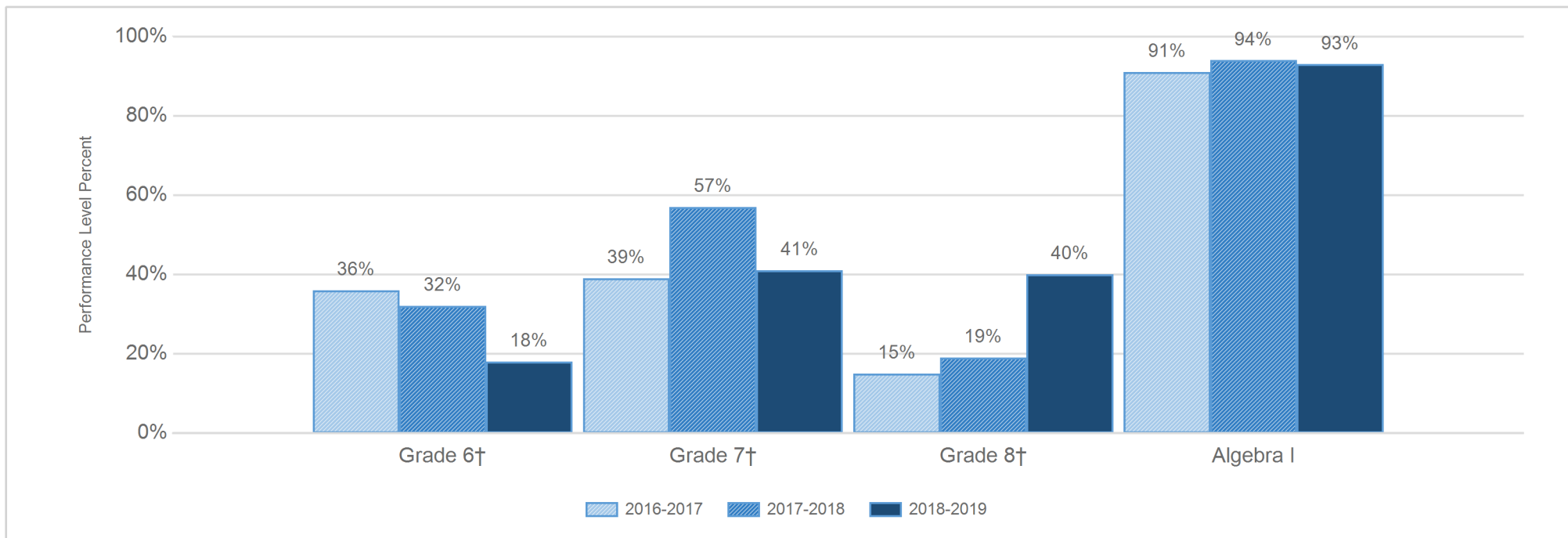
Lincoln Middle School
(23-1140-060)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	729	729	741	14%	34%	35%	*	*	18%	41%
White	25	734	734	749	*	*	40%	*	*	20%	51%
Hispanic	54	724	724	729	19%	37%	30%	*	*	15%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	39	735	735	742	*	*	38%	*	*	28%	42%
Male	56	724	724	740	*	*	32%	*	*	11%	40%
Economically Disadvantaged Students	36	726	726	726	*	33%	33%	*	*	17%	21%
Non-Economically Disadvantaged Students	59	730	730	750	*	34%	36%	*	*	19%	53%
Students with Disabilities	10	705	705	716	*	*	*	*	*	*	12%
Students without Disabilities	85	731	731	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	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	87	746	746	744	*	20%	37%	*	*	41%	42%
White	26	756	756	751	0%	*	*	*	*	62%	53%
Hispanic	42	738	738	733	*	29%	40%	*	*	29%	26%
Black or African American	11	734	734	727	*	*	*	*	*	18%	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	53	748	748	744	*	*	34%	*	*	43%	42%
Male	34	744	744	743	*	*	41%	*	*	38%	42%
Economically Disadvantaged Students	42	744	744	731	*	*	50%	*	*	31%	24%
Non-Economically Disadvantaged Students	45	749	749	751	*	*	24%	*	*	51%	53%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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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	78	735	735	728	15%	18%	27%	40%	0%	40%	29%
White	21	734	734	737	*	*	*	*	*	43%	38%
Hispanic	41	738	738	722	*	*	34%	34%	0%	34%	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	N	N	N	730	N	N	N	N	N	N	31%
Female	45	737	737	731	*	*	*	40%	0%	40%	31%
Male	33	733	733	726	*	*	*	39%	0%	39%	27%
Economically Disadvantaged Students	31	738	738	719	*	*	32%	42%	0%	42%	20%
Non-Economically Disadvantaged Students	47	733	733	735	*	*	23%	38%	0%	38%	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	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	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	*	*	*	701	*	*	*	*	*	*	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	778	731	744	0%	0%	*	*	*	93%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	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	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	708	717	N	N	N	N	N	N	12%
Students without Disabilities	14	778	733	748	0%	0%	*	*	*	93%	47%
English Learners	N	N	710	710	N	N	N	N	N	N	*
Non-English Learners	14	778	733	745	0%	0%	*	*	*	93%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	N	N
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	50.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



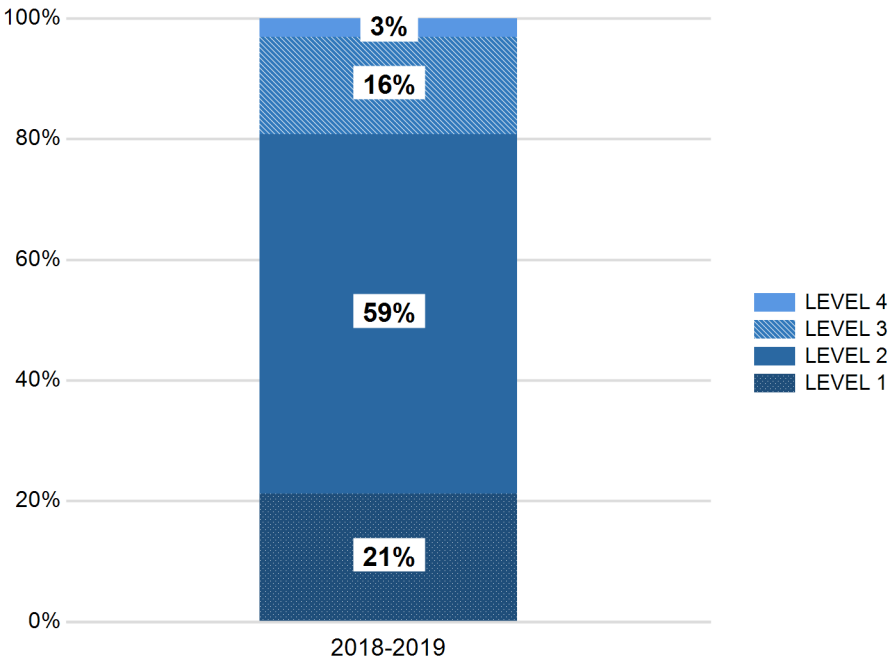
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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	21	59	16	3
White	14	52	24	10
Hispanic	18	69	13	0
Black or African American	27	64	9	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	62	12	2
Male	17	56	22	5
Economically Disadvantaged Students	20	74	6	0
Non-Economically Disadvantaged Students	21	50	23	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*



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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	106
7	0	0	94
8	15	0	81
Total	15	0	281

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	104	0	0	0	0	0	0
7	69	25	0	0	0	0	0
8	77	20	0	0	0	0	0
Total	250	45	0	0	0	0	0



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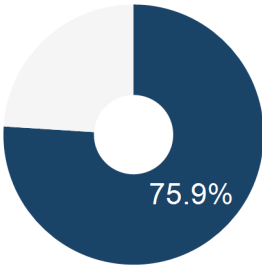
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Visual and Performing Arts – Course Participation

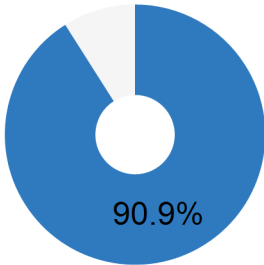
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

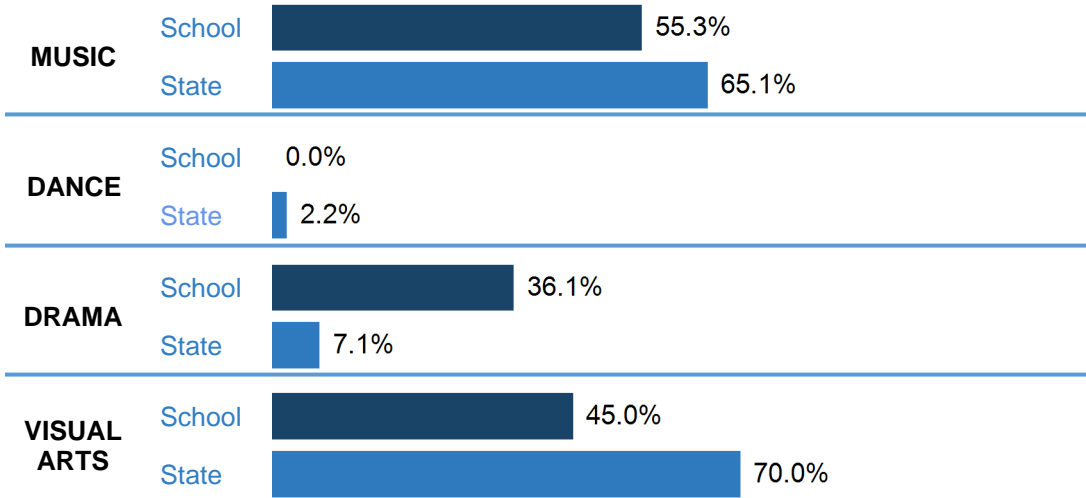


School



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.

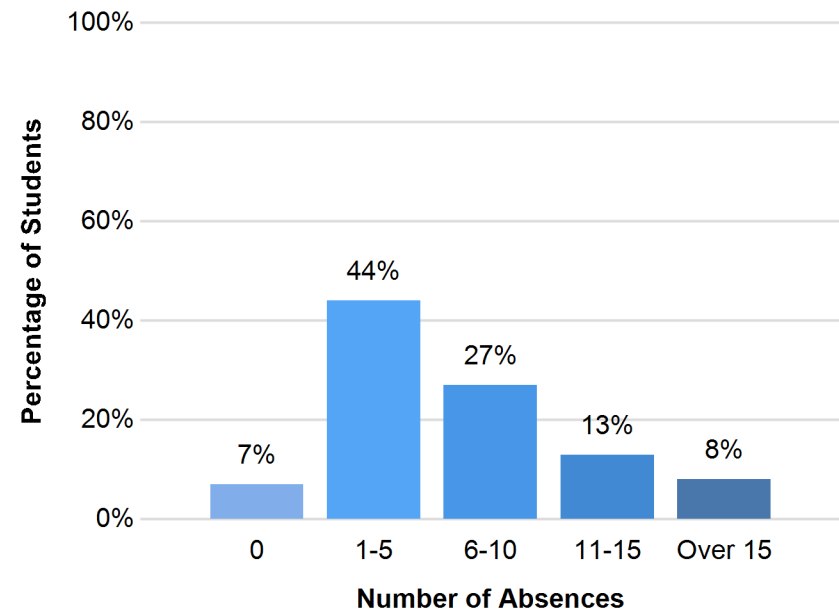
Chronic Absenteeism

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	19	6.5	9.1	Met
White	9	9.8	9.1	Not Met
Hispanic	8	5.4	9.1	Met
Black or African American	1	3.2	9.1	Met
Asian, Native Hawaiian, or Pacific	*	*	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	9	5.9		
Male	10	7.2		
Economically Disadvantaged Students	10	7.6	9.1	Met
Students with Disabilities	3	10.7	9.1	Not Met
English Learners	4	22.2	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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





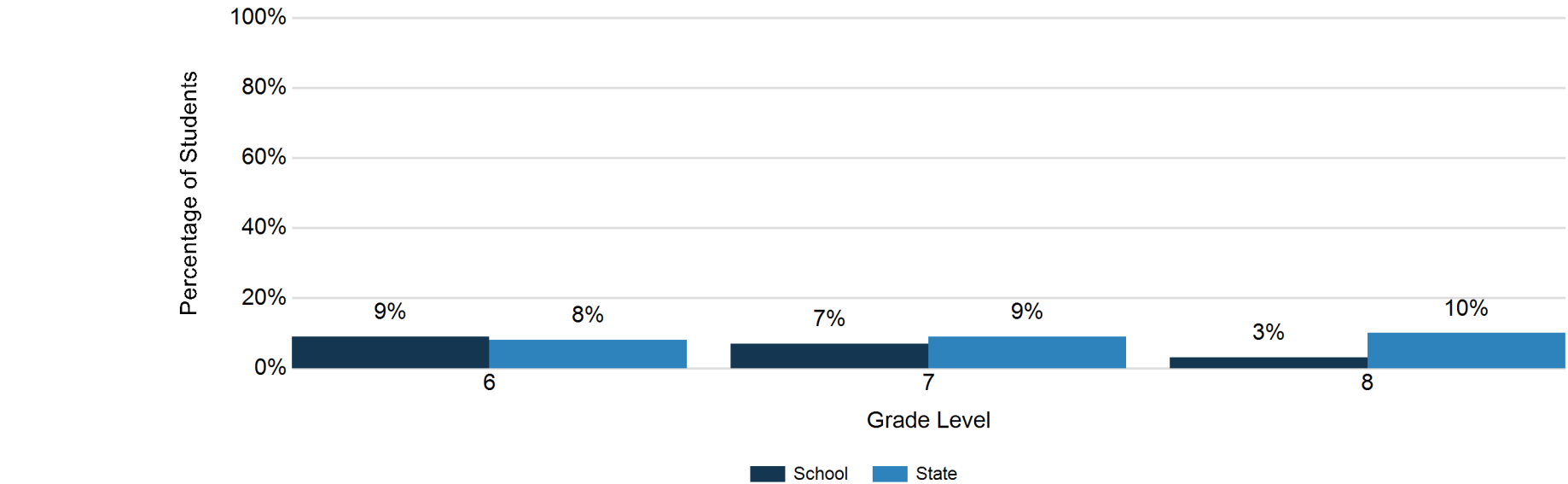
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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





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(23-1140-060)
Grades Offered: 06-08
2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.02

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
18



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School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:50 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 48 Mins
Shared Time - Instructional Time	6 Hrs. 48 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	74.3%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,530
Average years experience in public schools	15.1	16.0
Average years experience in district	11.9	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	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	8:1	12:1
Students to Administrators	147:1	129:1
Teachers to Administrators	18:1	11:1
Students to Librarians/Media Specialists		1286:1
Students to Nurses		643:1
Students to Counselors		322:1
Students to Child Study Team Members		322:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.9%	62.9%	50.0%	48.4%	77.1%	54.9%
Male	48.1%	37.1%	50.0%	51.6%	22.9%	45.1%
White	31.1%	85.7%	50.0%	42.4%	83.6%	77.4%
Hispanic	50.9%	5.7%	50.0%	29.9%	7.3%	7.2%
Black or African American	10.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.1%	8.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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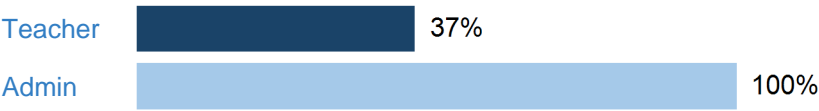
Teachers and Administrators - Level of Education

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

Bachelor's Degree



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	88.3%	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	97.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.4%	52.3%	57.8%
Math Proficiency	35.1%	42.2%	35.1%
ELA Growth	36	30	47
Math Growth	56	54	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	50.0%
Chronic Absenteeism	7.4%	6.6%	6.5%

† 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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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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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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"> Technology is a part of each school day, with all students having access to personal Chromebooks. Cycle Classes are offered to capture student interest. Offers five sports and various activities for students to get involved with after school.
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Dunellen Public Schools is to prepare our students to meet the academic, emotional, and social challenges of the future by providing them with the essential skills.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Lincoln Middle School's team model continues to yield great results. All core teachers meet each day and share information regarding academics, as well as behavioral issues.</p>






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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<p>Lincoln Middle School offers a comprehensive middle school curriculum consisting of core academic courses in science, language arts, mathematics and social studies, as well as cycle classes comprising of music, art, drama, computers, career exploration, library skills, astronomy, social skills and contemporary issues.</p>
<div>  <div>Sports and Athletics:</div> </div>	<p>Sports Offered: Baseball (Boys), Cross Country (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)</p> <p>Students have the opportunity to participate in cross country, basketball, baseball, softball and track.</p>
<div>  <div>Clubs and Activities:</div> </div>	<p>Students at Lincoln Middle School have the opportunity to participate in a wide range of co-curricular activities, including Music, Drama, Spanish Club, Yearbook Committee and Student Council.</p>



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**Before and After
School Programs:**

A Basic Skills Math Program is offered to students after school.



**Staff and
Professional
Learning:**

During In-service days, teachers completed training in the area of bullying, sexual harassment, and vertical articulation. Teachers of all disciplines articulated with the elementary and high school teachers in order to further develop seamless progression in their subject matter.



**Postsecondary
Information:**

N/A



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<div>  <div>Student Supports and Services:</div> </div>	<div>A part time ELL Teacher works in the building and supports academic areas.</div>
<div>  <div>Student Health and Wellness:</div> </div>	<div>Health classes are offered to all students.</div>
<div>  <div>Parent and Community Involvement:</div> </div>	<div>PTO is an active group within the school. A parent portal is available.</div>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school survey is completed annually.</p>
 <div>Facilities:</div>	<p>Lincoln Middle School was opened in 2006 and is in excellent condition.</p>
 <div>School Safety:</div>	<p>Lincoln Middle School is a safe environment for our students to attend.</p>



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<div>Technology and STEM:</div>	<div>Each student has their own Chromebook.</div>
<div>Early Childhood Education:</div>	<div>N/A</div>




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<div>Other Information</div>	Lincoln Middle School is an excellent school, which provides a safe environment that is conducive to student growth.
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