



### Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

#### How to use this report:

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

#### Navigating through the reports:

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

#### Other Resources:

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

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



### Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

### 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	South Brunswick School District
Principal Name	Mrs. Jaime Maccarone
Address	50 DEANS HALL ROAD MONMOUTH JUNCTION, NJ 08852
Phone Number	732-821-7478
Email Address	<a href="mailto:jaime.maccarone@sbschools.org">jaime.maccarone@sbschools.org</a>
Website	<a href="https://bcde.sbschools.org/">https://bcde.sbschools.org/</a>
Facebook	<a href="https://www.facebook.com/SBSDBC">https://www.facebook.com/SBSDBC</a>
Twitter	<a href="https://twitter.com/SBSDBC">https://twitter.com/SBSDBC</a>



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	85	88	92
1	108	80	88
2	104	109	81
3	110	106	104
4	106	114	105
5	150	108	115
Total	663	605	585

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.3%	48.1%	47.0%
Male	51.7%	51.9%	53.0%
Economically Disadvantaged Students	10.4%	9.1%	7.5%
Students with Disabilities	7.4%	5.1%	4.4%
English Learners	4.2%	5.5%	5.5%
Homeless Students	0.0%	0.3%	0.3%
Students in Foster Care	0.5%	0.3%	0.0%
Military-Connected Students	0.0%	0.2%	0.3%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	17.8%	15.7%	14.7%
Hispanic	4.7%	5.3%	4.6%
Black or African American	5.1%	5.3%	4.3%
Asian	68.8%	71.6%	73.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.5%	2.0%	2.4%

### 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
KG - Half Day	0	0	0
KG - Full Day	85	88	92

### Enrollment by Home Language

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

Home Language	% of Students
English	52.8%
Telugu	12.1%
Tamil	8.0%
Gujarati	5.0%
Hindi	4.1%
Other Languages	17.9%



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-05  
2018-2019

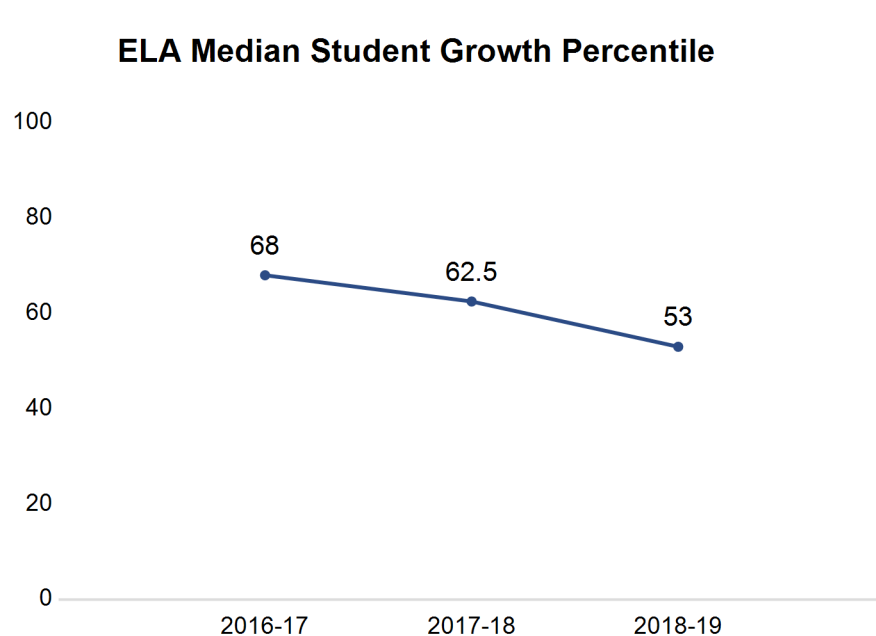
**Report Key:**

- \* 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

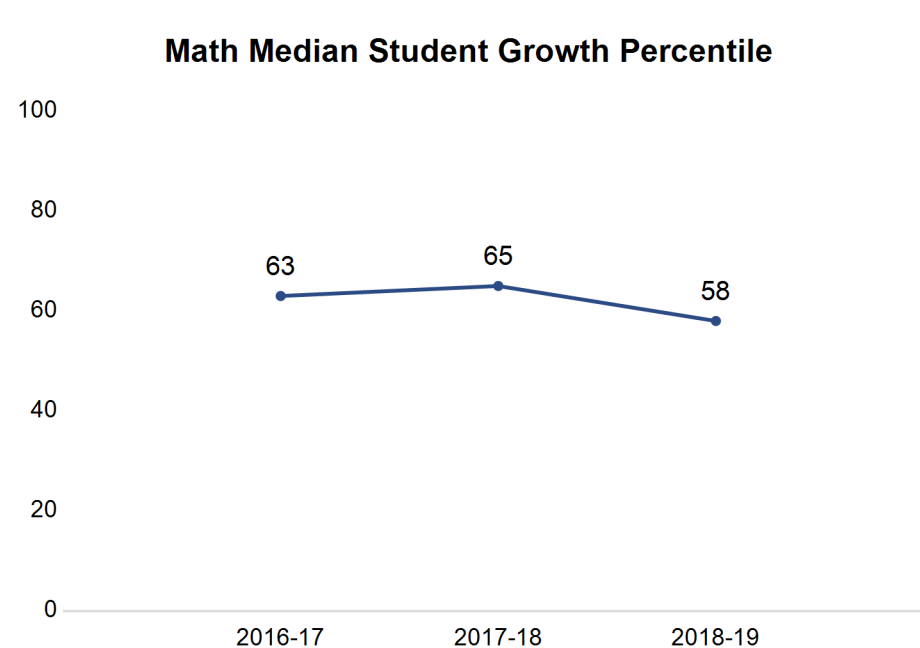
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	68	62.5	53	63	65	58
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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

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	53	55	50	Met Standard	58	53	50	Met Standard
White	37	50	50	Not Met	40	49	52	Met Standard
Hispanic	77	52	49	**	68	46	47	**
Black or African American	*	46	45	**	*	41.5	43	**
Asian, Native Hawaiian, or Pacific Islander	55	58	59	Met Standard	60	56	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	49	49	**	*	55	52	**
Female	57.5	57	53	N	52.5	52	50	N
Male	49	53	47	N	62	54	51	N
Economically Disadvantaged Students	44	47	48	**	55.5	43	46	**
Students with Disabilities	50	38	43	**	54	44	45	**
English Learners	*	65.5	52	**	*	65	50	**
Homeless Students	*	39	43	N	*	46	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	58	49	N	N	68	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Brooks Crossing Elementary School**  
 (23-4860-085)  
 Grades Offered: KG-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

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

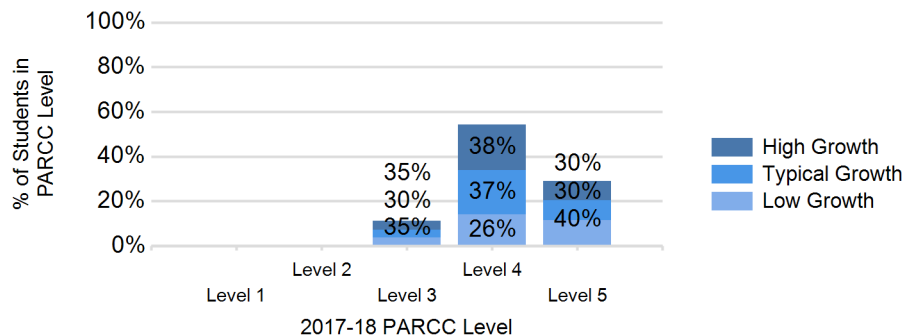
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**    **Typical Growth: Between 35 and 65**    **High Growth: Greater than 65**

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

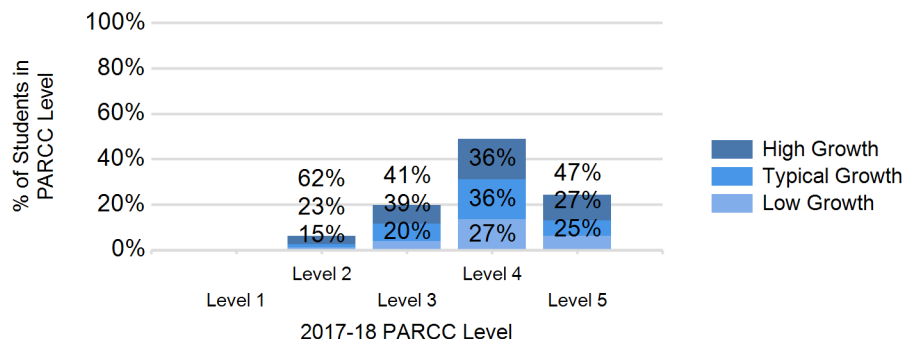
**Student Growth by Performance Level**

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

**ELA**



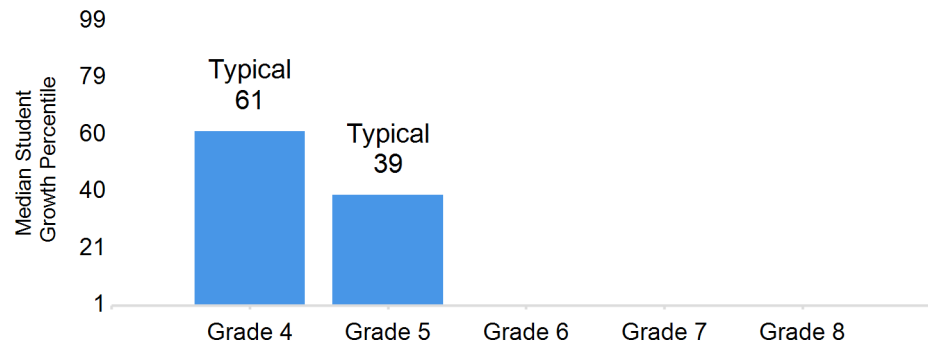
**Math**



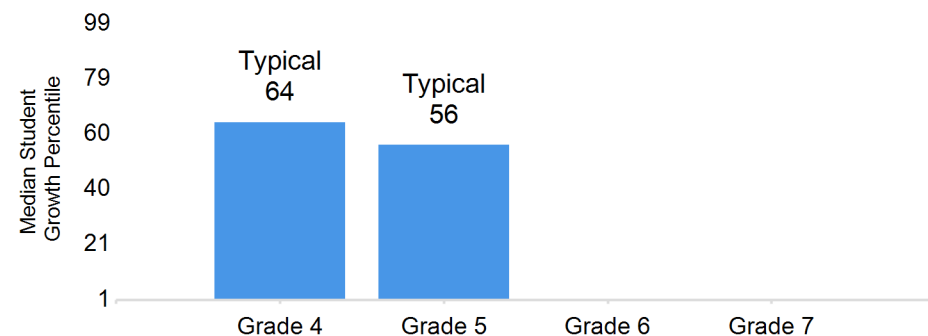
**Student Growth by Grade**

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

**ELA**



**Math**





**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-05  
2018-2019

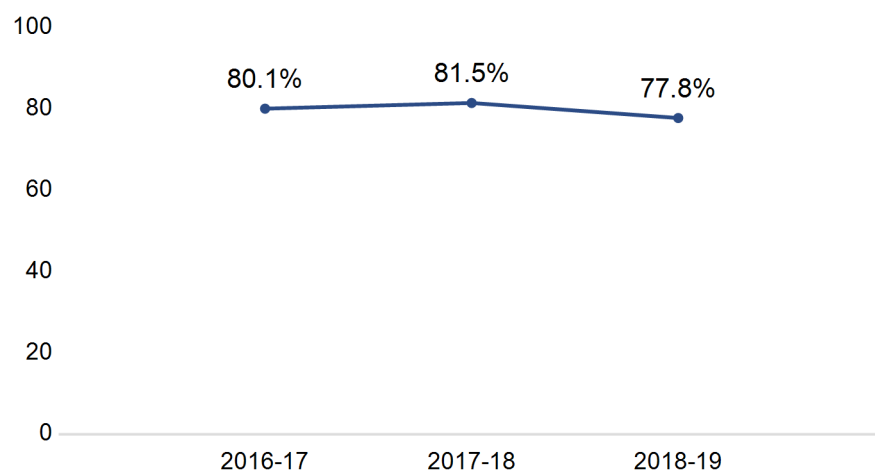
**Report Key:**

- \* 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

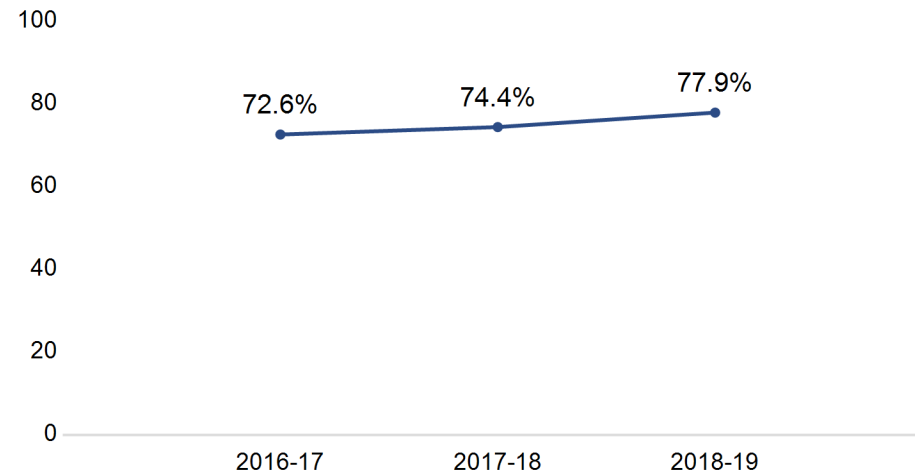
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	99.1%	98.8%	97.1%	99.1%	98.8%
Proficiency Rate for Federal Accountability	80.1%	81.5%	77.8%	72.6%	74.4%	77.9%
Annual Target	75.3%	75.6%	75.8%	76.5%	76.7%	76.9%
Met Annual Target?	Met Goal	Met Goal	Met Target	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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 - 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	316	98.8	77.8	74.2	57.9	77.8	75.8	Met Target
White	46	97.9	54.3	60.8	66.9	54.3	59.3	Met Target†
Hispanic	14	93.3	78.6	44.5	43.9	76.9	**	**
Black or African American	*	*	*	43.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	234	99.6	84.2	85.7	82.9	84.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	149	98.1	81.2	79.2	64.8	81.2		
Male	167	99.4	74.9	69.5	51.3	74.9		
Economically Disadvantaged Students	26	90.0	34.6	*	40.0	32.6	49	Not Met
Non-Economically Disadvantaged Students	290	99.7	81.7	*	67.9	81.7		
Students with Disabilities	22	100.0	45.5	*	22.7	45.5	27.8	Met Target
Students without Disabilities	294	98.7	80.3	*	65.1	80.3		
English Learners	17	94.7	47.1	25.2	29.3	46.8	**	**
Non-English Learners	299	99.0	79.6	75.5	60.6	79.6		
Homeless Students	*	*	*	25.9	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	68.0	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



## Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-05

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

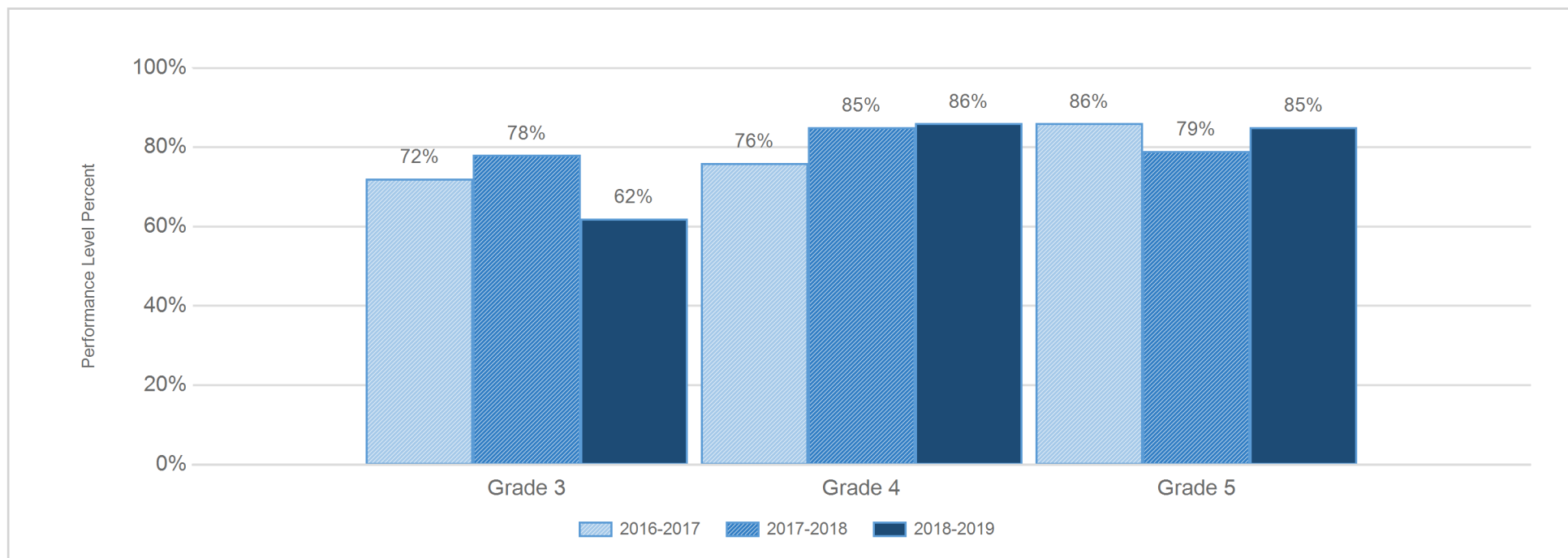
\*\* Accountability calculations require 20 or more students

**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.





**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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 by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	102	758	760	748	*	12%	21%	*	*	62%	50%
White	14	740	745	757	*	*	*	*	*	50%	60%
Hispanic	*	*	721	734	*	*	*	*	*	*	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	77	765	770	773	*	*	19%	56%	13%	69%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	773	756	*	*	*	*	*	*	58%
Female	48	761	763	753	*	*	*	*	*	65%	55%
Male	54	756	757	743	*	*	*	*	*	59%	46%
Economically Disadvantaged Students	10	733	725	731	*	*	*	*	*	30%	33%
Non-Economically Disadvantaged Students	92	761	764	759	*	*	*	*	*	65%	61%
Students with Disabilities	*	*	707	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	754	*	*	*	*	*	*	56%
English Learners	*	*	700	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	762	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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 by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	103	780	770	755	*	*	10%	50%	37%	86%	57%
White	13	764	761	763	0%	*	*	*	*	69%	67%
Hispanic	*	*	743	743	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	79	785	778	779	*	*	*	47%	43%	90%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	49	785	776	760	*	*	*	37%	49%	86%	62%
Male	54	775	764	750	*	*	*	61%	26%	87%	53%
Economically Disadvantaged Students	*	*	743	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	774	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	729	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	771	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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 by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	113	778	772	756	*	*	10%	56%	29%	85%	58%
White	19	752	*	764	0%	*	*	*	*	47%	68%
Hispanic	*	*	744	743	*	*	*	*	*	*	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	80	786	782	781	*	*	*	55%	39%	94%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	768	762	*	*	*	*	*	*	65%
Female	54	783	776	761	*	*	*	54%	37%	91%	64%
Male	59	774	768	750	*	*	*	58%	22%	80%	52%
Economically Disadvantaged Students	10	731	*	740	*	*	*	*	*	20%	39%
Non-Economically Disadvantaged Students	103	783	*	766	*	*	*	*	*	91%	69%
Students with Disabilities	12	756	733	724	*	*	*	*	*	58%	23%
Students without Disabilities	101	781	777	762	*	*	*	*	*	88%	65%
English Learners	*	*	732	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	773	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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

### 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	317	98.8	77.9	63.8	44.5	77.9	76.9	Met Target
White	46	97.9	58.7	46.5	54.1	58.7	53.6	Met Target
Hispanic	14	93.3	21.4	24.8	28.8	21.0	**	**
Black or African American	*	*	*	24.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	235	99.6	88.5	79.7	76.5	88.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	149	98.1	77.9	63.5	44.9	77.9		
Male	168	99.4	78.0	64.2	44.2	78.0		
Economically Disadvantaged Students	26	90.0	30.8	*	26.3	28.9	38.7	Met Target†
Non-Economically Disadvantaged Students	291	99.7	82.1	*	54.9	82.1		
Students with Disabilities	22	100.0	27.3	15.0	17.4	27.3	27.3	Met Target
Students without Disabilities	295	98.7	81.7	69.1	50.0	81.7		
English Learners	18	95.0	77.8	31.6	25.0	77.8	N	N
Non-English Learners	299	99.0	77.9	64.9	46.5	77.9		
Homeless Students	*	*	*	15.4	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	41.7	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



## Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-05

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

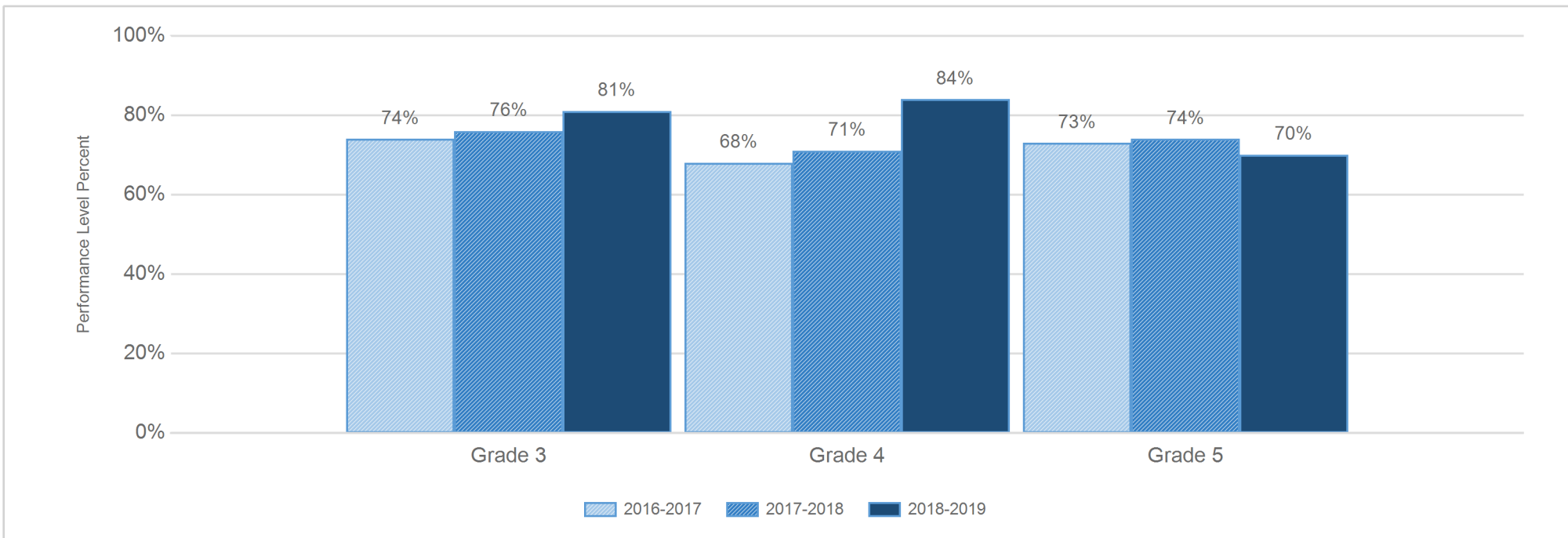
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## 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.



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	103	775	768	752	*	*	13%	47%	34%	81%	55%
White	14	759	753	760	*	*	*	*	*	71%	66%
Hispanic	*	*	726	739	*	*	*	*	*	*	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	78	783	779	778	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	48	771	765	751	*	*	*	44%	29%	73%	54%
Male	55	778	770	752	*	*	*	49%	38%	87%	56%
Economically Disadvantaged Students	10	743	729	737	*	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	93	778	772	761	*	*	*	*	*	85%	67%
Students with Disabilities	*	*	709	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	774	756	*	*	*	*	*	*	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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

### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	103	772	766	749	0%	*	*	71%	14%	84%	51%
White	13	758	758	757	0%	*	*	*	*	62%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	732	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	79	777	776	776	0%	*	*	76%	16%	92%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	49	767	766	749	0%	*	*	*	*	82%	50%
Male	54	776	767	749	0%	*	*	*	*	87%	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	771	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	754	*	*	*	*	*	*	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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

### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	113	766	766	747	0%	12%	18%	50%	20%	70%	47%
White	19	740	*	755	0%	*	*	*	*	47%	58%
Hispanic	*	*	737	735	*	*	*	*	*	*	30%
Black or African American	*	*	731	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	80	777	776	775	0%	*	*	56%	29%	85%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	762	753	*	*	*	*	*	*	55%
Female	54	766	764	747	0%	*	*	*	*	78%	47%
Male	59	766	767	747	0%	*	*	*	*	63%	47%
Economically Disadvantaged Students	10	725	*	732	0%	*	*	*	*	10%	27%
Non-Economically Disadvantaged Students	103	770	*	757	0%	*	*	*	*	76%	59%
Students with Disabilities	12	736	729	725	0%	*	*	*	*	33%	19%
Students without Disabilities	101	770	770	752	0%	*	*	*	*	74%	52%
English Learners	*	*	741	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	766	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



## Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	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	52.4%	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	26	76.9%	23.1%
3-4	*	*	*
5 or more	*	*	*



## Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-05

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

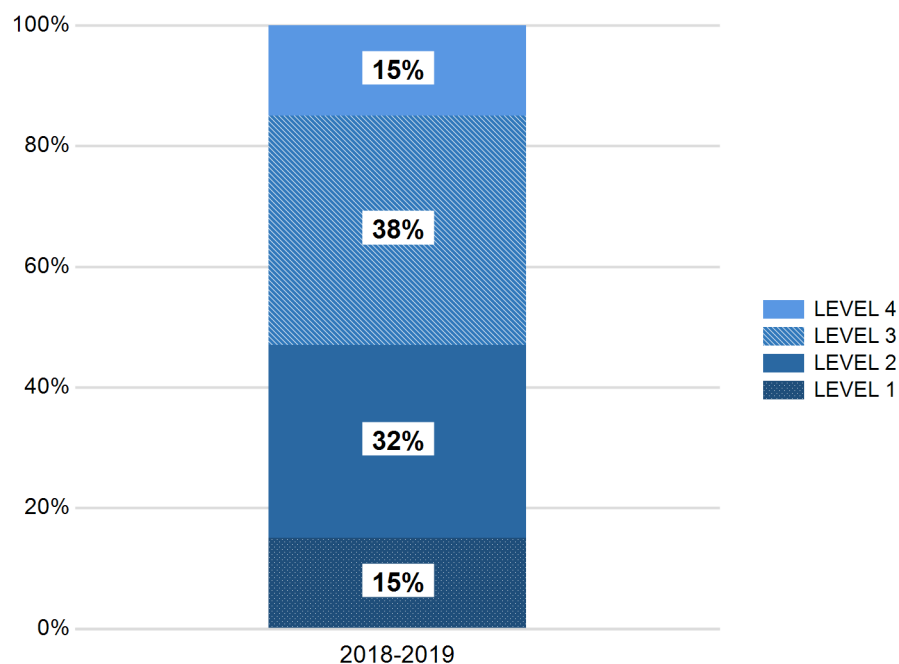
**N** No Data is available to display

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

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	15	32	38	15
White	32	47	21	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	9	26	44	21
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	9	37	43	11
Male	20	27	34	19
Economically Disadvantaged Students	70	30	0	0
Non-Economically Disadvantaged Students	10	32	42	17
Students with Disabilities	50	40	10	0
Students without Disabilities	12	31	41	17
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



## Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

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.

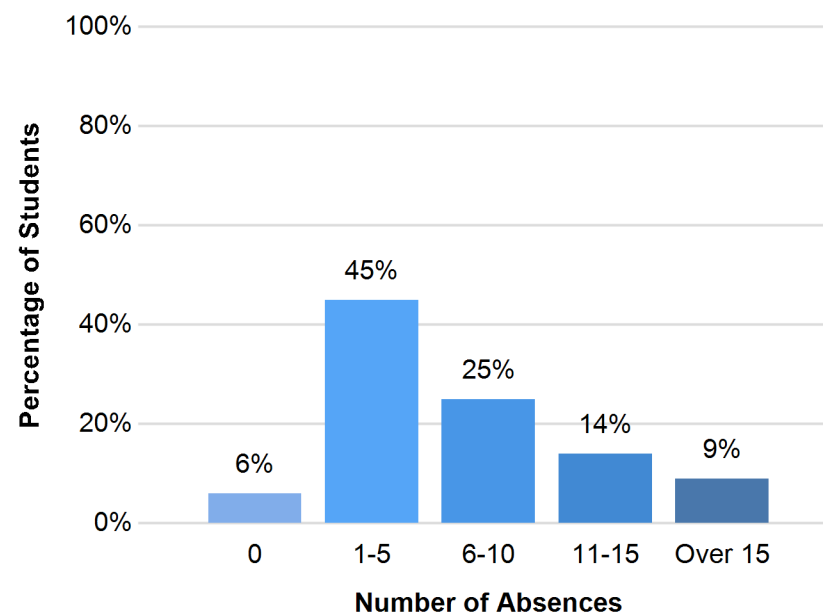
### Chronic Absenteeism

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	37	6.2	8.9	Met
White	6	6.7	8.9	Met
Hispanic	1	3.2	8.9	Met
Black or African American	2	7.7	8.9	Met
Asian, Native Hawaiian, or Pacific	28	6.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	13	4.7		
Male	24	7.4		
Economically Disadvantaged Students	4	8.5	8.9	Met
Students with Disabilities	5	10.2	8.9	Not Met
English Learners	2	6.3	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-05

2018-2019

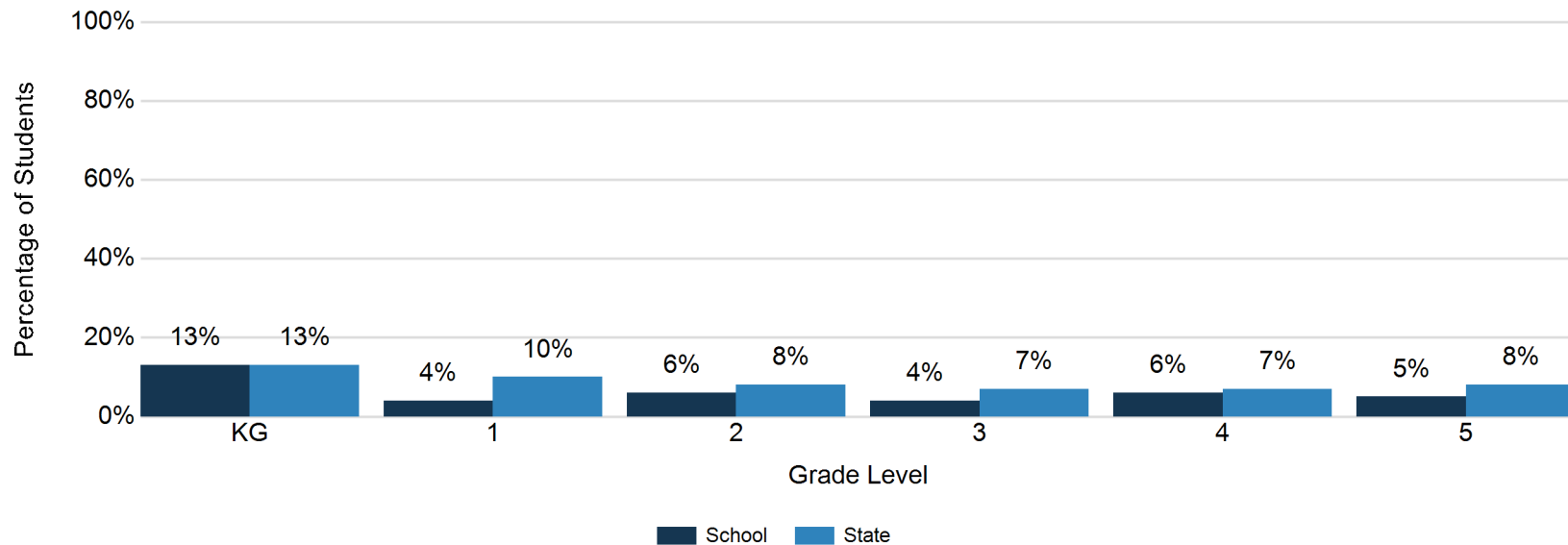
#### Report Key:

- \* 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

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.





## Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

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

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.51

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

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

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



### Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

#### School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.8:1



## Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

### 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	45	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	16.5	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	82.7%	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	13:1
Students to Administrators	195:1	165:1
Teachers to Administrators	15:1	12:1
Students to Librarians/Media Specialists		780:1
Students to Nurses		780:1
Students to Counselors		660:1
Students to Child Study Team Members		209:1



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	88.9%	33.3%	48.4%	77.1%	54.9%
Male	53.0%	11.1%	66.7%	51.6%	22.9%	45.1%
White	14.7%	84.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.6%	4.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.3%	2.2%	0.0%	15.0%	6.6%	13.9%
Asian	73.8%	8.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	97.9%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	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	97.1%



## Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

## 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.



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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

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.



## Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

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 Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	80.1%	81.5%	77.8%
Math Proficiency	72.6%	74.4%	77.9%
ELA Growth	68	62	53
Math Growth	63	65	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		77.8%	52.4%
Chronic Absenteeism	7.9%	7.2%	6.2%

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



## Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

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

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

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

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

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

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

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

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

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

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

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



**Brooks Crossing Elementary School**  
(23-4860-085)  
Grades Offered: KG-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

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

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

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

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

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



### Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

## School Narrative

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



### Highlights:

- The Brooks Crossing curriculum is rooted in state standards, and is highly differentiated to meet individual student needs, allowing for seamless integration of technology for students K-5.
- Beyond academics, our highly recognized fine arts offerings attend to the broader needs of the well rounded child.
- Numerous after school enrichment options provide extended learning for our students long after the regular day ends.



### Mission, Vision, Theme:

The mission of Brooks Crossing Elementary School is to ensure that all students achieve educational excellence. Through a strong sense of community, a rich curricular program, and a commitment to character, Brooks Crossing prepares students to become strong participants and leaders in the world community. A strong sense of professional community underscores the work that is accomplished daily at the school. All members of the community work tirelessly to achieve the schools' stated mission.



### Awards, Recognition, Accomplishments:

Not only does the school enjoy bright and welcoming learning facilities, students are inspired to learn by a highly talented and dedicated staff. Teachers have earned advanced degrees, written successful grants, and been honored individually for their work. Through such initiatives as the Teachers College Writing Program, Differentiated Instruction, Responsive Classroom and technology Integration, our students are actively engaged in their learning each day and inspired by world-class educators. Brooks Crossing Elementary School has been recognized as a Bronze Tier Future Ready School.



**Brooks Crossing Elementary School**

(23-4860-085)

Grades Offered: KG-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

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.



**Courses, Curriculum, Instruction:**

Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.



## Brooks Crossing Elementary School

(23-4860-085)

Grades Offered: KG-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

## School Narrative

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



### Other Information

The Brooks Crossing School derives its name from the natural geographic features that surround it. In South Brunswick Township, two brooks meander their way through the region. These brooks are the Lawrence Brook and the Spring Brook, and they serve as a fitting metaphor for our elementary school. Both share a youthful energy and vibrant nature. For these reasons the school takes its name - Brooks Crossing Elementary School. Instructional Best Practices are highly valued at the school, and every effort is made to ensure that Brooks Crossing students benefit from a program that focuses on mathematics, reading, and writing. Additionally, students explore and make sense of their world through a highly interactive, hands-on approach in science and social studies. Beyond the academic program, students benefit from regular instruction in the areas of art, health, library, music, physical education, technology, and world language. A variety of academic intervention initiatives support students in the areas of literacy and mathematics and enrichment programs exist to challenge those students ready to deepen their learning. Brooks Crossing expects that our students will become enlightened and active members of the community. Through a variety of program initiatives, students learn the important elements of good character and practice recognizing such character traits in their daily activities. The schools' Responsive Classroom Approach and C.A.R.E.S. Character Program both contribute to the safe and caring learning environment at Brooks Crossing.



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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

**Brunswick Acres Elementary School**

(23-4860-055)

Grades Offered: KG-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

## 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	South Brunswick School District
Principal Name	Mrs. Stacey Ta
Address	41 KORY DRIVE KENDALL PARK, NJ 08824
Phone Number	732-297-6621
Email Address	<a href="mailto:Stacey.Ta@sbschools.org">Stacey.Ta@sbschools.org</a>
Website	<a href="https://ba.sbschools.org/">https://ba.sbschools.org/</a>
Facebook	<a href="https://www.facebook.com/SBSDBA">https://www.facebook.com/SBSDBA</a>
Twitter	<a href="https://twitter.com/SBSDBA">https://twitter.com/SBSDBA</a>



## Brunswick Acres Elementary School

(23-4860-055)

Grades Offered: KG-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

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	82	84	65
1	91	89	80
2	88	95	93
3	89	79	99
4	81	104	85
5	107	81	101
Total	538	532	523

### 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	46.8%	46.8%	47.4%
Male	53.2%	53.2%	52.6%
Economically Disadvantaged Students	17.7%	15.2%	15.3%
Students with Disabilities	8.0%	8.3%	7.6%
English Learners	5.8%	6.0%	4.0%
Homeless Students	0.4%	0.0%	0.6%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.2%	0.9%	0.2%
Migrant Students	0.2%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	17.5%	18.6%	14.1%
Hispanic	9.3%	8.1%	8.8%
Black or African American	9.5%	8.1%	7.8%
Asian	59.5%	61.8%	65.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.4%	0.2%	0.4%
Two or More Races	3.9%	3.2%	2.9%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	82	84	65

### 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	53.9%
Telugu	7.6%
Gujarati	7.6%
Hindi	6.5%
Tamil	5.0%
Other Languages	19.3%



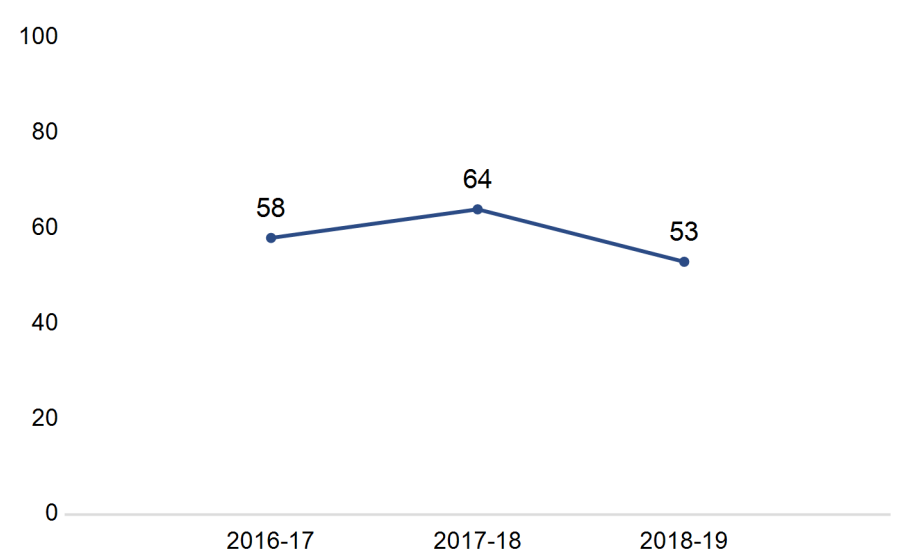
**Brunswick Acres Elementary School**  
 (23-4860-055)  
 Grades Offered: KG-05  
 2018-2019

**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

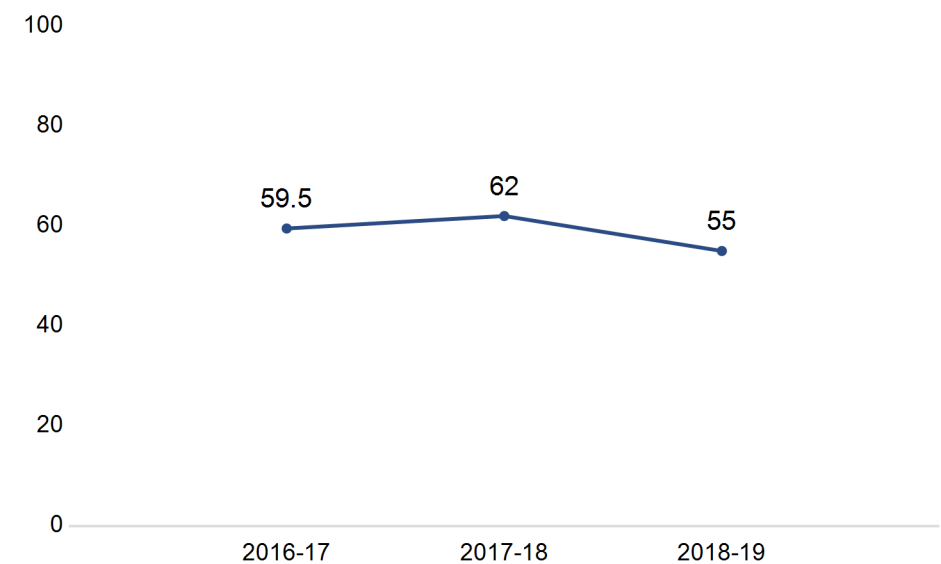
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	64	53	59.5	62	55
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

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	53	55	50	Met Standard	55	53	50	Met Standard
White	62	50	50	Exceeds Standard	51	49	52	Met Standard
Hispanic	25.5	52	49	**	44	46	47	**
Black or African American	42	46	45	**	30	41.5	43	**
Asian, Native Hawaiian, or Pacific Islander	56	58	59	Met Standard	61	56	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	49	49	**	*	55	52	**
Female	61.5	57	53	N	51.5	52	50	N
Male	50	53	47	N	55	54	51	N
Economically Disadvantaged Students	40	47	48	Met Standard	37	43	46	Not Met
Students with Disabilities	*	38	43	**	*	44	45	**
English Learners	*	65.5	52	**	*	65	50	**
Homeless Students	N	39	43	N	N	46	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	58	49	N	N	68	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Brunswick Acres Elementary School**  
 (23-4860-055)  
 Grades Offered: KG-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

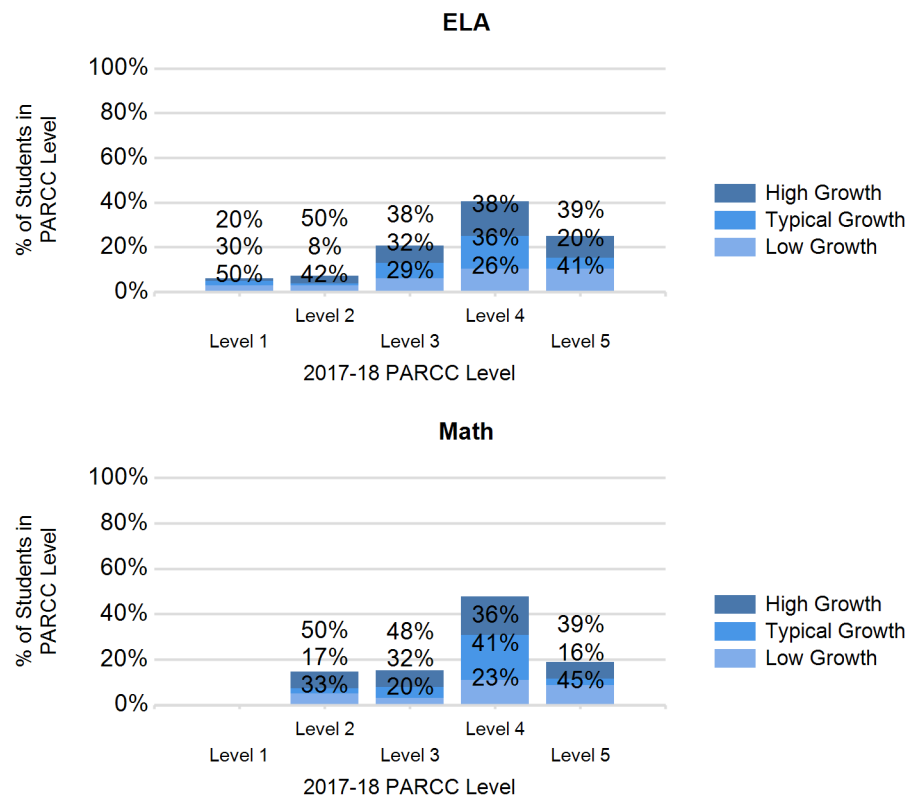
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

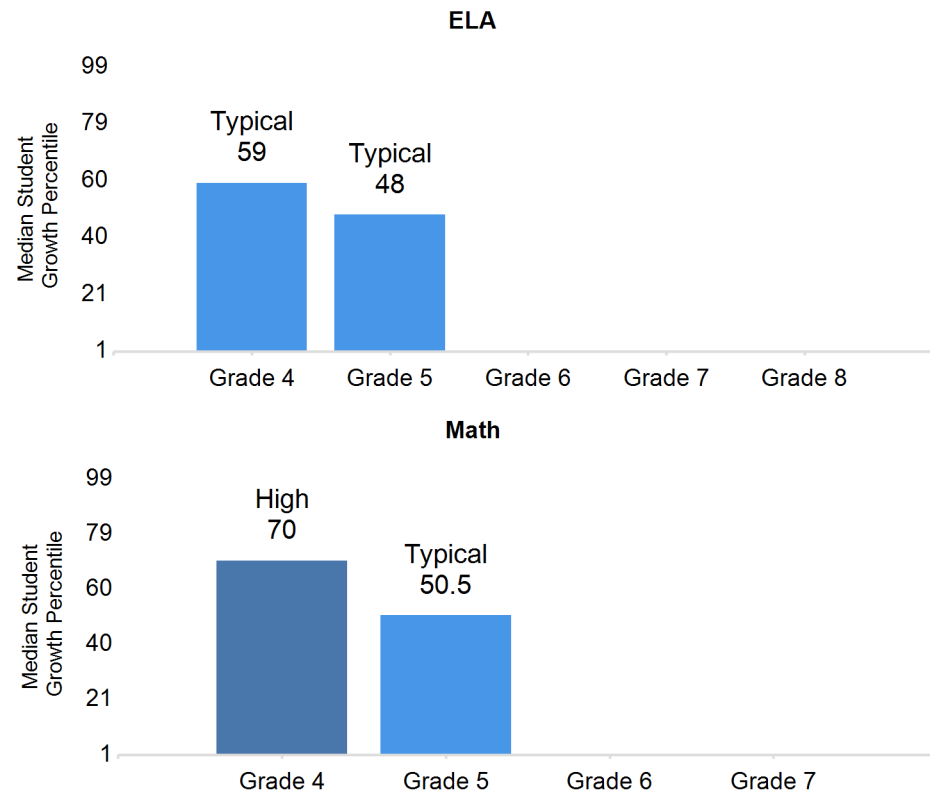
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





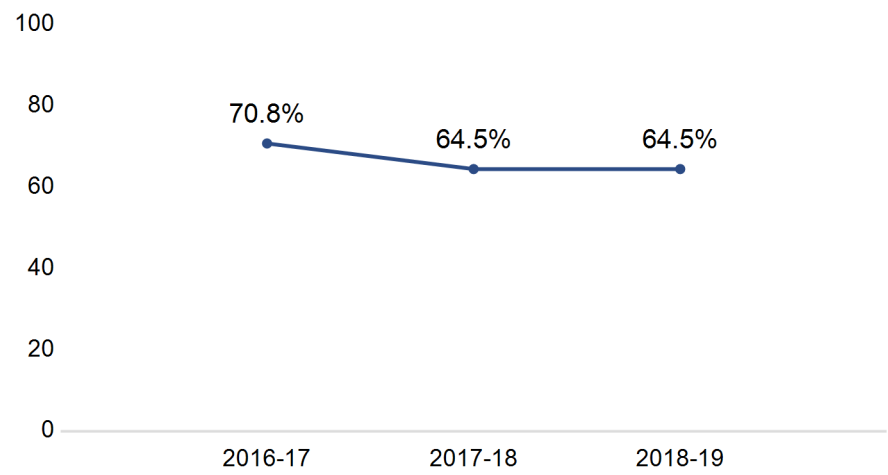
**Brunswick Acres Elementary School**  
 (23-4860-055)  
 Grades Offered: KG-05  
 2018-2019

**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

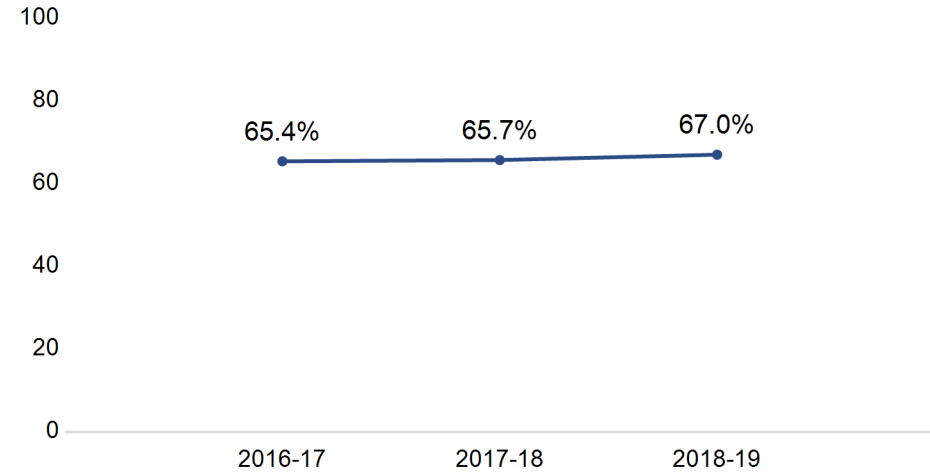
**English Language Arts and Mathematics Performance Trends**

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	98.9%	98.9%	99.0%	98.9%	98.9%	98.6%
Proficiency Rate for Federal Accountability	70.8%	64.5%	64.5%	65.4%	65.7%	67.0%
Annual Target	66.2%	66.9%	67.7%	62.2%	63.2%	64.1%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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 - 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	282	99.0	64.5	74.2	57.9	64.5	67.7	Met Target†
White	42	100.0	64.3	60.8	66.9	64.3	57.6	Met Target
Hispanic	17	94.4	23.5	44.5	43.9	23.4	**	**
Black or African American	27	96.4	44.4	43.4	38.5	44.4	37.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	186	100.0	71.0	85.7	82.9	71.0	79.5	Not Met
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	133	97.8	70.7	79.2	64.8	70.7		
Male	149	100.0	59.1	69.5	51.3	59.1		
Economically Disadvantaged Students	40	100.0	30.0	*	40.0	30.0	43.3	Not Met
Non-Economically Disadvantaged Students	242	98.8	70.2	*	67.9	70.2		
Students with Disabilities	22	92.0	*	*	22.7	*	33.2	Not Met
Students without Disabilities	260	99.6	*	*	65.1	*		
English Learners	*	*	*	25.2	29.3	*	**	**
Non-English Learners	*	*	*	75.5	60.6	*		
Homeless Students	*	*	*	25.9	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	68.0	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



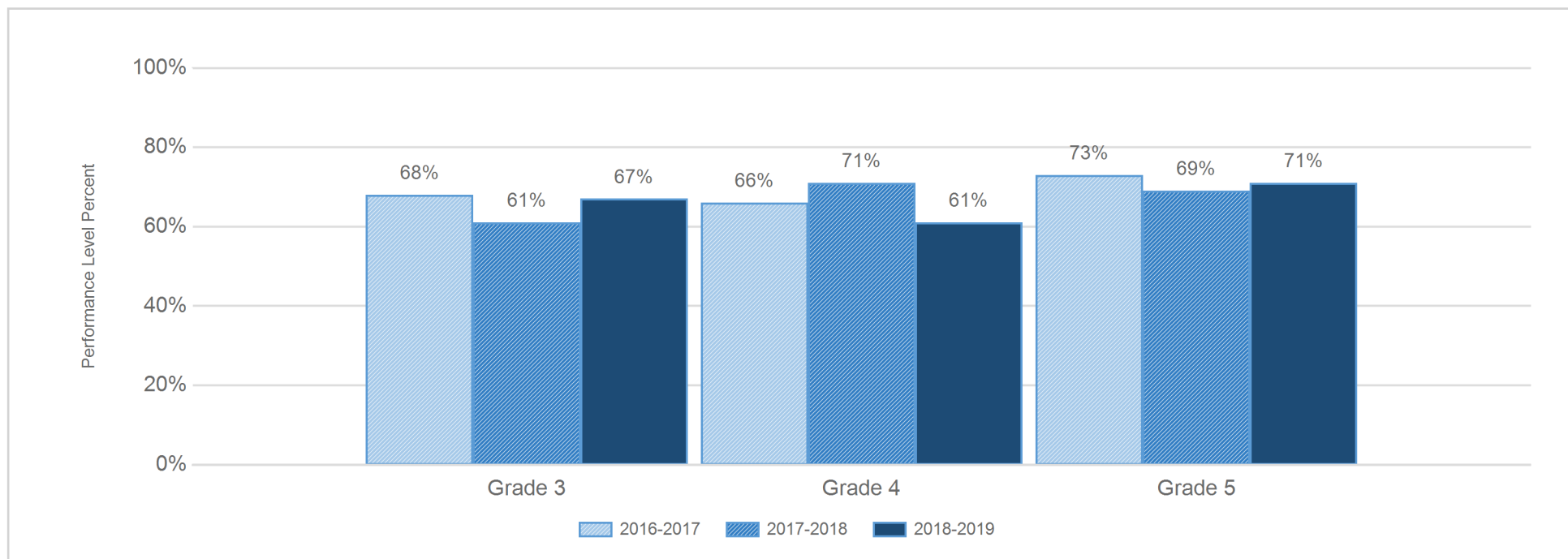
**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-05  
2018-2019

**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.





**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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 by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	97	764	760	748	*	*	22%	56%	11%	67%	50%
White	13	756	745	757	*	*	*	*	*	62%	60%
Hispanic	*	*	721	734	*	*	*	*	*	*	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	74	769	770	773	*	*	24%	57%	14%	70%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	773	756	*	*	*	*	*	*	58%
Female	49	767	763	753	*	*	22%	*	*	67%	55%
Male	48	762	757	743	*	*	21%	*	*	67%	46%
Economically Disadvantaged Students	*	*	725	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	764	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	707	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	754	*	*	*	*	*	*	56%
English Learners	*	*	700	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	762	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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 by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	80	758	770	755	*	*	24%	41%	20%	61%	57%
White	12	768	761	763	0%	0%	*	*	*	83%	67%
Hispanic	10	717	743	743	*	*	*	*	*	20%	44%
Black or African American	11	734	748	739	*	*	*	*	*	36%	39%
Asian, Native Hawaiian, or Pacific Islander	43	770	778	779	*	*	26%	37%	33%	70%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	36	763	776	760	*	*	*	*	*	67%	62%
Male	44	754	764	750	*	*	*	*	*	57%	53%
Economically Disadvantaged Students	18	728	743	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	62	767	774	765	*	*	*	*	*	69%	69%
Students with Disabilities	*	*	729	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	771	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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 by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	97	767	772	756	*	*	19%	51%	21%	71%	58%
White	15	757	*	764	*	*	*	*	*	60%	68%
Hispanic	*	*	744	743	*	*	*	*	*	*	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	65	772	782	781	*	*	*	54%	25%	78%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	768	762	*	*	*	*	*	*	65%
Female	48	774	776	761	*	*	*	*	*	77%	64%
Male	49	760	768	750	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	14	737	*	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	83	772	*	766	*	*	*	*	*	78%	69%
Students with Disabilities	*	*	733	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	777	762	*	*	*	*	*	*	65%
English Learners	N	N	732	713	N	N	N	N	N	N	11%
Non-English Learners	97	767	773	758	*	*	19%	51%	21%	71%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

### 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	282	98.6	67.0	63.8	44.5	67.0	64.1	Met Target
White	43	100.0	62.8	46.5	54.1	62.8	46.6	Met Target
Hispanic	17	94.4	11.8	24.8	28.8	11.7	**	**
Black or African American	27	96.4	25.9	24.3	23.0	25.9	37.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	185	99.5	78.9	79.7	76.5	78.9	79.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	133	97.8	66.9	63.5	44.9	66.9		
Male	149	99.3	67.1	64.2	44.2	67.1		
Economically Disadvantaged Students	40	100.0	20.0	*	26.3	20.0	29.9	Met Target†
Non-Economically Disadvantaged Students	242	98.4	74.8	*	54.9	74.8		
Students with Disabilities	21	88.0	*	15.0	17.4	*	33.2	Not Met
Students without Disabilities	261	99.6	*	69.1	50.0	*		
English Learners	*	*	*	31.6	25.0	*	**	**
Non-English Learners	*	*	*	64.9	46.5	*		
Homeless Students	*	*	*	15.4	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	41.7	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



## Brunswick Acres Elementary School

(23-4860-055)

Grades Offered: KG-05

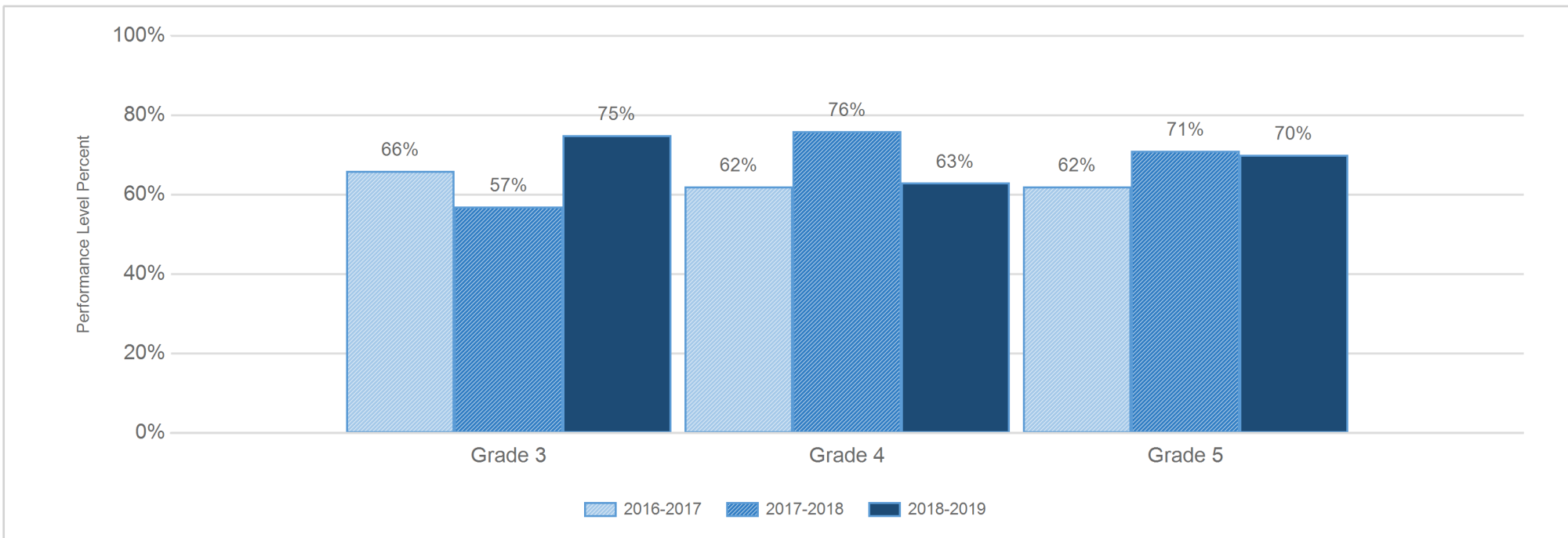
2018-2019

### 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

## 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.



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	97	768	768	752	*	*	19%	52%	24%	75%	55%
White	13	756	753	760	0%	*	*	*	*	54%	66%
Hispanic	*	*	726	739	*	*	*	*	*	*	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	74	773	779	778	0%	*	*	55%	27%	82%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	49	763	765	751	*	*	*	*	*	69%	54%
Male	48	773	770	752	*	*	*	*	*	81%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	772	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	709	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	774	756	*	*	*	*	*	*	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	756	766	749	*	*	20%	*	*	63%	51%
White	12	764	758	757	0%	*	*	*	*	75%	62%
Hispanic	10	715	738	737	*	*	*	*	*	*	36%
Black or African American	11	717	732	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	42	773	776	776	0%	0%	*	*	*	88%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	36	752	766	749	*	*	*	*	*	56%	50%
Male	43	759	767	749	*	*	*	*	*	70%	52%
Economically Disadvantaged Students	18	723	736	734	*	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	61	765	771	759	*	*	*	*	*	74%	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	754	*	*	*	*	*	*	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	764	766	747	*	*	17%	54%	16%	70%	47%
White	16	761	*	755	*	*	*	*	*	69%	58%
Hispanic	*	*	737	735	*	*	*	*	*	*	30%
Black or African American	*	*	731	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	65	772	776	775	0%	*	*	57%	22%	78%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	762	753	*	*	*	*	*	*	55%
Female	48	765	764	747	*	*	*	*	*	77%	47%
Male	50	763	767	747	*	*	*	*	*	64%	47%
Economically Disadvantaged Students	14	730	*	732	*	*	*	*	*	14%	27%
Non-Economically Disadvantaged Students	84	770	*	757	*	*	*	*	*	80%	59%
Students with Disabilities	*	*	729	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	770	752	*	*	*	*	*	*	52%
English Learners	*	*	741	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	766	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

## 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	68.8%	**	**

† 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	15	80.0%	20.0%
3-4	*	*	*
5 or more	N	N	N



## Brunswick Acres Elementary School

(23-4860-055)

Grades Offered: KG-05

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

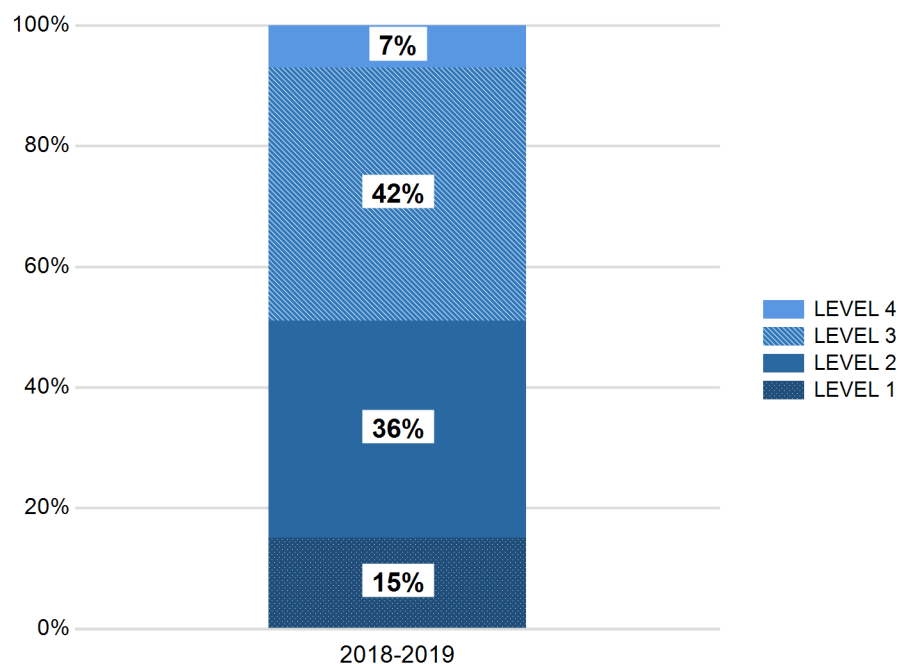
**N** No Data is available to display

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

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	15	36	42	7
White	19	38	44	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	32	45	11
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	19	29	44	8
Male	12	42	40	6
Economically Disadvantaged Students	50	36	14	0
Non-Economically Disadvantaged Students	10	36	46	8
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



## Brunswick Acres Elementary School

(23-4860-055)

Grades Offered: KG-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

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.

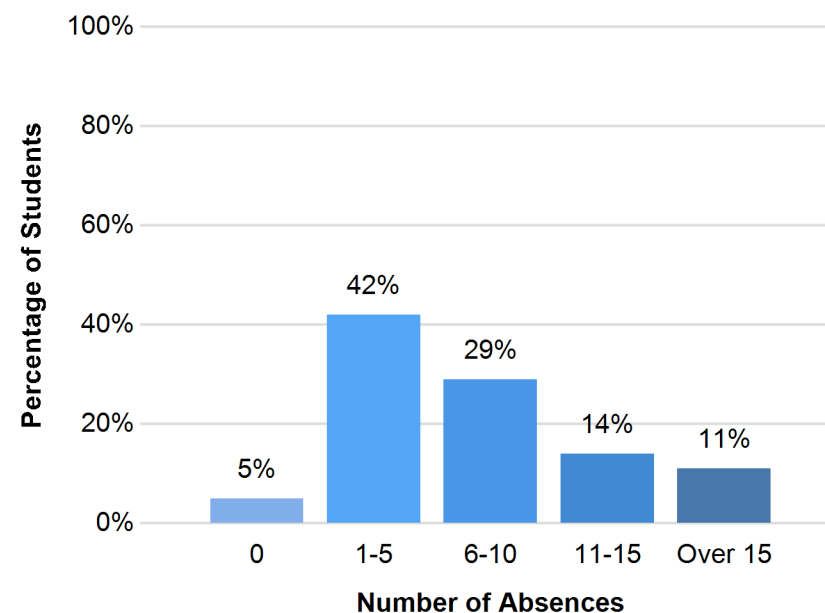
### Chronic Absenteeism

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	43	8.0	8.9	Met
White	4	5.3	8.9	Met
Hispanic	3	6.0	8.9	Met
Black or African American	6	13.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific	29	8.3	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	19	7.5		
Male	24	8.5		
Economically Disadvantaged Students	10	11.6	8.9	Not Met
Students with Disabilities	14	24.6	8.9	Not Met
English Learners	1	5.0	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-05  
2018-2019

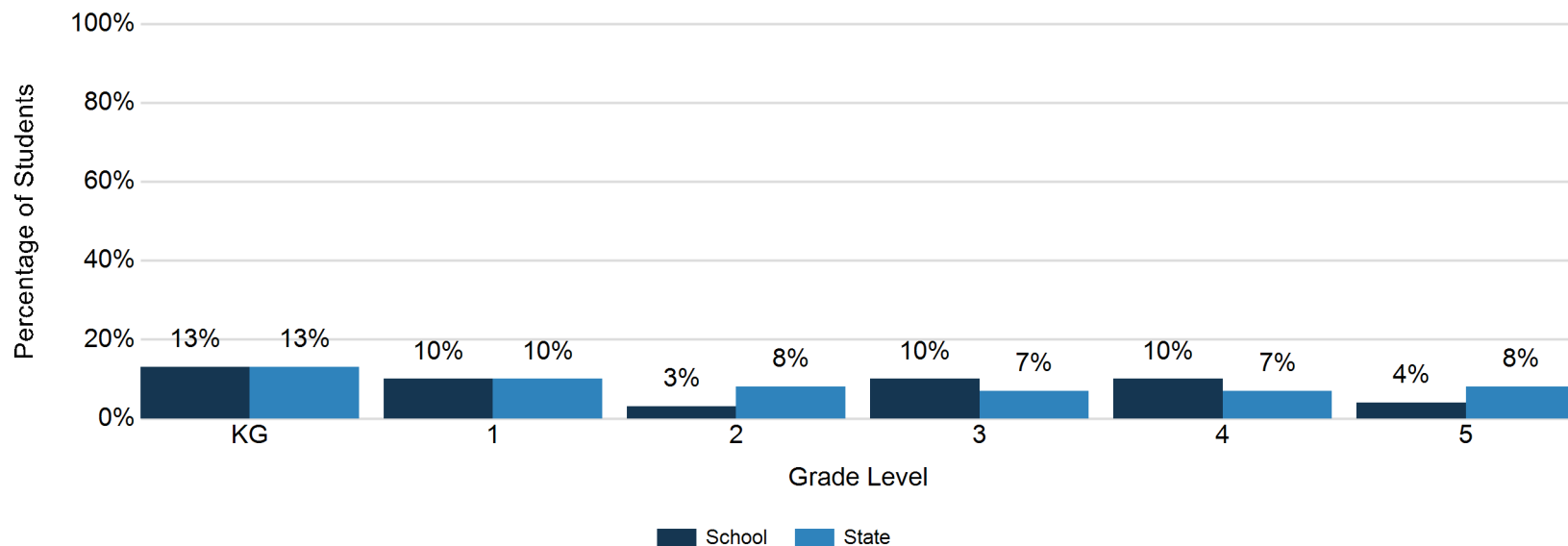
**Report Key:**

- \* 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

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.





## Brunswick Acres Elementary School

(23-4860-055)

Grades Offered: KG-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

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

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

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

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

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

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

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



### Brunswick Acres Elementary School

(23-4860-055)

Grades Offered: KG-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

#### 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	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.6:1



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

**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	38	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	78.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	16.5	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	82.7%	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	14:1	13:1
Students to Administrators	523:1	165:1
Teachers to Administrators	38:1	12:1
Students to Librarians/Media Specialists		780:1
Students to Nurses		780:1
Students to Counselors		660:1
Students to Child Study Team Members		209:1



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.4%	94.7%	100.0%	48.4%	77.1%	54.9%
Male	52.6%	5.3%	0.0%	51.6%	22.9%	45.1%
White	14.1%	92.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.8%	2.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.8%	2.6%	0.0%	15.0%	6.6%	13.9%
Asian	65.8%	2.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

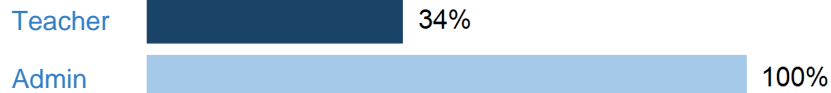
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	97.9%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

### 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.



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

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.



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

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 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	70.8%	64.5%	64.5%
Math Proficiency	65.4%	65.7%	67.0%
ELA Growth	58	64	53
Math Growth	60	62	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		43.8%	68.8%
Chronic Absenteeism	6.8%	8.0%	8.0%

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



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

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

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

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

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

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

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

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

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

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

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

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



**Brunswick Acres Elementary School**  
(23-4860-055)  
Grades Offered: KG-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

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

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

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

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

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



### Brunswick Acres Elementary School

(23-4860-055)

Grades Offered: KG-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

## School Narrative

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



### Highlights:

- An array of supports are available to students in need of more support than our highly differentiated curriculum already provides. Examples include ELL, Instructional Support, and Special Education an
- We offer extra curricular activities in the format of after-school clubs (art, STEM, Tennis, etc.), Safety Patrol, and Student Council, which are organized to give students practice in decision-making
- Our excellent music program includes a full orchestra, concert band, jazz band, chamber strings, and several choirs. Additionally, we have drama programs for grades 2-5.



### Mission, Vision, Theme:

At Brunswick Acres, we believe in fostering a community that nurtures the whole child; academically, socially, and emotionally. We embrace the unique talents of each of our children and support their musical, artistic, and athletic interests while preparing them to be responsible members of society. Our school is a safe and supportive environment where we empower all community members to take an active part in their child's education. We have a shared belief that all children can and will learn and we are committed to their success.



### Awards, Recognition, Accomplishments:

Brunswick Acres is a community of hard-working, creative young students. Our students have been recognized for the National Geographic Geobee, Odyssey of the Mind, NASA Goddard OPSPARC Competition, and the South Brunswick Invention Convention. Our students truly excel in the arts in our exceptional music ensembles and art clubs. We have recently been selected as a Bronze Tier Certified Future Ready School.



**Brunswick Acres Elementary School**  
 (23-4860-055)  
 Grades Offered: KG-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

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.



Courses, Curriculum, Instruction:

Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.



### Brunswick Acres Elementary School

(23-4860-055)

Grades Offered: KG-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

## School Narrative

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



### Other Information

Our school emphasizes the academic and social growth of its students within a context where all members of the school community care for all others. Brunswick Acres School instructs children from Kindergarten through Fifth grade. We currently have over 500 students who attend our school. We also are proud to have the Students with Autism program at Brunswick Acres. They participate in all the extra curricular activities and in our Special Subjects. Students are integrated into the general education classrooms and learning occurs at all levels. Embracing Students with Autism is a large part of the culture at Brunswick Acres. Each day, students lead the school in the Pledge of Allegiance and make morning announcements. Weekly experiences in Art, Music, World Language, Library and Physical Education are key elements of the school's program. Spanish instruction begins in Kindergarten in the homeroom classes. In grades 3 to 5, each class has formal lessons in Spanish with a dedicated Spanish Language teacher. The use of technology is interwoven into our curriculum. Specialists work diligently to find links between their curricula and those taught in other classrooms in the school. Kindergarten and First Grade classrooms have iPads that are used to augment the curriculum and provide for opportunities to integrate technology into all parts of the school day. Second through Fifth grade classrooms have Chromebooks. These computers are augmented by additional carts of Chromebooks which are housed in our Media Center that can be quickly set up so each student in a class can have his or her own computer.



**Cambridge Elementary School**  
(23-4860-060)  
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

### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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

**Cambridge Elementary School**

(23-4860-060)

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

## 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	South Brunswick School District
Principal Name	Ms. Christi Pemberton
Address	35 CAMBRIDGE ROAD KENDALL PARK, NJ 08824
Phone Number	732-297-2941
Email Address	<a href="mailto:Christi.Pemberton@sbschools.org">Christi.Pemberton@sbschools.org</a>
Website	<a href="https://ca.sbschools.org/">https://ca.sbschools.org/</a>
Facebook	<a href="https://www.facebook.com/SBSDCA">https://www.facebook.com/SBSDCA</a>
Twitter	<a href="https://twitter.com/@sbsdca">https://twitter.com/@sbsdca</a>



### Cambridge Elementary School

(23-4860-060)

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

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

#### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	42	54	51
KG	65	69	60
1	81	68	78
2	74	85	72
3	100	74	92
4	86	99	75
5	95	89	101
Total	543	538	530

#### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.0%	47.4%	47.0%
Male	53.0%	52.6%	53.0%
Economically Disadvantaged Students	6.8%	6.7%	8.3%
Students with Disabilities	8.8%	11.7%	10.8%
English Learners	1.8%	1.7%	1.7%
Homeless Students	0.4%	0.0%	0.2%
Students in Foster Care	0.0%	0.4%	0.6%
Military-Connected Students	0.0%	0.4%	0.6%
Migrant Students	0.6%	0.0%	0.0%

#### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	35.2%	33.6%	32.5%
Hispanic	6.3%	6.3%	8.7%
Black or African American	3.1%	4.3%	4.5%
Asian	52.9%	53.9%	52.1%
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	2.6%	1.9%	2.3%

#### 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	42	51	46
PK - Full Day	0	3	5
KG - Half Day	0	0	0
KG - Full Day	65	69	60

#### 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	64.2%
Telugu	6.6%
Spanish	3.8%
Tamil	3.4%
Gujarati	3.2%
Other Languages	18.9%



**Cambridge Elementary School**  
(23-4860-060)  
Grades Offered: PK-05  
2018-2019

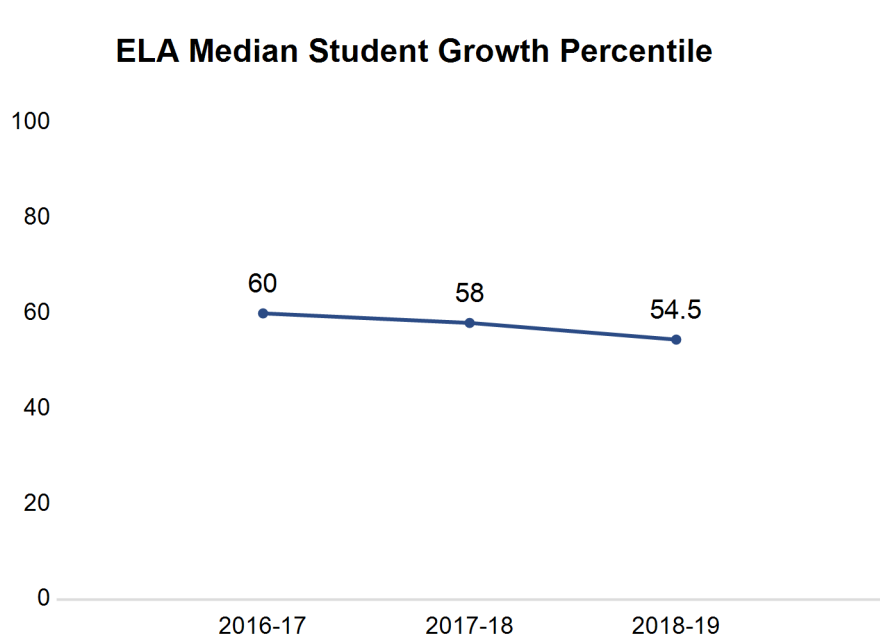
**Report Key:**

- \* 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

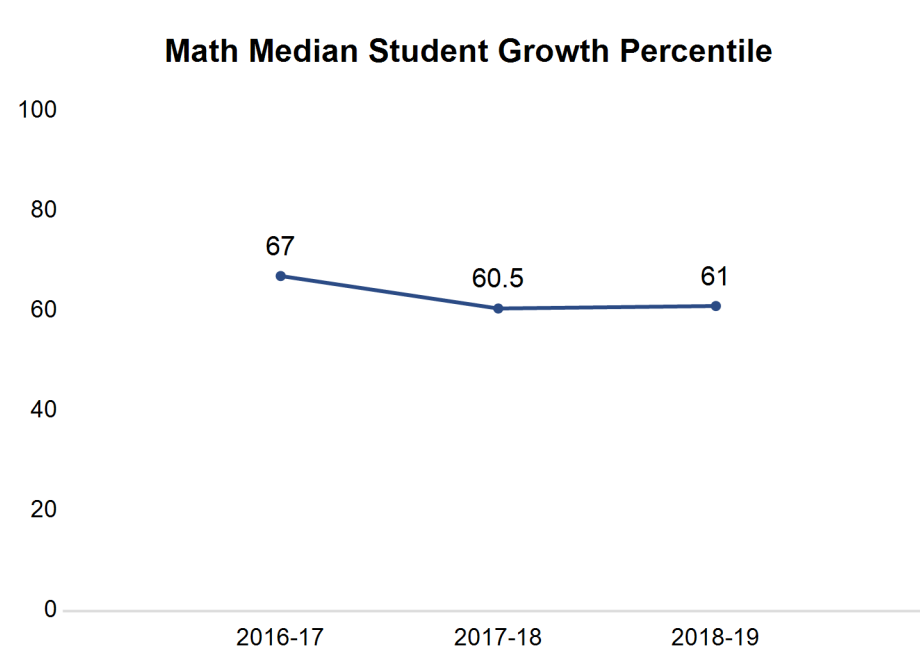
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	58	54.5	67	60.5	61
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Cambridge Elementary School**  
(23-4860-060)  
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

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54.5	55	50	Met Standard	61	53	50	Exceeds Standard
White	44	50	50	Met Standard	56	49	52	Met Standard
Hispanic	60	52	49	**	67	46	47	**
Black or African American	*	46	45	**	*	41.5	43	**
Asian, Native Hawaiian, or Pacific Islander	56.5	58	59	Met Standard	62.5	56	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	49	49	**	*	55	52	**
Female	54	57	53	N	59	52	50	N
Male	56	53	47	N	62.5	54	51	N
Economically Disadvantaged Students	41	47	48	**	43	43	46	**
Students with Disabilities	51.5	38	43	**	56.5	44	45	**
English Learners	*	65.5	52	**	*	65	50	**
Homeless Students	N	39	43	N	N	46	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	58	49	N	N	68	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Cambridge Elementary School**  
(23-4860-060)  
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

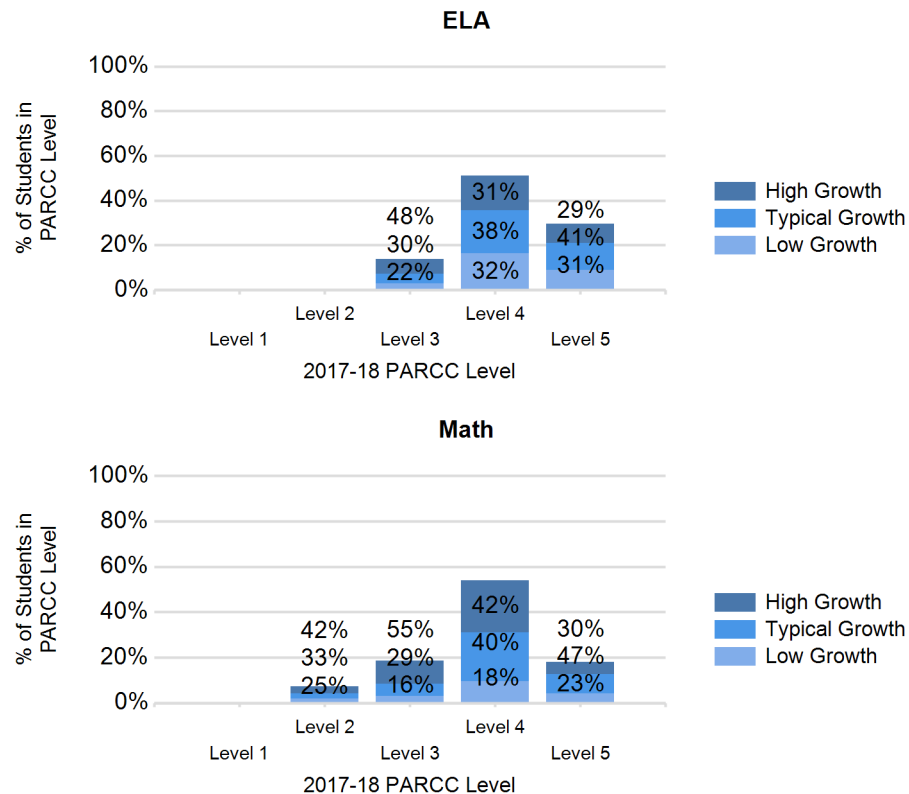
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

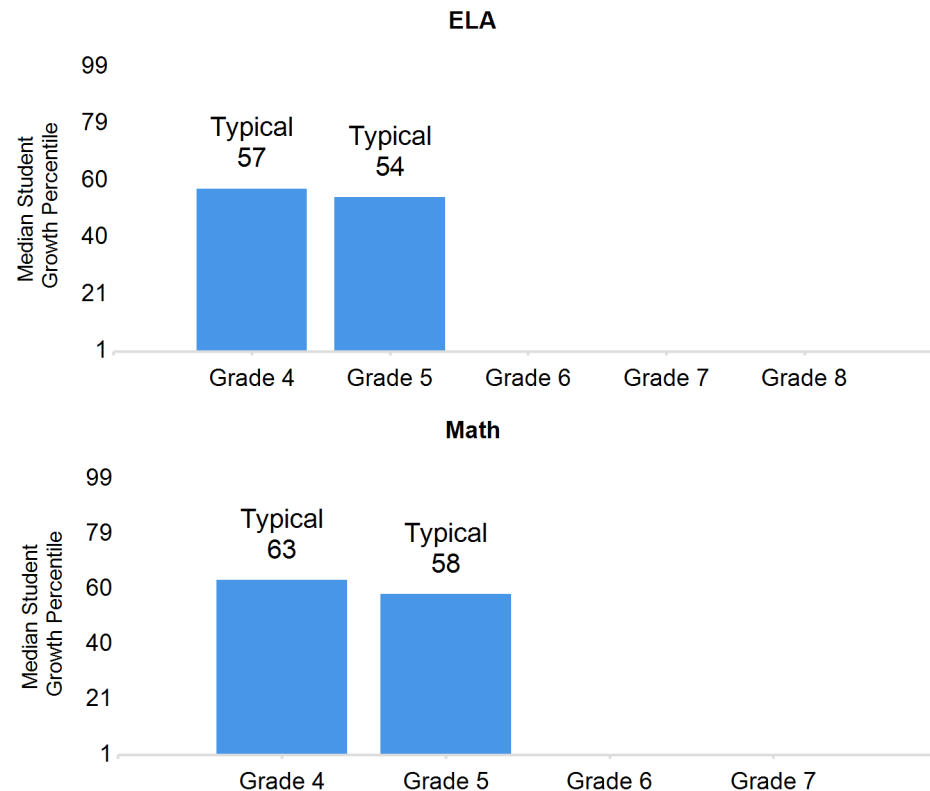
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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



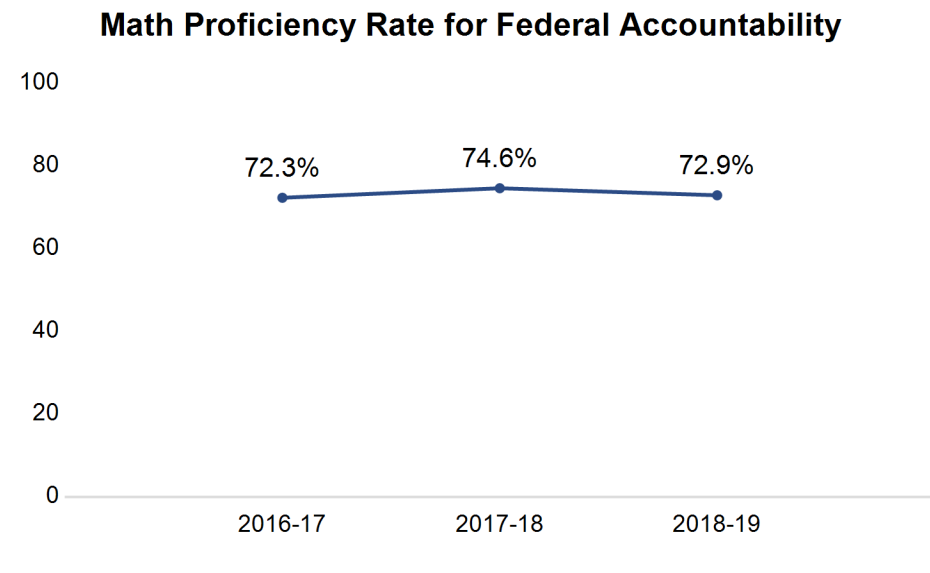
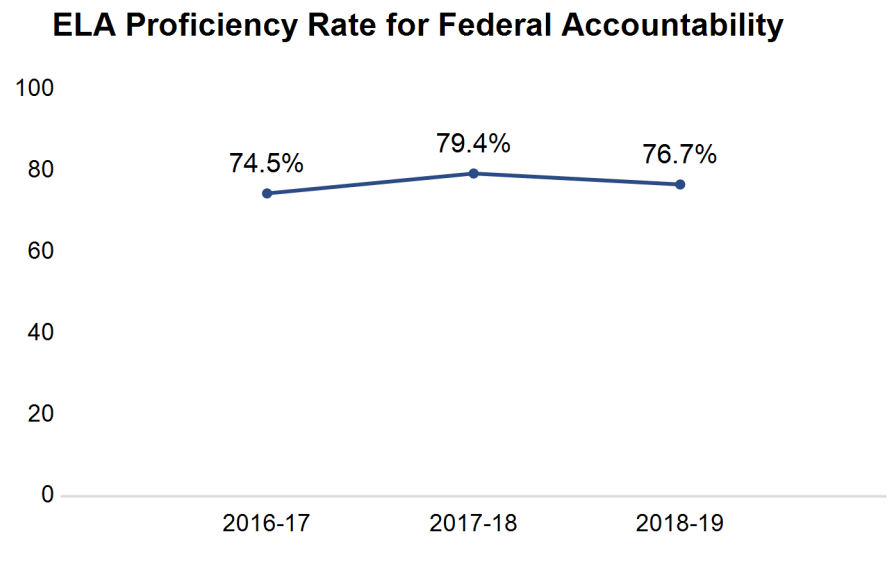


**Cambridge Elementary School**  
 (23-4860-060)  
 Grades Offered: PK-05  
 2018-2019

**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 and Mathematics Performance Trends**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	96.6%	97.8%	96.8%	96.6%	97.8%
Proficiency Rate for Federal Accountability	74.5%	79.4%	76.7%	72.3%	74.6%	72.9%
Annual Target	77.1%	77.2%	77.4%	71.8%	72.3%	72.7%
Met Annual Target?	Met Target†	Met Target	Met Target†	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Cambridge Elementary School**  
(23-4860-060)  
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 - 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	258	97.8	76.7	74.2	57.9	76.7	77.4	Met Target†
White	88	94.6	63.6	60.8	66.9	63.3	67.4	Met Target†
Hispanic	19	100.0	52.6	44.5	43.9	52.6	N	N
Black or African American	*	*	*	43.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	136	99.3	89.7	85.7	82.9	89.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	124	97.7	81.5	79.2	64.8	81.5		
Male	134	97.8	72.4	69.5	51.3	72.4		
Economically Disadvantaged Students	21	95.5	52.4	*	40.0	52.4	N	N
Non-Economically Disadvantaged Students	237	98.0	78.9	*	67.9	78.9		
Students with Disabilities	26	92.9	34.6	*	22.7	33.8	38	Met Target†
Students without Disabilities	232	98.3	81.5	*	65.1	81.5		
English Learners	*	*	*	25.2	29.3	*	**	**
Non-English Learners	*	*	*	75.5	60.6	*		
Homeless Students	N	N	N	25.9	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	68.0	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



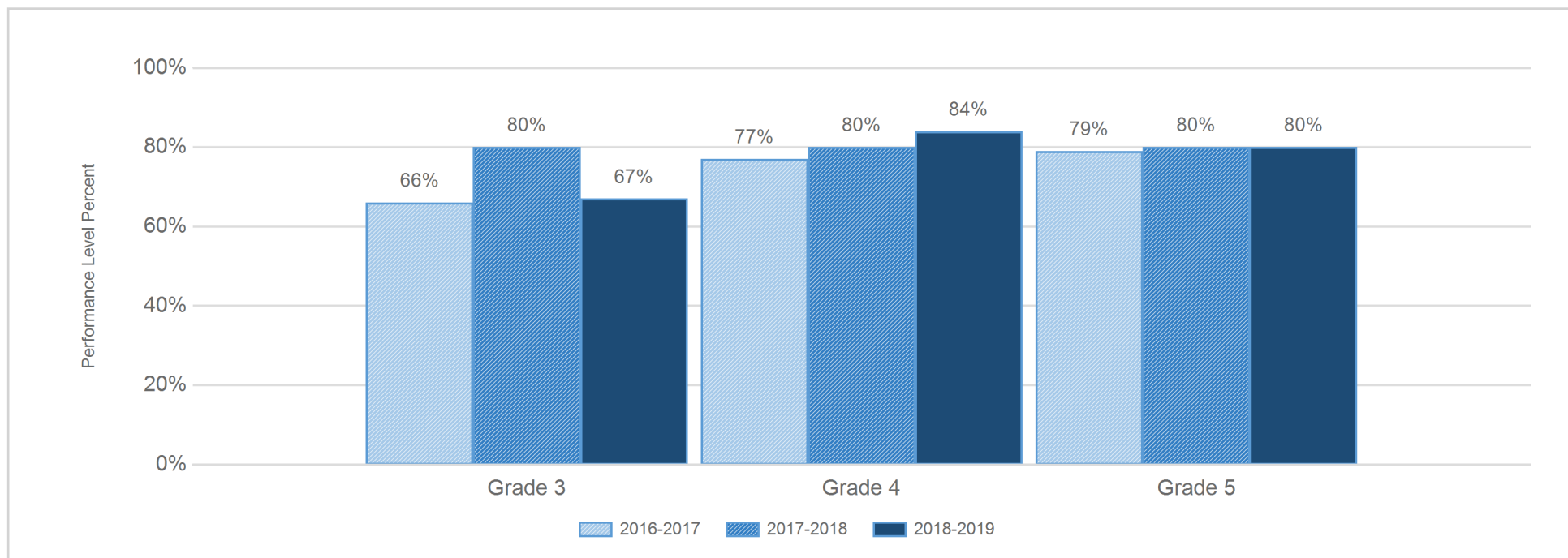
**Cambridge Elementary School**  
(23-4860-060)  
Grades Offered: PK-05  
2018-2019

**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.





**Cambridge Elementary School**  
(23-4860-060)  
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 by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	89	768	760	748	*	*	22%	55%	12%	67%	50%
White	29	753	745	757	*	*	38%	52%	0%	52%	60%
Hispanic	*	*	721	734	*	*	*	*	*	*	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	46	788	770	773	*	*	*	70%	22%	91%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	773	756	*	*	*	*	*	*	58%
Female	49	772	763	753	*	*	*	*	*	76%	55%
Male	40	763	757	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	*	*	725	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	764	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	707	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	754	*	*	*	*	*	*	56%
English Learners	*	*	700	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	762	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Cambridge Elementary School**  
(23-4860-060)  
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 by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	73	783	770	755	*	*	*	42%	41%	84%	57%
White	26	768	761	763	*	*	*	*	*	73%	67%
Hispanic	*	*	743	743	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	37	796	778	779	0%	*	*	27%	62%	89%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	35	793	776	760	*	*	*	*	*	91%	62%
Male	38	773	764	750	*	*	*	*	*	76%	53%
Economically Disadvantaged Students	*	*	743	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	774	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	729	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	N	N	716	720	N	N	N	N	N	N	17%
Non-English Learners	73	783	771	758	*	*	*	42%	41%	84%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Cambridge Elementary School**  
(23-4860-060)  
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 by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	99	770	772	756	*	*	15%	66%	14%	80%	58%
White	33	756	*	764	*	*	*	*	*	67%	68%
Hispanic	*	*	744	743	*	*	*	*	*	*	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	54	782	782	781	0%	0%	*	*	*	91%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	768	762	*	*	*	*	*	*	65%
Female	42	770	776	761	*	*	*	*	*	79%	64%
Male	57	771	768	750	*	*	*	*	*	81%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	11	751	733	724	*	*	*	*	*	55%	23%
Students without Disabilities	88	773	777	762	*	*	*	*	*	83%	65%
English Learners	*	*	732	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	773	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Cambridge Elementary School**  
(23-4860-060)  
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

### 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	258	97.8	72.9	63.8	44.5	72.9	72.7	Met Target
White	88	94.7	53.4	46.5	54.1	53.2	57.7	Met Target†
Hispanic	19	100.0	52.6	24.8	28.8	52.6	N	N
Black or African American	*	*	*	24.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	136	99.3	89.7	79.7	76.5	89.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	124	97.7	75.0	63.5	44.9	75.0		
Male	134	97.8	70.9	64.2	44.2	70.9		
Economically Disadvantaged Students	21	95.5	38.1	*	26.3	38.1	N	N
Non-Economically Disadvantaged Students	237	98.0	75.9	*	54.9	75.9		
Students with Disabilities	26	92.9	23.1	15.0	17.4	22.5	41.3	Not Met
Students without Disabilities	232	98.3	78.4	69.1	50.0	78.4		
English Learners	*	*	*	31.6	25.0	*	**	**
Non-English Learners	*	*	*	64.9	46.5	*		
Homeless Students	N	N	N	15.4	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	41.7	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



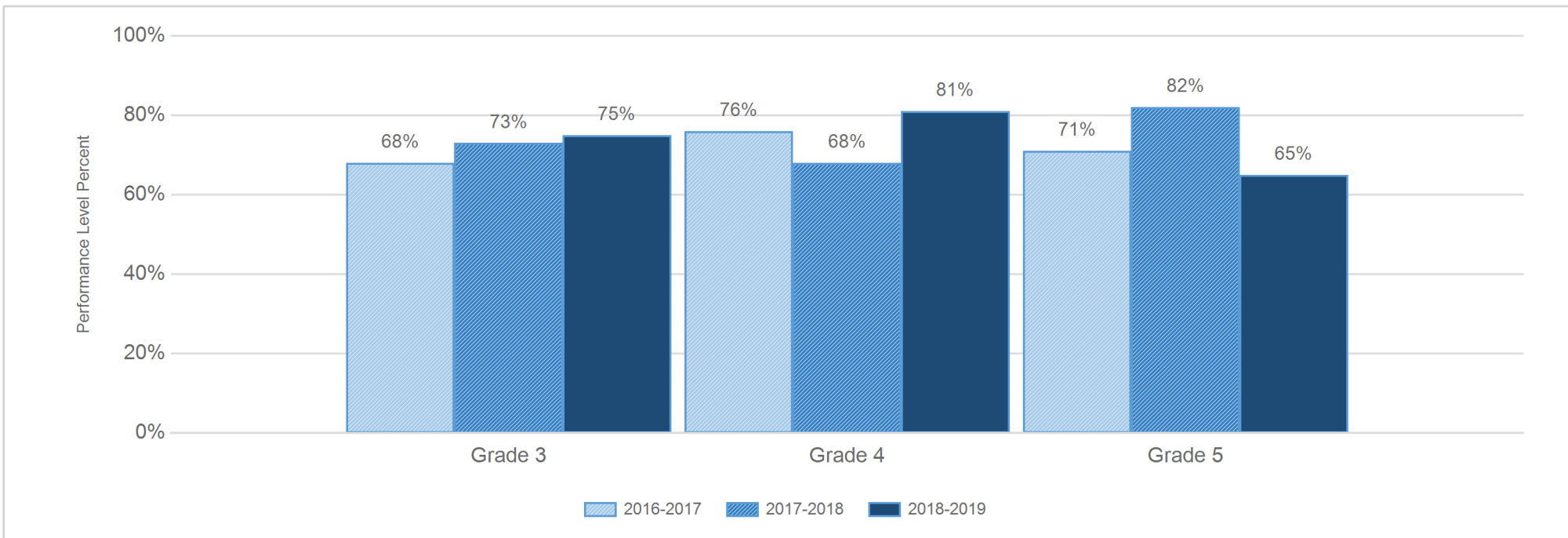
**Cambridge Elementary School**  
(23-4860-060)  
Grades Offered: PK-05  
2018-2019

**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

### 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.



**Cambridge Elementary School**  
(23-4860-060)  
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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	89	771	768	752	*	*	13%	46%	29%	75%	55%
White	29	757	753	760	*	*	*	*	*	62%	66%
Hispanic	*	*	726	739	*	*	*	*	*	*	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	46	789	779	778	0%	*	0%	*	*	96%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	49	770	765	751	*	*	*	55%	24%	80%	54%
Male	40	773	770	752	*	*	*	35%	35%	70%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	772	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	709	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	774	756	*	*	*	*	*	*	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Cambridge Elementary School**  
(23-4860-060)  
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

### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	74	770	766	749	*	*	15%	*	*	81%	51%
White	27	760	758	757	*	*	*	*	*	67%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	732	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	37	780	776	776	0%	0%	*	*	*	95%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	36	771	766	749	*	*	*	*	*	83%	50%
Male	38	769	767	749	*	*	*	*	*	79%	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	771	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	754	*	*	*	*	*	*	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Cambridge Elementary School**  
(23-4860-060)  
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

### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	99	765	766	747	*	*	26%	40%	24%	65%	47%
White	33	750	*	755	*	*	45%	*	*	36%	58%
Hispanic	*	*	737	735	*	*	*	*	*	*	30%
Black or African American	*	*	731	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	54	776	776	775	0%	0%	*	*	*	83%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	762	753	*	*	*	*	*	*	55%
Female	42	759	764	747	*	*	26%	*	*	62%	47%
Male	57	768	767	747	*	*	26%	*	*	67%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	11	739	729	725	*	*	*	*	*	36%	19%
Students without Disabilities	88	768	770	752	*	*	*	*	*	68%	52%
English Learners	*	*	741	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	766	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



**Cambridge Elementary School**  
(23-4860-060)  
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

### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



**Cambridge Elementary School**  
(23-4860-060)  
Grades Offered: PK-05  
2018-2019

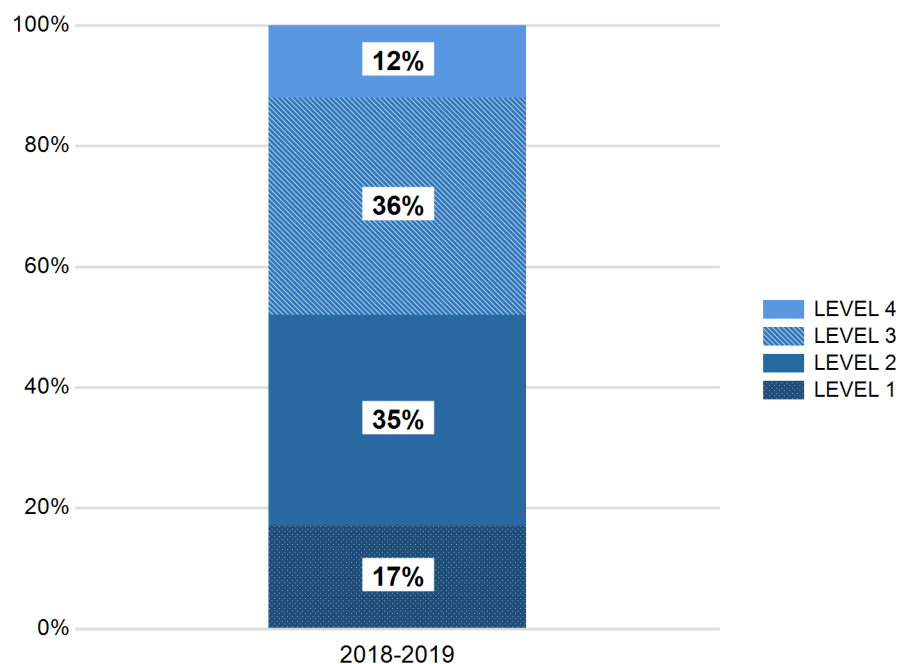
**Report Key:**

- \* 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

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	17	35	36	12
White	26	38	32	3
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	9	31	41	19
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	17	36	43	5
Male	17	34	31	17
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



## Cambridge Elementary School

(23-4860-060)

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

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.

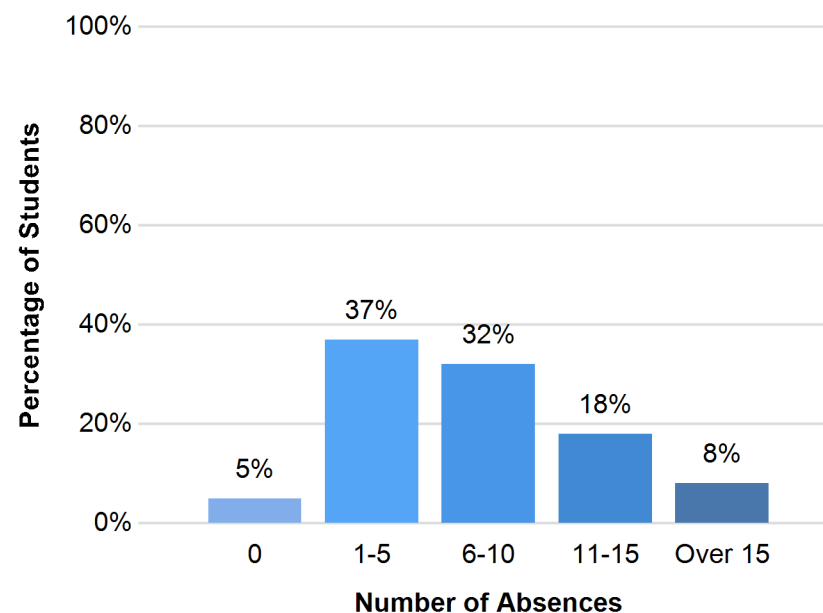
### Chronic Absenteeism

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	5.9	8.9	Met
White	10	6.1	8.9	Met
Hispanic	2	4.5	8.9	Met
Black or African American	1	4.8	8.9	Met
Asian, Native Hawaiian, or Pacific	15	6.0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	10.0	**	**
Female	15	6.7		
Male	14	5.3		
Economically Disadvantaged Students	8	19.5	8.9	Not Met
Students with Disabilities	5	9.8	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Cambridge Elementary School

(23-4860-060)

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

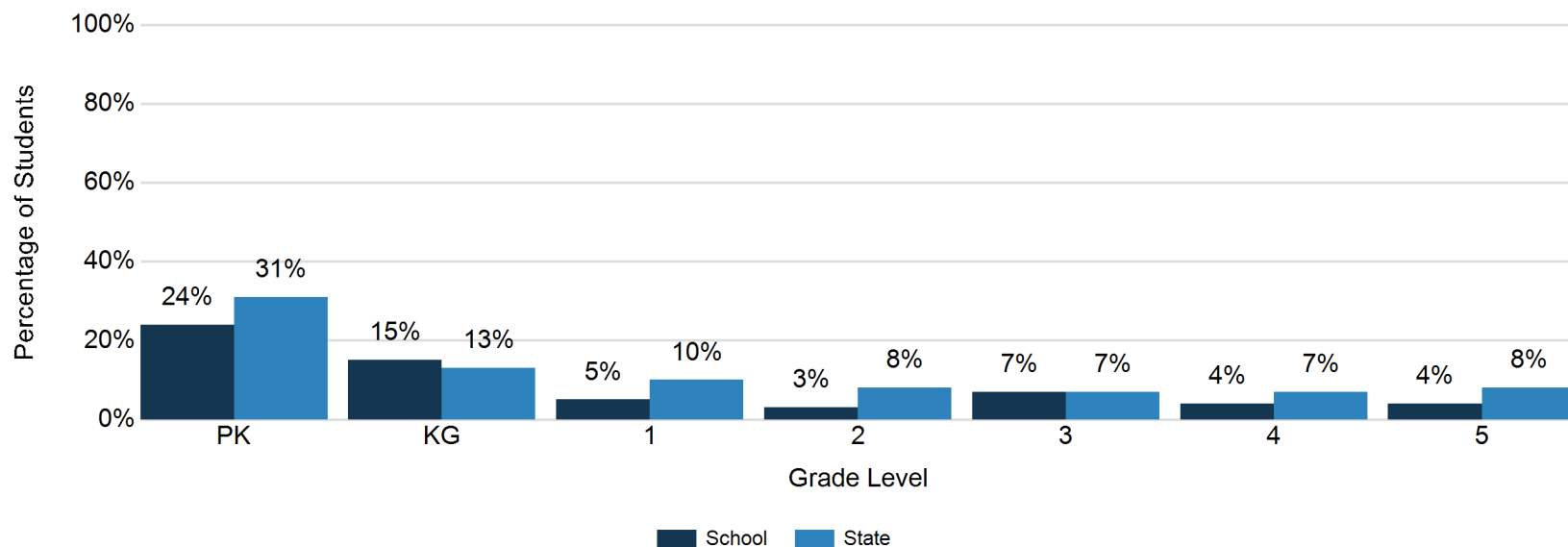
**N** No Data is available to display

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

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.





### Cambridge Elementary School

(23-4860-060)

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

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

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.38

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

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

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



### Cambridge Elementary School

(23-4860-060)

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

#### 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	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.8:1



## Cambridge Elementary School

(23-4860-060)

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

### 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	12.8	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	79.5%	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	52	9,530
Average years experience in public schools	16.5	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	82.7%	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	14:1	13:1
Students to Administrators	265:1	165:1
Teachers to Administrators	20:1	12:1
Students to Librarians/Media Specialists		780:1
Students to Nurses		780:1
Students to Counselors		660:1
Students to Child Study Team Members		209:1



**Cambridge Elementary School**  
(23-4860-060)  
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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	92.3%	50.0%	48.4%	77.1%	54.9%
Male	53.0%	7.7%	50.0%	51.6%	22.9%	45.1%
White	32.5%	89.7%	50.0%	42.4%	83.6%	77.4%
Hispanic	8.7%	5.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.5%	0.0%	50.0%	15.0%	6.6%	13.9%
Asian	52.1%	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	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



**Cambridge Elementary School**  
(23-4860-060)  
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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

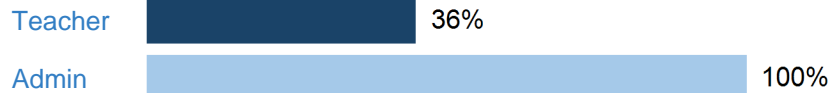
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	97.9%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	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%



### Cambridge Elementary School

(23-4860-060)

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

## 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.



### Cambridge Elementary School

(23-4860-060)

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

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.



## Cambridge Elementary School

(23-4860-060)

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

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 Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	74.5%	79.4%	76.7%
Math Proficiency	72.3%	74.6%	72.9%
ELA Growth	60	58	54
Math Growth	67	60	61
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.4%	4.8%	5.9%

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



## Cambridge Elementary School

(23-4860-060)

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

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

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

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

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

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

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

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

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

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

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

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



**Cambridge Elementary School**  
(23-4860-060)  
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

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

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

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

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

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



### Cambridge Elementary School

(23-4860-060)

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

## School Narrative

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



### Highlights:

- Student use of technology is integrated throughout the curriculum.
- Offers various after school clubs that provide students with the opportunity to continue learning while having fun.
- Our school PTO supports our school initiatives through various day and evening activities.



### Mission, Vision, Theme:

In alignment with the district's vision, our Cambridge Elementary School staff is committed to participating in professional discussions, goal setting, planning, and programmatic implementation that leads to the success of all students. At Cambridge, we are identifying the many ways that each student, parent and staff member can contribute to sustaining a warm and caring school environment.



### Awards, Recognition, Accomplishments:

Cambridge Elementary School has been selected as a National Blue Ribbon School of Excellence, a New Jersey "Star School," and "One of America's Best Elementary Schools" by Redbook Magazine. Our school was also selected by New Jersey Monthly Magazine as one of the "Thirty-one Great Elementary Schools" in the state of New Jersey. Our most recent recognition includes Bronze Tier Future Ready School certification!



**Cambridge Elementary School**  
 (23-4860-060)  
 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

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.



Courses, Curriculum, Instruction:

Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.



### Cambridge Elementary School

(23-4860-060)

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

## School Narrative

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



### Other Information

At Cambridge Elementary School, the themes of cooperation, assertion, responsibility, empathy, and self-control (CARES) are consistently interwoven into the curricular and co-curricular activities of the school. On a daily basis, students live by and follow the principles of The Responsive Classroom, so that all members of our school community are able to work, to learn and to play together in harmony. In addition to Responsive Classroom, we provide students with a wide variety of programs, such as Peer Mediators, Safety Patrol, and Cambridge Community Cares, all of which allow students to interact with one another and with staff in order to help build a sense of community, caring, and respect for all. These programs also foster civic responsibility and important leadership qualities that serve students well in the community at-large and in their future endeavors. Cultural diversity and individual uniqueness are conveyed through student projects, activities, and assembly programs.



Constable Elementary School  
(23-4860-070)  
Grades Offered: KG-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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

Notes from the New Jersey Department of Education:



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

### 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	South Brunswick School District
Principal Name	Mrs. Pamela Hernandez
Address	29 CONSTABLE ROAD KENDALL PARK, NJ 08824
Phone Number	732-297-2488
Email Address	<a href="mailto:Peter.Rattien@sbschools.org">Peter.Rattien@sbschools.org</a>
Website	<a href="https://co.sbschools.org/">https://co.sbschools.org/</a>
Facebook	<a href="https://www.facebook.com/SBSDCO">https://www.facebook.com/SBSDCO</a>
Twitter	<a href="https://twitter.com/sbsdco">https://twitter.com/sbsdco</a>



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	63	66	70
1	63	67	75
2	80	66	64
3	96	86	79
4	91	90	85
5	89	89	95
Total	482	464	468

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.8%	47.2%	48.1%
Male	51.2%	52.8%	51.9%
Economically Disadvantaged Students	13.3%	12.3%	13.2%
Students with Disabilities	8.5%	11.0%	11.1%
English Learners	5.8%	8.2%	7.5%
Homeless Students	0.2%	0.2%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.2%	1.5%	1.1%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	23.4%	21.3%	19.9%
Hispanic	7.1%	8.6%	8.3%
Black or African American	11.4%	11.2%	11.8%
Asian	53.1%	53.2%	54.3%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	4.8%	5.4%	5.6%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	63	66	70

### Enrollment by Home Language

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

Home Language	% of Students
English	51.9%
Telugu	7.3%
Gujarati	6.6%
Urdu	6.0%
Hindi	5.8%
Other Languages	22.4%



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-05  
2018-2019

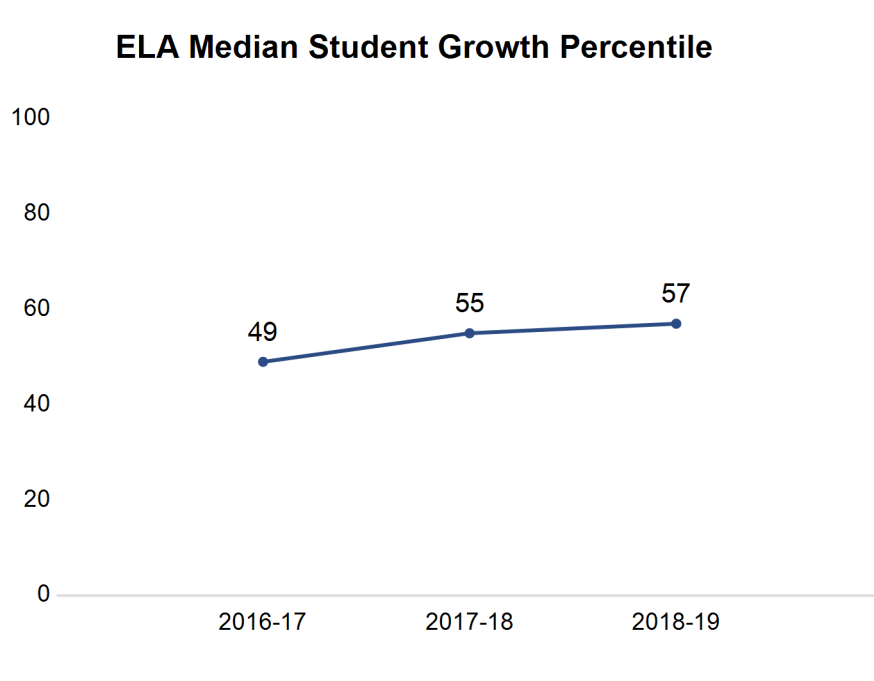
**Report Key:**

- \* 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

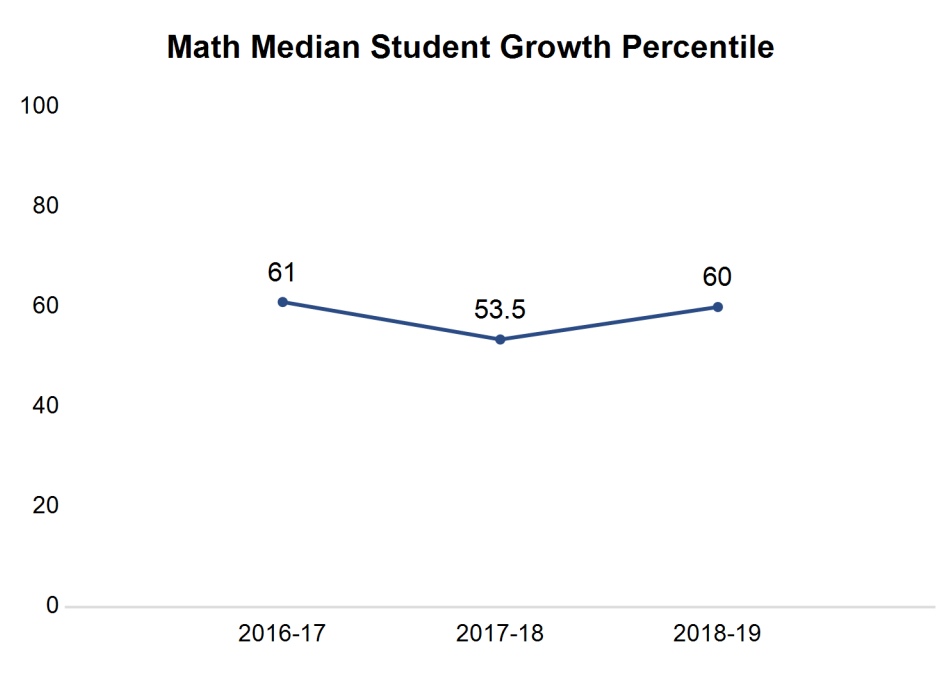
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	55	57	61	53.5	60
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

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	57	55	50	Met Standard	60	53	50	Exceeds Standard
White	50	50	50	Met Standard	68	49	52	Exceeds Standard
Hispanic	62	52	49	Exceeds Standard	52	46	47	**
Black or African American	53	46	45	**	30	41.5	43	**
Asian, Native Hawaiian, or Pacific Islander	58.5	58	59	Met Standard	67.5	56	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	49	49	**	*	55	52	**
Female	55	57	53	N	54	52	50	N
Male	59.5	53	47	N	63	54	51	N
Economically Disadvantaged Students	70.5	47	48	Exceeds Standard	51	43	46	Met Standard
Students with Disabilities	42.5	38	43	Met Standard	39	44	45	**
English Learners	*	65.5	52	**	*	65	50	**
Homeless Students	*	39	43	N	*	46	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	58	49	N	*	68	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

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

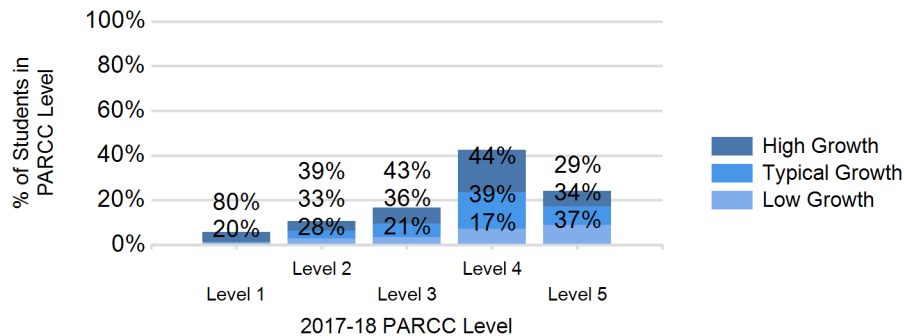
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

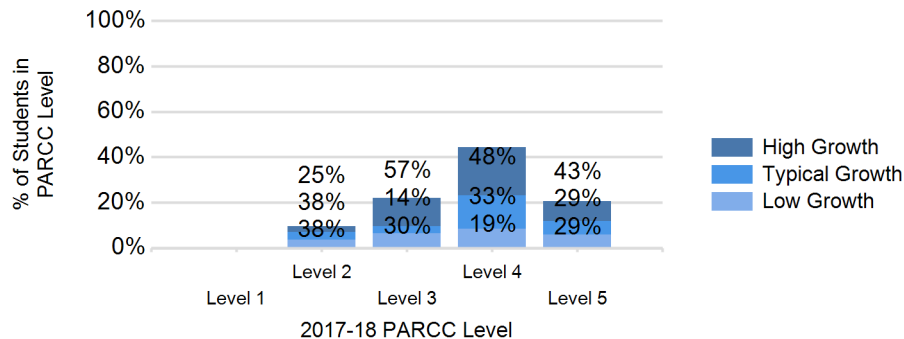
**Student Growth by Performance Level**

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

**ELA**



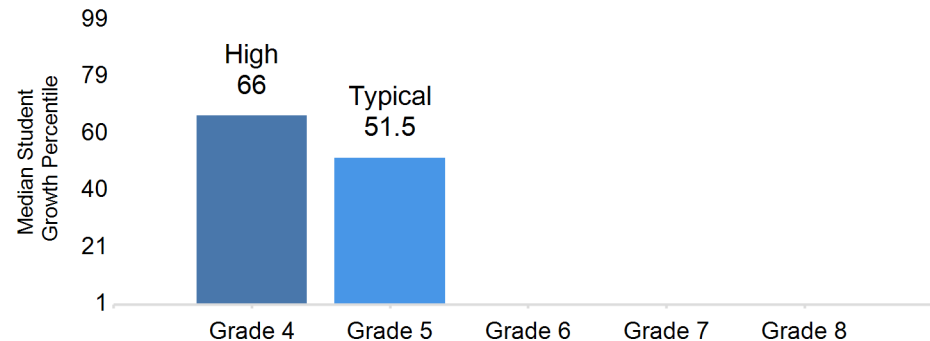
**Math**



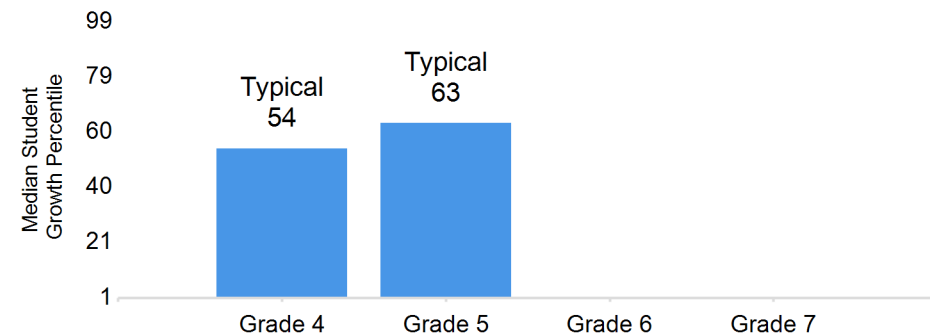
**Student Growth by Grade**

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

**ELA**



**Math**





**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-05  
2018-2019

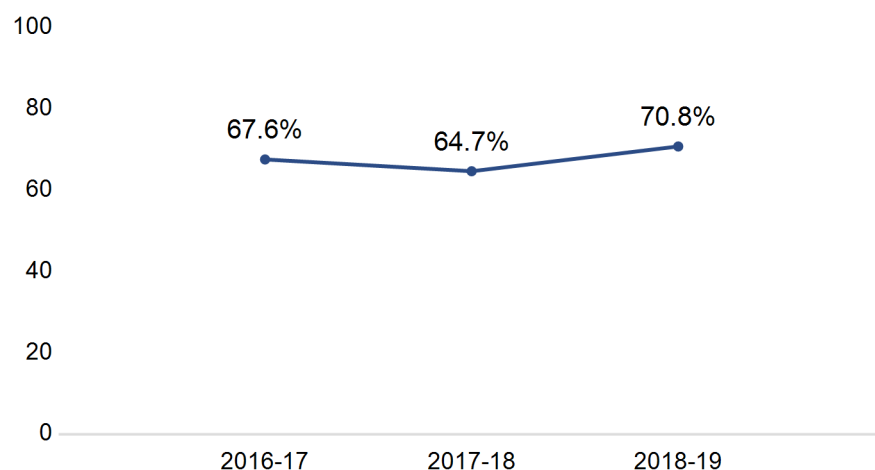
**Report Key:**

- \* 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

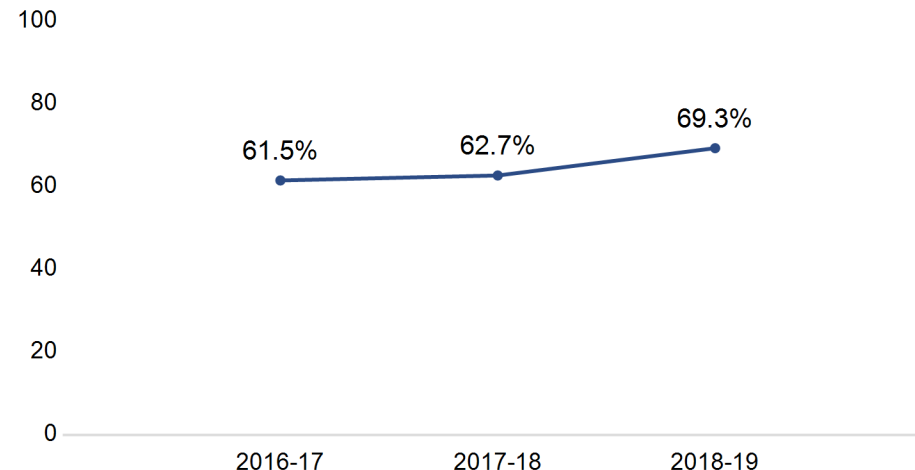
## English Language Arts and Mathematics Performance Trends

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	98.1%	97.4%	99.2%	98.2%	97.4%	98.9%
Proficiency Rate for Federal Accountability	67.6%	64.7%	70.8%	61.5%	62.7%	69.3%
Annual Target	67.5%	68.1%	68.8%	62.3%	63.3%	64.2%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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 - 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	250	99.2	70.8	74.2	57.9	70.8	68.8	Met Target
White	47	98.0	59.6	60.8	66.9	59.6	59.7	Met Target†
Hispanic	22	100.0	54.5	44.5	43.9	54.5	55.3	Met Target†
Black or African American	29	100.0	51.7	43.4	38.5	51.7	34.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	138	99.3	79.7	85.7	82.9	79.7	80	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	123	99.2	74.8	79.2	64.8	74.8		
Male	127	99.2	66.9	69.5	51.3	66.9		
Economically Disadvantaged Students	28	100.0	50.0	*	40.0	50.0	49	Met Target
Non-Economically Disadvantaged Students	222	99.1	73.4	*	67.9	73.4		
Students with Disabilities	31	97.0	12.9	*	22.7	12.9	39.3	Not Met
Students without Disabilities	219	99.6	79.0	*	65.1	79.0		
English Learners	16	100.0	31.3	25.2	29.3	31.3	**	**
Non-English Learners	234	99.2	73.5	75.5	60.6	73.5		
Homeless Students	*	*	*	25.9	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	68.0	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



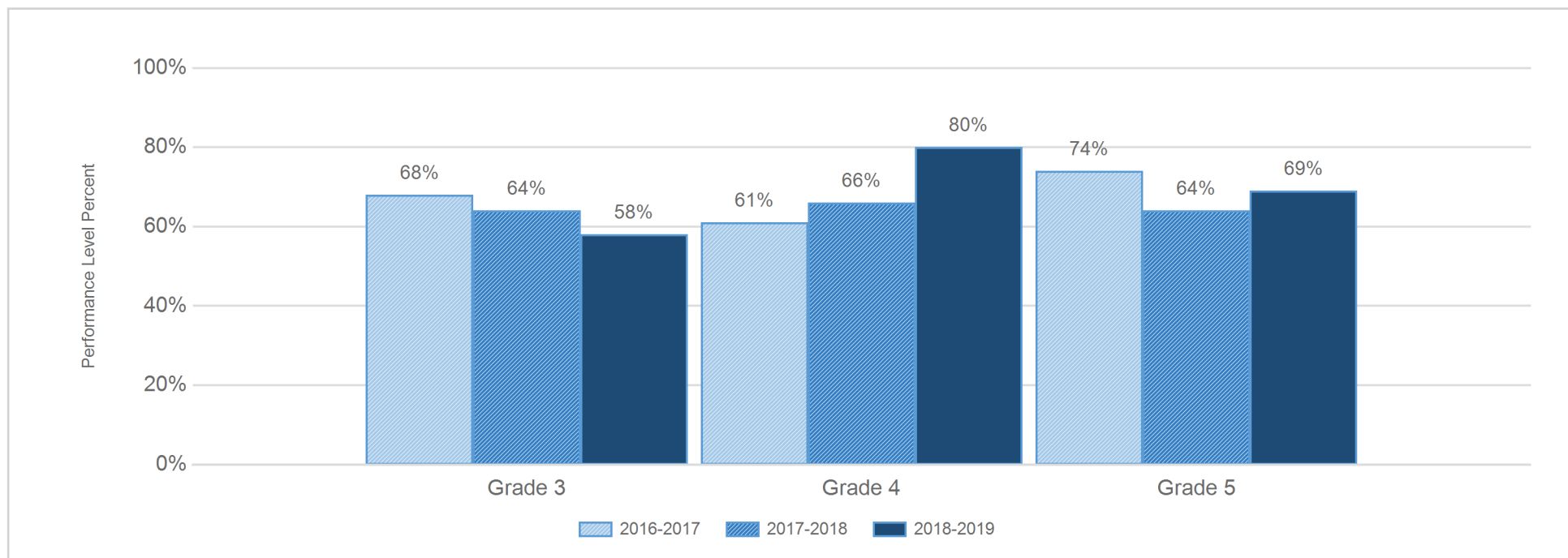
**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-05  
2018-2019

**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.





**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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 by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	77	761	760	748	*	*	23%	43%	16%	58%	50%
White	*	*	745	757	*	*	*	*	*	*	60%
Hispanic	*	*	721	734	*	*	*	*	*	*	36%
Black or African American	14	736	734	731	*	*	*	*	*	36%	33%
Asian, Native Hawaiian, or Pacific Islander	47	772	770	773	*	*	*	*	*	70%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	773	756	*	*	*	*	*	*	58%
Female	35	760	763	753	*	*	*	*	*	69%	55%
Male	42	763	757	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	*	*	725	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	764	759	*	*	*	*	*	*	61%
Students with Disabilities	10	696	707	719	*	*	*	*	*	10%	24%
Students without Disabilities	67	771	766	754	*	*	*	*	*	66%	56%
English Learners	*	*	700	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	762	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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 by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	776	770	755	0%	*	*	45%	35%	80%	57%
White	13	754	761	763	0%	*	*	*	*	54%	67%
Hispanic	*	*	743	743	*	*	*	*	*	*	44%
Black or African American	12	763	748	739	0%	*	*	*	*	67%	39%
Asian, Native Hawaiian, or Pacific Islander	49	785	778	779	0%	*	*	45%	45%	90%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	43	779	776	760	0%	*	*	37%	40%	77%	62%
Male	43	773	764	750	0%	*	*	53%	30%	84%	53%
Economically Disadvantaged Students	10	767	743	740	0%	*	*	*	*	70%	40%
Non-Economically Disadvantaged Students	76	777	774	765	0%	*	*	*	*	82%	69%
Students with Disabilities	*	*	729	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	761	*	*	*	*	*	*	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	771	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%



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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 by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	95	765	772	756	*	*	19%	54%	16%	69%	58%
White	26	762	*	764	*	0%	*	*	*	73%	68%
Hispanic	13	740	744	743	*	*	*	*	*	46%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	48	774	782	781	0%	*	*	50%	23%	73%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	768	762	*	*	*	*	*	*	65%
Female	49	768	776	761	*	*	*	*	*	73%	64%
Male	46	762	768	750	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	10	722	*	740	*	*	0%	*	*	40%	39%
Non-Economically Disadvantaged Students	85	770	*	766	*	*	21%	*	*	73%	69%
Students with Disabilities	13	718	733	724	*	*	*	*	*	*	23%
Students without Disabilities	82	772	777	762	*	*	*	*	*	*	65%
English Learners	*	*	732	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	773	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	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%



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

### 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	251	98.9	69.3	63.8	44.5	69.3	64.2	Met Target
White	47	98.0	53.2	46.5	54.1	53.2	46.9	Met Target
Hispanic	21	95.7	38.1	24.8	28.8	38.1	47.5	Met Target†
Black or African American	30	100.0	46.7	24.3	23.0	46.7	26.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	139	99.3	82.7	79.7	76.5	82.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	123	99.2	63.4	63.5	44.9	63.4		
Male	128	98.5	75.0	64.2	44.2	75.0		
Economically Disadvantaged Students	29	100.0	31.0	*	26.3	31.0	44.4	Met Target†
Non-Economically Disadvantaged Students	222	98.7	74.3	*	54.9	74.3		
Students with Disabilities	30	93.9	20.0	15.0	17.4	19.7	30.9	Met Target†
Students without Disabilities	221	99.6	76.0	69.1	50.0	76.0		
English Learners	18	100.0	44.4	31.6	25.0	44.4	N	N
Non-English Learners	233	98.8	71.2	64.9	46.5	71.2		
Homeless Students	*	*	*	15.4	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



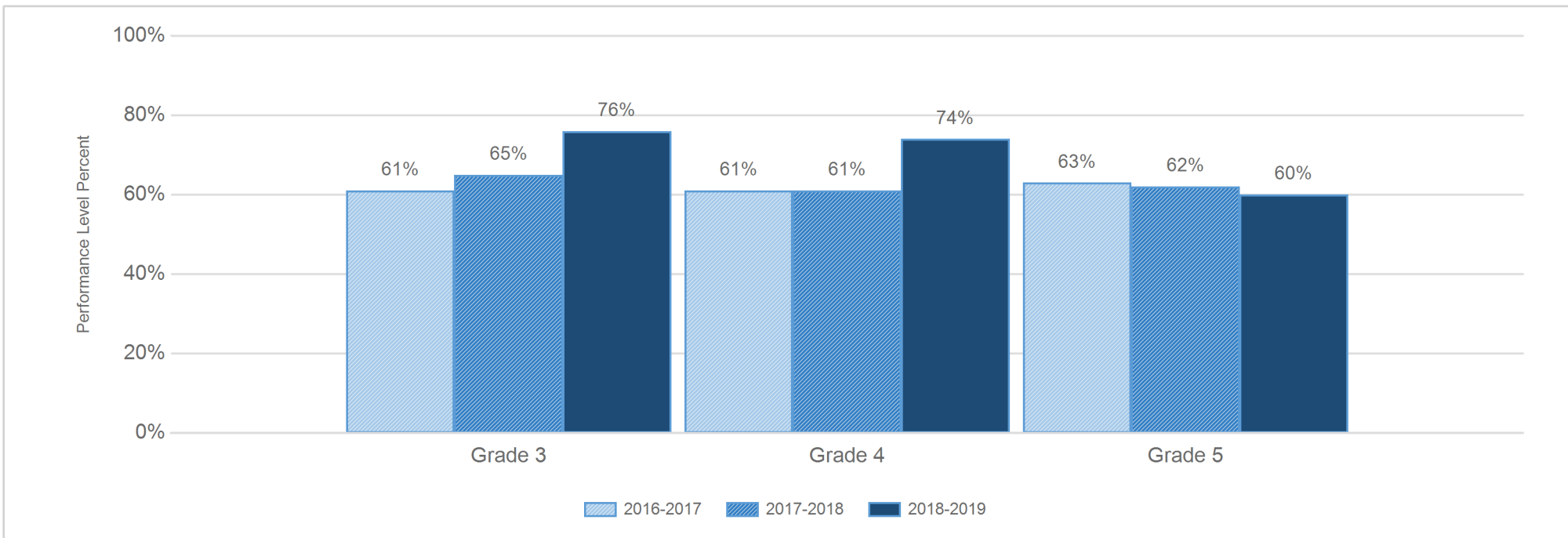
**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-05  
2018-2019

**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

### 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.



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	770	768	752	*	*	*	47%	29%	76%	55%
White	*	*	753	760	*	*	*	*	*	*	66%
Hispanic	*	*	726	739	*	*	*	*	*	*	40%
Black or African American	15	744	735	735	*	*	*	*	*	47%	35%
Asian, Native Hawaiian, or Pacific Islander	48	781	779	778	*	0%	*	48%	40%	88%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	35	764	765	751	*	*	*	40%	29%	69%	54%
Male	44	774	770	752	*	*	*	52%	30%	82%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	772	761	*	*	*	*	*	*	67%
Students with Disabilities	10	706	709	731	*	*	*	*	*	20%	31%
Students without Disabilities	69	779	774	756	*	*	*	*	*	84%	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	766	766	749	*	*	15%	58%	16%	74%	51%
White	13	752	758	757	*	0%	*	*	*	54%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	12	739	732	731	*	*	*	*	*	58%	29%
Asian, Native Hawaiian, or Pacific Islander	49	778	776	776	0%	*	*	59%	27%	86%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	43	764	766	749	*	*	*	*	*	72%	50%
Male	43	768	767	749	*	*	*	*	*	77%	52%
Economically Disadvantaged Students	10	746	736	734	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	76	768	771	759	*	*	*	*	*	79%	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	754	*	*	*	*	*	*	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	94	760	766	747	*	*	24%	41%	18%	60%	47%
White	26	758	*	755	0%	*	38%	*	*	50%	58%
Hispanic	12	734	737	735	*	*	*	*	*	33%	30%
Black or African American	*	*	731	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	48	770	776	775	*	*	*	52%	23%	75%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	762	753	*	*	*	*	*	*	55%
Female	49	756	764	747	*	*	*	*	*	53%	47%
Male	45	764	767	747	*	*	*	*	*	67%	47%
Economically Disadvantaged Students	10	724	*	732	*	*	*	*	*	10%	27%
Non-Economically Disadvantaged Students	84	764	*	757	*	*	*	*	*	65%	59%
Students with Disabilities	12	724	729	725	*	*	*	*	*	17%	19%
Students without Disabilities	82	765	770	752	*	*	*	*	*	66%	52%
English Learners	*	*	741	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	766	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	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%



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	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	71.4%	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	23	82.6%	17.4%
3-4	10	90.0%	10.0%
5 or more	*	*	*



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-05  
2018-2019

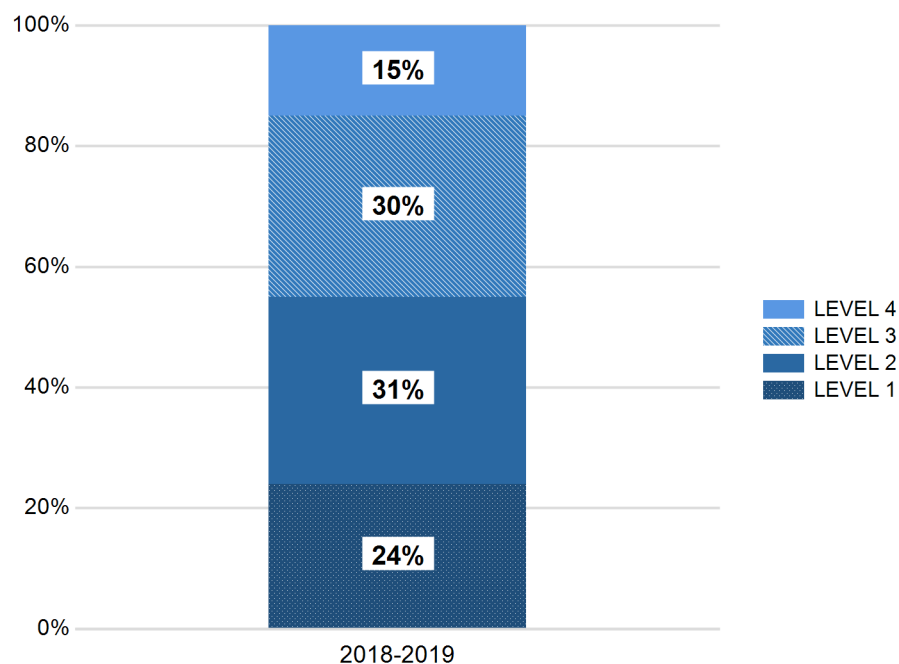
**Report Key:**

- \* 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

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	24	31	30	15
White	32	28	28	12
Hispanic	46	46	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	29	37	22
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	36	30	8
Male	22	26	30	22
Economically Disadvantaged Students	64	36	0	0
Non-Economically Disadvantaged Students	19	31	34	16
Students with Disabilities	62	38	0	0
Students without Disabilities	18	30	35	17
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

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

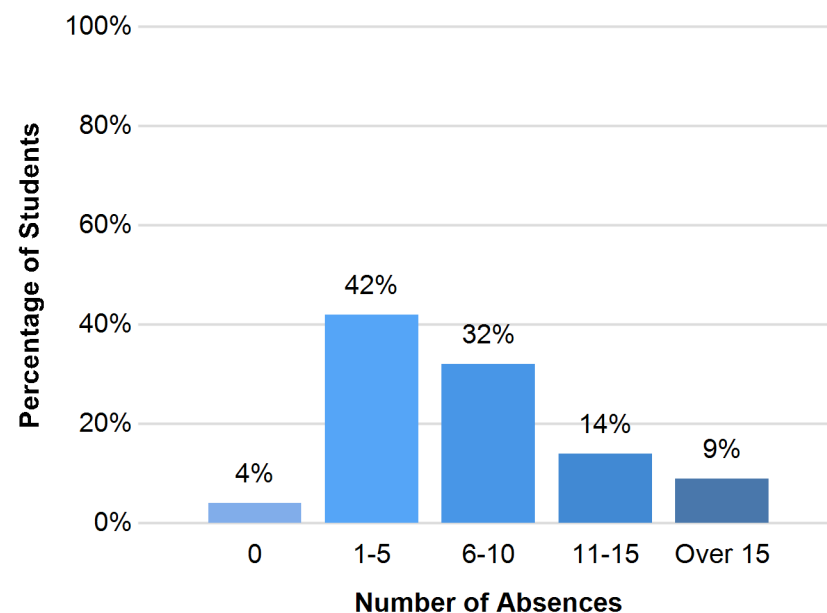
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	30	6.5	8.9	Met
White	5	5.6	8.9	Met
Hispanic	3	8.8	8.9	Met
Black or African American	4	7.1	8.9	Met
Asian, Native Hawaiian, or Pacific	17	6.7	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Female	13	5.9		
Male	17	7.1		
Economically Disadvantaged Students	6	10.2	8.9	Not Met
Students with Disabilities	7	14.9	8.9	Not Met
English Learners	5	15.2	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Constable Elementary School

(23-4860-070)

Grades Offered: KG-05

2018-2019

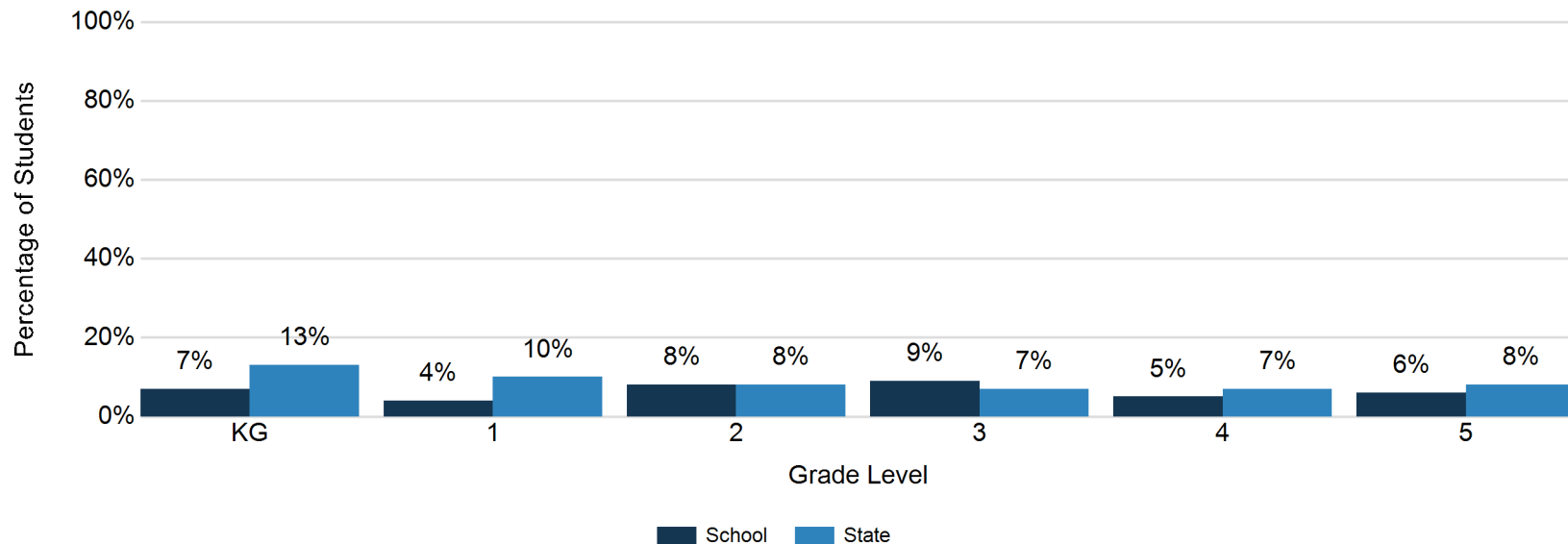
#### Report Key:

- \* 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

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.





### Constable Elementary School

(23-4860-070)

Grades Offered: KG-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

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

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.64

### Police Notifications

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

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

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	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	1	2	3
No Identified Nature	1		1

### Student Disciplinary Removals

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

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

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

0



### Constable Elementary School

(23-4860-070)

Grades Offered: KG-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

#### 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	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.6:1



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

**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	43	118,214
Average years experience in public schools	9.1	12.1
Average years experience in district	7.7	10.8
Percentage of Teachers with 4 or more years experience in the district	69.8%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	16.5	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	82.7%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	156:1	165:1
Teachers to Administrators	14:1	12:1
Students to Librarians/Media Specialists		780:1
Students to Nurses		780:1
Students to Counselors		660:1
Students to Child Study Team Members		209:1



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	83.7%	66.7%	48.4%	77.1%	54.9%
Male	51.9%	16.3%	33.3%	51.6%	22.9%	45.1%
White	19.9%	86.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.3%	4.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.8%	2.3%	0.0%	15.0%	6.6%	13.9%
Asian	54.3%	7.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.6%	0.0%	0.0%	2.1%	0.2%	0.2%



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

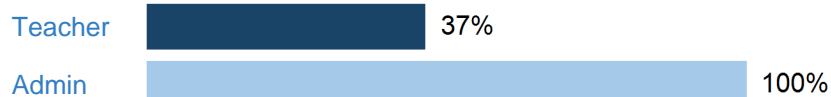
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	97.9%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	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	98.7%



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

### 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.



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

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.



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

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 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	67.6%	64.7%	70.8%
Math Proficiency	61.5%	62.7%	69.3%
ELA Growth	49	55	57
Math Growth	61	54	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		37.5%	71.4%
Chronic Absenteeism	6.9%	4.8%	6.5%

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



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

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

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

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

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

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

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

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

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

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

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

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



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

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

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

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

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

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



**Constable Elementary School**  
(23-4860-070)  
Grades Offered: KG-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

## School Narrative

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



### Highlights:

- Positive and proactive family and student outreach program.
- Extensive clubs/programs in a variety of areas including technology, athletics, academics, and executive functioning.
- Students use Google Drive/Classroom in grades 2-5; Interactive apps in grades K-1; staff post regularly online.



### Mission, Vision, Theme:

The Constable school vision is to maximize student achievement by motivating students to value their educational experience and demonstrate positive academic behaviors, setting high expectations and analyzing data to drive decisions, and empowering all community members (families, staff, and students) to take an active role in each child's growth.



### Awards, Recognition, Accomplishments:

Constable School, an award-winning school located within a cozy South Brunswick Township neighborhood, is home to approximately 500 students from kindergarten through fifth grade. A diverse school community, Constable takes pride in being a warm and inviting neighborhood school. Students participate in a wide variety of activities such as school musicals, technology-based clubs, Odyssey of the Mind, and music enrichment programs. With a focus on CARES, students and staff at Constable consistently focus on well being to promote personal health, a love of learning, and strong contributing members of society. Most recently, in 2019, our school was certified as a Bronze-Tier Future Ready School!



### Constable Elementary School

(23-4860-070)

Grades Offered: KG-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

## 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.



### Courses, Curriculum, Instruction:

Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.



### Constable Elementary School

(23-4860-070)

Grades Offered: KG-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

## School Narrative

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



### Other Information

Our arrival and dismissal occurs with buses entering a large driveway loop, providing students easy access. Those who walk home or are picked up in a car are supervised to the curb where staff members and a crossing guard assist. Here at Constable, the instruction is varied in order to meet the needs of students and the curriculum. Classrooms can be found quiet or bustling with noise depending upon the activity. With technology readily accessible in every classroom, students consistently enrich their learning, problem solving and deepening knowledge through local applications and web-based interactions. Students are consistently hard at work, whether they are engaged in an individual task or group-based activity. Furthermore, we pride ourselves in providing students with an opportunity to physically move in order to keep active and provide a mental break when necessary. All of these components are part of the daily routine students engage in to make learning exciting, challenging, and impactful. We are proud to house several Special Education (LLD) classes, providing students with a learning environment specific to their needs. However, the school is one community in which all students interact with one another during mainstreamed classes and at lunch/recess. Constable School prides itself on fostering character building by teaching students to be independent problem solvers and build intrinsic motivation to be good citizens. Programs includes CARES, week of respect activities, school violence awareness week, and developmentally appropriate counseling. Finally, of utmost priority is the safety and security of our students. We consistently practice and discuss protocols for all drills with students and staff. While visitors need to enter the building for various reasons, all are required to take part in our safety procedures. We continuously work with our local police department and district office to reflect upon, and enhance, our practices.



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



### Crossroads North Middle School

(23-4860-150)

Grades Offered: 06-08

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

### 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	South Brunswick School District
Principal Name	Mrs. Kimberly Bynoe
Address	635 GEORGES ROAD MONMOUTH JUNCTION, NJ 08852
Phone Number	732-329-4191
Email Address	<a href="mailto:Kimberly.Bynoe@sbschools.org">Kimberly.Bynoe@sbschools.org</a>
Website	<a href="https://xr.sbschools.org/">https://xr.sbschools.org/</a>
Facebook	<a href="https://www.facebook.com/SBSDXRDS/">https://www.facebook.com/SBSDXRDS/</a>
Twitter	<a href="https://twitter.com/@sbsdxrds">https://twitter.com/@sbsdxrds</a>



**Crossroads North Middle School**  
 (23-4860-150)  
 Grades Offered: 06-08  
 2018-2019

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

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	325	360	296
7	335	342	363
8	353	351	342
<b>Total</b>	<b>1,013</b>	<b>1,053</b>	<b>1,001</b>

**Enrollment Trends by Student Group**

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

Student Group	2016-17	2017-18	2018-19
Female	50.8%	48.1%	48.0%
Male	49.2%	51.9%	52.0%
Economically Disadvantaged Students	10.0%	9.4%	11.9%
Students with Disabilities	9.4%	8.3%	8.5%
English Learners	0.6%	1.0%	1.2%
Homeless Students	0.0%	0.3%	0.4%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	0.0%	0.5%	0.2%
Migrant Students	0.0%	0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	21.2%	19.7%	18.6%
Hispanic	6.6%	6.4%	6.2%
Black or African American	7.8%	7.4%	6.1%
Asian	62.6%	64.3%	66.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.8%	2.2%	2.3%

**Enrollment by Home Language**

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

Home Language	% of Students
English	56.4%
Telugu	8.0%
Hindi	5.5%
Tamil	5.1%
Gujarati	5.1%
Other Languages	19.9%



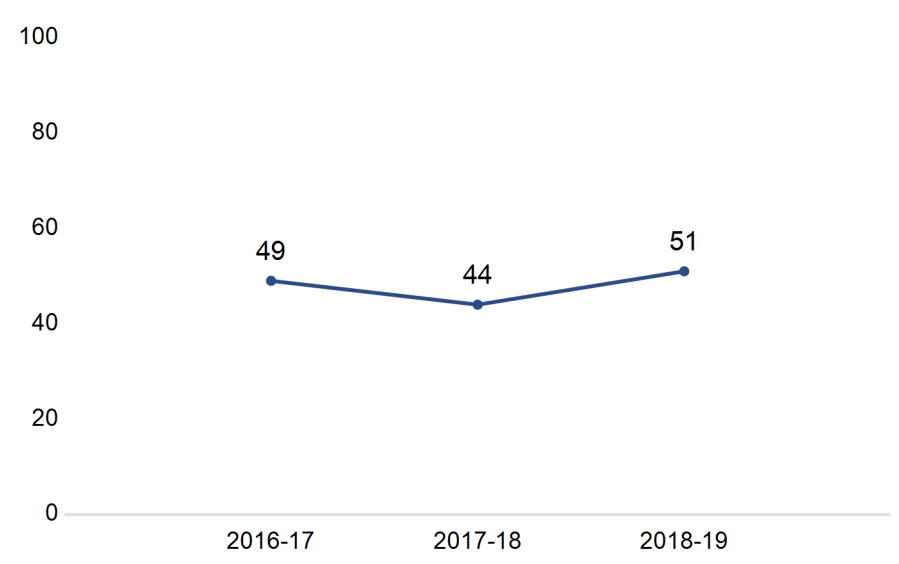
**Crossroads North Middle School**  
 (23-4860-150)  
 Grades Offered: 06-08  
 2018-2019

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

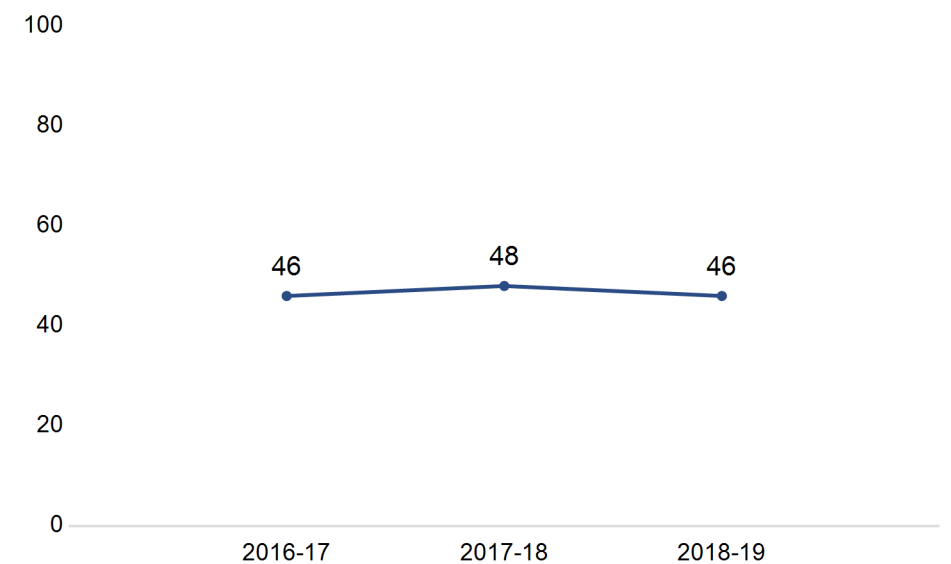
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	44	51	46	48	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	55	50	Met Standard	46	53	50	Met Standard
White	43	50	50	Met Standard	37	49	52	Not Met
Hispanic	43	52	49	Met Standard	34	46	47	Not Met
Black or African American	34.5	46	45	Not Met	34	41.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	55	58	59	Met Standard	50	56	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	38	49	49	Not Met	26	55	52	**
Female	52	57	53	N	46	52	50	N
Male	49	53	47	N	46.5	54	51	N
Economically Disadvantaged Students	38	47	48	Not Met	33.5	43	46	Not Met
Students with Disabilities	32	38	43	Not Met	43	44	45	Met Standard
English Learners	*	65.5	52	**	*	65	50	**
Homeless Students	*	39	43	N	*	46	44	N
Students in Foster Care	*	*	42	N	N	*	44	N
Military-Connected Students	*	58	49	N	*	68	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Crossroads North Middle School**  
 (23-4860-150)  
 Grades Offered: 06-08  
 2018-2019

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

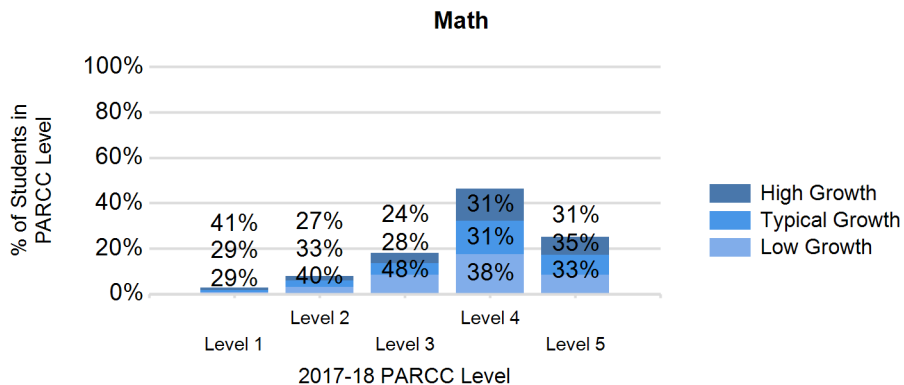
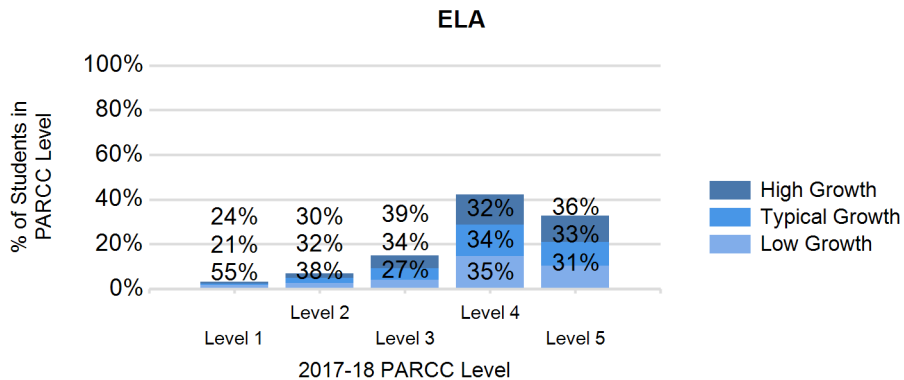
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

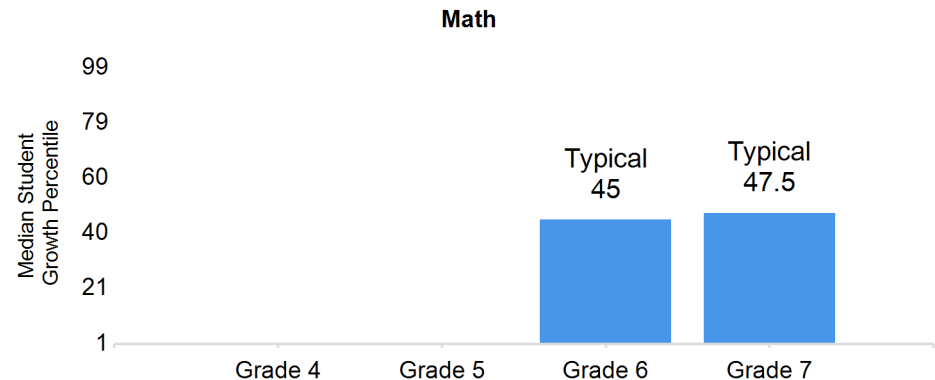
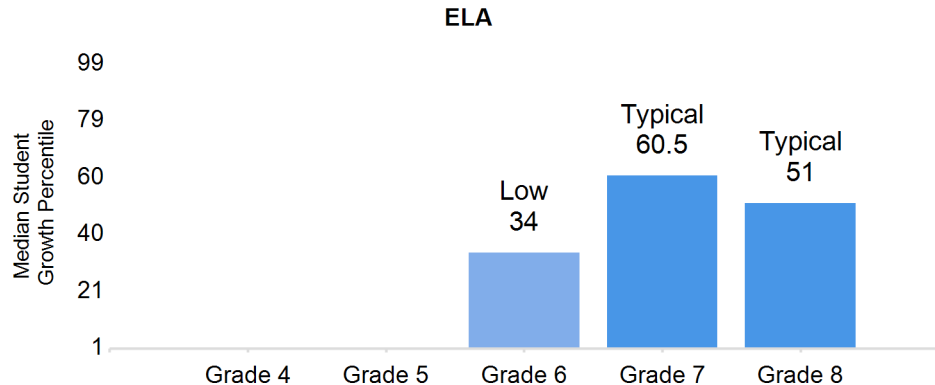
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

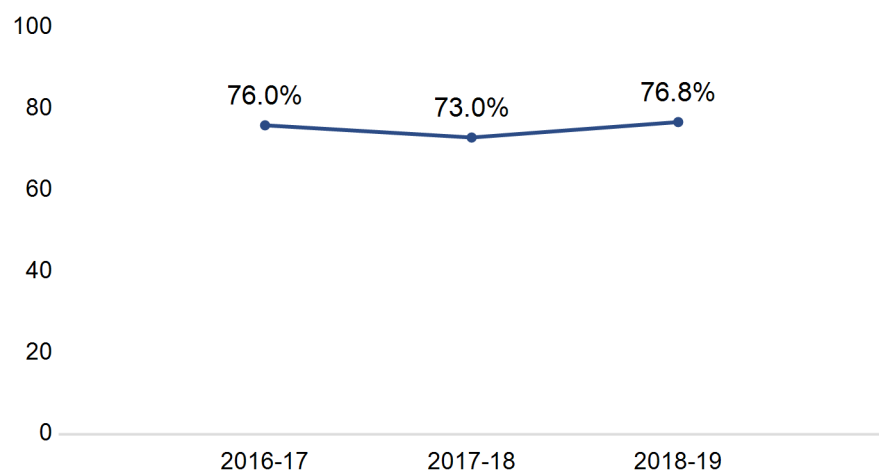
**Report Key:**

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

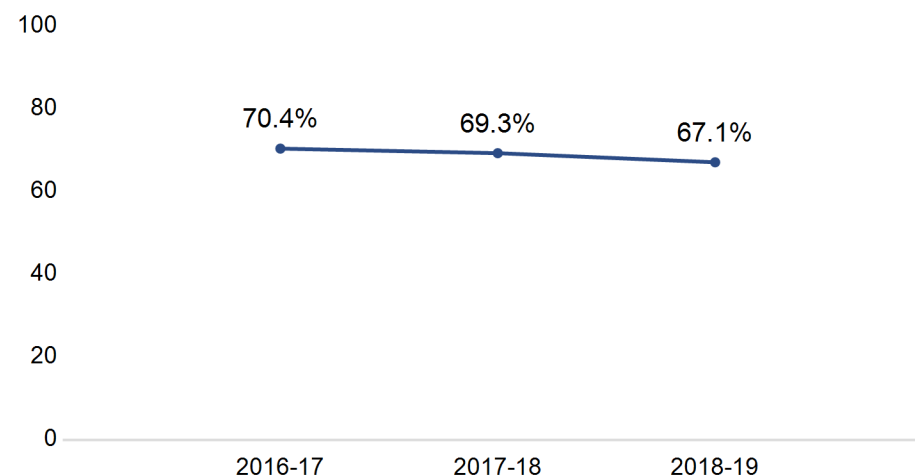
## English Language Arts and Mathematics Performance Trends

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	96.6%	97.2%	97.6%	96.6%	97.4%	97.2%
Proficiency Rate for Federal Accountability	76.0%	73.0%	76.8%	70.4%	69.3%	67.1%
Annual Target	76.4%	76.6%	76.8%	71.2%	71.6%	72.1%
Met Annual Target?	Met Target†	Not Met	Met Target	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.



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

## 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	970	97.6	76.8	74.2	57.9	76.8	76.8	Met Target
White	177	95.3	54.2	60.8	66.9	54.2	63.6	Not Met
Hispanic	54	88.7	44.4	44.5	43.9	42.1	48.2	Met Target†
Black or African American	56	93.5	33.9	43.4	38.5	33.3	41	Met Target†
Asian, Native Hawaiian, or Pacific Islander	662	99.7	89.1	85.7	82.9	89.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	21	91.3	76.2	*	64.4	73.1	58.1	Met Target
Female	457	96.9	80.3	79.2	64.8	80.3		
Male	513	98.3	73.7	69.5	51.3	73.7		
Economically Disadvantaged Students	107	94.0	36.4	*	40.0	36.0	42.9	Met Target†
Non-Economically Disadvantaged Students	863	98.1	81.8	*	67.9	81.8		
Students with Disabilities	84	88.7	10.7	*	22.7	10.1	23.1	Not Met
Students without Disabilities	886	98.6	83.1	*	65.1	83.1		
English Learners	16	100.0	31.3	25.2	29.3	31.3	**	**
Non-English Learners	954	97.6	77.6	75.5	60.6	77.6		
Homeless Students	*	*	*	25.9	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	68.0	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

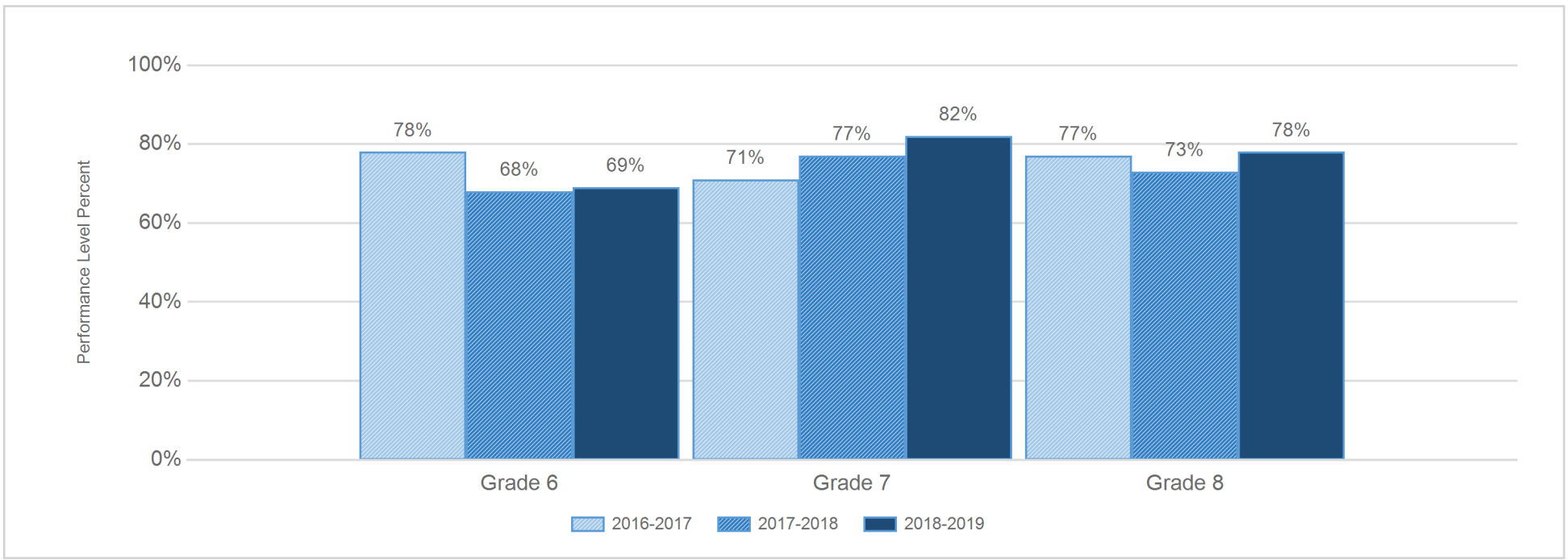


**Crossroads North Middle School**  
 (23-4860-150)  
 Grades Offered: 06-08  
 2018-2019

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

**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.





**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	289	763	769	754	6%	7%	19%	47%	22%	69%	56%
White	51	740	755	762	*	*	41%	*	*	33%	65%
Hispanic	*	*	743	743	*	*	*	*	*	*	43%
Black or African American	22	735	*	738	*	*	*	*	*	36%	36%
Asian, Native Hawaiian, or Pacific Islander	193	775	781	780	*	*	9%	53%	32%	85%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	767	760	*	*	*	*	*	*	64%
Female	141	768	775	762	*	*	21%	43%	27%	70%	64%
Male	148	759	764	748	*	*	16%	50%	17%	67%	48%
Economically Disadvantaged Students	36	728	739	740	*	*	39%	*	*	22%	39%
Non-Economically Disadvantaged Students	253	768	774	763	*	*	16%	*	*	75%	67%
Students with Disabilities	30	712	716	722	*	*	*	*	*	13%	19%
Students without Disabilities	259	769	774	761	*	*	*	*	*	75%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	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%



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	349	784	784	761	3%	6%	10%	32%	50%	82%	63%
White	77	762	768	769	*	*	16%	42%	25%	66%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	749	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	234	797	797	790	*	*	6%	27%	65%	91%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	771	768	*	*	*	*	*	*	68%
Female	145	792	792	769	*	*	8%	31%	57%	88%	71%
Male	204	778	778	753	*	*	11%	32%	45%	77%	55%
Economically Disadvantaged Students	32	747	750	743	*	*	*	*	*	53%	45%
Non-Economically Disadvantaged Students	317	787	789	771	*	*	*	*	*	85%	73%
Students with Disabilities	25	715	718	720	*	*	*	*	*	*	22%
Students without Disabilities	324	789	789	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	341	782	781	762	5%	5%	12%	34%	45%	78%	63%
White	53	755	760	770	*	*	26%	*	*	55%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	238	797	796	794	*	*	7%	31%	59%	90%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	178	785	785	771	*	*	9%	35%	46%	81%	71%
Male	163	780	777	753	*	*	15%	33%	43%	75%	55%
Economically Disadvantaged Students	40	735	738	743	*	*	*	*	*	35%	45%
Non-Economically Disadvantaged Students	301	789	787	772	*	*	*	*	*	84%	72%
Students with Disabilities	28	712	713	721	*	*	*	*	*	11%	22%
Students without Disabilities	313	789	787	770	*	*	*	*	*	84%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### 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	967	97.2	67.1	63.8	44.5	67.1	72.1	Not Met
White	175	93.7	40.6	46.5	54.1	39.9	53	Not Met
Hispanic	53	87.3	28.3	24.8	28.8	26.4	31	Met Target†
Black or African American	56	93.5	23.2	24.3	23.0	22.8	37	Not Met
Asian, Native Hawaiian, or Pacific Islander	663	99.9	81.6	79.7	76.5	81.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	20	87.0	45.0	*	53.3	41.1	54	Met Target†
Female	457	96.7	65.2	63.5	44.9	65.2		
Male	510	97.7	68.8	64.2	44.2	68.8		
Economically Disadvantaged Students	107	93.2	23.4	*	26.3	22.9	31.5	Not Met
Non-Economically Disadvantaged Students	860	97.8	72.6	*	54.9	72.6		
Students with Disabilities	83	87.6	14.5	15.0	17.4	13.4	23.2	Not Met
Students without Disabilities	884	98.2	72.1	69.1	50.0	72.1		
English Learners	17	100.0	41.2	31.6	25.0	41.2	**	**
Non-English Learners	950	97.2	67.6	64.9	46.5	67.6		
Homeless Students	*	*	*	15.4	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



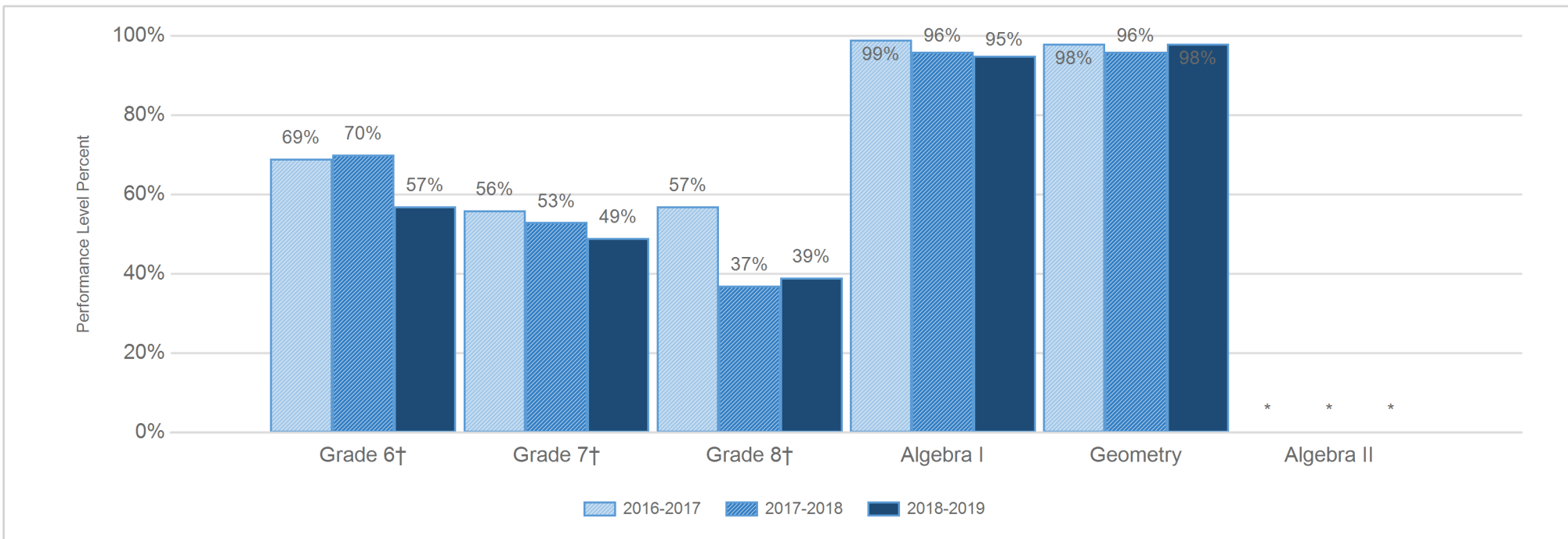
**Crossroads North Middle School**  
 (23-4860-150)  
 Grades Offered: 06-08  
 2018-2019

**Report Key:**

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

**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.



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	289	756	756	741	4%	16%	22%	37%	20%	57%	41%
White	49	731	739	749	*	33%	37%	*	*	22%	51%
Hispanic	*	*	722	729	*	*	*	*	*	*	24%
Black or African American	22	728	*	722	*	45%	*	*	*	18%	19%
Asian, Native Hawaiian, or Pacific Islander	195	769	770	769	*	*	18%	47%	28%	75%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	744	747	*	*	*	*	*	*	48%
Female	142	756	756	742	*	*	25%	*	*	56%	42%
Male	147	756	756	740	*	*	20%	*	*	58%	40%
Economically Disadvantaged Students	36	717	724	726	*	*	*	*	*	11%	21%
Non-Economically Disadvantaged Students	253	761	761	750	*	*	*	*	*	64%	53%
Students with Disabilities	29	716	713	716	*	*	*	*	*	17%	12%
Students without Disabilities	260	760	760	746	*	*	*	*	*	62%	46%
English Learners	*	*	726	709	*	*	*	*	*	*	*
Non-English Learners	*	*	756	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	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%



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	211	749	748	744	*	18%	29%	*	*	49%	42%
White	64	740	742	751	*	25%	34%	*	*	38%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	111	759	758	768	*	*	26%	50%	14%	65%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	97	752	750	744	*	12%	34%	*	*	52%	42%
Male	114	746	745	743	*	24%	25%	*	*	47%	42%
Economically Disadvantaged Students	30	731	728	731	*	37%	37%	*	*	20%	24%
Non-Economically Disadvantaged Students	181	752	752	751	*	15%	28%	*	*	54%	53%
Students with Disabilities	25	720	718	718	*	40%	*	*	*	12%	13%
Students without Disabilities	186	753	751	749	*	16%	*	*	*	54%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	132	736	733	728	14%	17%	30%	39%	0%	39%	29%
White	42	734	733	737	*	*	29%	38%	0%	38%	38%
Hispanic	*	*	723	722	*	*	*	*	*	*	22%
Black or African American	17	716	715	714	*	*	*	*	*	12%	15%
Asian, Native Hawaiian, or Pacific Islander	53	746	744	747	*	*	32%	49%	0%	49%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	735	730	*	*	*	*	*	*	31%
Female	81	739	736	731	*	*	31%	41%	0%	41%	31%
Male	51	731	730	726	*	*	27%	37%	0%	37%	27%
Economically Disadvantaged Students	35	721	718	719	*	*	*	29%	0%	29%	20%
Non-Economically Disadvantaged Students	97	741	739	735	*	*	*	43%	0%	43%	36%
Students with Disabilities	26	705	703	707	*	*	*	*	*	*	10%
Students without Disabilities	106	744	740	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	235	784	758	744	0%	*	*	81%	14%	95%	42%
White	20	781	745	752	0%	0%	*	*	*	85%	53%
Hispanic	*	*	730	728	*	*	*	*	*	*	24%
Black or African American	*	*	726	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	202	786	774	775	0%	*	*	82%	15%	97%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	742	752	*	*	*	*	*	*	51%
Female	96	781	757	745	0%	*	*	*	*	93%	44%
Male	139	787	758	743	0%	*	*	*	*	96%	41%
Economically Disadvantaged Students	*	*	730	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	762	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	722	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	762	748	*	*	*	*	*	*	47%
English Learners	N	N	698	710	N	N	N	N	N	N	*
Non-English Learners	235	784	759	745	0%	*	*	81%	14%	95%	*
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%



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	109	777	759	737	0%	0%	*	*	*	98%	35%
White	*	*	746	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	724	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	104	778	767	762	0%	0%	*	*	*	98%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	47	777	758	738	0%	0%	*	*	*	100%	36%
Male	62	777	760	736	0%	0%	*	*	*	97%	34%
Economically Disadvantaged Students	*	*	733	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	761	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	109	777	759	738	0%	0%	*	*	*	98%	*
Homeless Students	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	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	*	*	776	755	*	*	*	*	*	*	58%
White	N	N	773	758	N	N	N	N	N	N	62%
Hispanic	N	N	*	731	N	N	N	N	N	N	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	*	*	770	752	*	*	*	*	*	*	55%
Male	*	*	782	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	776	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

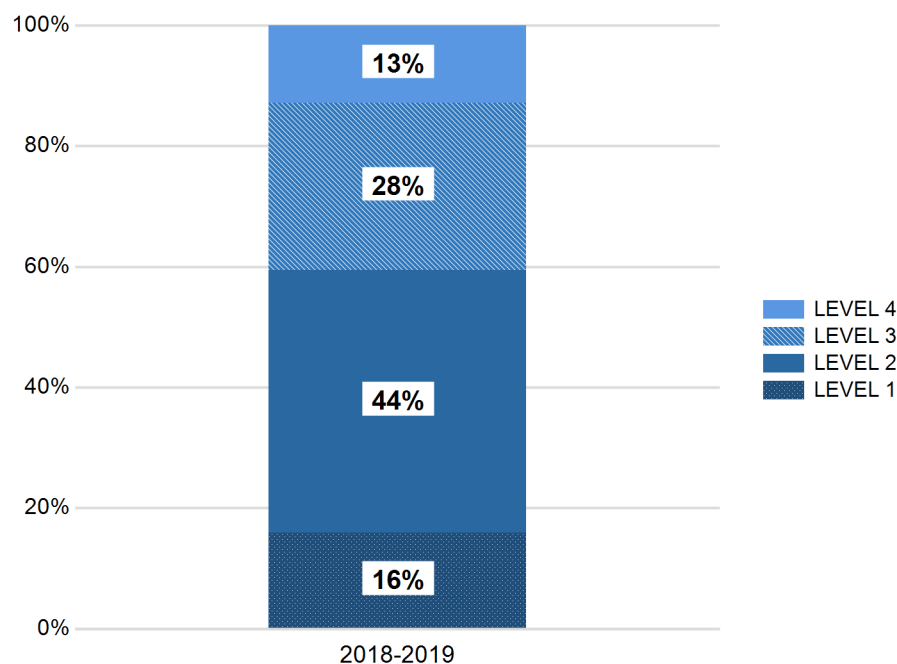
**Report Key:**

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

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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	16	44	28	13
White	27	58	10	6
Hispanic	40	45	15	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8	41	34	16
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	18	47	24	11
Male	13	40	32	15
Economically Disadvantaged Students	50	42	8	0
Non-Economically Disadvantaged Students	11	44	30	14
Students with Disabilities	73	27	0	0
Students without Disabilities	11	45	30	14
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



### Crossroads North Middle School

(23-4860-150)

Grades Offered: 06-08

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

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	1	0	297
7	136	6	233
8	104	104	140
Total	241	110	670

### 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	0	0	0	0	0	0	286
7	204	113	0	45	0	0	0
8	171	120	0	44	0	0	0
Total	375	233	0	89	0	0	286



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

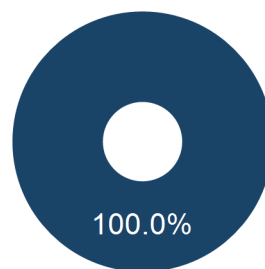
- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## Visual and Performing Arts – Course Participation

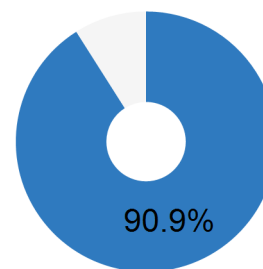
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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

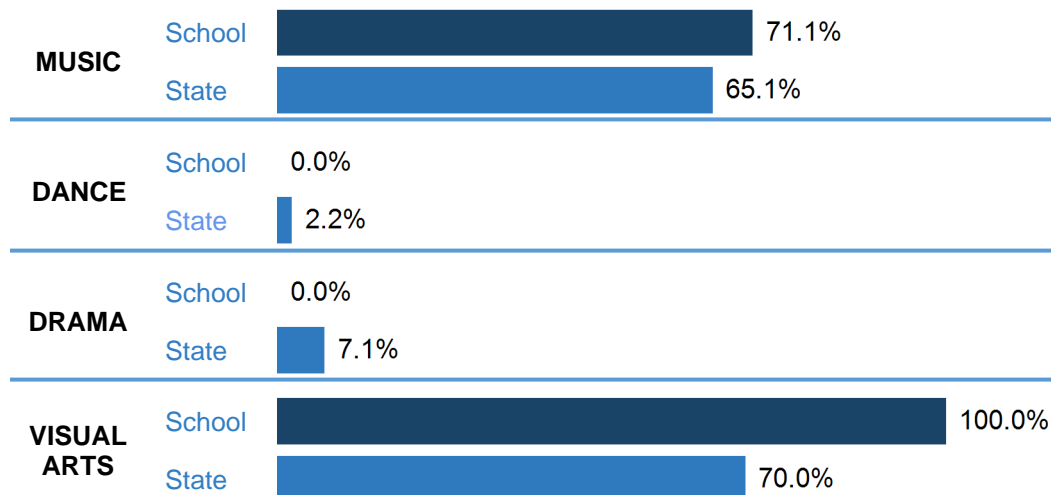


School



State

Students enrolled in one or more classes by discipline:





**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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.

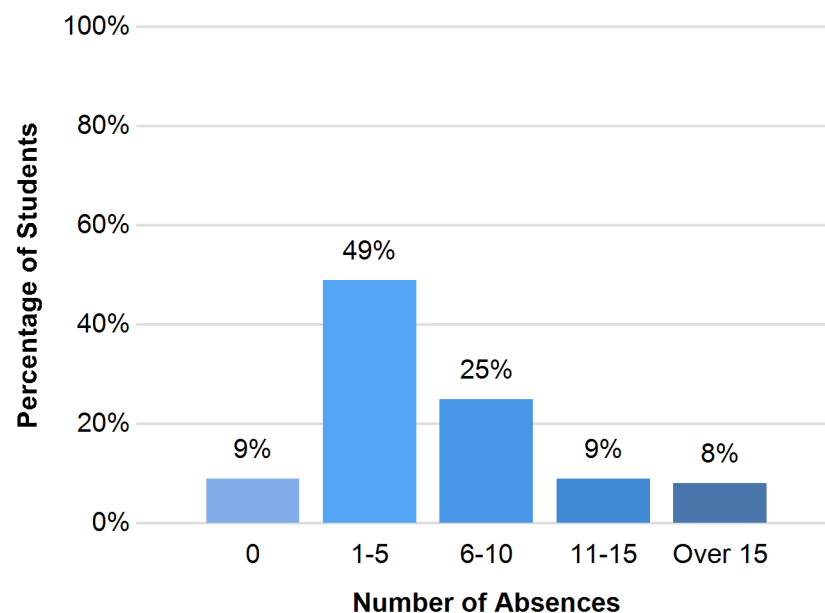
### Chronic Absenteeism

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	50	5.0	9.1	Met
White	12	6.4	9.1	Met
Hispanic	9	15.8	9.1	Not Met
Black or African American	5	7.8	9.1	Met
Asian, Native Hawaiian, or Pacific	20	3.0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	16.7	9.1	Not Met
Female	19	4.0		
Male	31	5.8		
Economically Disadvantaged Students	14	12.2	9.1	Not Met
Students with Disabilities	19	19.8	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Crossroads North Middle School

(23-4860-150)

Grades Offered: 06-08

2018-2019

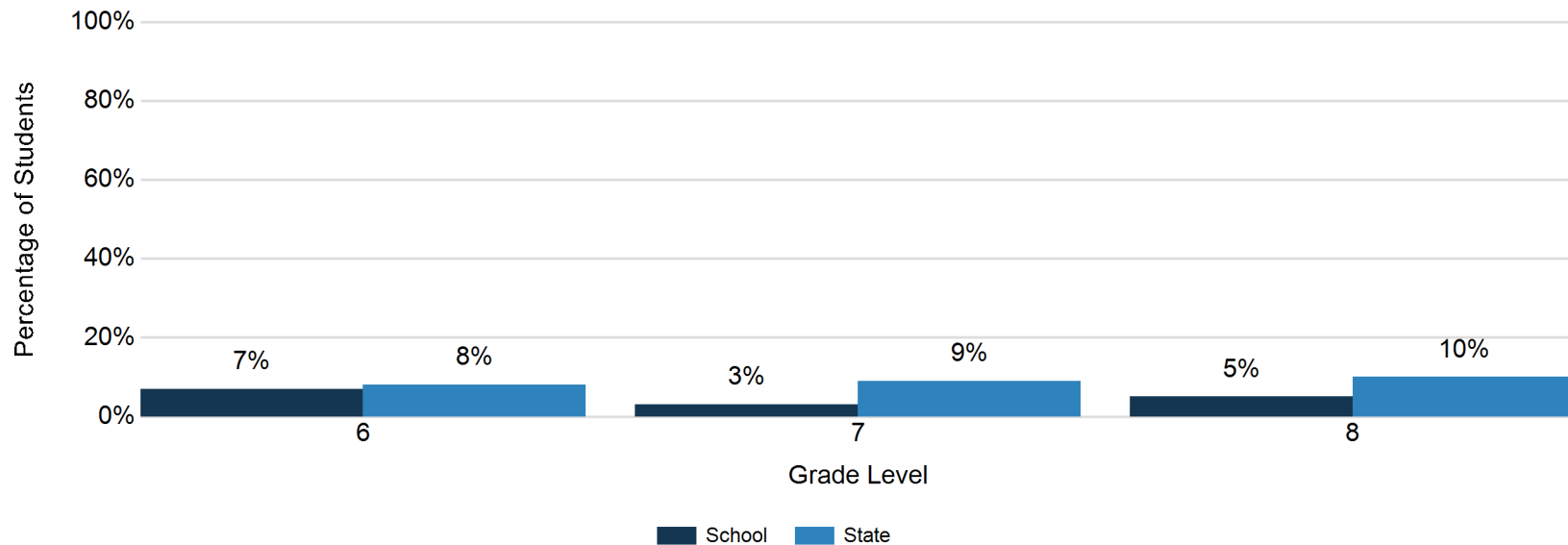
#### Report Key:

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

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.





### Crossroads North Middle School

(23-4860-150)

Grades Offered: 06-08

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

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	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.60

### 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	1

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

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	13	1.3%
Out-of-School Suspensions	26	2.6%
Any Suspension	35	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
44



### Crossroads North Middle School

(23-4860-150)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

#### 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	8:05 AM
Typical End Time	3:10 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 11 Mins
Shared Time - Instructional Time	6 Hrs. 11 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	1.4:1



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – 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	79	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	87.3%	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	52	9,530
Average years experience in public schools	16.5	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	82.7%	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	13:1
Students to Administrators	167:1	165:1
Teachers to Administrators	13:1	12:1
Students to Librarians/Media Specialists		780:1
Students to Nurses		780:1
Students to Counselors		660:1
Students to Child Study Team Members		209:1



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	79.7%	66.7%	48.4%	77.1%	54.9%
Male	52.0%	20.3%	33.3%	51.6%	22.9%	45.1%
White	18.6%	92.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.2%	2.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.1%	2.5%	0.0%	15.0%	6.6%	13.9%
Asian	66.7%	2.5%	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	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



**Crossroads North Middle School**  
 (23-4860-150)  
 Grades Offered: 06-08  
 2018-2019

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

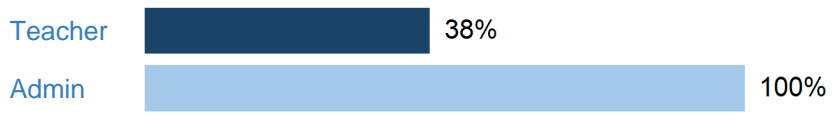
**Teachers and Administrators - Level of Education**

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	97.9%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	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%



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### 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.



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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.



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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 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	76.0%	73.0%	76.8%
Math Proficiency	70.4%	69.3%	67.1%
ELA Growth	49	44	51
Math Growth	46	48	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.4%	3.5%	5.0%

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



### Crossroads North Middle School

(23-4860-150)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

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

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

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

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

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

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

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

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

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

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

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



**Crossroads North Middle School**  
(23-4860-150)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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

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



### Crossroads North Middle School

(23-4860-150)

Grades Offered: 06-08

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## School Narrative

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



### Highlights:

- Small school learning communities (units)
- Integrated and interdisciplinary curriculum designed to address the needs of all students
- Award winning Instrumental/Vocal Music Program



### Mission, Vision, Theme:

Our mission, at Crossroads Middle School, is to form a partnership between our school and community that nurtures and inspires life-long learners through a balanced program of academic excellence and social, emotional, cultural, and physical development within a safe and caring environment during this "crossroads" in our students' lives.



### Awards, Recognition, Accomplishments:

Crossroads North is a Blue Ribbon School



### Crossroads North Middle School

(23-4860-150)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

## 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.



### Courses, Curriculum, Instruction:

Our core curriculum includes courses in language/literature, composition, mathematics, science, social studies, and world languages. In addition, special education and instructional support programs provide additional access to the core curriculum. Our "encore" program supports the core curriculum where children explore courses in Art, Digital Tools, Design and Technology, Innovation and Invention, Music, and Physical education.



### Crossroads North Middle School

(23-4860-150)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

## School Narrative

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



### Other Information

Our mission at Crossroads Middle School is to nurture and inspire life-long learners by providing a comprehensive program that meets the academic, social, emotional, and physical development of our students. Since 1967, Crossroads Middle School has sustained a proud tradition of providing an outstanding education for our students who are at an important crossroads in their life- one foot firmly planted in childhood and the other cautiously exploring the beginning of adulthood. Crossroads is organized in a manner designed to meet student needs during this transition in their lives. Students are placed into unit teams, which help provide a nurturing and caring learning environment that makes our big school feel small. Over time, our unit structure approach has proven that life-long bonds develop between students and teachers. The diversity of our population is both the greatest strength and the greatest challenge for our school. It is our goal to afford all students the opportunity to achieve success by creating an environment in which all can become independent learners.



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## 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	South Brunswick School District
Principal Name	Mrs. Bonnie Capes
Address	195 Major Road MONMOUTH JUNCTION, NJ 08852
Phone Number	732-329-4633
Email Address	<a href="mailto:Bonnie.Capes@sbschools.org">Bonnie.Capes@sbschools.org</a>
Website	<a href="https://xr.sbschools.org/">https://xr.sbschools.org/</a>
Facebook	<a href="https://www.facebook.com/SBSDXRDS">https://www.facebook.com/SBSDXRDS</a>
Twitter	<a href="https://www.twitter.com/@sbsdxrds">https://www.twitter.com/@sbsdxrds</a>



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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	375	379	346
7	385	367	381
8	406	399	376
Total	1,166	1,145	1,103

**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	46.0%	47.6%	49.3%
Male	54.0%	52.4%	50.7%
Economically Disadvantaged Students	14.9%	14.7%	14.7%
Students with Disabilities	11.8%	9.7%	9.2%
English Learners	2.3%	1.2%	1.3%
Homeless Students	0.3%	0.5%	0.5%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.9%	0.5%
Migrant Students	0.0%	0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	27.5%	23.4%	23.0%
Hispanic	8.2%	9.8%	8.1%
Black or African American	6.9%	7.4%	8.0%
Asian	53.9%	56.1%	58.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.0%
Two or More Races	3.6%	3.2%	2.4%

**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	58.5%
Telugu	7.7%
Hindi	5.0%
Tamil	4.9%
Gujarati	4.7%
Other Languages	19.2%



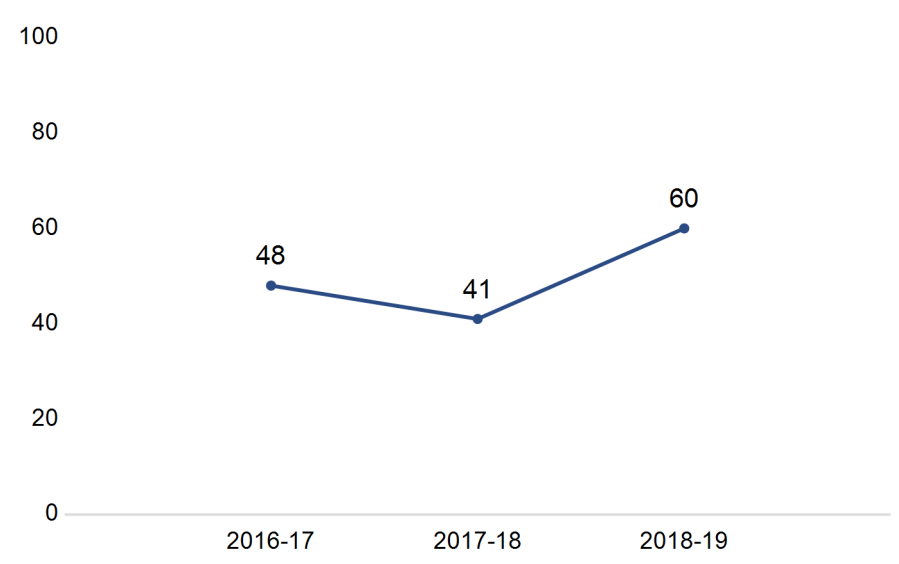
**Crossroads South Middle School**  
 (23-4860-075)  
 Grades Offered: 06-08  
 2018-2019

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

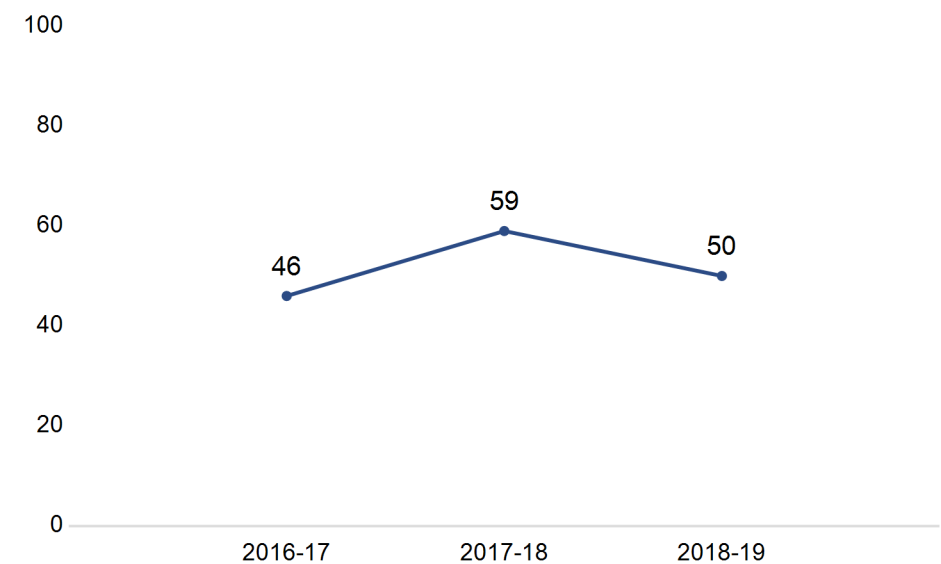
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	41	60	46	59	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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	60	55	50	Exceeds Standard	50	53	50	Met Standard
White	53	50	50	Met Standard	49	49	52	Met Standard
Hispanic	61	52	49	Exceeds Standard	41	46	47	Met Standard
Black or African American	49.5	46	45	Met Standard	42	41.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62	58	59	Exceeds Standard	54	56	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	52	49	49	Met Standard	50	55	52	**
Female	63	57	53	N	49.5	52	50	N
Male	55	53	47	N	51	54	51	N
Economically Disadvantaged Students	48.5	47	48	Met Standard	42	43	46	Met Standard
Students with Disabilities	35	38	43	Not Met	39.5	44	45	Not Met
English Learners	71	65.5	52	**	*	65	50	**
Homeless Students	*	39	43	N	*	46	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	58	49	N	*	68	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Crossroads South Middle School**  
 (23-4860-075)  
 Grades Offered: 06-08  
 2018-2019

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

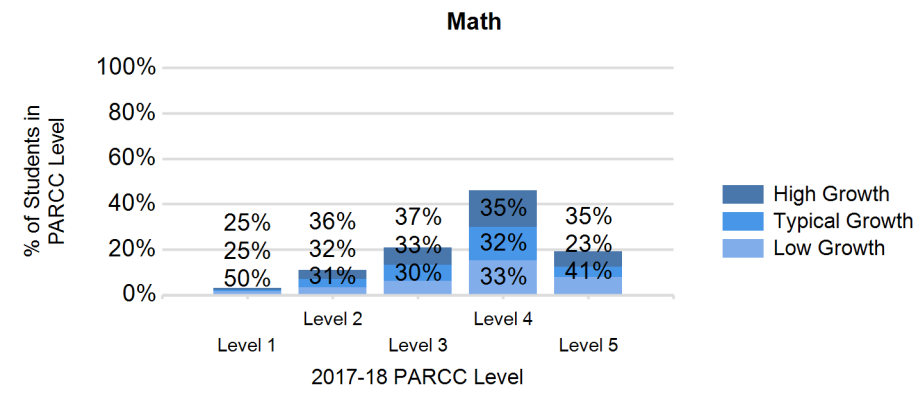
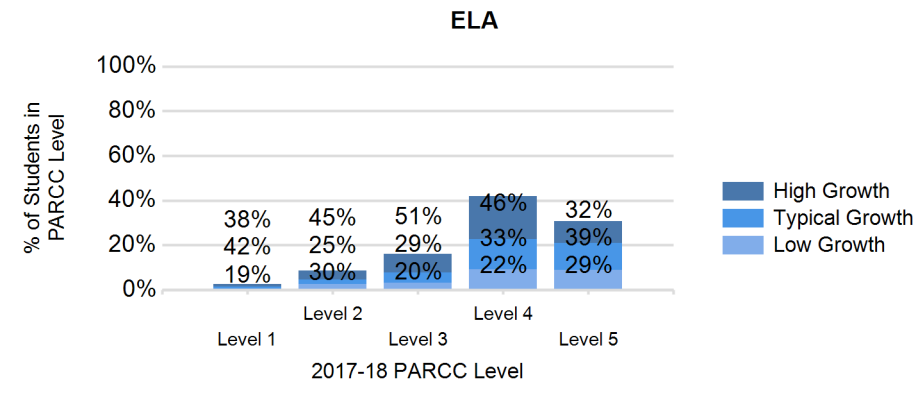
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

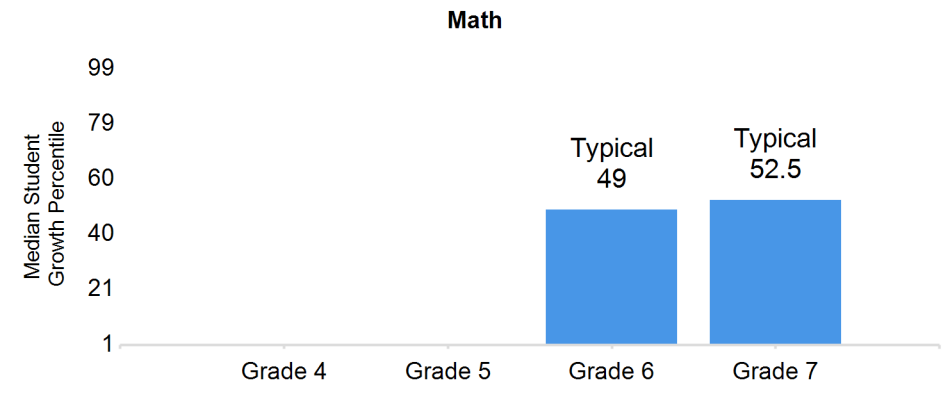
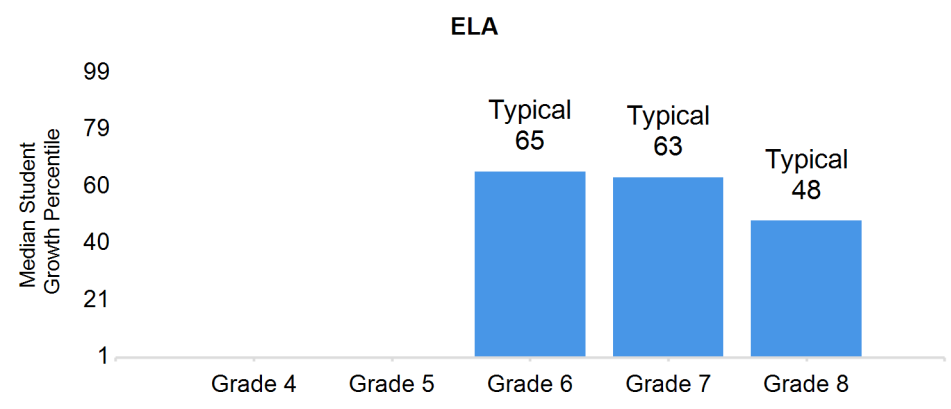
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

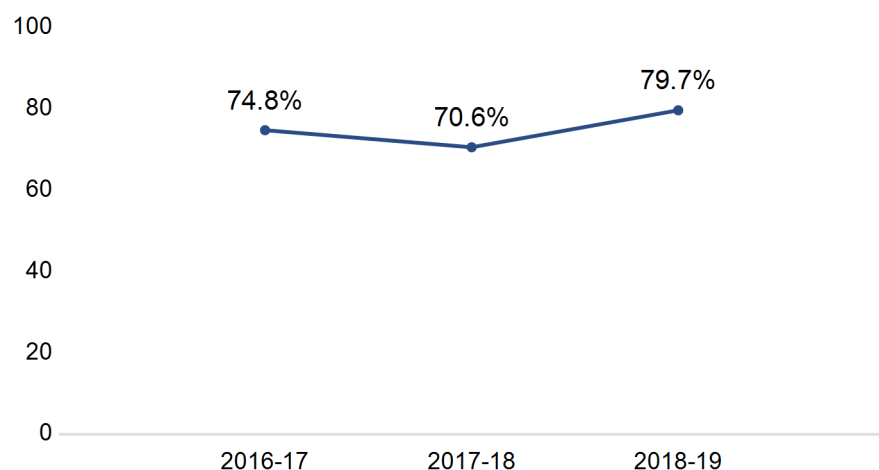
**Report Key:**

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

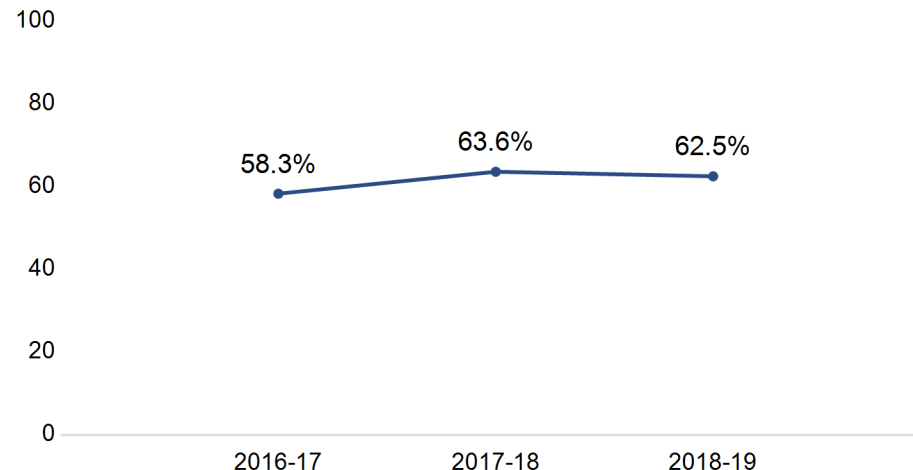
### English Language Arts and Mathematics Performance Trends

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

#### ELA Proficiency Rate for Federal Accountability



#### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	97.1%	98.2%	97.7%	97.4%	97.9%
Proficiency Rate for Federal Accountability	74.8%	70.6%	79.7%	58.3%	63.6%	62.5%
Annual Target	72.1%	72.5%	72.9%	58.5%	59.7%	60.8%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

## 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	1075	98.2	79.7	74.2	57.9	79.7	72.9	Met Target
White	247	96.5	70.0	60.8	66.9	70.0	59.9	Met Target
Hispanic	84	98.8	48.8	44.5	43.9	48.8	50.2	Met Target†
Black or African American	83	96.7	48.2	43.4	38.5	48.2	45.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	638	99.2	91.5	85.7	82.9	91.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	23	92.0	82.6	*	64.4	79.8	54.9	Met Target
Female	528	98.5	87.3	79.2	64.8	87.3		
Male	547	97.9	72.4	69.5	51.3	72.4		
Economically Disadvantaged Students	148	97.5	47.3	*	40.0	47.3	48	Met Target†
Non-Economically Disadvantaged Students	927	98.3	84.9	*	67.9	84.9		
Students with Disabilities	97	94.3	17.5	*	22.7	17.4	22.1	Met Target†
Students without Disabilities	978	98.6	85.9	*	65.1	85.9		
English Learners	19	100.0	36.8	25.2	29.3	36.8	**	**
Non-English Learners	1056	98.2	80.5	75.5	60.6	80.5		
Homeless Students	*	*	*	25.9	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	68.0	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

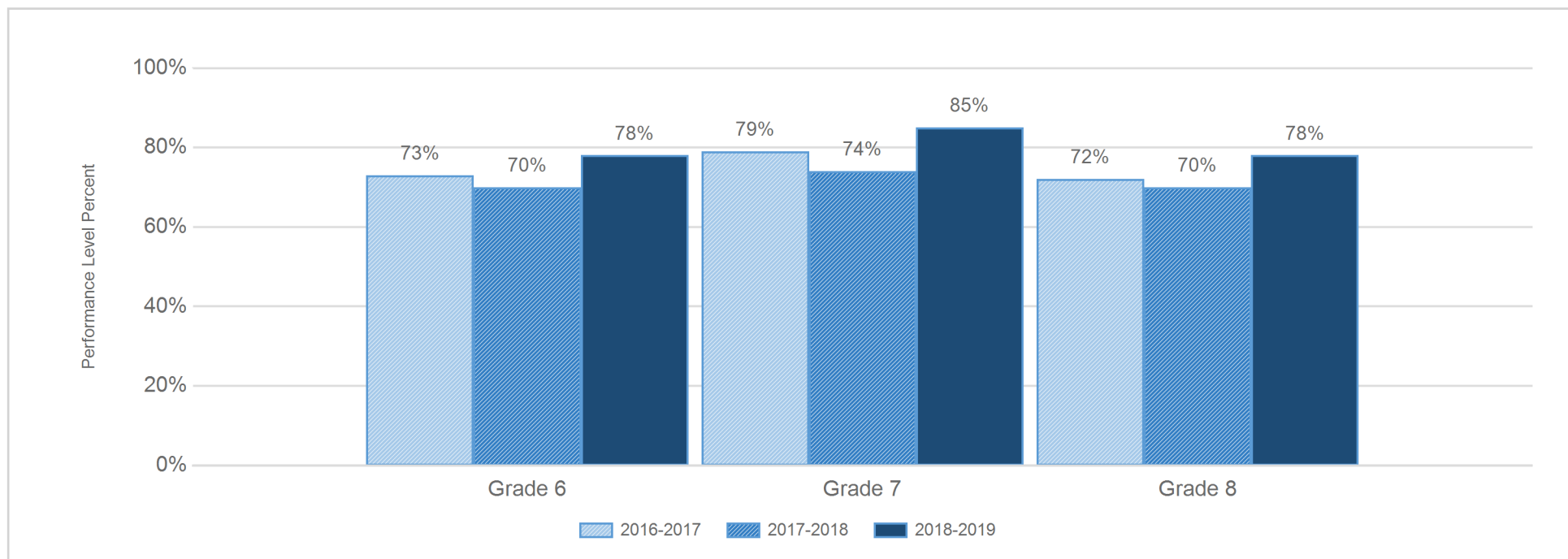
2018-2019

#### Report Key:

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

## 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.





**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	336	774	769	754	*	*	13%	44%	34%	78%	56%
White	79	764	755	762	*	*	18%	47%	23%	70%	65%
Hispanic	*	*	743	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	195	786	781	780	0%	*	*	42%	47%	89%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	767	760	*	*	*	*	*	*	64%
Female	182	780	775	762	*	*	9%	48%	37%	86%	64%
Male	154	768	764	748	*	*	18%	39%	31%	69%	48%
Economically Disadvantaged Students	53	747	739	740	*	*	19%	*	*	51%	39%
Non-Economically Disadvantaged Students	283	780	774	763	*	*	12%	*	*	83%	67%
Students with Disabilities	26	721	716	722	*	*	*	*	*	15%	19%
Students without Disabilities	310	779	774	761	*	*	*	*	*	84%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	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%



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	369	785	784	761	*	*	8%	30%	55%	85%	63%
White	76	775	768	769	*	*	17%	30%	46%	76%	72%
Hispanic	30	753	*	747	*	*	*	*	*	50%	50%
Black or African American	*	*	749	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	229	797	797	790	*	*	*	28%	66%	95%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	771	768	*	*	*	*	*	*	68%
Female	181	793	792	769	*	*	*	28%	64%	91%	71%
Male	188	777	778	753	*	*	*	32%	46%	79%	55%
Economically Disadvantaged Students	50	752	750	743	*	*	*	30%	24%	54%	45%
Non-Economically Disadvantaged Students	319	790	789	771	*	*	*	30%	60%	90%	73%
Students with Disabilities	25	721	718	720	*	*	*	*	*	24%	22%
Students without Disabilities	344	790	789	769	*	*	*	*	*	89%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	366	780	781	762	5%	5%	13%	37%	41%	78%	63%
White	90	764	760	770	*	*	19%	47%	21%	68%	72%
Hispanic	26	751	*	747	*	*	*	*	*	50%	49%
Black or African American	29	743	*	741	*	*	*	*	*	38%	43%
Asian, Native Hawaiian, or Pacific Islander	211	796	796	794	*	*	6%	35%	57%	92%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	10	762	*	769	*	*	*	*	*	60%	69%
Female	167	786	785	771	*	*	10%	40%	45%	85%	71%
Male	199	775	777	753	*	*	16%	35%	37%	72%	55%
Economically Disadvantaged Students	49	741	738	743	*	*	37%	*	*	37%	45%
Non-Economically Disadvantaged Students	317	786	787	772	*	*	9%	*	*	84%	72%
Students with Disabilities	31	714	713	721	*	*	*	*	*	13%	22%
Students without Disabilities	335	786	787	770	*	*	*	*	*	84%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### 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	1075	97.9	62.5	63.8	44.5	62.5	60.8	Met Target
White	249	96.5	49.0	46.5	54.1	49.0	41.5	Met Target
Hispanic	83	97.7	22.9	24.8	28.8	22.9	28.4	Met Target†
Black or African American	83	96.7	22.9	24.3	23.0	22.9	27.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	637	98.9	78.3	79.7	76.5	78.3	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	23	92.0	56.5	*	53.3	54.6	47.8	Met Target
Female	530	98.5	62.8	63.5	44.9	62.8		
Male	545	97.4	62.2	64.2	44.2	62.2		
Economically Disadvantaged Students	149	97.5	21.5	*	26.3	21.5	30.4	Not Met
Non-Economically Disadvantaged Students	926	98.0	69.1	*	54.9	69.1		
Students with Disabilities	95	92.4	*	15.0	17.4	*	22.1	Not Met
Students without Disabilities	980	98.5	*	69.1	50.0	*		
English Learners	21	100.0	14.3	31.6	25.0	14.3	18	Met Target†
Non-English Learners	1054	97.9	63.5	64.9	46.5	63.5		
Homeless Students	*	*	*	15.4	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

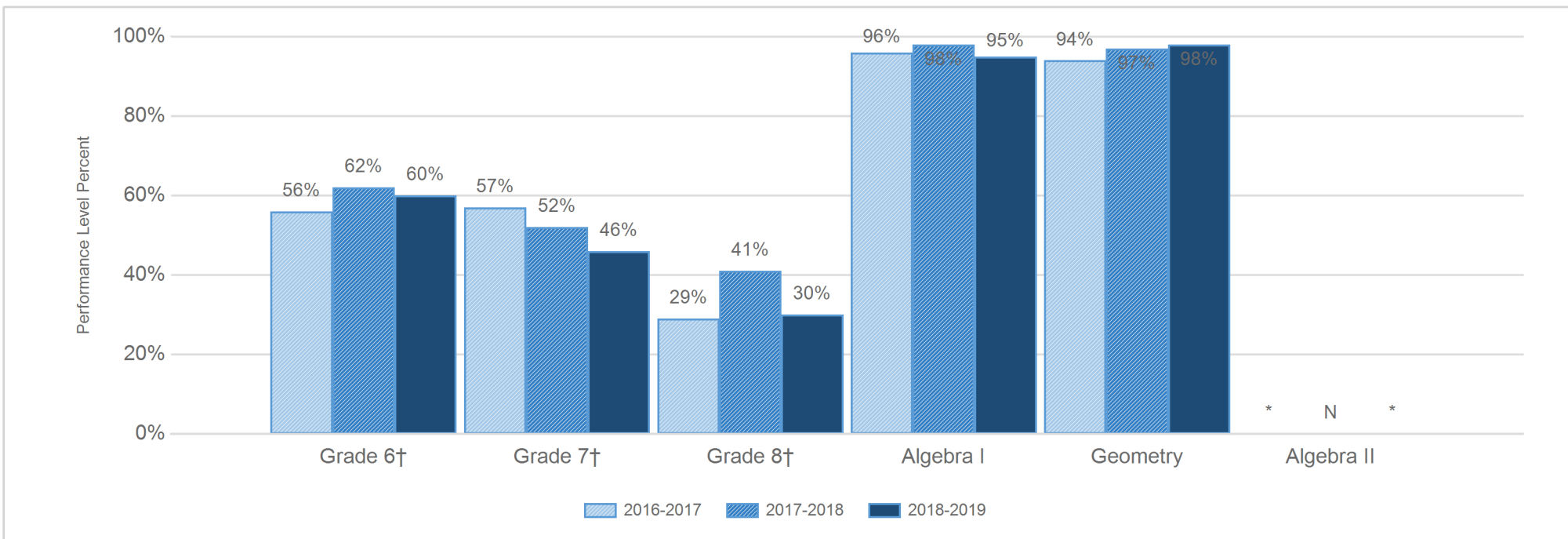
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## 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.



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	334	756	756	741	4%	15%	22%	43%	17%	60%	41%
White	80	745	739	749	*	18%	31%	*	*	46%	51%
Hispanic	*	*	722	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	192	770	770	769	*	*	16%	51%	26%	77%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	744	747	*	*	*	*	*	*	48%
Female	182	756	756	742	*	*	21%	*	*	61%	42%
Male	152	756	756	740	*	*	22%	*	*	58%	40%
Economically Disadvantaged Students	54	729	724	726	*	*	39%	*	*	20%	21%
Non-Economically Disadvantaged Students	280	761	761	750	*	*	18%	*	*	67%	53%
Students with Disabilities	26	709	713	716	*	*	*	*	*	*	12%
Students without Disabilities	308	760	760	746	*	*	*	*	*	*	46%
English Learners	*	*	726	709	*	*	*	*	*	*	*
Non-English Learners	*	*	756	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	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%



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	247	747	748	744	4%	16%	33%	40%	6%	46%	42%
White	65	744	742	751	*	*	35%	45%	0%	45%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	123	757	758	768	*	*	34%	46%	12%	59%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	129	748	750	744	*	18%	33%	*	*	48%	42%
Male	118	745	745	743	*	14%	34%	*	*	44%	42%
Economically Disadvantaged Students	50	726	728	731	*	36%	30%	*	*	20%	24%
Non-Economically Disadvantaged Students	197	752	752	751	*	11%	34%	*	*	53%	53%
Students with Disabilities	23	716	718	718	*	*	*	*	*	*	13%
Students without Disabilities	224	750	751	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	164	731	733	728	13%	30%	26%	30%	0%	30%	29%
White	64	732	733	737	*	34%	*	30%	0%	30%	38%
Hispanic	*	*	723	722	*	*	*	*	*	*	22%
Black or African American	25	714	715	714	*	48%	*	*	*	20%	15%
Asian, Native Hawaiian, or Pacific Islander	49	743	744	747	*	*	35%	43%	0%	43%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	735	730	*	*	*	*	*	*	31%
Female	79	734	736	731	*	*	35%	29%	0%	29%	31%
Male	85	729	730	726	*	*	18%	31%	0%	31%	27%
Economically Disadvantaged Students	40	714	718	719	30%	35%	25%	*	*	10%	20%
Non-Economically Disadvantaged Students	124	736	739	735	8%	29%	27%	*	*	36%	36%
Students with Disabilities	27	701	703	707	*	*	*	*	*	*	10%
Students without Disabilities	137	737	740	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	229	781	758	744	0%	0%	5%	82%	13%	95%	42%
White	29	778	745	752	0%	0%	*	*	*	97%	53%
Hispanic	*	*	730	728	*	*	*	*	*	*	24%
Black or African American	*	*	726	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	185	782	774	775	0%	0%	*	*	*	95%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	742	752	*	*	*	*	*	*	51%
Female	102	780	757	745	0%	0%	*	*	*	98%	44%
Male	127	782	758	743	0%	0%	*	*	*	92%	41%
Economically Disadvantaged Students	*	*	730	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	762	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	722	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	762	748	*	*	*	*	*	*	47%
English Learners	N	N	698	710	N	N	N	N	N	N	*
Non-English Learners	229	781	759	745	0%	0%	5%	82%	13%	95%	*
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%



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	92	782	759	737	0%	0%	*	*	*	98%	35%
White	*	*	746	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	724	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	80	784	767	762	0%	0%	*	*	*	98%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	39	782	758	738	0%	0%	*	*	*	100%	36%
Male	53	782	760	736	0%	0%	*	*	*	96%	34%
Economically Disadvantaged Students	*	*	733	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	761	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	92	782	*	741	0%	0%	*	*	*	98%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	92	782	759	738	0%	0%	*	*	*	98%	*
Homeless Students	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	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	*	*	776	755	*	*	*	*	*	*	58%
White	N	N	773	758	N	N	N	N	N	N	62%
Hispanic	N	N	*	731	N	N	N	N	N	N	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	*	*	770	752	*	*	*	*	*	*	55%
Male	*	*	782	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	776	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

#### DLM Alternate Assessment - Participation

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

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

#### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	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	12	75.0%	25.0%
3-4	*	*	*
5 or more	N	N	N



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

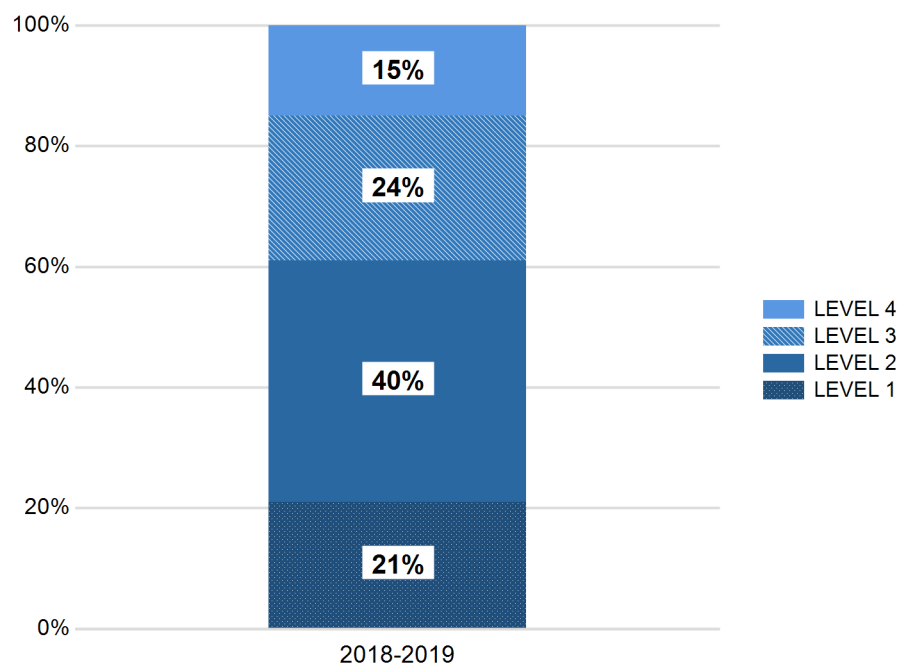
**Report Key:**

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

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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	21	40	24	15
White	37	43	13	7
Hispanic	38	38	19	4
Black or African American	54	39	7	0
Asian, Native Hawaiian, or Pacific Islander	8	39	32	21
American Indian or Alaska Native	N	N	N	N
Two or More Races	30	50	10	10
Female	19	48	21	13
Male	23	34	26	16
Economically Disadvantaged Students	49	39	12	0
Non-Economically Disadvantaged Students	17	41	26	17
Students with Disabilities	77	16	6	0
Students without Disabilities	16	43	26	16
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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	3	0	351
7	117	5	272
8	109	87	185
Total	229	92	808

### 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	7	0	0	0	0	0	339
7	185	142	0	58	0	0	1
8	174	115	0	74	0	0	0
Total	366	257	0	132	0	0	340



### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

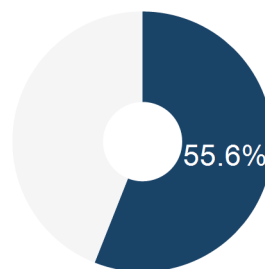
† This indicates a table specific note, see note below table

## Visual and Performing Arts – Course Participation

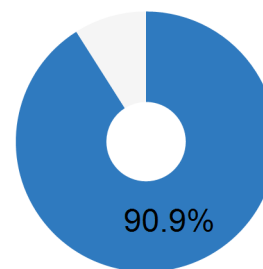
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 6-8:

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

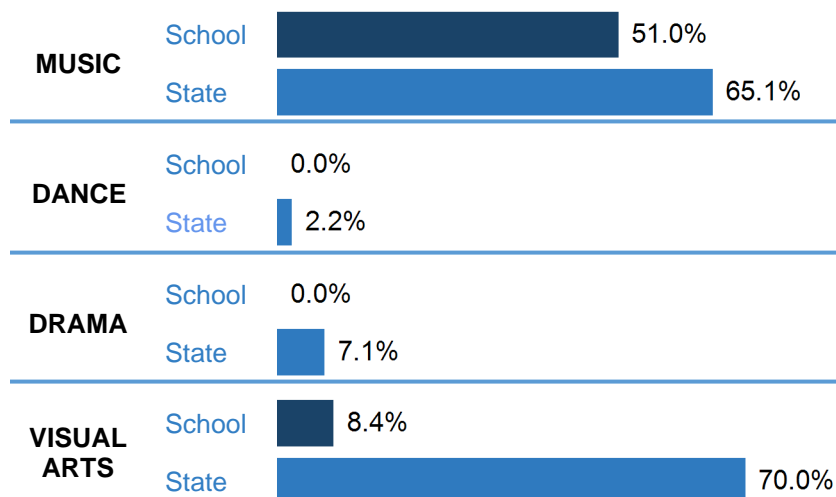


School



State

Students enrolled in one or more classes by discipline:





### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

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.

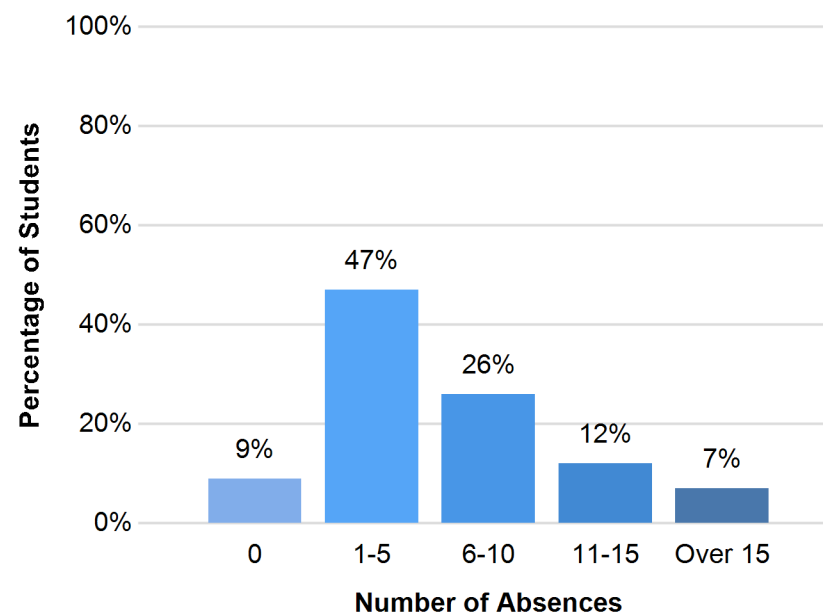
#### Chronic Absenteeism

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	41	3.7	9.1	Met
White	15	5.8	9.1	Met
Hispanic	9	9.8	9.1	Not Met
Black or African American	3	3.5	9.1	Met
Asian, Native Hawaiian, or Pacific	13	2.0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	3.8	9.1	Met
Female	21	3.8		
Male	20	3.6		
Economically Disadvantaged Students	16	9.8	9.1	Not Met
Students with Disabilities	10	9.6	9.1	Not Met
English Learners	3	17.6	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

#### Days Absent

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





### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

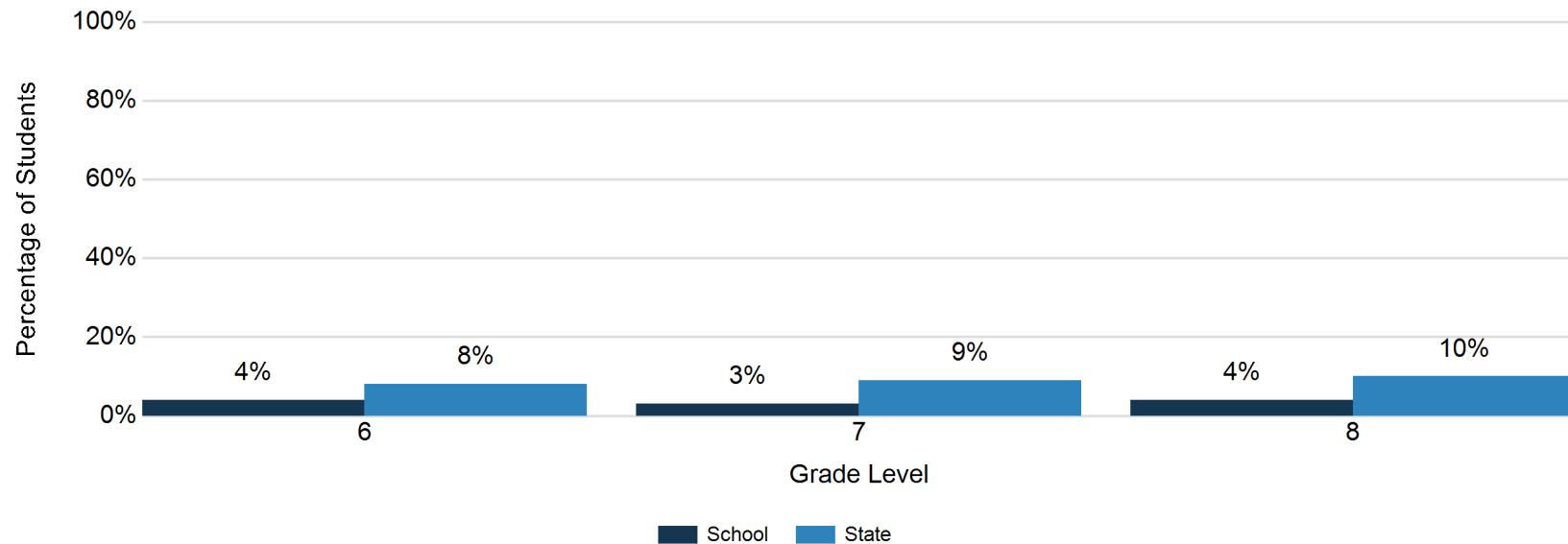
#### Report Key:

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

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.





### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

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

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

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

Incident Type	Number of Incidents
Violence	2
Weapons	1
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.09

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	20	1.8%
Out-of-School Suspensions	*	*
Any Suspension	25	2.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
32



**Crossroads South Middle School**  
 (23-4860-075)  
 Grades Offered: 06-08  
 2018-2019

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

**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	8:05 AM
Typical End Time	3:10 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 11 Mins
Shared Time - Instructional Time	6 Hrs. 11 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	1.4:1



## Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

### Report Key:

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

### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – 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	90	118,214
Average years experience in public schools	14.0	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	77.8%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	16.5	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	82.7%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	221:1	165:1
Teachers to Administrators	18:1	12:1
Students to Librarians/Media Specialists		780:1
Students to Nurses		780:1
Students to Counselors		660:1
Students to Child Study Team Members		209:1



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	81.1%	60.0%	48.4%	77.1%	54.9%
Male	50.7%	18.9%	40.0%	51.6%	22.9%	45.1%
White	23.0%	93.3%	80.0%	42.4%	83.6%	77.4%
Hispanic	8.1%	4.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.0%	0.0%	20.0%	15.0%	6.6%	13.9%
Asian	58.6%	2.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



## Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

### Report Key:

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

### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

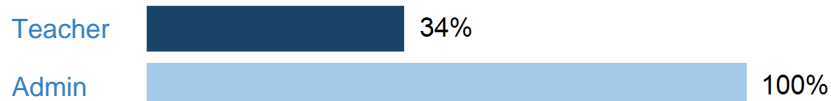
### Teachers and Administrators - Level of Education

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	97.9%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	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	96.8%



### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

## 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.



### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

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.



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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 Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	74.8%	70.6%	79.7%
Math Proficiency	58.3%	63.6%	62.5%
ELA Growth	48	41	60
Math Growth	46	59	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	50.0%
Chronic Absenteeism	5.6%	4.5%	3.7%

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



### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

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

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

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

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

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

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

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

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

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

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

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



**Crossroads South Middle School**  
(23-4860-075)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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

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

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

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

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

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



### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

## School Narrative

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



### Highlights:

- We offer small school learning communities (units) within the larger school context.
- Our school has an integrated and interdisciplinary curriculum designed to meet the needs of all students.
- 2019 Bronze Tier Certified Future Ready School. Crossroads also has an award-winning music program with over 700 students participating.



### Mission, Vision, Theme:

Our mission, at Crossroads Middle School, is to form a partnership between our school and community that nurtures and inspires life-long learners through a balanced program of academic excellence and social, emotional, cultural, and physical development within a safe and caring environment during this "crossroads" in our students' lives.



### Awards, Recognition, Accomplishments:

Crossroads South is a Blue Ribbon School and most recently our Wind Ensemble has received national recognition by being the first Middle School selected from the state of New Jersey to participate in the National Wind Ensemble Festival in Indianapolis. We are also very proud to work hard on our connections with the community, starting the "Bringing South Home" initiative.



### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

## 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.



### Courses, Curriculum, Instruction:

The academic framework for our school begins with a district curriculum that reflects the Common Core Standards and integrates the district mission to develop lifelong learners. A core academic curriculum of Language Arts, Mathematics, Social Studies, Science and World Languages is provided for all students. We offer an extensive co-curricular program that includes instrumental and choral music, interscholastic and intramural sports, and a variety of clubs and special interest activities.



### Crossroads South Middle School

(23-4860-075)

Grades Offered: 06-08

2018-2019

#### Report Key:

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

## School Narrative

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



### Other Information

Our mission at Crossroads Middle School is to nurture and inspire life-long learners by providing a comprehensive program that meets the academic, social, emotional, and physical development of our students. Since 1967, Crossroads Middle School has sustained a proud tradition of providing an outstanding education for our students who are at an important crossroads in their life- one foot firmly planted in childhood and the other cautiously exploring the beginning of adulthood. Crossroads is organized in a manner designed to meet student needs during this transition in their lives. Students are placed into unit teams, which help provide a nurturing and caring learning environment that makes our big school feel small. Over time, our unit structure approach has proven that life-long bonds develop between students and teachers. The diversity of our population is both the greatest strength and the greatest challenge for our school. It is our goal to afford all students the opportunity to achieve success by cr

**Greenbrook Elementary School**

(23-4860-095)

Grades Offered: KG-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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

**Greenbrook Elementary School**

(23-4860-095)

Grades Offered: KG-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

## 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	South Brunswick School District
Principal Name	Mrs. Jodi Mahoney
Address	23 ROBERTS STREET KENDALL PARK, NJ 08824
Phone Number	732-297-2480
Email Address	<a href="mailto:Jodi.Mahoney@sbschools.org">Jodi.Mahoney@sbschools.org</a>
Website	<a href="https://gb.sbschools.org/">https://gb.sbschools.org/</a>
Facebook	<a href="https://www.facebook.com/SBSDGB/">https://www.facebook.com/SBSDGB/</a>
Twitter	<a href="https://twitter.com/sbsdgb">https://twitter.com/sbsdgb</a>



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	68	72	52
1	61	63	77
2	60	66	59
3	67	66	69
4	77	61	69
5	91	81	68
Total	424	410	394

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.9%	47.8%	47.2%
Male	52.1%	52.2%	52.8%
Economically Disadvantaged Students	26.9%	29.3%	27.7%
Students with Disabilities	19.3%	19.8%	23.1%
English Learners	6.8%	10.2%	9.1%
Homeless Students	0.0%	1.2%	0.8%
Students in Foster Care	0.0%	0.2%	0.3%
Military-Connected Students	0.0%	0.2%	0.3%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	21.7%	21.5%	20.8%
Hispanic	14.6%	15.1%	14.7%
Black or African American	13.0%	11.0%	11.4%
Asian	47.2%	49.5%	51.8%
Native Hawaiian or Pacific Islander	0.7%	0.7%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.8%	2.2%	0.8%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	68	72	52

### 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	50.5%
Spanish	11.2%
Telugu	9.4%
Tamil	5.3%
Gujarati	5.3%
Other Languages	18.3%



**Greenbrook Elementary School**  
 (23-4860-095)  
 Grades Offered: KG-05  
 2018-2019

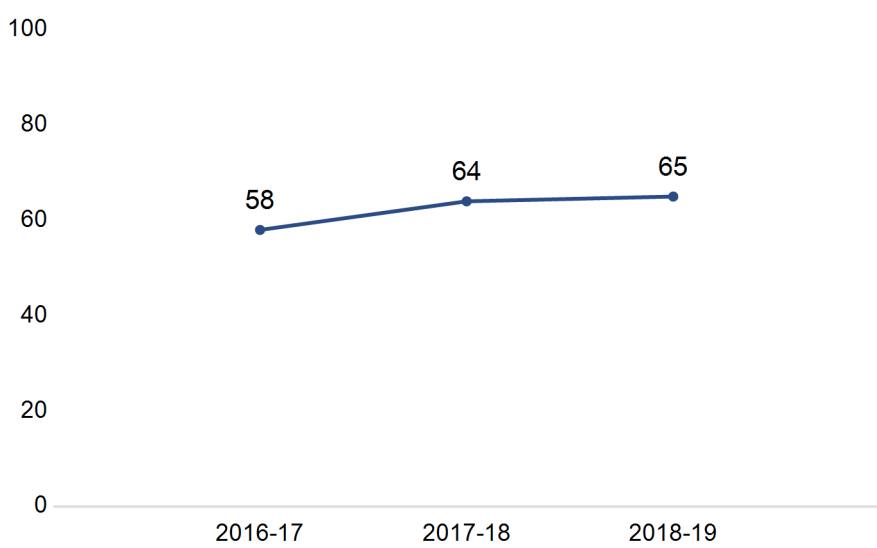
**Report Key:**

- \* 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

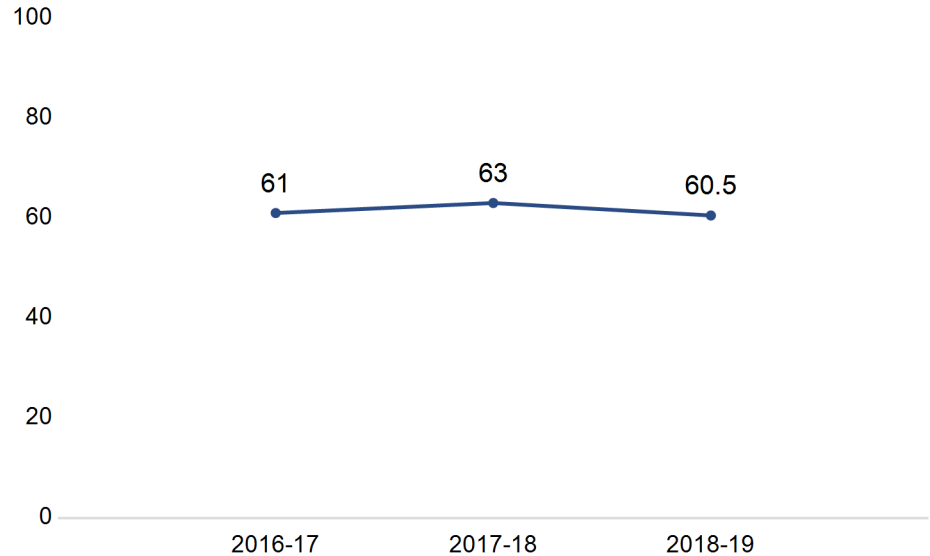
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	64	65	61	63	60.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



## Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

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	65	55	50	Exceeds Standard	60.5	53	50	Exceeds Standard
White	65	50	50	Exceeds Standard	70	49	52	Exceeds Standard
Hispanic	63.5	52	49	Exceeds Standard	56	46	47	Met Standard
Black or African American	67.5	46	45	**	58	41.5	43	**
Asian, Native Hawaiian, or Pacific Islander	66	58	59	Exceeds Standard	58	56	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	49	49	**	*	55	52	**
Female	66	57	53	N	67.5	52	50	N
Male	64	53	47	N	53	54	51	N
Economically Disadvantaged Students	54.5	47	48	Met Standard	61	43	46	Exceeds Standard
Students with Disabilities	47	38	43	Met Standard	42	44	45	Met Standard
English Learners	*	65.5	52	**	*	65	50	**
Homeless Students	*	39	43	N	*	46	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	58	49	N	*	68	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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

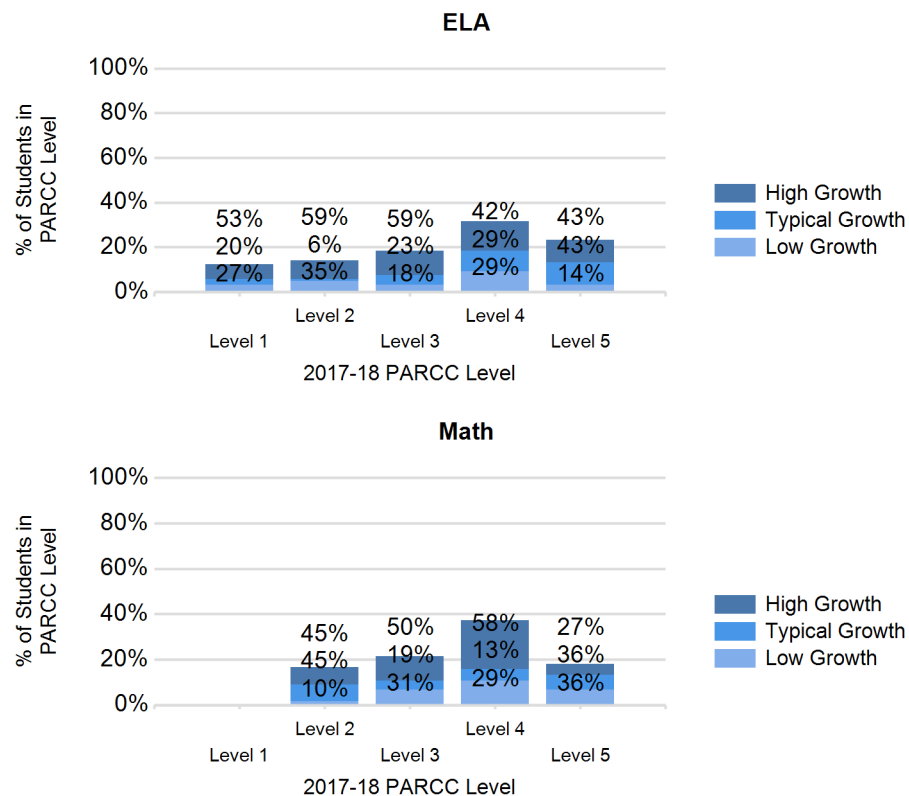
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

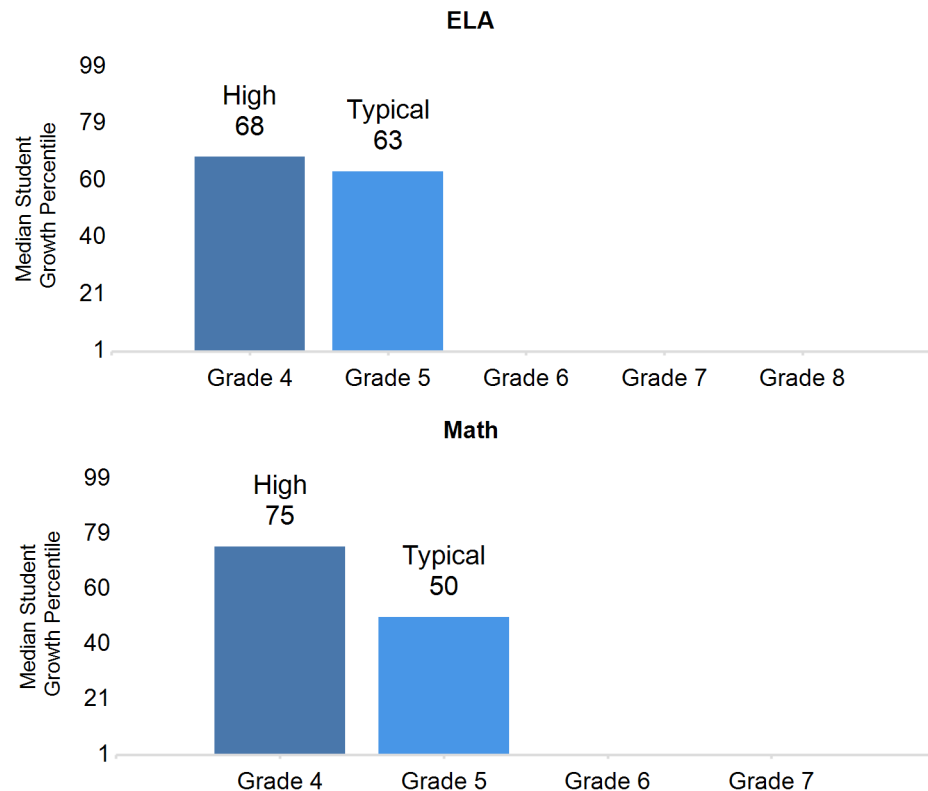
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-05  
2018-2019

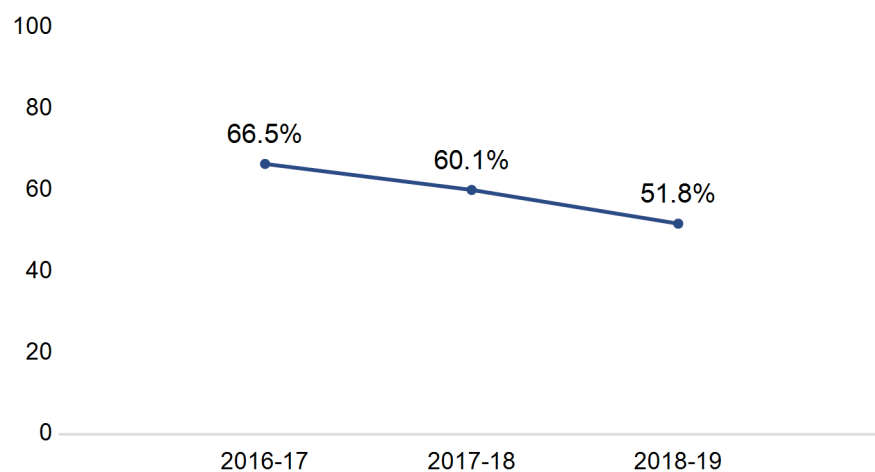
**Report Key:**

- \* 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

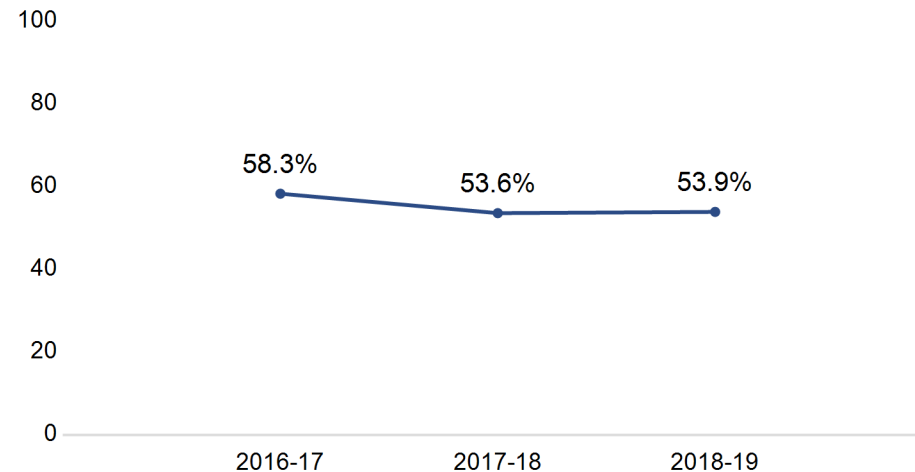
### English Language Arts and Mathematics Performance Trends

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	99.1%	93.7%	91.9%	99.1%	93.3%	92.0%
Proficiency Rate for Federal Accountability	66.5%	60.1%	51.8%	58.3%	53.6%	53.9%
Annual Target	63.6%	64.4%	65.3%	58.4%	59.6%	60.7%
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.



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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 - 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	186	91.9	53.8	74.2	57.9	51.8	65.3	Not Met
White	37	88.1	43.2	60.8	66.9	40.1	68.5	Not Met
Hispanic	32	92.1	18.8	44.5	43.9	18.0	36.3	Not Met
Black or African American	*	*	*	43.4	38.5	*	N	N
Asian, Native Hawaiian, or Pacific Islander	95	93.3	72.6	85.7	82.9	71.2	78.4	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	95	90.9	57.9	79.2	64.8	55.1		
Male	91	93.1	49.5	69.5	51.3	48.3		
Economically Disadvantaged Students	52	88.9	30.8	*	40.0	*	44.6	Not Met
Non-Economically Disadvantaged Students	134	93.2	62.7	*	67.9	*		
Students with Disabilities	39	72.7	10.3	*	22.7	*	52.6	Not Met
Students without Disabilities	147	98.7	65.3	*	65.1	*		
English Learners	21	95.5	*	25.2	29.3	*	59.5	Not Met
Non-English Learners	165	91.5	*	75.5	60.6	*		
Homeless Students	*	*	*	25.9	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	68.0	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



## Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-05

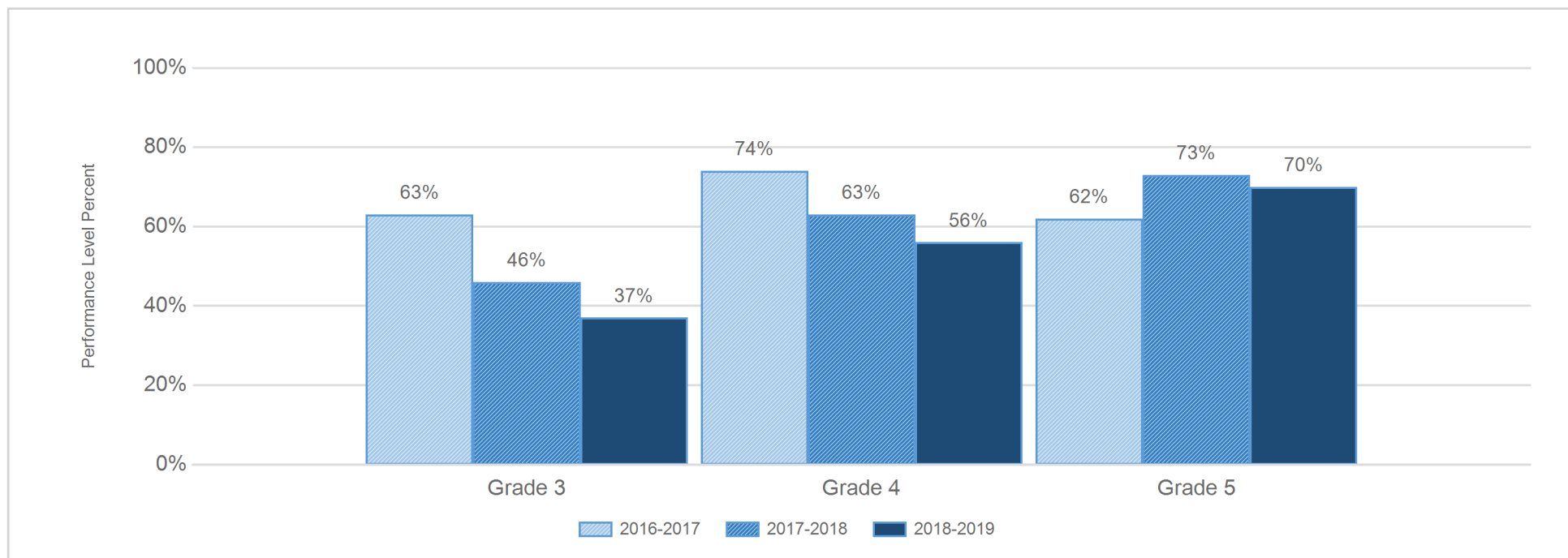
2018-2019

### 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.





**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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 by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	65	732	760	748	31%	*	18%	*	*	37%	50%
White	*	*	745	757	*	*	*	*	*	*	60%
Hispanic	11	686	721	734	*	*	*	*	*	*	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	36	755	770	773	*	*	*	*	*	53%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	773	756	N	N	N	N	N	N	58%
Female	33	734	763	753	30%	*	*	*	*	42%	55%
Male	32	730	757	743	31%	*	*	*	*	31%	46%
Economically Disadvantaged Students	19	711	725	731	*	*	*	*	*	21%	33%
Non-Economically Disadvantaged Students	46	741	764	759	*	*	*	*	*	43%	61%
Students with Disabilities	15	687	707	719	*	*	*	*	*	*	24%
Students without Disabilities	50	746	766	754	*	*	*	*	*	*	56%
English Learners	*	*	700	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	762	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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 by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	62	757	770	755	*	*	26%	34%	23%	56%	57%
White	14	742	761	763	*	*	*	*	*	29%	67%
Hispanic	10	735	743	743	*	*	*	*	*	30%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	29	772	778	779	*	*	*	*	*	76%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	28	761	776	760	*	*	*	*	*	61%	62%
Male	34	754	764	750	*	*	*	*	*	53%	53%
Economically Disadvantaged Students	18	742	743	740	*	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	44	764	774	765	*	*	*	*	*	64%	69%
Students with Disabilities	11	715	729	725	*	*	*	*	*	18%	25%
Students without Disabilities	51	767	774	761	*	*	*	*	*	65%	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	771	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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 by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	63	766	772	756	*	*	16%	44%	25%	70%	58%
White	14	755	*	764	*	*	*	*	*	57%	68%
Hispanic	14	724	744	743	*	*	*	*	*	29%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	30	793	782	781	0%	0%	0%	53%	47%	100%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	768	762	*	*	*	*	*	*	65%
Female	39	768	776	761	*	*	*	*	*	67%	64%
Male	24	763	768	750	*	*	*	*	*	75%	52%
Economically Disadvantaged Students	19	735	*	740	*	*	*	*	*	32%	39%
Non-Economically Disadvantaged Students	44	779	*	766	*	*	*	*	*	86%	69%
Students with Disabilities	10	710	733	724	*	*	*	*	*	10%	23%
Students without Disabilities	53	776	777	762	*	*	*	*	*	81%	65%
English Learners	*	*	732	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	773	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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

### 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	186	92.0	55.9	63.8	44.5	53.9	60.7	Not Met
White	37	88.1	40.5	46.5	54.1	37.6	52.8	Not Met
Hispanic	32	92.1	15.6	24.8	28.8	15.0	33.2	Not Met
Black or African American	*	*	*	24.3	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	95	93.4	77.9	79.7	76.5	76.3	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	95	90.9	57.9	63.5	44.9	55.1		
Male	91	93.1	53.8	64.2	44.2	52.6		
Economically Disadvantaged Students	52	88.9	34.6	*	26.3	*	35.5	Met Target†
Non-Economically Disadvantaged Students	134	93.3	64.2	*	54.9	*		
Students with Disabilities	39	72.7	*	15.0	17.4	*	45.2	Not Met
Students without Disabilities	147	98.7	*	69.1	50.0	*		
English Learners	21	95.7	19.0	31.6	25.0	19.0	50.9	Not Met
Non-English Learners	165	91.5	60.6	64.9	46.5	58.1		
Homeless Students	*	*	*	15.4	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



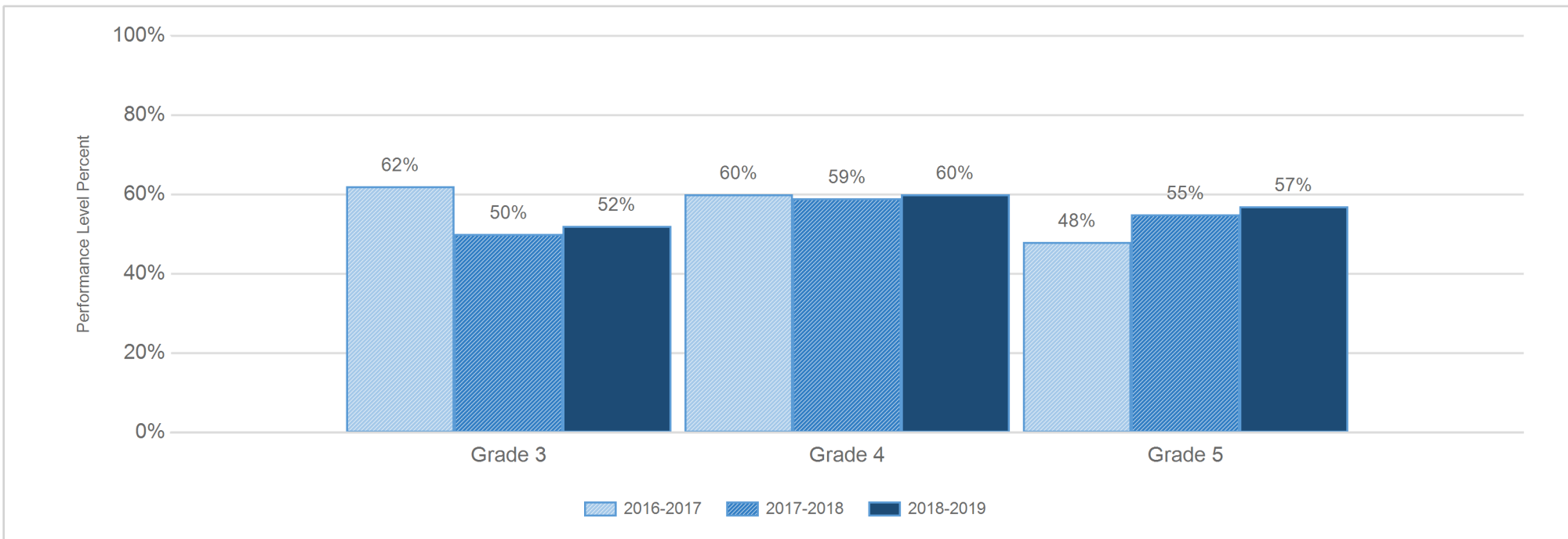
**Greenbrook Elementary School**  
 (23-4860-095)  
 Grades Offered: KG-05  
 2018-2019

**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

**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.



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	66	745	768	752	23%	*	*	36%	15%	52%	55%
White	*	*	753	760	*	*	*	*	*	*	66%
Hispanic	11	701	726	739	*	*	*	*	*	*	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	37	770	779	778	*	*	*	46%	27%	73%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	754	758	N	N	N	N	N	N	62%
Female	33	744	765	751	*	*	*	*	*	55%	54%
Male	33	746	770	752	*	*	*	*	*	48%	56%
Economically Disadvantaged Students	19	719	729	737	*	*	*	*	*	32%	37%
Non-Economically Disadvantaged Students	47	756	772	761	*	*	*	*	*	60%	67%
Students with Disabilities	15	689	709	731	*	*	*	*	*	*	31%
Students without Disabilities	51	762	774	756	*	*	*	*	*	*	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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

### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	62	757	766	749	*	*	19%	44%	16%	60%	51%
White	14	744	758	757	0%	*	*	*	*	36%	62%
Hispanic	10	731	738	737	*	*	*	*	*	20%	36%
Black or African American	*	*	732	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	29	777	776	776	*	*	*	52%	34%	86%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	28	759	766	749	*	*	*	*	*	57%	50%
Male	34	755	767	749	*	*	*	*	*	62%	52%
Economically Disadvantaged Students	18	734	736	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	44	766	771	759	*	*	*	*	*	70%	63%
Students with Disabilities	11	715	731	726	*	*	*	*	*	18%	25%
Students without Disabilities	51	766	770	754	*	*	*	*	*	69%	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



### Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

## Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	63	759	766	747	*	*	22%	35%	22%	57%	47%
White	14	751	*	755	0%	*	*	*	*	50%	58%
Hispanic	14	727	737	735	*	*	*	*	*	21%	30%
Black or African American	*	*	731	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	30	781	776	775	0%	0%	*	*	*	80%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	762	753	*	*	*	*	*	*	55%
Female	39	759	764	747	*	*	*	*	*	59%	47%
Male	24	760	767	747	*	*	*	*	*	54%	47%
Economically Disadvantaged Students	19	738	*	732	*	*	*	*	*	37%	27%
Non-Economically Disadvantaged Students	44	769	*	757	*	*	*	*	*	66%	59%
Students with Disabilities	10	713	729	725	*	*	*	*	*	*	19%
Students without Disabilities	53	768	770	752	*	*	*	*	*	*	52%
English Learners	*	*	741	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	766	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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

### 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	51.6%	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	23	*	*
3-4	11	81.8%	18.2%
5 or more	*	*	*



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-05  
2018-2019

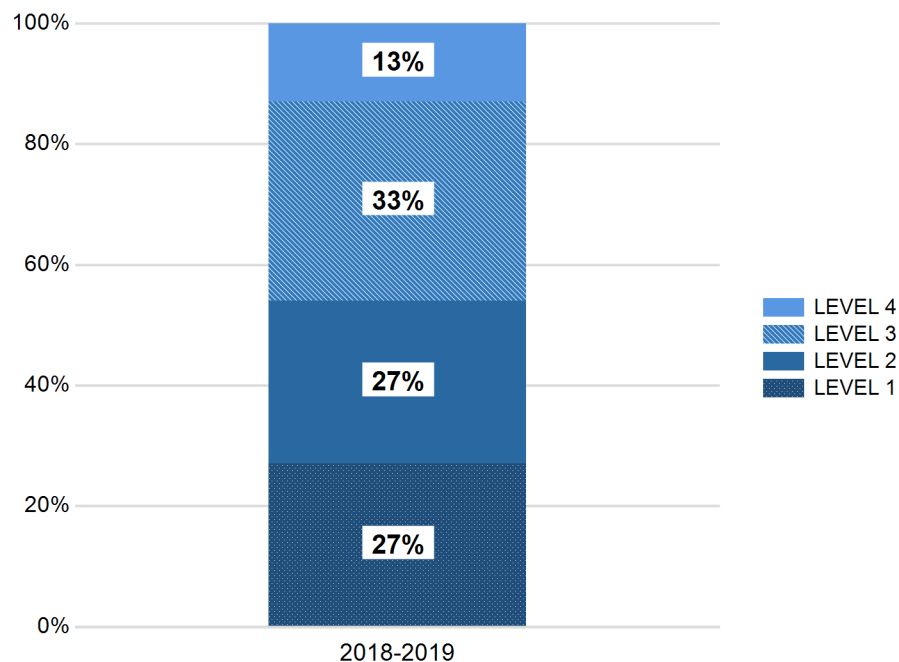
**Report Key:**

- \* 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

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	27	27	33	13
White	36	29	36	0
Hispanic	57	21	21	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	7	27	40	27
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	21	33	38	8
Male	38	17	25	21
Economically Disadvantaged Students	47	32	21	0
Non-Economically Disadvantaged Students	18	25	39	18
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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

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.

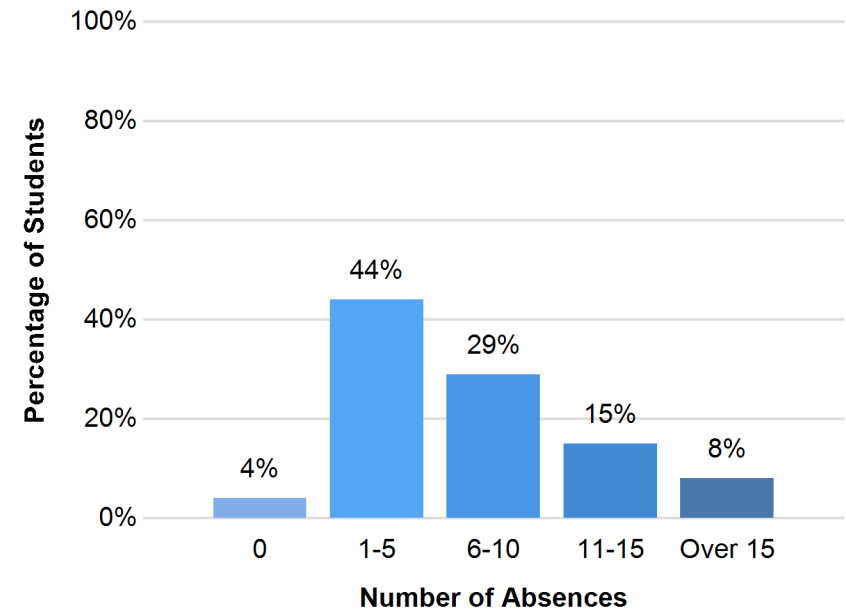
### Chronic Absenteeism

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	24	6.6	8.9	Met
White	7	9.2	8.9	Not Met
Hispanic	1	1.9	8.9	Met
Black or African American	*	*	8.9	Met
Asian, Native Hawaiian, or Pacific	12	6.4	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	6.3		
Male	13	6.9		
Economically Disadvantaged Students	8	7.9	8.9	Met
Students with Disabilities	11	18.6	8.9	Not Met
English Learners	2	5.7	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-05

2018-2019

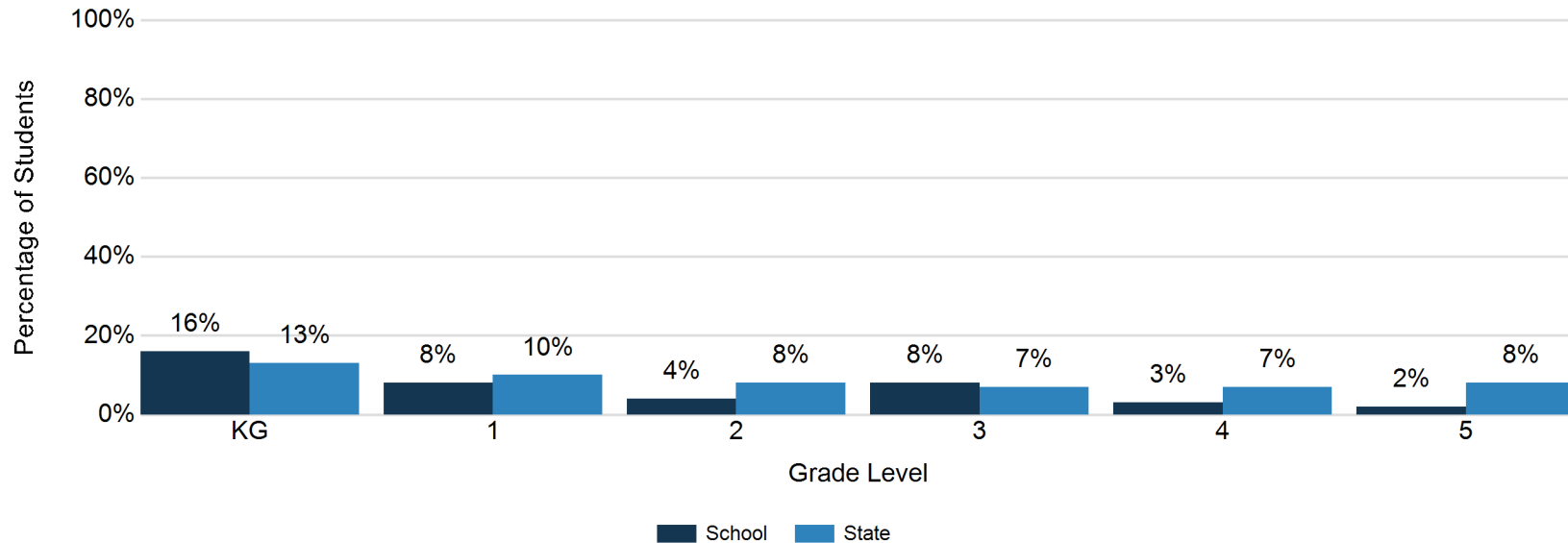
#### Report Key:

- \* 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

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.





## Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

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	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.51

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

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

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

\*



### Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

#### 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	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.1:1



## Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

### 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	37	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	64.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	16.5	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	82.7%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	394:1	165:1
Teachers to Administrators	37:1	12:1
Students to Librarians/Media Specialists		780:1
Students to Nurses		780:1
Students to Counselors		660:1
Students to Child Study Team Members		209:1



### Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

#### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	97.3%	100.0%	48.4%	77.1%	54.9%
Male	52.8%	2.7%	0.0%	51.6%	22.9%	45.1%
White	20.8%	94.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.7%	2.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	51.8%	2.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%



## Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

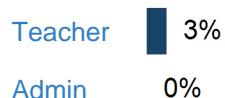
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	97.9%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



### Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

## 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.



## Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

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.



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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

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 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	66.5%	60.1%	51.8%
Math Proficiency	58.3%	53.6%	53.9%
ELA Growth	58	64	65
Math Growth	61	63	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		47.4%	51.6%
Chronic Absenteeism	6.4%	5.6%	6.6%

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



**Greenbrook Elementary School**  
(23-4860-095)  
Grades Offered: KG-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

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

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

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

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

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

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

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

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

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

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

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



## Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

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

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



### Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

## School Narrative

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



### Highlights:

- Our school has an active PTO that sponsors cultural assemblies and author visits, runs fundraisers, offers after-school programs and runs a spelling bee.
- Technology is a part of every day, with students using iPads, Chromebooks and laptops.
- Children in 4th and 5th grade are offered the opportunity to play musical instruments.



### Mission, Vision, Theme:

Greenbrook is dedicated to the task of educating our children to become lifelong learners, and to assume responsibility for their participation in the life of the community. Our ultimate objective is the maximum mental, physical and emotional development of each child. We strive to create environments and opportunities in which every student can learn, to foster the self-esteem of each child, to honor the diversity of our community, and to communicate well how best to nurture each child.



### Awards, Recognition, Accomplishments:

Greenbrook Elementary School has been recognized as a National Blue Ribbon School of Excellence. Greenbrook Elementary School has been recognized Bronze Tier Future Ready School.



### Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

## 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.



### Courses, Curriculum, Instruction:

Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.



### Greenbrook Elementary School

(23-4860-095)

Grades Offered: KG-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

## School Narrative

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



### Other Information

Nestled in a suburban neighborhood, the school is truly a community school, with the students and staff acting like a family. Students, staff and parents are united by a common commitment to creating a rich and inclusive environment for all. We serve a diverse population and pride ourselves on attending to the varied needs of our students. The highly qualified and dedicated faculty works collaboratively to provide strong academic instruction, share successful practices and promote open communication. Specialists and classroom teachers work together to meet the needs of each child. In addition, the faculty frequently engages in discussions of current educational theory through grade level meetings and book study groups. The school is committed to the principles of the Responsive Classroom and places a large emphasis on character education. In addition, through our partnership with The College of New Jersey, our school serves as a Professional Development School, hosting pre-service teachers each semester. These ventures inspire the continuing growth of the professional staff.



**Indian Fields Elementary School**  
(23-4860-100)  
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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



### Indian Fields Elementary School

(23-4860-100)

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

### 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	South Brunswick School District
Principal Name	Mrs. Peter Rattien
Address	359 RIDGE ROAD DAYTON, NJ 08810
Phone Number	732-329-1043
Email Address	<a href="mailto:Peter.Rattien@sbschools.org">Peter.Rattien@sbschools.org</a>
Website	<a href="https://ifda.sbschools.org/">https://ifda.sbschools.org/</a>
Facebook	<a href="https://www.facebook.com/SBSDIF">https://www.facebook.com/SBSDIF</a>
Twitter	<a href="https://twitter.com/SBSDIF">https://twitter.com/SBSDIF</a>



**Indian Fields Elementary School**  
(23-4860-100)  
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

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	33	22	26
KG	105	95	81
1	101	113	98
2	113	113	113
3	107	128	111
4	125	118	129
5	115	123	110
Total	699	712	668

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.2%	47.9%	48.2%
Male	52.8%	52.1%	51.8%
Economically Disadvantaged Students	8.6%	9.1%	8.8%
Students with Disabilities	14.0%	13.2%	13.9%
English Learners	4.4%	4.9%	5.8%
Homeless Students	0.1%	0.3%	0.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.7%	0.6%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	13.9%	13.6%	11.8%
Hispanic	5.3%	4.8%	4.2%
Black or African American	6.7%	6.5%	5.5%
Asian	72.7%	73.2%	76.8%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.4%	1.8%	1.5%

### 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	7
PK - Full Day	33	22	19
KG - Half Day	0	0	0
KG - Full Day	105	95	81

### 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	35.0%
Telugu	20.7%
Tamil	11.2%
Hindi	7.3%
Gujarati	5.4%
Other Languages	20.4%



**Indian Fields Elementary School**  
(23-4860-100)  
Grades Offered: PK-05  
2018-2019

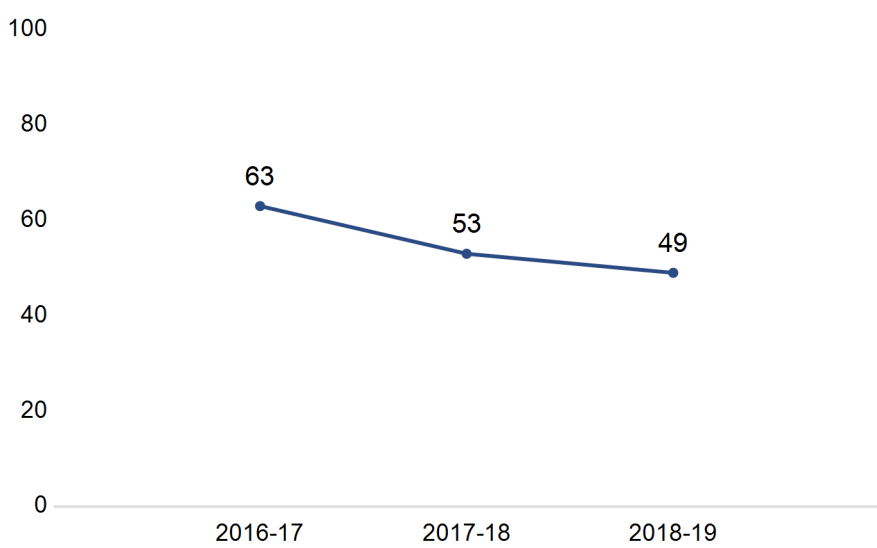
**Report Key:**

- \* 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

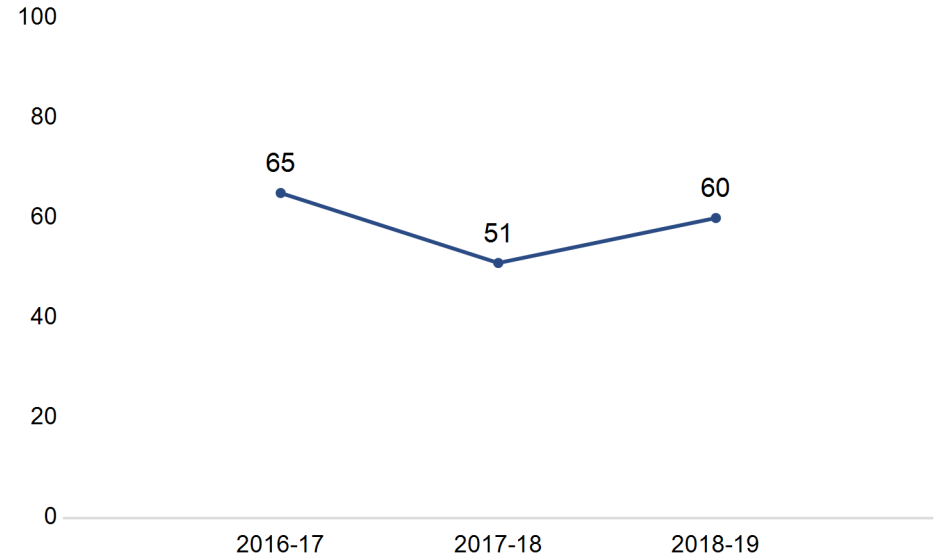
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	53	49	65	51	60
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Indian Fields Elementary School**  
(23-4860-100)  
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

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	49	55	50	Met Standard	60	53	50	Exceeds Standard
White	52.5	50	50	Met Standard	55	49	52	Met Standard
Hispanic	45	52	49	**	46	46	47	**
Black or African American	33.5	46	45	**	41.5	41.5	43	**
Asian, Native Hawaiian, or Pacific Islander	50	58	59	Met Standard	63	56	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	49	49	**	*	55	52	**
Female	50	57	53	N	55.5	52	50	N
Male	49	53	47	N	65	54	51	N
Economically Disadvantaged Students	57	47	48	Met Standard	50.5	43	46	Met Standard
Students with Disabilities	53	38	43	Met Standard	73	44	45	Exceeds Standard
English Learners	*	65.5	52	**	*	65	50	**
Homeless Students	*	39	43	N	*	46	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	58	49	N	*	68	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Indian Fields Elementary School**  
(23-4860-100)  
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

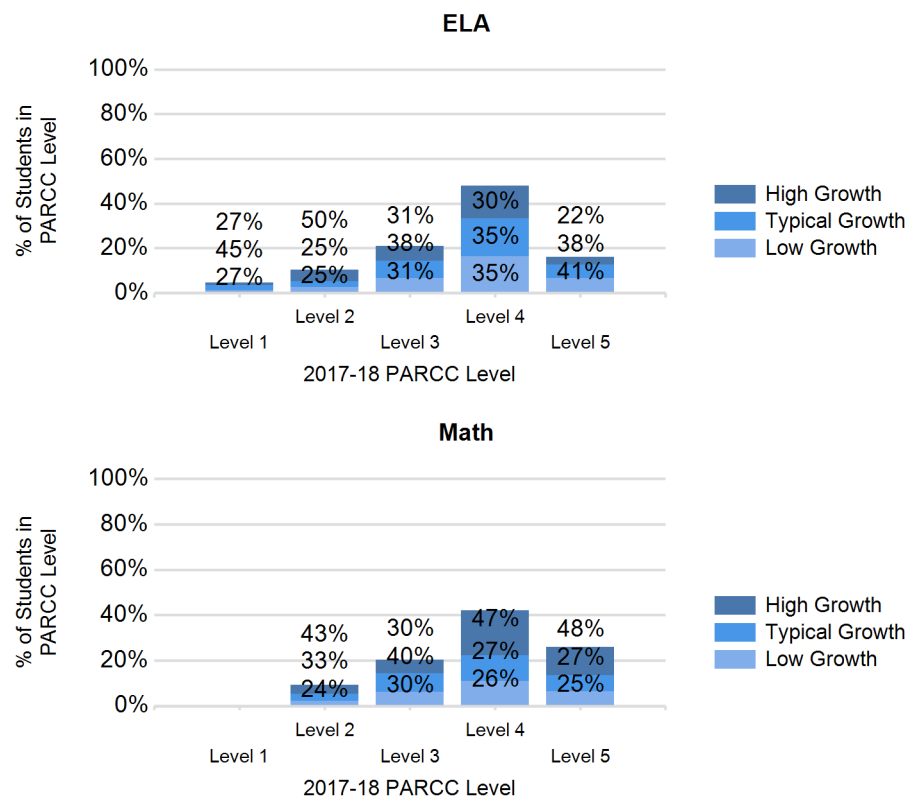
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

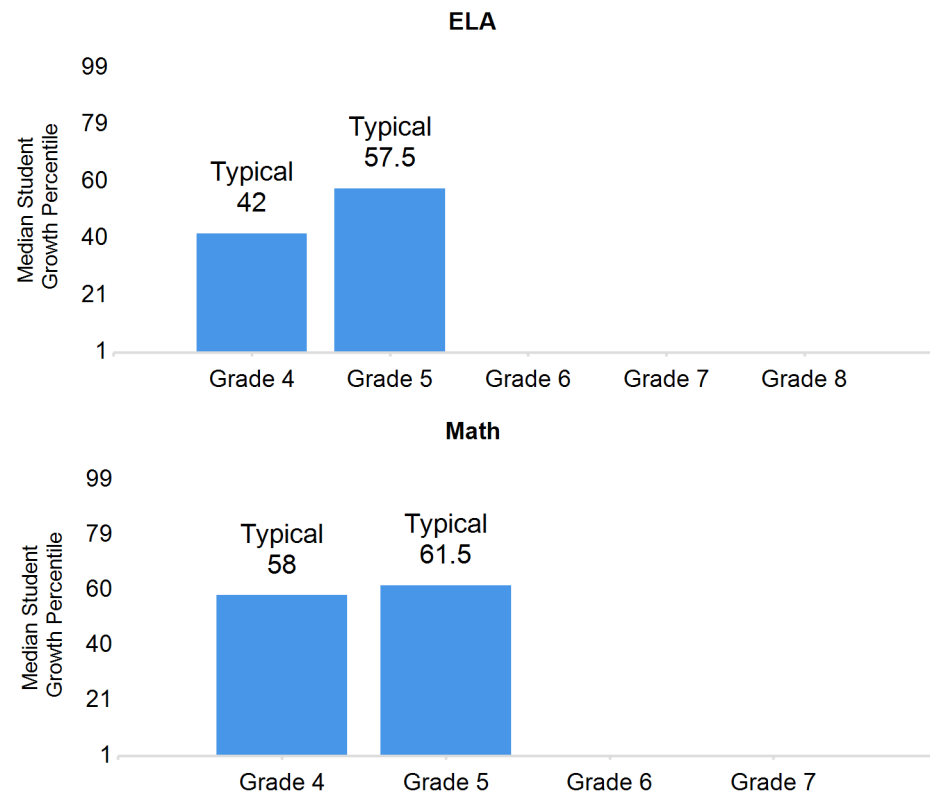
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





**Indian Fields Elementary School**  
(23-4860-100)  
Grades Offered: PK-05  
2018-2019

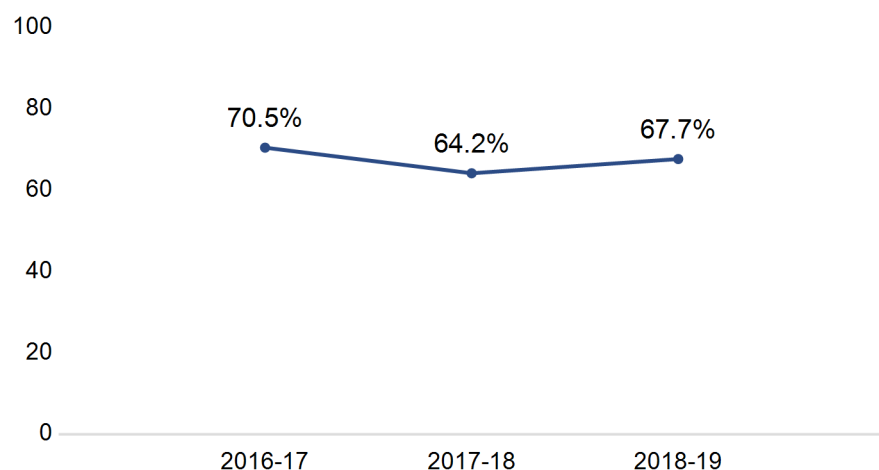
**Report Key:**

- \* 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

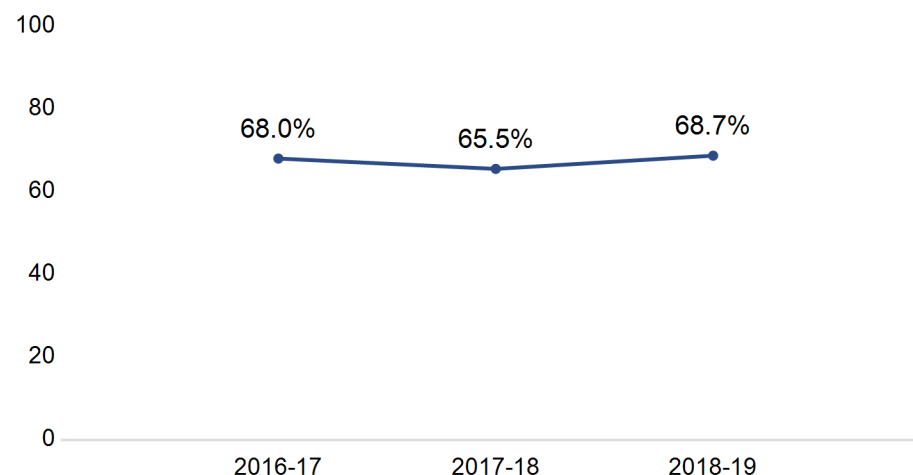
## English Language Arts and Mathematics Performance Trends

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	98.2%	97.0%	99.2%	98.2%	97.0%	98.6%
Proficiency Rate for Federal Accountability	70.5%	64.2%	67.7%	68.0%	65.5%	68.7%
Annual Target	63.9%	64.8%	65.6%	63.5%	64.3%	65.2%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Indian Fields Elementary School**  
(23-4860-100)  
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 - 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	344	99.2	67.7	74.2	57.9	67.7	65.6	Met Target
White	39	97.6	35.9	60.8	66.9	35.9	42.3	Met Target†
Hispanic	*	*	*	44.5	43.9	*	**	**
Black or African American	22	100.0	45.5	43.4	38.5	45.5	23.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	261	100.0	75.9	85.7	82.9	75.9	76.7	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	166	98.8	69.3	79.2	64.8	69.3		
Male	178	99.5	66.3	69.5	51.3	66.3		
Economically Disadvantaged Students	29	100.0	24.1	*	40.0	24.1	49	Not Met
Non-Economically Disadvantaged Students	315	99.1	71.7	*	67.9	71.7		
Students with Disabilities	43	95.7	23.3	*	22.7	23.3	23.6	Met Target†
Students without Disabilities	301	99.7	74.1	*	65.1	74.1		
English Learners	16	100.0	25.0	25.2	29.3	25.0	**	**
Non-English Learners	328	99.1	69.8	75.5	60.6	69.8		
Homeless Students	*	*	*	25.9	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	68.0	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



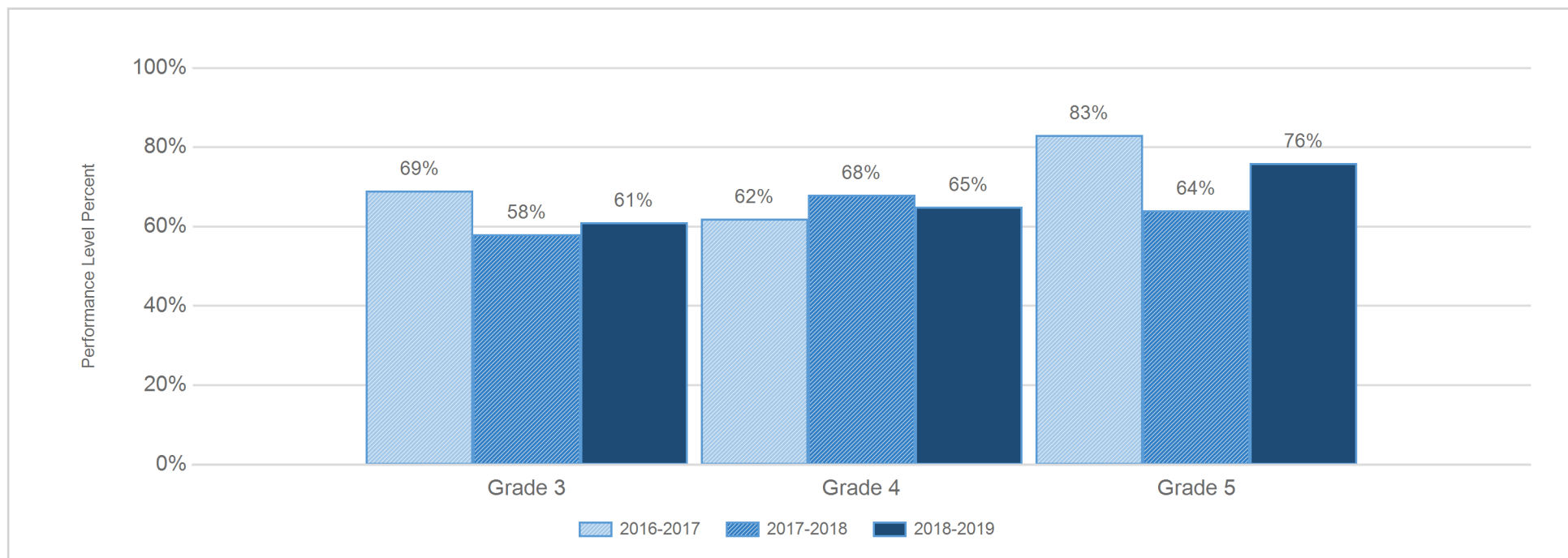
**Indian Fields Elementary School**  
(23-4860-100)  
Grades Offered: PK-05  
2018-2019

**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.





**Indian Fields Elementary School**  
(23-4860-100)  
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 by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	110	752	760	748	*	15%	16%	*	*	61%	50%
White	14	734	745	757	*	*	*	*	*	36%	60%
Hispanic	*	*	721	734	*	*	*	*	*	*	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	82	755	770	773	*	*	17%	*	*	66%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	773	756	*	*	*	*	*	*	58%
Female	56	758	763	753	*	*	*	*	*	64%	55%
Male	54	747	757	743	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	*	*	725	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	764	759	*	*	*	*	*	*	61%
Students with Disabilities	17	714	707	719	*	*	*	*	*	24%	24%
Students without Disabilities	93	759	766	754	*	*	*	*	*	68%	56%
English Learners	*	*	700	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	762	751	*	*	*	*	*	*	54%
Homeless Students	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%



**Indian Fields Elementary School**  
(23-4860-100)  
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 by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	129	756	770	755	8%	8%	19%	49%	16%	65%	57%
White	15	750	761	763	*	0%	*	*	*	47%	67%
Hispanic	*	*	743	743	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	98	761	778	779	*	*	17%	56%	17%	73%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	54	762	776	760	*	*	24%	*	*	70%	62%
Male	75	752	764	750	*	*	16%	*	*	61%	53%
Economically Disadvantaged Students	11	741	743	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	118	758	774	765	*	*	*	*	*	68%	69%
Students with Disabilities	13	736	729	725	*	*	*	*	*	38%	25%
Students without Disabilities	116	759	774	761	*	*	*	*	*	68%	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	771	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%



**Indian Fields Elementary School**  
(23-4860-100)  
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 by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	109	769	772	756	*	*	16%	61%	16%	76%	58%
White	10	729	*	764	*	*	*	*	*	20%	68%
Hispanic	*	*	744	743	*	*	*	*	*	*	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	83	778	782	781	0%	*	*	67%	20%	88%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	768	762	*	*	*	*	*	*	65%
Female	58	770	776	761	*	*	*	*	*	71%	64%
Male	51	768	768	750	*	*	*	*	*	82%	52%
Economically Disadvantaged Students	11	734	*	740	*	*	*	*	*	27%	39%
Non-Economically Disadvantaged Students	98	773	*	766	*	*	*	*	*	82%	69%
Students with Disabilities	12	724	733	724	*	*	*	*	*	*	23%
Students without Disabilities	97	774	777	762	*	*	*	*	*	*	65%
English Learners	*	*	732	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	773	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Indian Fields Elementary School**  
(23-4860-100)  
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

### 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	345	98.6	68.7	63.8	44.5	68.7	65.2	Met Target
White	38	92.9	34.2	46.5	54.1	33.4	36.3	Met Target†
Hispanic	*	*	*	24.8	28.8	*	N	N
Black or African American	22	100.0	31.8	24.3	23.0	31.8	27.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	262	100.0	80.5	79.7	76.5	80.5	79.7	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	166	97.7	67.5	63.5	44.9	67.5		
Male	179	99.5	69.8	64.2	44.2	69.8		
Economically Disadvantaged Students	28	93.5	14.3	*	26.3	14.0	41.6	Not Met
Non-Economically Disadvantaged Students	317	99.1	73.5	*	54.9	73.5		
Students with Disabilities	43	95.7	23.3	15.0	17.4	23.3	23.6	Met Target†
Students without Disabilities	302	99.0	75.2	69.1	50.0	75.2		
English Learners	19	100.0	36.8	31.6	25.0	36.8	N	N
Non-English Learners	326	98.5	70.6	64.9	46.5	70.6		
Homeless Students	*	*	*	15.4	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



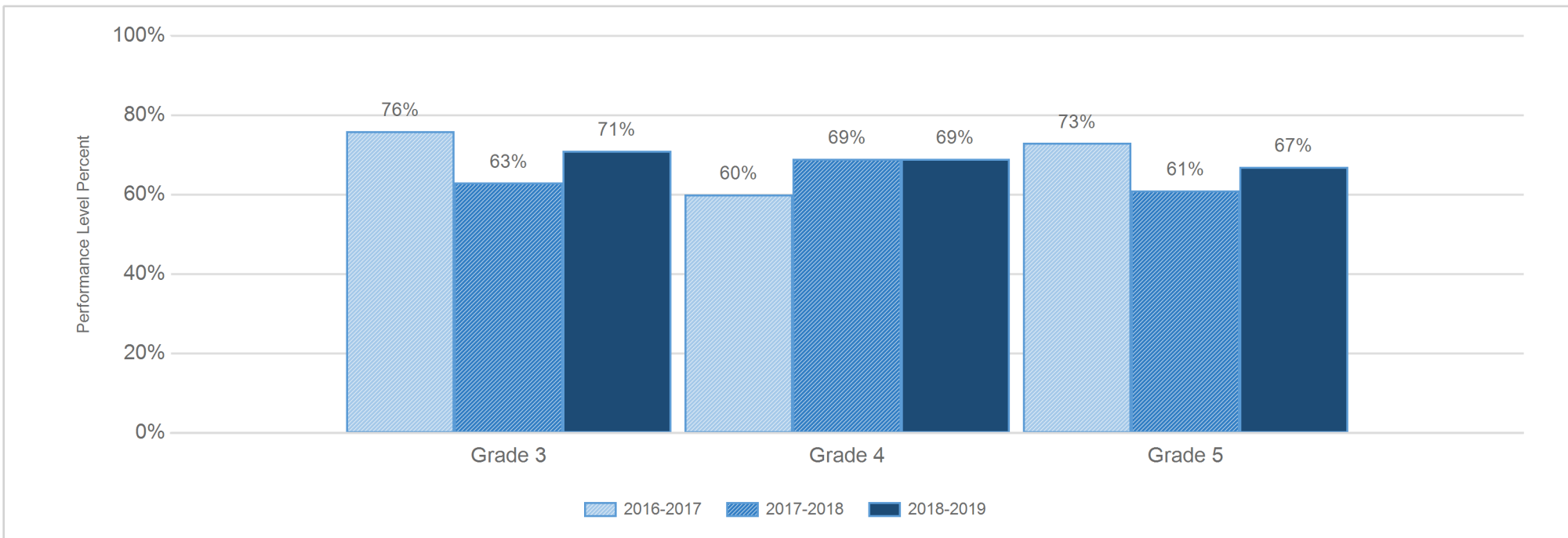
**Indian Fields Elementary School**  
(23-4860-100)  
Grades Offered: PK-05  
2018-2019

**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

### 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.



**Indian Fields Elementary School**  
(23-4860-100)  
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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	109	760	768	752	*	*	14%	55%	16%	71%	55%
White	13	737	753	760	*	*	*	*	*	38%	66%
Hispanic	*	*	726	739	*	*	*	*	*	*	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	82	769	779	778	*	*	*	63%	20%	83%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	55	757	765	751	*	*	*	*	*	67%	54%
Male	54	762	770	752	*	*	*	*	*	74%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	772	761	*	*	*	*	*	*	67%
Students with Disabilities	17	716	709	731	*	*	*	*	*	18%	31%
Students without Disabilities	92	768	774	756	*	*	*	*	*	80%	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	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%



**Indian Fields Elementary School**  
(23-4860-100)  
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

### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	130	767	766	749	*	*	23%	48%	21%	69%	51%
White	15	757	758	757	0%	*	*	*	*	47%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	732	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	99	773	776	776	0%	*	*	57%	23%	80%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	54	769	766	749	*	*	24%	*	*	74%	50%
Male	76	765	767	749	*	*	22%	*	*	66%	52%
Economically Disadvantaged Students	11	738	736	734	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	119	770	771	759	*	*	*	*	*	73%	63%
Students with Disabilities	13	762	731	726	*	*	*	*	*	54%	25%
Students without Disabilities	117	767	770	754	*	*	*	*	*	71%	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Indian Fields Elementary School**  
(23-4860-100)  
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

### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	110	767	766	747	*	*	18%	40%	27%	67%	47%
White	10	729	*	755	*	*	*	*	*	20%	58%
Hispanic	*	*	737	735	*	*	*	*	*	*	30%
Black or African American	*	*	731	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	83	777	776	775	0%	*	*	46%	34%	80%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	762	753	*	*	*	*	*	*	55%
Female	59	763	764	747	*	*	*	39%	24%	63%	47%
Male	51	772	767	747	*	*	*	41%	31%	73%	47%
Economically Disadvantaged Students	11	727	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	99	772	*	757	*	*	*	*	*	*	59%
Students with Disabilities	12	725	729	725	*	*	*	*	*	*	19%
Students without Disabilities	98	772	770	752	*	*	*	*	*	*	52%
English Learners	*	*	741	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	766	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



**Indian Fields Elementary School**  
(23-4860-100)  
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

### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
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	56.0%	56.6%	Met Target†

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	27	77.8%	22.2%
3-4	10	80.0%	20.0%
5 or more	*	*	*



**Indian Fields Elementary School**  
(23-4860-100)  
Grades Offered: PK-05  
2018-2019

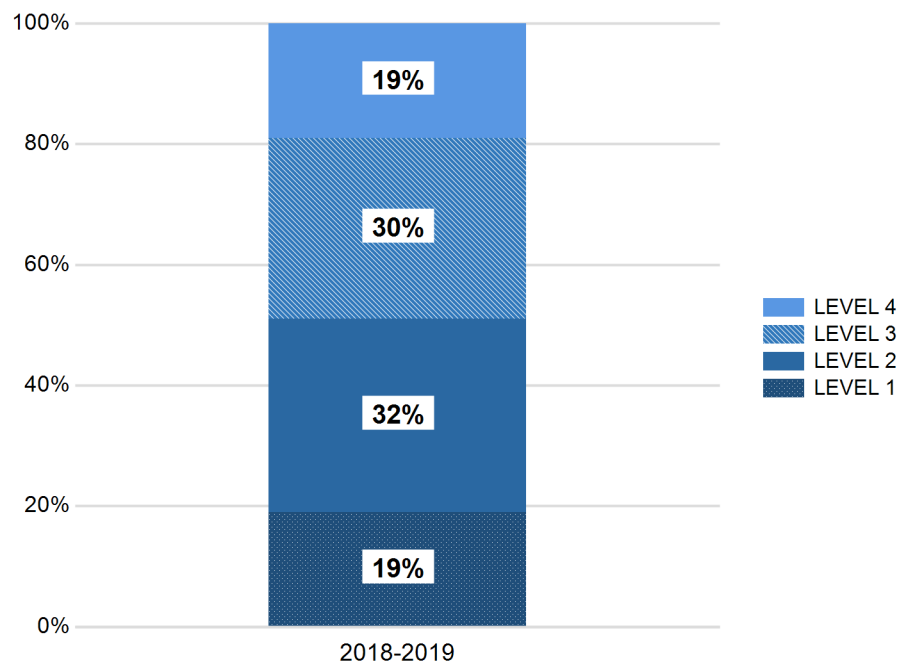
**Report Key:**

- \* 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

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	19	32	30	19
White	60	20	20	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	7	35	34	24
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	22	32	34	12
Male	16	31	25	27
Economically Disadvantaged Students	64	36	0	0
Non-Economically Disadvantaged Students	14	31	33	21
Students with Disabilities	67	25	0	8
Students without Disabilities	13	33	34	20
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



## Indian Fields Elementary School

(23-4860-100)

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

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

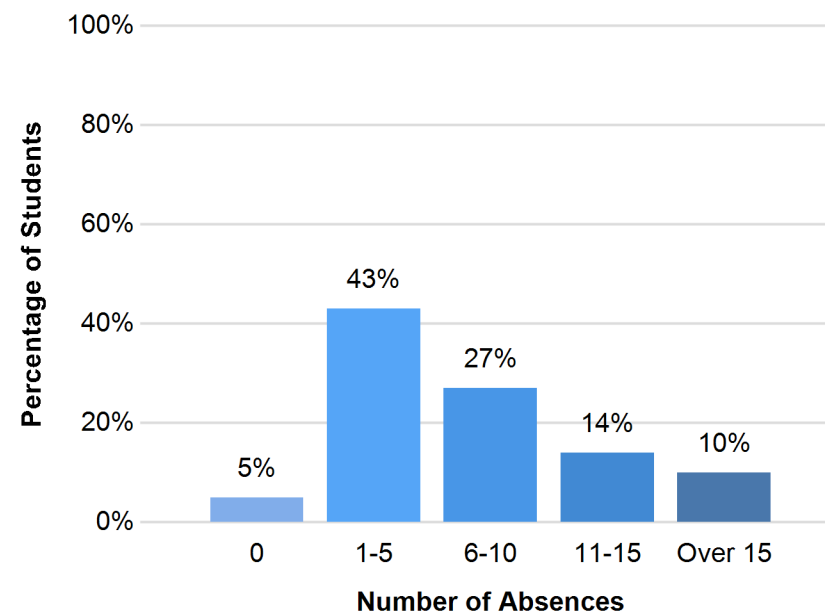
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	42	6.6	8.9	Met
White	8	11.1	8.9	Not Met
Hispanic	3	12.5	8.9	Not Met
Black or African American	2	5.7	8.9	Met
Asian, Native Hawaiian, or Pacific	29	5.9	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	21	6.8		
Male	21	6.4		
Economically Disadvantaged Students	8	15.1	8.9	Not Met
Students with Disabilities	6	9.4	8.9	Not Met
English Learners	5	12.8	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Indian Fields Elementary School

(23-4860-100)

Grades Offered: PK-05

2018-2019

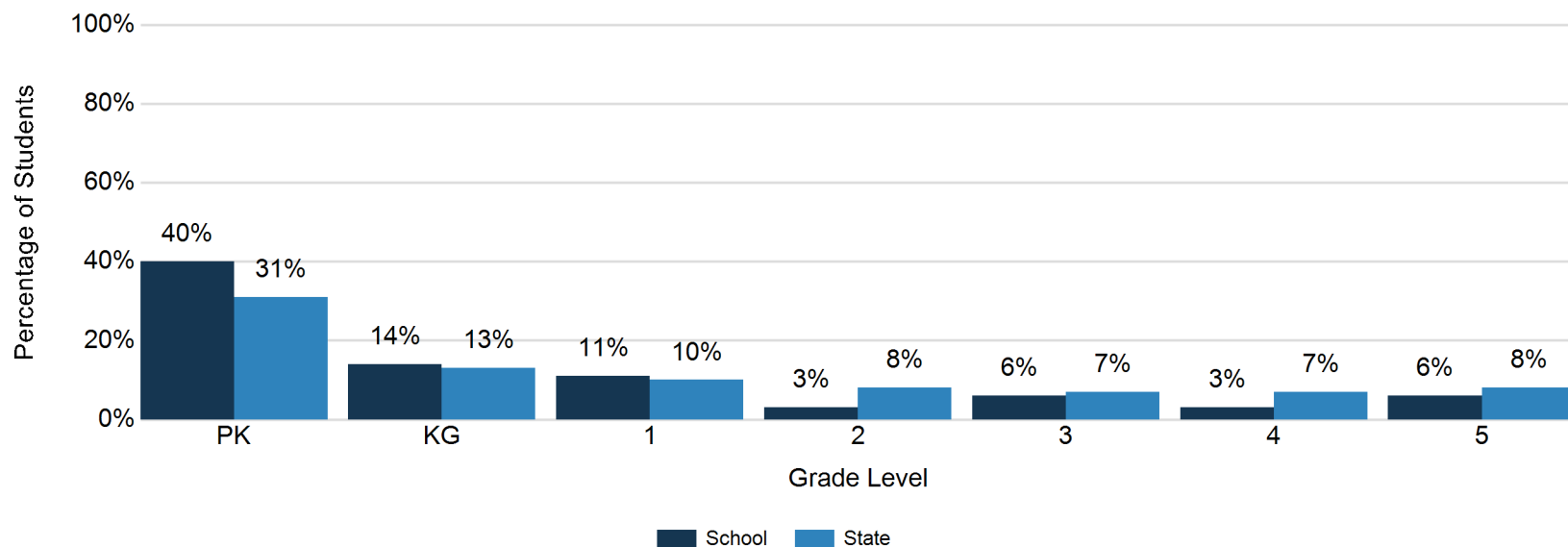
#### Report Key:

- \* 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

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.





## Indian Fields Elementary School

(23-4860-100)

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

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

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.45

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

\*



### Indian Fields Elementary School

(23-4860-100)

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

#### School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.6:1



**Indian Fields Elementary School**  
(23-4860-100)  
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

**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	54	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	74.1%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	16.5	16.0
Average years experience in district	13.2	12.0
Percentage of Administrators with 4 or more years experience in the district	82.7%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	668:1	165:1
Teachers to Administrators	54:1	12:1
Students to Librarians/Media Specialists		780:1
Students to Nurses		780:1
Students to Counselors		660:1
Students to Child Study Team Members		209:1



**Indian Fields Elementary School**  
(23-4860-100)  
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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.2%	90.7%	100.0%	48.4%	77.1%	54.9%
Male	51.8%	9.3%	0.0%	51.6%	22.9%	45.1%
White	11.8%	94.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.2%	1.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	76.8%	3.7%	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	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%



**Indian Fields Elementary School**  
(23-4860-100)  
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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher 44%

Admin N/A

#### Master's Degree

Teacher 56%

Admin 100%

#### Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	97.9%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	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	96.6%



**Indian Fields Elementary School**  
(23-4860-100)  
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

### 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.



**Indian Fields Elementary School**  
(23-4860-100)  
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

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.



**Indian Fields Elementary School**  
(23-4860-100)  
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

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 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	70.5%	64.2%	67.7%
Math Proficiency	68.0%	65.5%	68.7%
ELA Growth	63	53	49
Math Growth	65	51	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.2%	56.0%
Chronic Absenteeism	8.0%	6.3%	6.6%

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



## Indian Fields Elementary School

(23-4860-100)

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

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

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

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

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

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

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

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

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

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

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

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



**Indian Fields Elementary School**  
(23-4860-100)  
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

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

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

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

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

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



### Indian Fields Elementary School

(23-4860-100)

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

## School Narrative

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



### Highlights:

- Faculty and staff incorporate The Responsive Classroom Principles, which guides classroom and school procedures.
- Curriculum is designed to meet standards while providing students with rich and meaningful content. Instruction includes the use of technology and is differentiated to meet the needs of our students.
- Indian Fields enjoys a strong collaboration with PTO to offer enrichment programs, clubs, and events.



### Mission, Vision, Theme:

The two campuses of Indian Fields (Dayton and main campus) is home to approximately 700 students. Our mission is to educate all children by providing a safe, stimulating, respectful environment which promotes cognitive, social, emotional, artistic, and physical growth. The school will prepare children to have a positive attitude towards learning, to be responsible members of the community and to accept individual differences.



### Awards, Recognition, Accomplishments:

Indian Fields Elementary School has a long history of providing an excellent learning environment for all of its children. The school has been recognized as a New Jersey Star School and featured in the New Jersey Education Association's televised "Classroom Close-Up." The school has been highlighted for its Early Childhood program and as a model for technology in education. The school was selected as a recipient of the 2003 Governor's School of Excellence Award. Most recently, in 2019, our school was certified as a Bronze-Tier Future Ready School!



**Indian Fields Elementary School**  
 (23-4860-100)  
 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

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.



Courses, Curriculum, Instruction:

Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.



### Indian Fields Elementary School

(23-4860-100)

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

## School Narrative

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



### Other Information

Indian Fields Elementary School has a long history of providing an excellent learning environment for all of its children. The school has been recognized as a New Jersey Star School and featured in the New Jersey Education Association's televised "Classroom Close-Up." The school has been highlighted for its Early Childhood program and as a model for technology in education. The school was selected as a recipient of the 2003 Governor's School of Excellence Award. Both schools consistently investigate approaches that effectively challenge and enable all children to reach their full potential. One approach that ensures that children experience a comfortable, nurturing and productive environment is that the schools are organized into families and communities of learners where students and teachers work cooperatively and collaboratively as teams. A walk through the well-designed facilities shows children actively engaged in reading, writing, mathematics, science, social studies, music, art, and physical education. Technology is integrated at all levels of the curriculum in the form of SMART Boards, document cameras, projectors, Ipads, laptops, and most recently Chromebooks. For students needing additional support in the areas of mathematics, reading, and/or writing, there is a strong Instructional Support program, as well as, support for students in need of special education classes. Parent and community involvement are integral parts of the school. Indian Fields and Dayton boast an active and involved Parent Teacher Organization. We are fortunate to have many dedicated parent volunteers who provide ongoing support within classrooms.