



Belleville High School
(13-0250-020)
Grades Offered: 09-12
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Essex
District	Belleville Public School District
Principal Name	Mr. Caleb Rhodes
Address	100 PASSAIC AVE BELLEVILLE, NJ 07109-1807
Phone Number	973-969-4343
Email Address	caleb.rhodes@bellevilleschools.org
Website	https://hs.bellevilleschools.org/
Facebook	https://www.facebook.com/BELLEVILLEPS
Twitter	https://twitter.com/hs_belleville



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	357	317	330
10	338	388	331
11	350	333	372
12	319	336	332
Total	1,364	1,374	1,365

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	47.6%	48.4%	47.3%
Male	52.4%	51.6%	52.7%
Economically Disadvantaged Students	57.3%	51.4%	47.8%
Students with Disabilities	14.2%	13.0%	13.3%
English Learners	4.1%	5.2%	5.4%
Homeless Students	0.0%	0.2%	0.1%
Students in Foster Care	0.3%	0.1%	0.1%
Military-Connected Students	0.1%	0.0%	0.1%
Migrant Students	0.1%	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	16.1%	14.4%	13.8%
Hispanic	61.9%	64.4%	65.4%
Black or African American	8.6%	8.7%	9.0%
Asian	12.7%	12.0%	11.1%
Native Hawaiian or Pacific Islander	0.6%	0.4%	0.7%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.1%	0.1%	0.1%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,359	1,369	1,362
Shared Time Students	7	7	4
Full Time Equivalent	1,363	1,373	1,364

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	62.4%
Spanish	28.0%
Arabic	2.1%
Tagalog	1.5%
Portuguese	1.5%
Other Languages	4.4%



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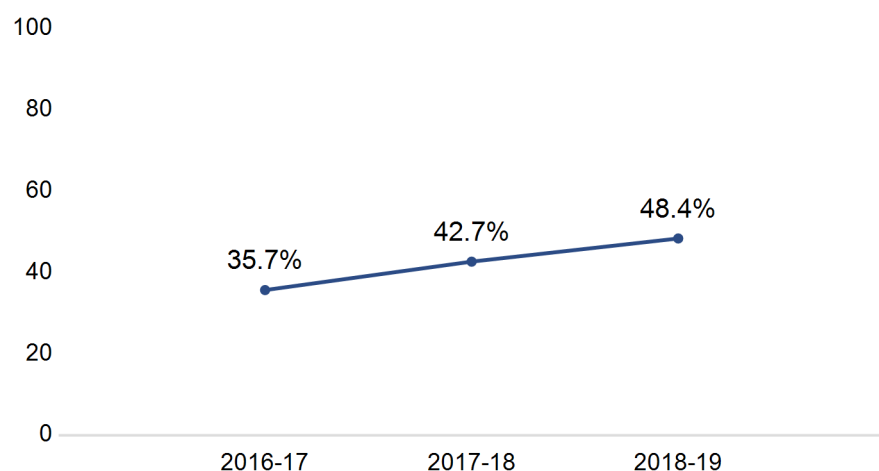
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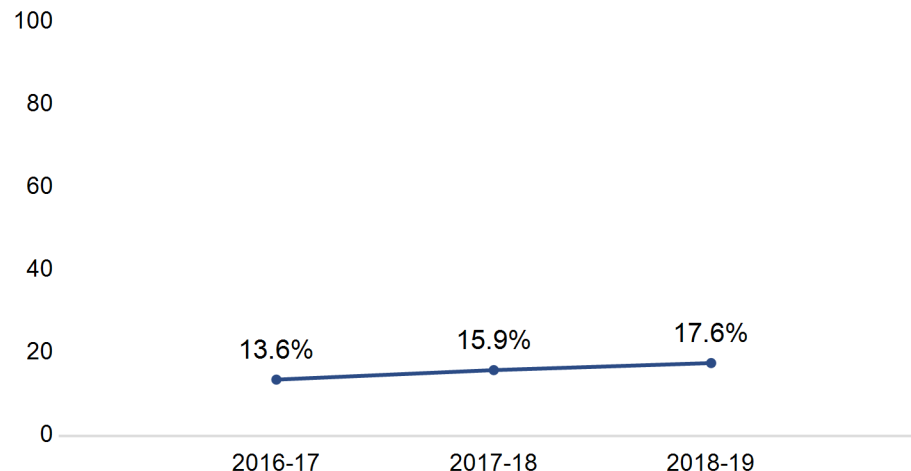
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	99.3%	100.0%	98.9%	98.9%	100.0%
Proficiency Rate for Federal Accountability	35.7%	42.7%	48.4%	13.6%	15.9%	17.6%
Annual Target	36.5%	38.8%	41.1%	17.7%	21.0%	24.2%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	622	100.0	48.4	50.0	57.9	48.4	41.1	Met Target
White	90	100.0	51.1	50.3	66.9	51.1	43.7	Met Target
Hispanic	407	100.0	46.4	47.6	43.9	46.4	36.3	Met Target
Black or African American	63	100.0	34.9	39.9	38.5	34.9	39	Met Target†
Asian, Native Hawaiian, or Pacific Islander	62	100.0	71.0	76.2	82.9	71.0	62.8	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	299	100.0	57.2	58.2	64.8	57.2		
Male	323	100.0	40.2	42.9	51.3	40.2		
Economically Disadvantaged Students	350	100.0	42.6	47.4	40.0	42.6	36.6	Met Target
Non-Economically Disadvantaged Students	272	100.0	55.9	54.0	67.9	55.9		
Students with Disabilities	77	100.0	15.6	17.2	22.7	15.6	14.5	Met Target
Students without Disabilities	545	100.0	53.0	56.8	65.1	53.0		
English Learners	38	100.0	10.5	16.8	29.3	10.5	15.8	Met Target†
Non-English Learners	584	100.0	50.9	51.7	60.6	50.9		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



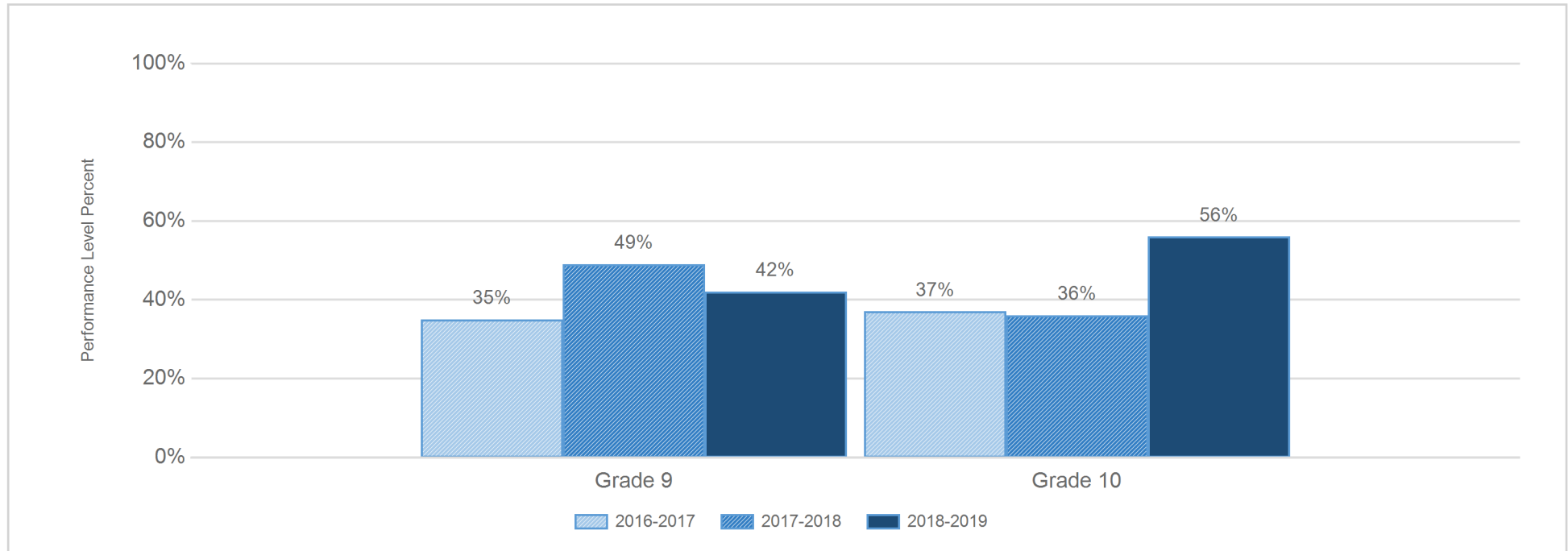
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	325	739	739	753	14%	20%	24%	35%	6%	42%	56%
White	43	748	748	762	*	*	28%	*	*	49%	65%
Hispanic	213	737	737	737	15%	21%	24%	34%	7%	40%	40%
Black or African American	34	720	720	732	35%	*	*	*	*	26%	33%
Asian, Native Hawaiian, or Pacific Islander	35	757	757	783	*	*	*	*	*	57%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	151	748	748	760	7%	20%	18%	*	*	55%	63%
Male	174	731	731	746	20%	21%	29%	*	*	30%	49%
Economically Disadvantaged Students	176	734	734	734	19%	20%	23%	*	*	38%	36%
Non-Economically Disadvantaged Students	149	744	744	762	7%	21%	26%	*	*	46%	65%
Students with Disabilities	38	699	699	717	*	*	*	*	*	*	17%
Students without Disabilities	287	744	744	760	*	*	*	*	*	*	63%
English Learners	16	716	716	693	*	63%	*	*	*	13%	*
Non-English Learners	309	740	740	755	*	18%	*	*	*	43%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	301	752	752	757	14%	13%	17%	39%	17%	56%	58%
White	44	750	750	767	*	*	*	*	*	55%	67%
Hispanic	198	749	749	738	15%	13%	19%	39%	15%	54%	43%
Black or African American	31	747	747	733	*	*	*	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	28	782	782	792	0%	*	*	*	*	86%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	151	756	756	766	12%	10%	18%	41%	19%	60%	66%
Male	150	747	747	749	17%	16%	16%	37%	15%	51%	51%
Economically Disadvantaged Students	171	743	743	735	19%	15%	19%	35%	12%	47%	40%
Non-Economically Disadvantaged Students	130	763	763	767	8%	11%	14%	44%	23%	67%	67%
Students with Disabilities	34	720	720	711	29%	29%	*	*	*	24%	19%
Students without Disabilities	267	756	756	765	12%	11%	*	*	*	60%	65%
English Learners	22	692	692	687	*	*	*	*	*	*	*
Non-English Learners	279	756	756	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	647	100.0	17.6	27.0	44.5	17.6	24.2	Not Met
White	94	100.0	21.3	27.7	54.1	21.3	29	Not Met
Hispanic	424	100.0	13.2	23.3	28.8	13.2	21.3	Not Met
Black or African American	67	100.0	14.9	15.9	23.0	14.9	19.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	62	100.0	45.2	*	76.5	45.2	36.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	309	100.0	16.5	26.2	44.9	16.5		
Male	338	100.0	18.6	27.7	44.2	18.6		
Economically Disadvantaged Students	365	100.0	14.8	23.8	26.3	14.8	23.5	Not Met
Non-Economically Disadvantaged Students	282	100.0	21.3	31.9	54.9	21.3		
Students with Disabilities	87	100.0	*	11.4	17.4	*	13.5	Not Met
Students without Disabilities	560	100.0	*	30.2	50.0	*		
English Learners	40	100.0	*	12.8	25.0	*	19.7	Not Met
Non-English Learners	607	100.0	*	27.9	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



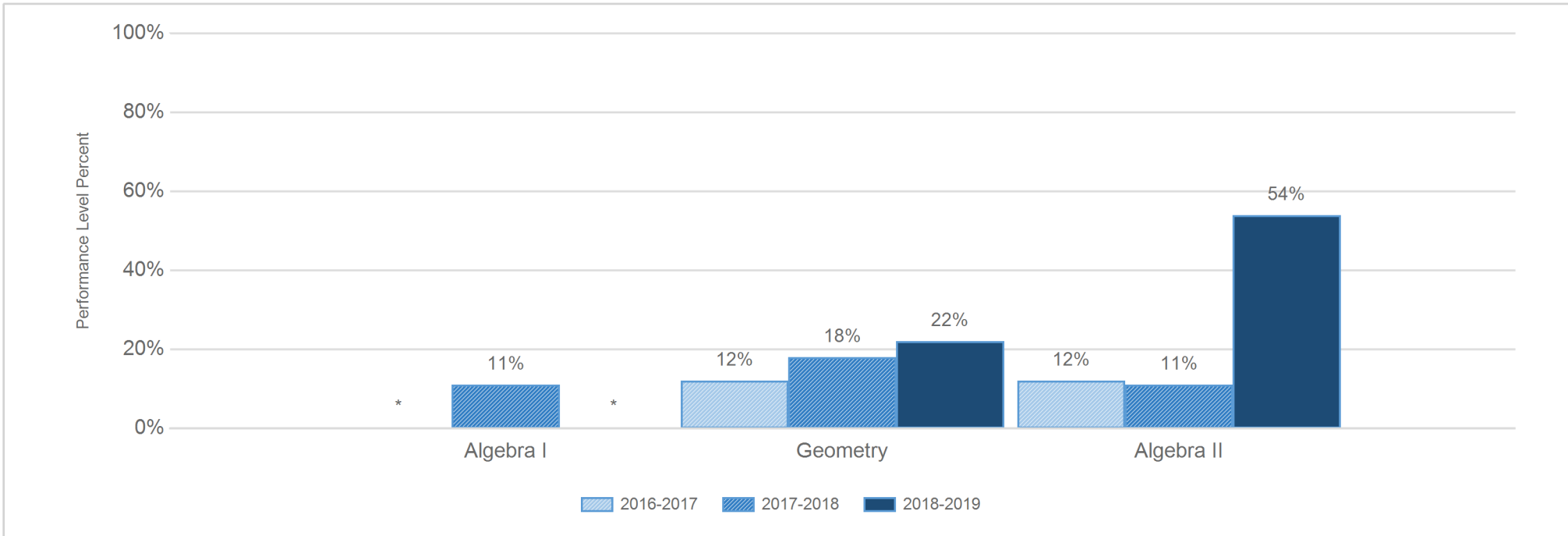
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	299	714	716	744	*	*	*	*	*	*	42%
White	33	723	720	752	*	*	*	*	*	*	53%
Hispanic	212	713	714	728	*	*	*	*	*	*	24%
Black or African American	36	711	*	725	31%	50%	*	*	*	11%	20%
Asian, Native Hawaiian, or Pacific Islander	18	727	*	775	*	*	*	*	*	11%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	133	714	717	745	*	*	*	*	*	*	44%
Male	166	715	715	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	173	715	716	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	126	714	716	752	*	*	*	*	*	*	52%
Students with Disabilities	46	705	705	717	*	*	*	*	*	*	12%
Students without Disabilities	253	716	718	748	*	*	*	*	*	*	47%
English Learners	26	707	706	710	*	*	*	*	*	*	*
Non-English Learners	273	715	717	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	298	728	728	737	14%	28%	36%	*	*	22%	35%
White	47	726	726	743	*	*	34%	*	*	23%	43%
Hispanic	188	725	725	724	14%	30%	39%	16%	0%	16%	17%
Black or African American	28	719	719	720	*	50%	*	*	*	14%	14%
Asian, Native Hawaiian, or Pacific Islander	35	750	750	762	*	*	37%	*	*	54%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	152	729	729	738	13%	25%	40%	*	*	22%	36%
Male	146	727	727	736	15%	32%	32%	*	*	21%	34%
Economically Disadvantaged Students	167	725	725	722	18%	25%	38%	*	*	19%	16%
Non-Economically Disadvantaged Students	131	731	731	743	8%	33%	34%	*	*	25%	43%
Students with Disabilities	34	714	714	712	*	*	*	*	*	*	*
Students without Disabilities	264	730	730	741	*	*	*	*	*	*	*
English Learners	15	720	720	708	*	*	*	*	*	13%	*
Non-English Learners	283	728	728	738	*	*	*	*	*	22%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Grades Offered: 09-12
2018-2019

Report Key:

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	748	748	755	*	*	21%	*	*	54%	58%
White	11	745	745	758	*	*	*	*	*	55%	62%
Hispanic	30	741	741	731	*	*	*	47%	0%	47%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	28	739	739	752	*	*	*	*	*	43%	55%
Male	28	756	756	758	*	*	*	*	*	64%	62%
Economically Disadvantaged Students	22	748	748	729	*	*	*	*	*	59%	32%
Non-Economically Disadvantaged Students	34	747	747	761	*	*	*	*	*	50%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	56	748	748	755	*	*	21%	*	*	54%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	55.2%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	45	75.6%	24.4%
3-4	26	80.8%	19.2%
5 or more	*	*	*



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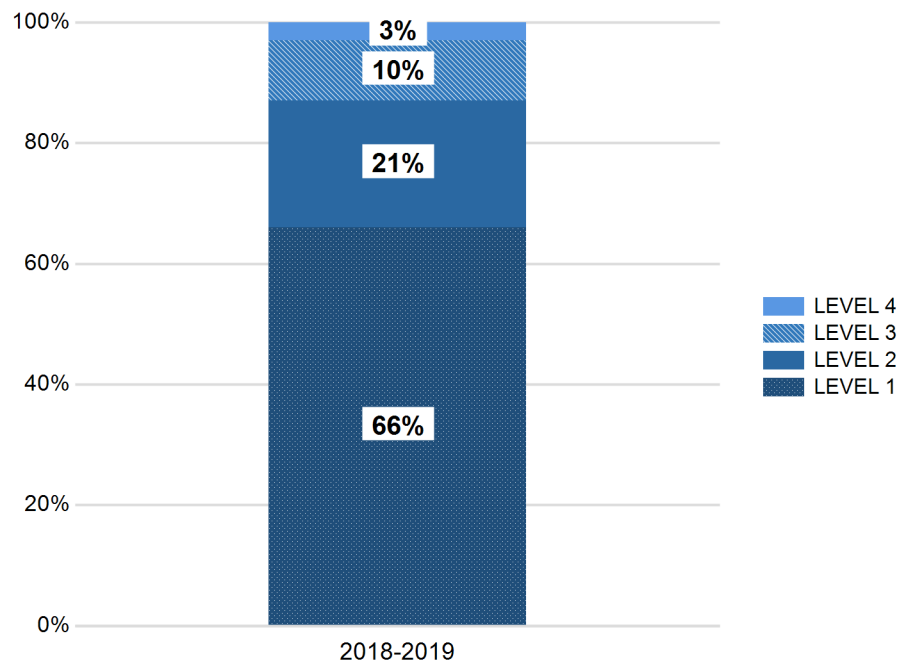
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	66	21	10	3
White	72	11	13	4
Hispanic	70	20	9	2
Black or African American	72	24	4	0
Asian, Native Hawaiian, or Pacific Islander	42	37	13	8
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	25	9	2
Male	68	18	10	4
Economically Disadvantaged Students	71	19	7	3
Non-Economically Disadvantaged Students	63	23	11	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	89	11	0	0
Non-English Learners	65	22	10	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	58.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	64.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	6.3%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	439	476	Grade 10: 430 Grade 11: 460	46%	61%
PSAT 10/NMSQT - Math	431	477	Grade 10: 480 Grade 11: 510	17%	43%
SAT - Reading and Writing	498	539	480	59%	70%
SAT - Math	496	541	530	37%	53%
ACT - Reading	20	25	22	43%	66%
ACT - English	21	24	18	48%	81%
ACT - Math	20	24	22	33%	65%
ACT - Science	20	24	23	24%	57%



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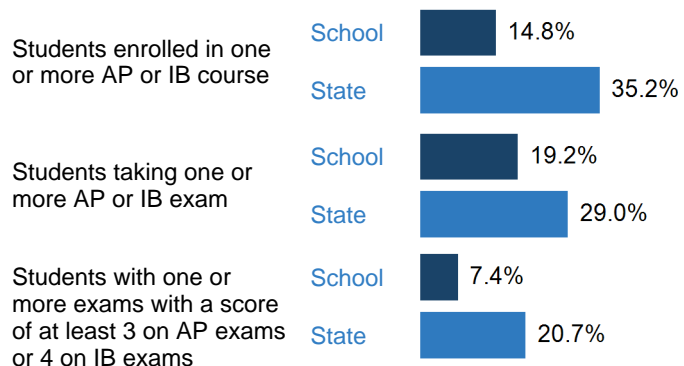
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

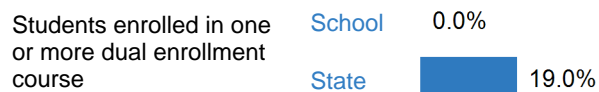
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	0	25
AP Calculus AB	27	0
AP Calculus BC	0	24
AP Chemistry	0	32
AP Chinese Language and Culture	0	1
AP Computer Science Principles	10	10
AP English Language and Composition	33	33
AP English Literature and Composition	7	8
AP Environmental Science	0	18
AP French Language and Culture	10	9
AP Italian Language and Culture	5	4
AP Physics 1	0	9
AP Spanish Language	12	9
AP Statistics	0	3
AP U.S. Government and Politics	28	24
AP U.S. History	26	24

**Belleville High School**

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		233
Exams with scores of at least 3 on AP exams or 4 on IB exams		80



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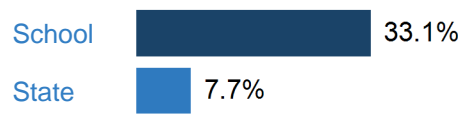
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

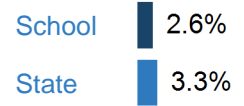
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	33.1%	10.3%	7.7%	10.3%
White	32.4%	12.8%	6.1%	9.6%
Hispanic	35.4%	10.2%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	26.3%	11.3%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	31.2%	12.2%	7.3%	10.6%
Male	34.9%	8.6%	8.0%	10.1%
Economically Disadvantaged Students	35.5%	10.4%	10.4%	11.8%
Students with Disabilities	29.7%	11.5%	6.6%	9.2%
English Learners	14.9%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School 0.0%

State 0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Arts, AV Technology & Communications	191		
Business Management & Administration	84		
Finance	24		
Hospitality & Tourism	123		
Human Services	63		
Law, Public Safety, Corrections & Security	108		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	595	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	268	70	0	0	0	1	4
10	62	236	57	0	0	0	2
11	23	104	197	67	0	3	15
12	1	22	55	63	27	15	31
Total	354	432	309	130	27	19	52
Enrolled in AP/IB Course					27	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	321	0	0	0	2	22
10	37	222	0	9	0	85
11	29	98	0	132	117	65
12	27	8	0	57	23	127
Total	414	328	0	198	142	299
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	332	4	0	0	0	6
10	21	325	0	0	0	6
11	13	369	0	2	0	38
12	28	102	0	23	23	72
Total	394	800	0	25	23	122
Enrolled in AP/IB Course	0	26	0	0		28
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	233	46	42	0	0	0	0
10	230	40	31	0	0	0	0
11	95	17	17	0	0	0	0
12	51	19	15	0	0	0	0
Total	609	122	105	0	0	0	0
Enrolled in AP/IB Course	12	10	5	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	65	15	8	0	0	0	0



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Computer Science and Information Technology – Course Participation

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

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

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Portuguese	*
Spanish	22
Total	*



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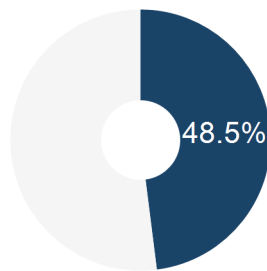
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Visual and Performing Arts – Course Participation

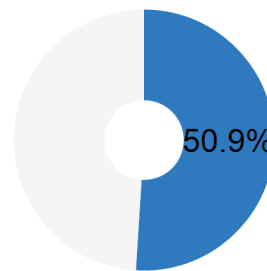
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



School



State

Students enrolled in one or more classes by discipline:

Discipline	School	State
MUSIC	17.2%	17.6%
DANCE	0.0%	2.3%
DRAMA	3.4%	3.9%
VISUAL ARTS	32.3%	32.9%



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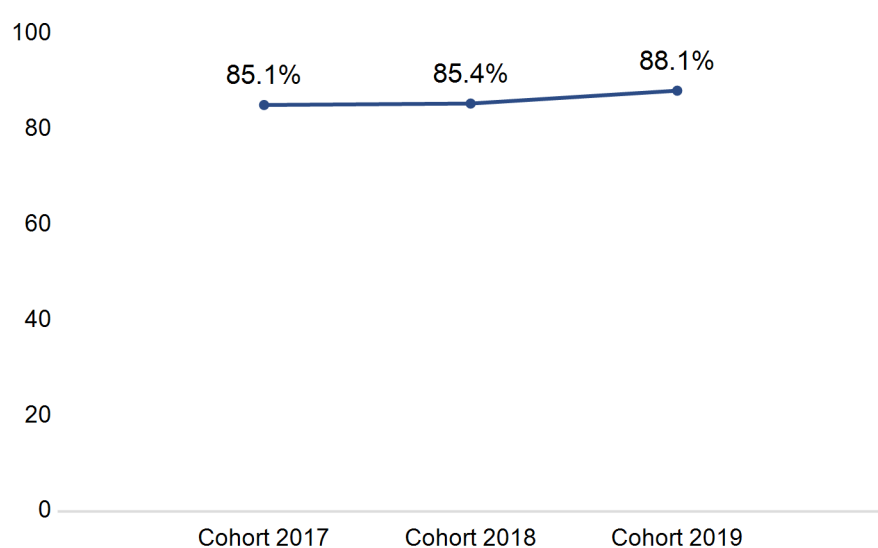
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

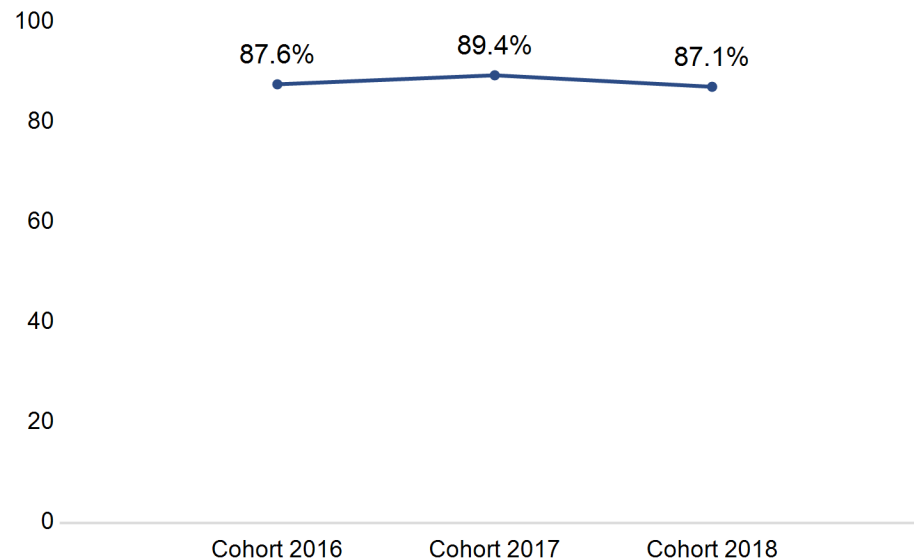
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	85.1%	85.4%	88.1%	87.6%	89.4%	87.1%
Annual Target	92.3%	92.4%		90.0%	90.3%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



Belleville High School
(13-0250-020)
Grades Offered: 09-12
2018-2019

Report Key:

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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	88.1%	90.6%	87.1%	92.5%	85.4%	92.4%	Not Met	89.4%	90.3%	Not Met
White	92.3%	94.9%	90.3%	95.9%	88.7%	91.1%	Not Met	89.6%	93.5%	Not Met
Hispanic	88.4%	84.5%	84.1%	87.3%	81.8%	91.9%	Not Met	88.6%	89.5%	Not Met
Black or African American	67.6%	83.3%	*	87.1%	*	89.4%	Met Target	*	78.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	97.9%	96.9%	95.6%	97.8%	95.6%	N	Met Goal	97.7%	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	85.5%	92.8%	93.2%	94.4%	92.6%			92.7%		
Male	90.3%	88.5%	81.7%	90.8%	79.2%			86.6%		
Economically Disadvantaged Students	86.7%	84.0%	85.2%	87.3%	76.9%	89.3%	Not Met	86.2%	89.2%	Not Met
Students with Disabilities	81.1%	79.2%	*	83.8%	*	**	**	77.5%	77.7%	Not Met
English Learners	90.5%	75.4%	80.0%	80.1%	70.0%	**	**	80.0%	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			*		



Belleville High School
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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	56.3%	50.0%
Substitute Competency Test	23.3%	22.3%
Portfolio Appeals Process	11.3%	20.8%
Alternate Requirements specified in IEP	9.1%	6.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.8%	1.2%
2017-2018	2.1%	1.2%
2016-2017	1.8%	1.1%



Belleville High School
 (13-0250-020)
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 2018-2019

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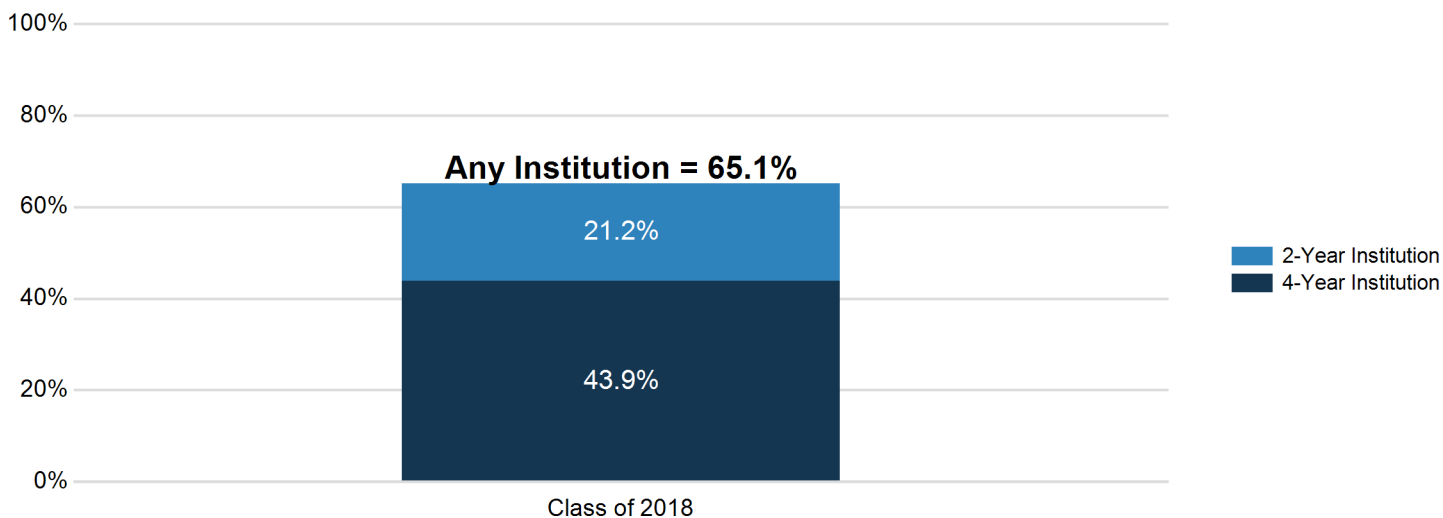
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	21.2%
% Enrolled in 4-Year Institution	43.9%
% Enrolled in Any Postsecondary Institution	65.1%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	64.6%	36.8%	63.2%
White	61.2%	26.7%	73.3%
Hispanic	62.3%	42.6%	57.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	82.2%	35.1%	64.9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	66.7%	37.2%	62.8%
Students with Disabilities	35.7%	53.3%	46.7%
English Learners	42.9%	83.3%	16.7%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	65.1%	32.6%	67.4%	73.4%	26.6%	85.3%	14.7%
White	57.4%	19.4%	80.6%	80.6%	19.4%	83.9%	16.1%
Hispanic	59.8%	38.7%	61.3%	72.3%	27.7%	84.9%	15.1%
Black or African American	72.2%	19.2%	80.8%	69.2%	30.8%	76.9%	23.1%
Asian, Native Hawaiian, or Pacific Islander	91.3%	33.3%	66.7%	73.8%	26.2%	92.9%	7.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	65.6%	35.9%	64.1%	70.9%	29.1%	83.5%	16.5%
Students with Disabilities	38.8%	57.9%	42.1%	73.7%	26.3%	89.5%	10.5%
English Learners	60%	66.7%	33.3%	88.9%	11.1%	77.8%	22.2%



Belleville High School
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2018-2019

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

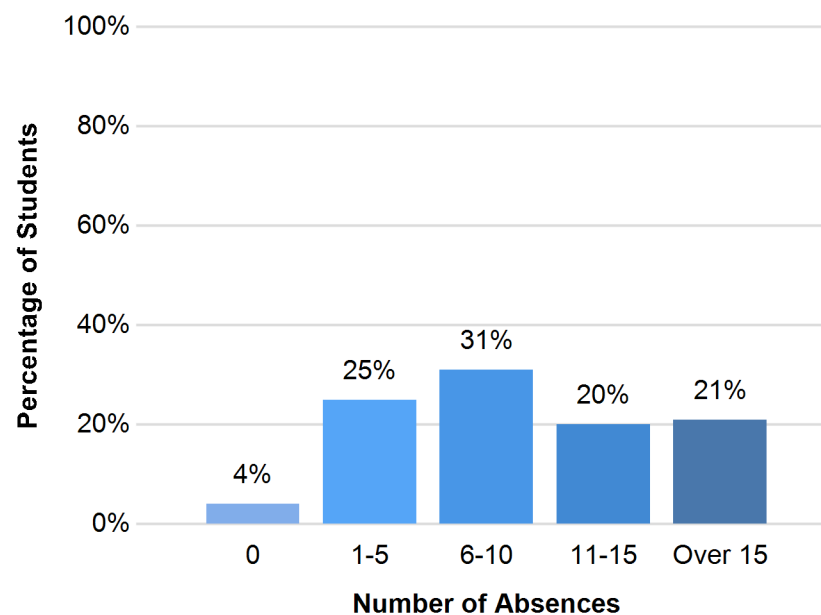
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	228	16.4	14.2	Not Met
White	37	18.8	14.2	Not Met
Hispanic	159	17.6	14.2	Not Met
Black or African American	*	*	14.2	Not Met
Asian, Native Hawaiian, or Pacific	9	5.5	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	107	16.4		
Male	121	16.4		
Economically Disadvantaged Students	120	18.2	14.2	Not Met
Students with Disabilities	40	19.3	14.2	Not Met
English Learners	15	20.3	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Belleville High School

(13-0250-020)

Grades Offered: 09-12

2018-2019

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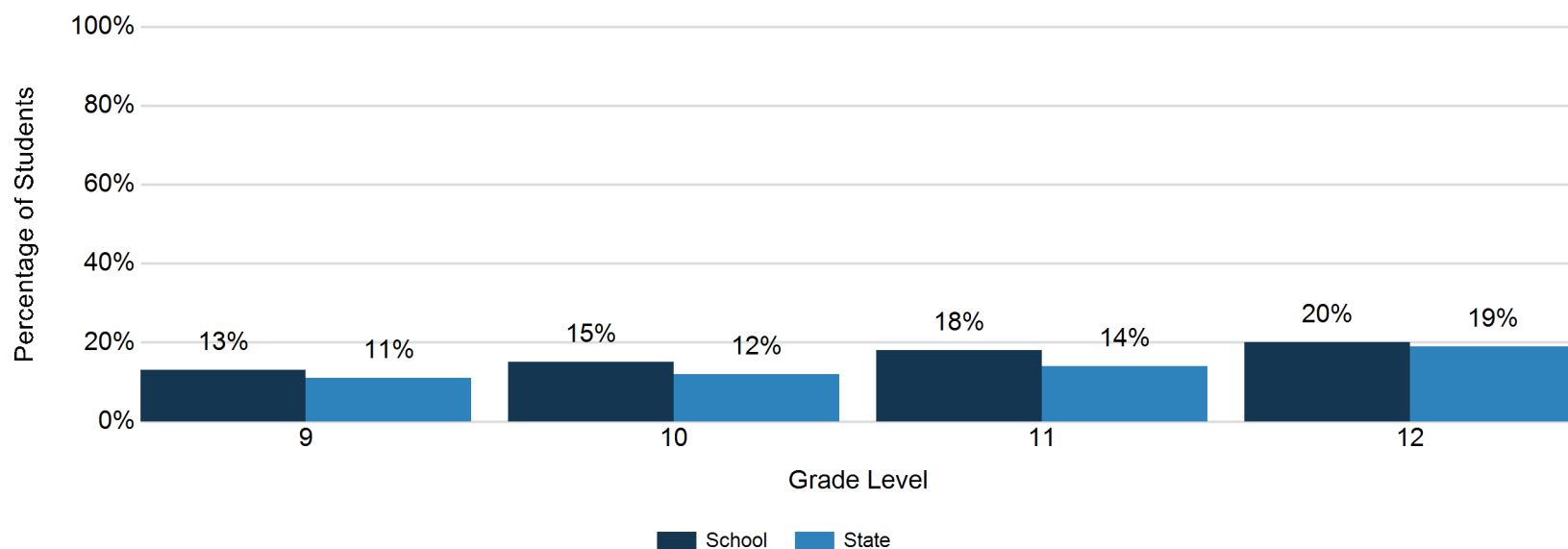
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	3
Vandalism	1
Substances	24
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	2.42

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	3
Vandalism	1
Substances	22
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	1	1
Ancestry	0	0	0
Gender	4	0	4
Sexual Orientation	1	0	1
Disability	0	0	0
Other	5	0	5
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	38	2.8%
Any Suspension	38	2.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	12	0.9%

School Days Missed due to Out-of-School Suspensions
406

**Belleville High School**

(13-0250-020)

Grades Offered: 09-12

2018-2019

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School Day

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

Category	School
Typical Start Time	7:57 AM
Typical End Time	2:31 PM
Length of School Day	6 Hrs 34 Mins
Full Time - Instructional Time	5 Hrs 19 Mins
Shared Time - Instructional Time	5 Hrs. 19 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	111	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	75.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	227:1	180:1
Teachers to Administrators	19:1	14:1
Students to Librarians/Media Specialists		1124:1
Students to Nurses		409:1
Students to Counselors		375:1
Students to Child Study Team Members		237:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	51.4%	16.7%	48.4%	77.1%	54.9%
Male	52.7%	48.6%	83.3%	51.6%	22.9%	45.1%
White	13.8%	84.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	65.4%	11.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.0%	1.8%	0.0%	15.0%	6.6%	13.9%
Asian	11.1%	1.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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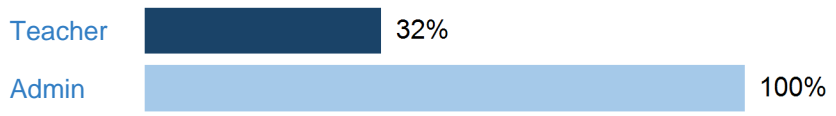
Teachers and Administrators - Level of Education

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

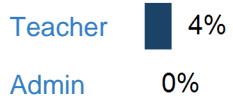
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.7%	42.7%	48.4%
Math Proficiency	13.6%	15.9%	17.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	85.1%	85.4%	88.1%
5-Year Graduation Rate†	87.6%	89.4%	87.1%
Progress toward English Language Proficiency		42.0%	55.2%
Chronic Absenteeism	20.0%	25.5%	16.4%

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



Belleville High School
(13-0250-020)
Grades Offered: 09-12
2018-2019

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

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

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

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

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

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

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

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

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

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

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



Belleville High School
(13-0250-020)
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Belleville High School
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School Narrative

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



Highlights:

- Increased offerings of Computer Science and Coding courses for all students at BHS.



Mission, Vision, Theme:

The mission of the Belleville Public Schools District is to cultivate critical thinkers and creative minds in an environment that fosters mutual respect for all, so that well-rounded, lifelong learners become 21st century leaders.






Belleville High School
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 <p>Courses, Curriculum, Instruction:</p>	<p>Belleville High School has a rigorous and unique program of study emphasizing the core areas of mathematics and medical sciences with an infusion of technology. The Academy of Engineering and Medical Sciences offers a curriculum designed to nurture inquisitive minds and challenge academic horizons.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>Students at Belleville High School are encouraged to participate in as many co-curricular activities as possible. We offer over 25 individual clubs as well as the opportunity for students to create new clubs specific to their interests. Each year, students at BHS are required to complete 15 hours of community service in order to learn the importance of giving back to society in a positive manner.</p>



Belleville High School

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Staff and Professional Learning:

Administrators and Teachers work closely to identify areas of focus for professional learning to enhance the curriculum and course offerings. This year, teachers took time to visit the classrooms of identified "master teachers" in order to continue a process of professional learning utilizing resources available within the building each day.






Belleville High School
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School Narrative

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 <p>Student Supports and Services:</p>	<p>Belleville High School offers students a variety of Support Services designed to foster the development of all students. The ELL Curriculum has been developed with student learning and comfort in mind. Programs for Students with Disabilities have been designed to provide students with opportunities to develop cognitive and life skills concurrently. The National Honor Society members provide tutoring help to struggling students each week.</p>
 <p>Student Health and Wellness:</p>	<p>Each day, students at BHS participate in either a Health/Driver's Education course or a Physical Education class. They also receive instruction on what it means to make healthy choices when selecting what foods to eat.</p>
 <p>Parent and Community Involvement:</p>	<p>Our Home and School Association works with the school to enhance school spirit in a variety of ways. They meet once every two months to plan and discuss important topics. There is a Parent Portal through our Student Information System that parents can access in real time to see student grades and attendance.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers



Belleville Middle School
(13-0250-025)
Grades Offered: 07-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Belleville Middle School**

(13-0250-025)

Grades Offered: 07-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Belleville Public School District
Principal Name	Mr. Romain Royal
Address	279 WASHINGTON AVE BELLEVILLE, NJ 07109-3150
Phone Number	973-969-4342
Email Address	romain.royal@bellevilleschools.org
Website	https://ms.bellevilleschools.org/
Facebook	https://www.facebook.com/BELLEVILLEPS
Twitter	https://BellevilleMiddleSchool@RomainRoyal1



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

Enrollment Trends by Grade

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	316	301	0
7	351	316	311
8	325	358	319
Total	992	975	630

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	47.3%	46.6%	46.8%
Male	52.7%	53.4%	53.2%
Economically Disadvantaged Students	67.6%	59.3%	56.8%
Students with Disabilities	16.0%	16.6%	17.5%
English Learners	4.6%	3.8%	5.4%
Homeless Students	0.0%	0.2%	0.5%
Students in Foster Care	0.2%	0.3%	0.0%
Military-Connected Students	0.0%	0.1%	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	15.3%	14.2%	14.4%
Hispanic	66.1%	67.0%	66.8%
Black or African American	10.2%	10.1%	9.5%
Asian	7.8%	8.1%	8.4%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.3%	0.3%

Enrollment by Home Language

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

Home Language	% of Students
English	71.9%
Spanish	22.5%
Arabic	1.3%
Vietnamese	1.1%
Other Languages	3.2%

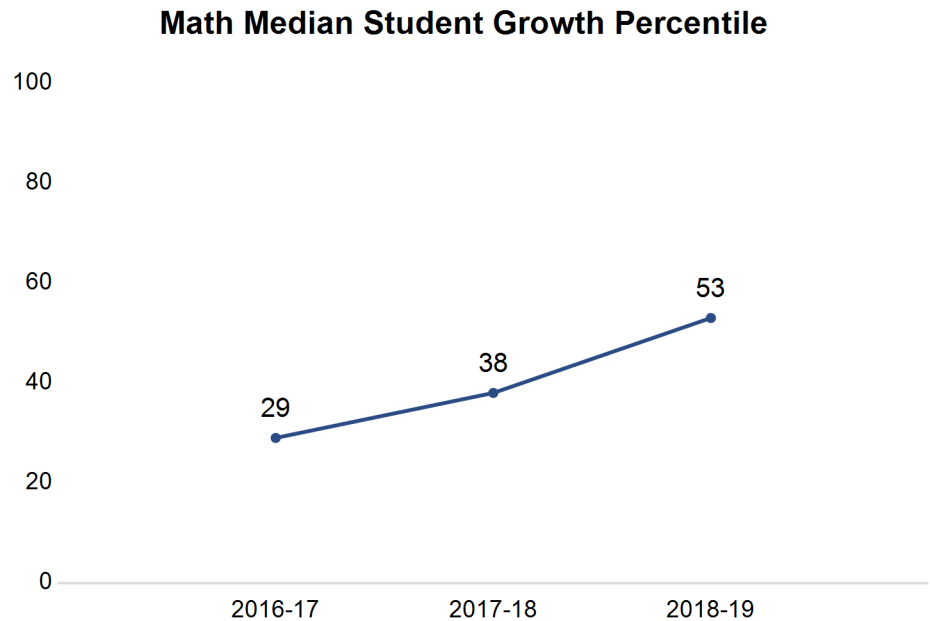
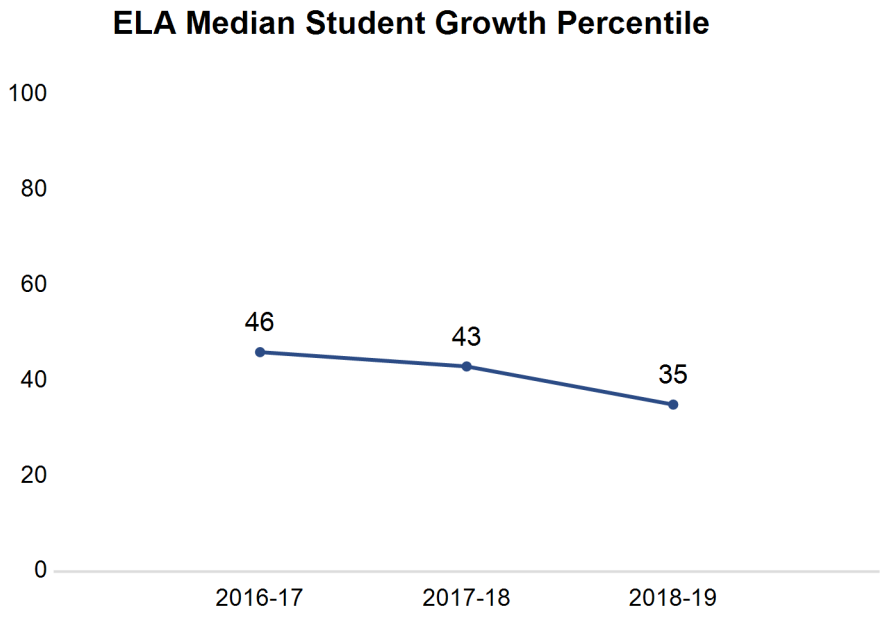


Belleville Middle School
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 2018-2019

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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	43	35	29	38	53
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	35	47	50	Not Met	53	51	50	Met Standard
White	35.5	48	50	Not Met	48	50	52	Met Standard
Hispanic	32	45	49	Not Met	52	50	47	Met Standard
Black or African American	29	34	45	Not Met	56.5	42.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	66	62	59	Exceeds Standard	60	58.5	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	38	50	53	N	52.5	51	50	N
Male	33	43	47	N	53	50	51	N
Economically Disadvantaged Students	35.5	47	48	Not Met	50	50	46	Met Standard
Students with Disabilities	28	38	43	Not Met	51	50.5	45	Met Standard
English Learners	43	44	52	**	*	65	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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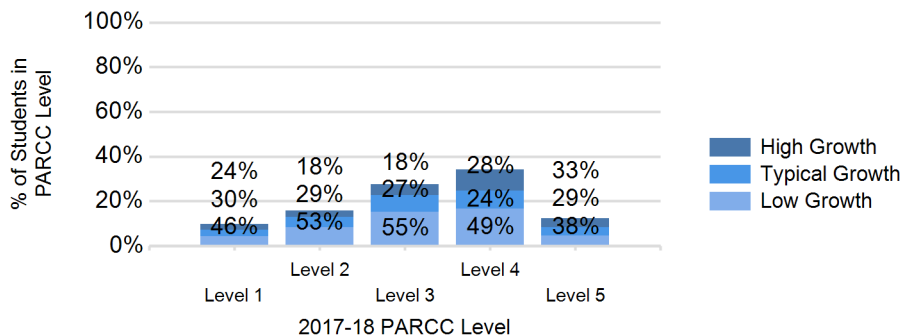
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

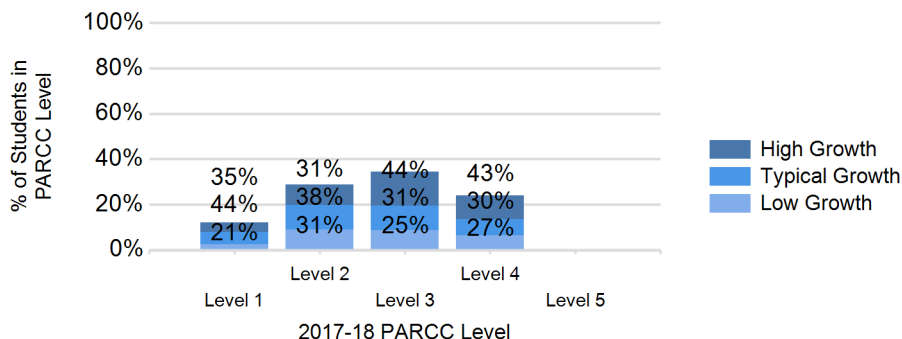
Student Growth by Performance Level

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



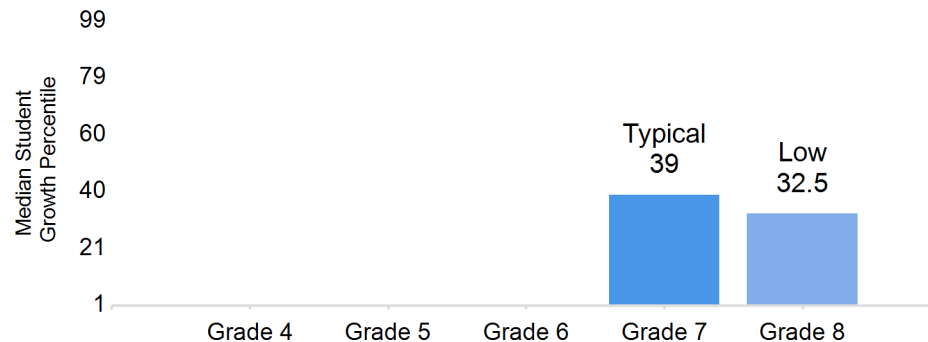
Math



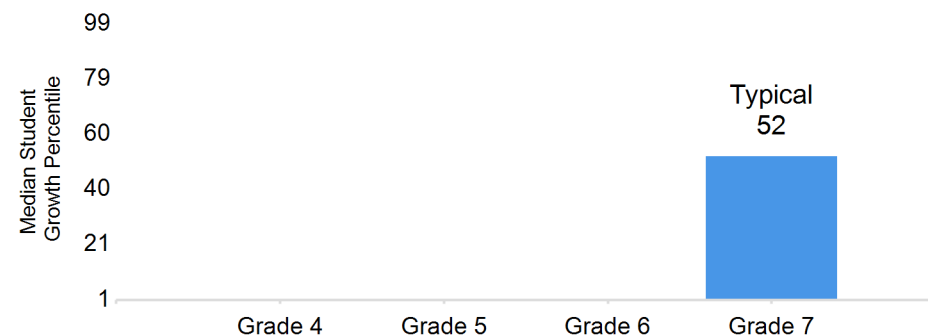
Student Growth by Grade

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

ELA



Math





Belleville Middle School
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2018-2019

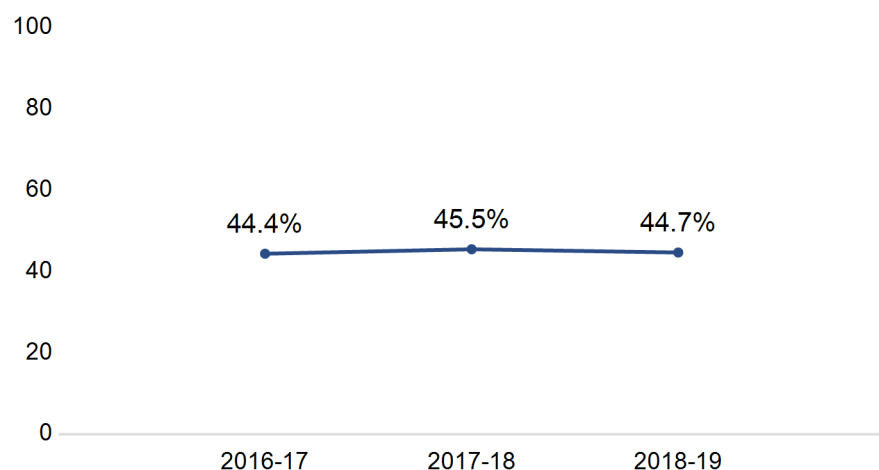
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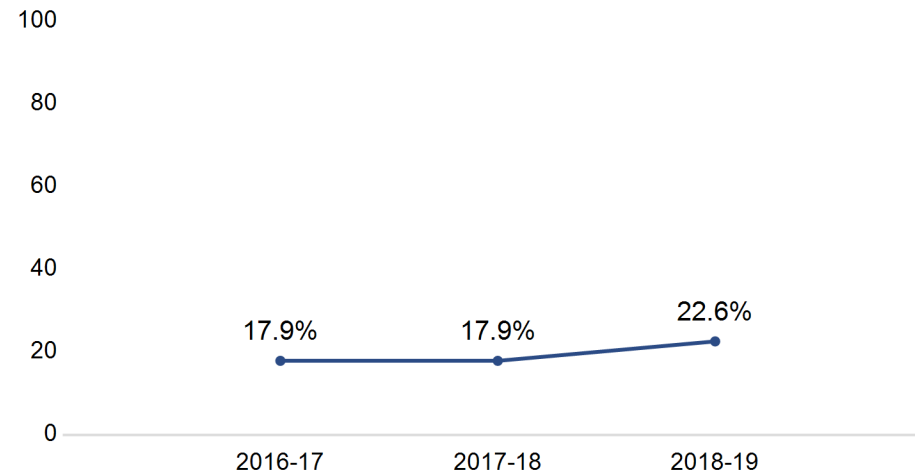
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.4%	96.1%	96.8%	95.6%	96.2%	97.0%
Proficiency Rate for Federal Accountability	44.4%	45.5%	44.7%	17.9%	17.9%	22.6%
Annual Target	44.2%	46.1%	48.0%	26.4%	29.2%	32.1%
Met Annual Target?	Met Target	Met Target†	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	589	96.8	44.7	50.0	57.9	44.7	48	Met Target†
White	85	94.6	44.7	50.3	66.9	44.4	51.6	Met Target†
Hispanic	390	96.8	42.3	47.6	43.9	42.3	45.7	Met Target†
Black or African American	56	98.4	30.4	39.9	38.5	30.4	37.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.2	82.9	*	66.8	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	266	95.5	51.5	58.2	64.8	51.5		
Male	323	97.9	39.0	42.9	51.3	39.0		
Economically Disadvantaged Students	362	96.8	42.8	47.4	40.0	42.8	45.7	Met Target†
Non-Economically Disadvantaged Students	227	96.7	47.6	54.0	67.9	47.6		
Students with Disabilities	109	93.2	14.7	17.2	22.7	14.4	19.4	Met Target†
Students without Disabilities	480	97.6	51.5	56.8	65.1	51.5		
English Learners	19	95.0	*	16.8	29.3	*	N	N
Non-English Learners	570	96.8	*	51.7	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



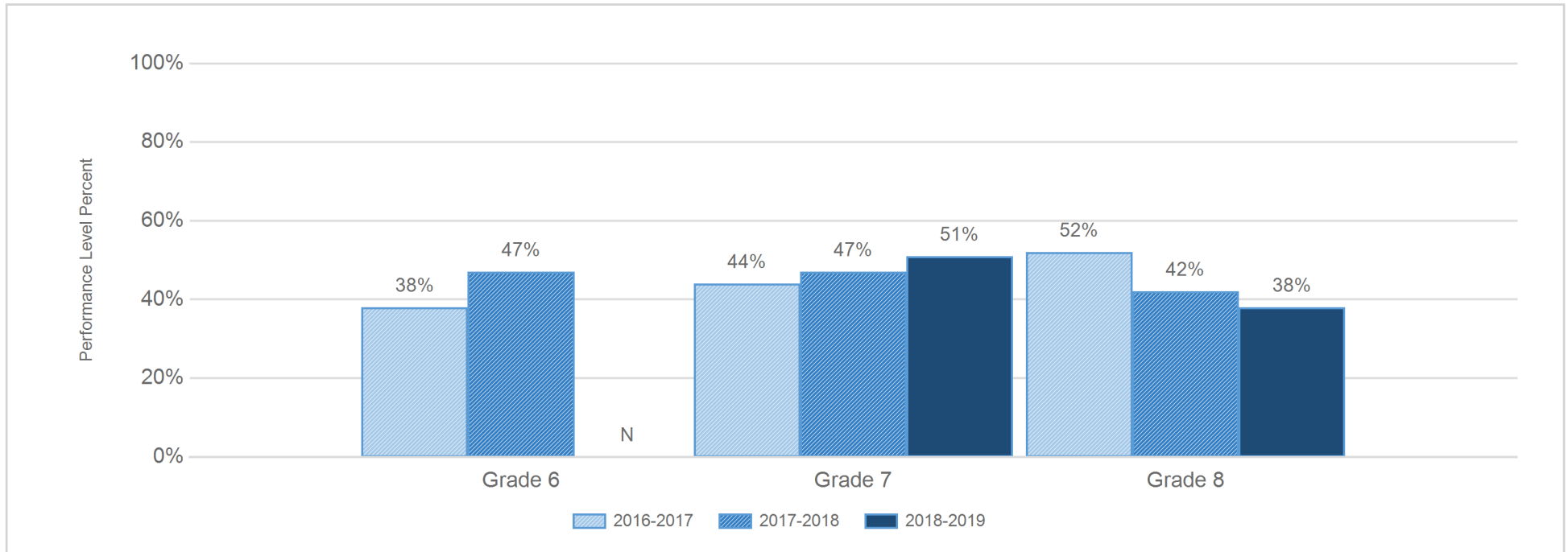
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 2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	294	749	749	761	13%	16%	20%	30%	21%	51%	63%
White	44	740	740	769	23%	*	*	*	*	43%	72%
Hispanic	196	748	748	747	11%	18%	19%	34%	18%	52%	50%
Black or African American	30	734	734	741	*	*	*	*	*	37%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	133	759	759	769	9%	8%	26%	30%	27%	57%	71%
Male	161	741	741	753	16%	22%	15%	30%	16%	47%	55%
Economically Disadvantaged Students	189	746	746	743	15%	17%	19%	31%	17%	49%	45%
Non-Economically Disadvantaged Students	105	755	755	771	10%	13%	21%	29%	28%	56%	73%
Students with Disabilities	52	710	710	720	40%	29%	*	*	*	15%	22%
Students without Disabilities	242	757	757	769	7%	13%	*	*	*	59%	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%



Belleville Middle School
(13-0250-025)
Grades Offered: 07-08
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	297	737	737	762	26%	19%	17%	24%	15%	38%	63%
White	43	737	737	770	28%	*	*	*	*	47%	72%
Hispanic	195	732	732	747	26%	23%	18%	22%	11%	33%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	140	747	747	771	20%	16%	19%	22%	23%	45%	71%
Male	157	728	728	753	31%	21%	15%	25%	8%	32%	55%
Economically Disadvantaged Students	172	733	733	743	29%	20%	16%	23%	12%	35%	45%
Non-Economically Disadvantaged Students	125	741	741	772	22%	18%	18%	24%	18%	42%	72%
Students with Disabilities	46	701	701	721	*	*	*	*	*	*	22%
Students without Disabilities	251	743	743	770	*	*	*	*	*	*	71%
English Learners	11	690	690	708	*	*	*	*	*	*	12%
Non-English Learners	286	738	738	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	601	97.0	22.6	27.0	44.5	22.6	32.1	Not Met
White	86	94.6	20.9	27.7	54.1	20.8	36.6	Not Met
Hispanic	399	97.1	19.3	23.3	28.8	19.3	29.3	Not Met
Black or African American	56	98.4	14.3	15.9	23.0	14.3	22	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	54.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	272	95.6	25.0	26.2	44.9	25.0		
Male	329	98.2	20.7	27.7	44.2	20.7		
Economically Disadvantaged Students	368	97.1	21.7	23.8	26.3	21.7	28.7	Not Met
Non-Economically Disadvantaged Students	233	96.8	24.0	31.9	54.9	24.0		
Students with Disabilities	109	93.2	*	11.4	17.4	*	15.5	Not Met
Students without Disabilities	492	97.9	*	30.2	50.0	*		
English Learners	31	100.0	*	12.8	25.0	*	23.9	Not Met
Non-English Learners	570	96.9	*	27.9	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



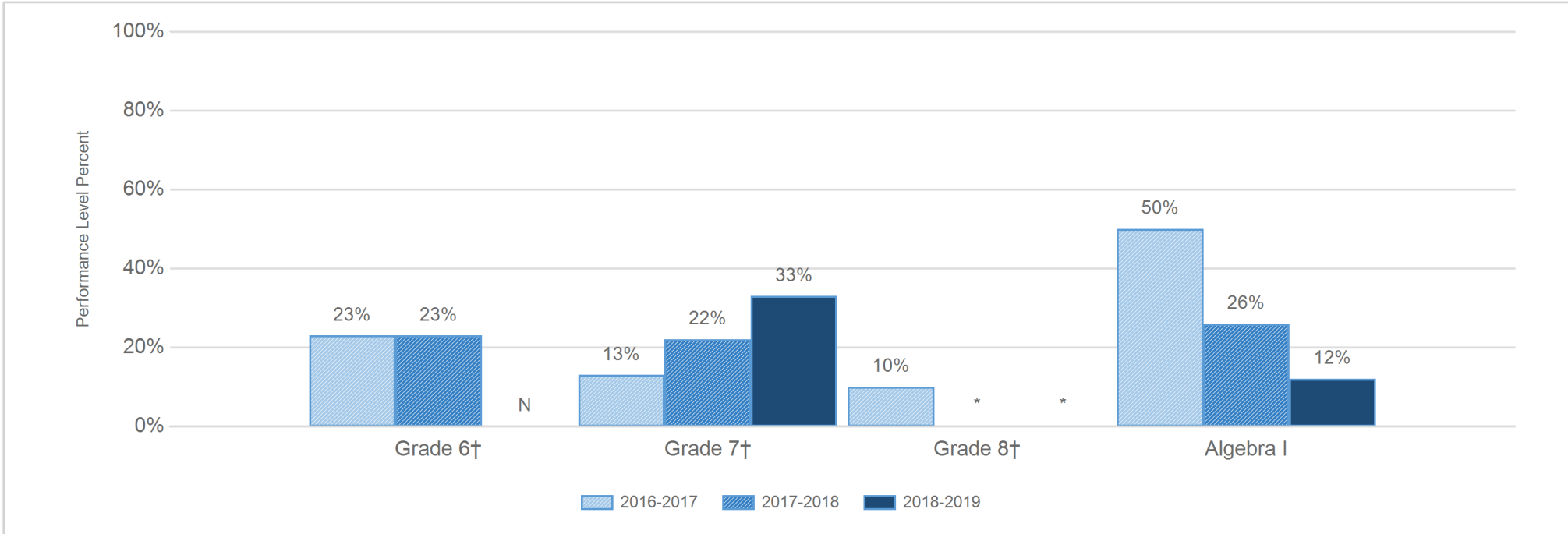
Belleville Middle School
(13-0250-025)
Grades Offered: 07-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	298	736	736	744	8%	32%	28%	29%	4%	33%	42%
White	44	731	731	751	*	36%	*	27%	0%	27%	53%
Hispanic	200	734	734	733	8%	33%	31%	*	*	29%	26%
Black or African American	30	728	728	727	*	37%	*	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	137	736	736	744	8%	30%	28%	*	*	34%	42%
Male	161	736	736	743	8%	33%	27%	*	*	32%	42%
Economically Disadvantaged Students	190	734	734	731	7%	36%	27%	*	*	31%	24%
Non-Economically Disadvantaged Students	108	739	739	751	10%	24%	29%	*	*	37%	53%
Students with Disabilities	51	714	714	718	25%	47%	*	*	*	10%	13%
Students without Disabilities	247	741	741	749	4%	28%	*	*	*	38%	48%
English Learners	13	718	718	716	*	*	*	*	*	*	10%
Non-English Learners	285	737	737	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%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	305	718	716	744	21%	50%	16%	*	*	12%	42%
White	43	719	720	752	23%	47%	*	*	*	16%	53%
Hispanic	202	715	714	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	31	740	*	775	*	42%	*	*	*	39%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	143	721	717	745	17%	52%	16%	*	*	15%	44%
Male	162	715	715	743	25%	49%	16%	*	*	10%	41%
Economically Disadvantaged Students	177	717	716	727	20%	51%	18%	*	*	11%	23%
Non-Economically Disadvantaged Students	128	719	716	752	22%	50%	14%	*	*	14%	52%
Students with Disabilities	45	704	705	717	*	*	*	*	*	*	12%
Students without Disabilities	260	720	718	748	*	*	*	*	*	*	47%
English Learners	19	705	706	710	*	*	*	*	*	*	*
Non-English Learners	286	718	717	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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	40.0%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	*	*
3-4	12	*	*
5 or more	N	N	N



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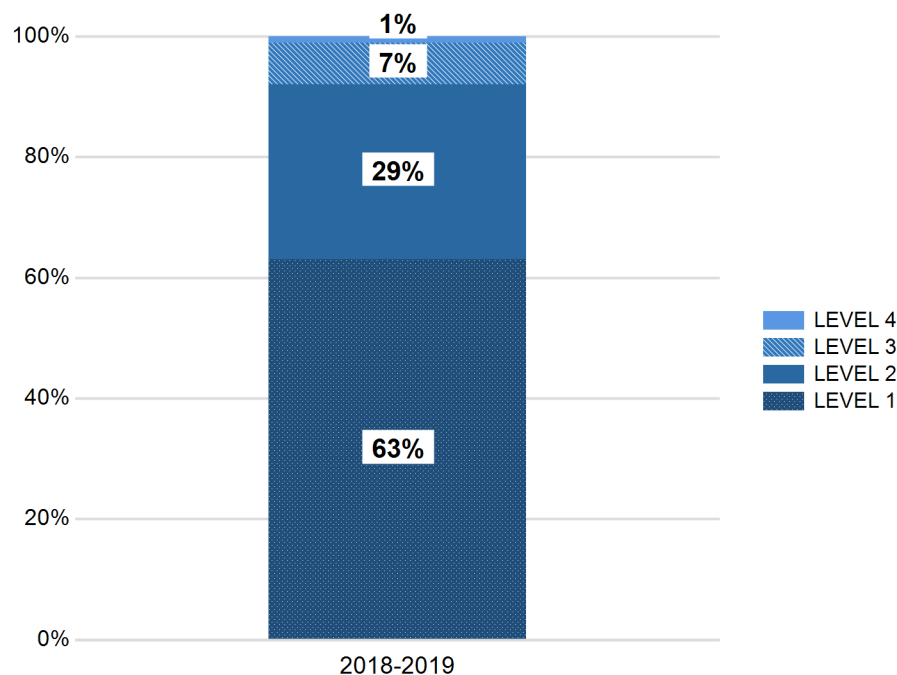
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	63	29	7	1
White	59	32	7	2
Hispanic	68	26	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	26	45	26	3
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	62	27	11	1
Male	64	31	4	2
Economically Disadvantaged Students	64	31	5	0
Non-Economically Disadvantaged Students	62	27	9	3
Students with Disabilities	84	13	0	2
Students without Disabilities	59	31	8	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	323
8	322	0	8
Total	322	0	331

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
7	56	0	52	0	0	0	0
8	76	0	70	0	0	0	0
Total	132	0	122	0	0	0	0



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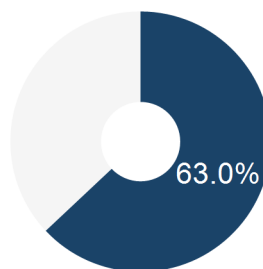
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Visual and Performing Arts – Course Participation

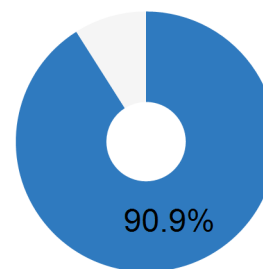
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

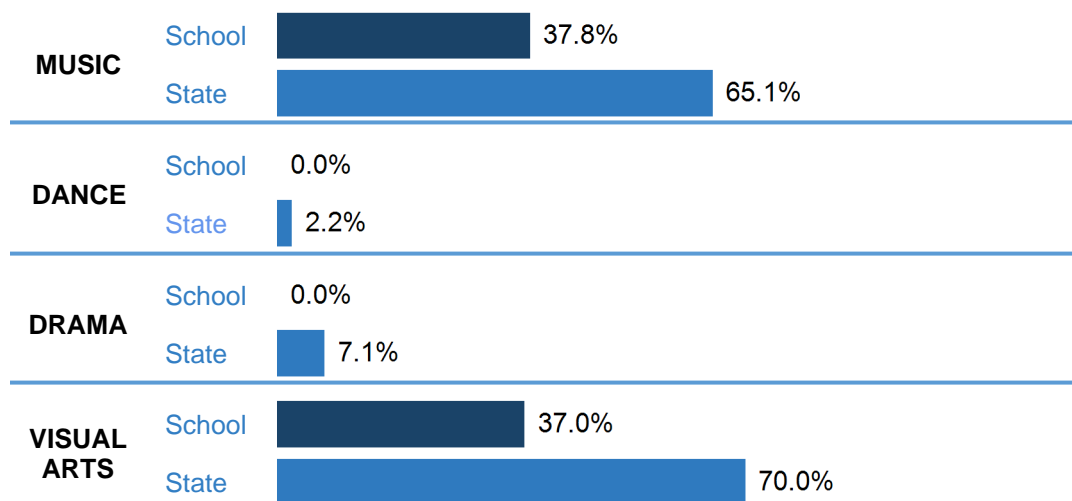


School



State

Students enrolled in one or more classes by discipline:





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

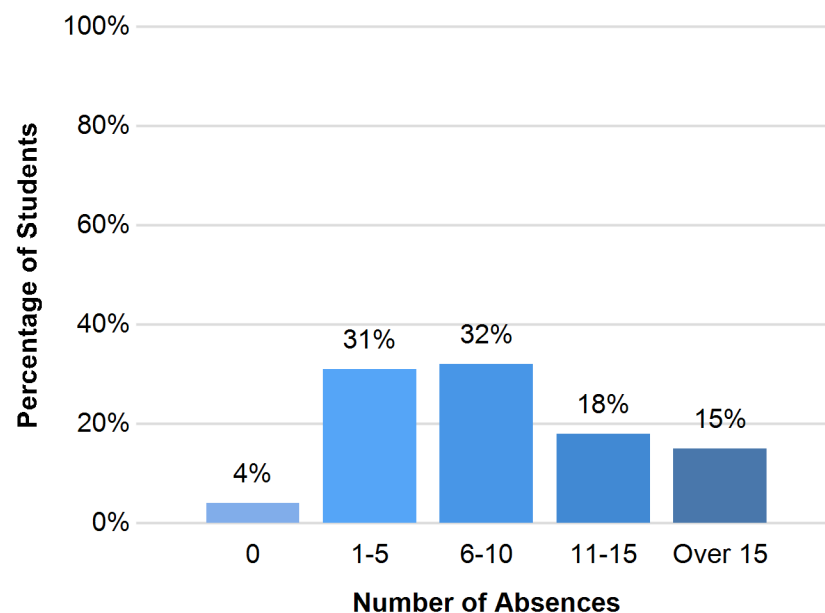
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	72	11.4	9.5	Not Met
White	17	18.3	9.5	Not Met
Hispanic	40	9.5	9.5	Met
Black or African American	14	23.0	9.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	22	7.5		
Male	50	14.7		
Economically Disadvantaged Students	45	12.6	9.5	Not Met
Students with Disabilities	29	25.2	9.5	Not Met
English Learners	4	11.8	9.5	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.





Belleville Middle School

(13-0250-025)

Grades Offered: 07-08

2018-2019

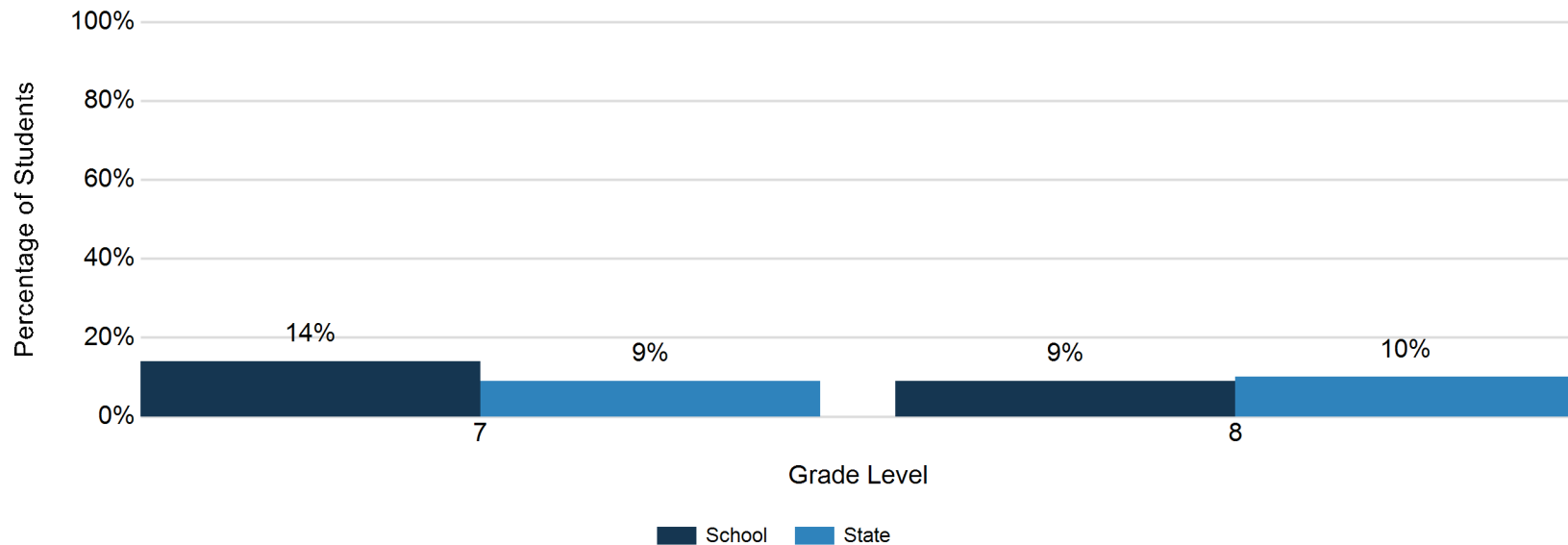
Report Key:

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

Chronic Absenteeism by Grade

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





Belleville Middle School
(13-0250-025)
Grades Offered: 07-08
2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.27

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	1
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	0	0
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	6	6
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
10



Belleville Middle School

(13-0250-025)

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2018-2019

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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:02 PM
Length of School Day	6 Hrs 12 Mins
Full Time - Instructional Time	5 Hrs 5 Mins
Shared Time - Instructional Time	5 Hrs. 5 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	9.9	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	70.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	210:1	180:1
Teachers to Administrators	19:1	14:1
Students to Librarians/Media Specialists		1124:1
Students to Nurses		409:1
Students to Counselors		375:1
Students to Child Study Team Members		237:1



Belleville Middle School
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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.8%	54.4%	33.3%	48.4%	77.1%	54.9%
Male	53.2%	45.6%	66.7%	51.6%	22.9%	45.1%
White	14.4%	86.0%	33.3%	42.4%	83.6%	77.4%
Hispanic	66.8%	8.8%	33.3%	29.9%	7.3%	7.2%
Black or African American	9.5%	1.8%	33.3%	15.0%	6.6%	13.9%
Asian	8.4%	1.8%	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%	1.8%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Belleville Middle School
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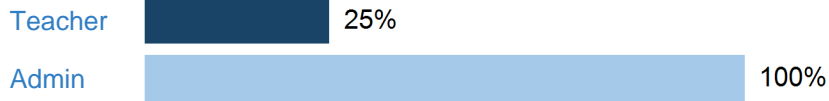
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.4%	45.5%	44.7%
Math Proficiency	17.9%	17.9%	22.6%
ELA Growth	46	43	35
Math Growth	29	38	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.2%	40.0%
Chronic Absenteeism	11.8%	12.3%	11.4%

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



Belleville Middle School

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Through our partnership with United Way, Everfi, and the New York Jets our Computer students complete a program called Character Playbook.
- Successful March Madness Basketball Tournament involving students and staff.
- Belleville Middle School participated in the Essex Law Day Mock Trial Program.



Mission, Vision, Theme:

The Belleville Middle School instructional staff is committed to the learning community. We will address the complete range of diverse student needs with challenging academic excellence and focused, differentiated instruction. We continually strive to meet and exceed the highest mandated standards with an empowered and collaborative faculty that will be accountable for implementing our effective curriculum programs. We are confident in our ability to achieve these goals with insightful and consistent administrative leadership that will engage active parental involvement to foster our students' social, emotional, and educational growth and development.



Awards, Recognition, Accomplishments:

New Jersey Department of Education sincerely congratulated Belleville Middle School in the Belleville School District under the direction of the Principal, Mr. Romain Royal for school improvement accomplishments from 2012 to 2018.





Belleville Middle School
(13-0250-025)
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 <p>Courses, Curriculum, Instruction:</p>	<p>All 7th grade students take Pre-Algebra, and all 8th grade students take Algebra I during the school year with the SPED and Black subgroups showing signs of closing the gap between the subgroups.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys & Girls), Basketball (Boys), Cheerleading (Girls), Cross Country (Coed), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls)</p>
 <p>Clubs and Activities:</p>	<p>Art After Hours, Builder's Club, Chess Club, Computer Club, Junior National Honor Society, Literacy Magazine, Science Club, Yearbook, Jazz Ensemble, Scrabble, Student Government, Martial Arts, Drama Club, FIRE Bowl, Diversity Club, Photography Club, and Acting Club.</p>





Belleville Middle School
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 <p>Before and After School Programs:</p>	<p>On an average 30 students attend Before & After-School tutoring and Before & After-School Intramurals.</p>
 <p>Staff and Professional Learning:</p>	<p>A series of professional development has been offered to our staff. A Define STEM presentation to Science, Math & SS teachers, in-house PD led by team leaders, ELA teachers have attended some workshops. Connected Action Roadmap (CAR), a team of 5 teachers and 1 administrator attended the Garden State Summit for Google. The team attended 15 different workshops that will allow them to turnkey ideas on how to use Google in the classroom. A highlight of workshops were digital keepers, digital feedback, differentiation in the digital world, and communicating with colleagues using Google.</p>




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 Parent and Community Involvement:	Belleville Middle School has an active Home School Association which helps with fundraising and planning events.
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Student 97% Teacher 92% Paren 57%</p>
 <p>Facilities:</p>	<p>Some of the facility's aesthetics were changed to create a positive learning environment. All classrooms have been updated with Smart TVs to replace the Smart Boards.</p>



Belleville Middle School

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Technology and STEM:

We currently have a STEAM class and a Coding class offered as part of our curriculum. Also, we have 8 classrooms utilizing 3D printers.



Belleville PS10
(13-0250-100)
Grades Offered: KG-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Belleville PS10
(13-0250-100)
Grades Offered: KG-06
2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Belleville Public School District
Principal Name	Mr. Joseph Rotonda
Address	527 BELLEVILLE AVE BELLEVILLE, NJ 07109-1307
Phone Number	973-969-4334
Email Address	joseph.rotonda@belleville.k12.nj.us
Website	https://10.bellevilleschools.org
Facebook	https://www.facebook.com/BELLEVILLEPS
Twitter	https://twitter.com/@s10_belleville



Belleville PS10
(13-0250-100)
Grades Offered: KG-06
2018-2019

Report Key:

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	30	22	17
1	28	34	21
2	25	25	30
3	26	26	24
4	28	23	24
5	28	34	23
Total	165	164	168

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	50.9%	57.3%	54.2%
Male	49.1%	42.7%	45.8%
Economically Disadvantaged Students	47.3%	42.1%	39.3%
Students with Disabilities	9.1%	8.5%	1.2%
English Learners	0.6%	1.8%	1.8%
Homeless Students	0.0%	1.8%	1.8%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	1.2%	1.2%
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	16.4%	18.9%	17.3%
Hispanic	49.1%	52.4%	56.0%
Black or African American	10.9%	9.8%	8.3%
Asian	23.6%	18.9%	17.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.6%

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	30	22	17

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	88.7%
Spanish	7.1%
Gujarati	1.8%
Other Languages	2.4%



Belleville PS10
(13-0250-100)
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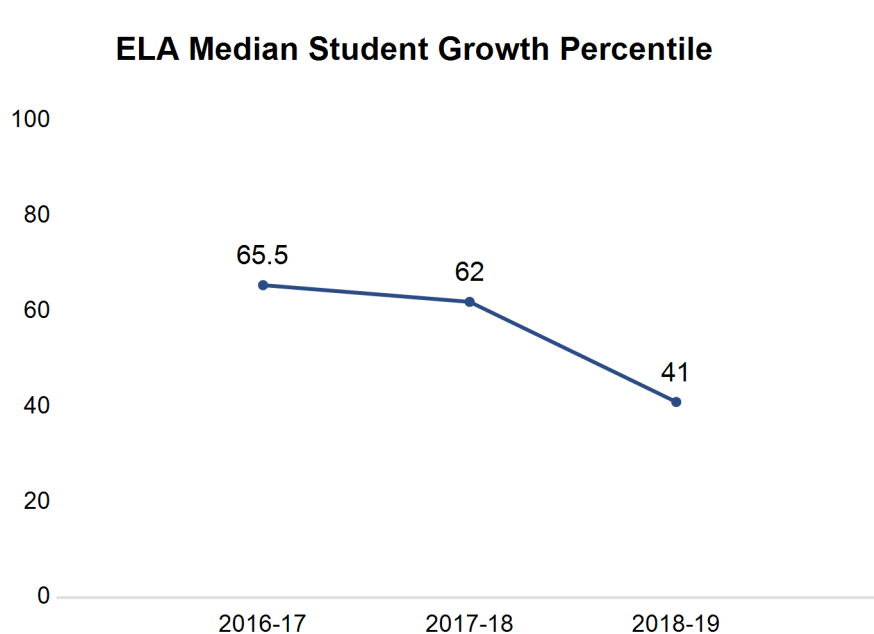
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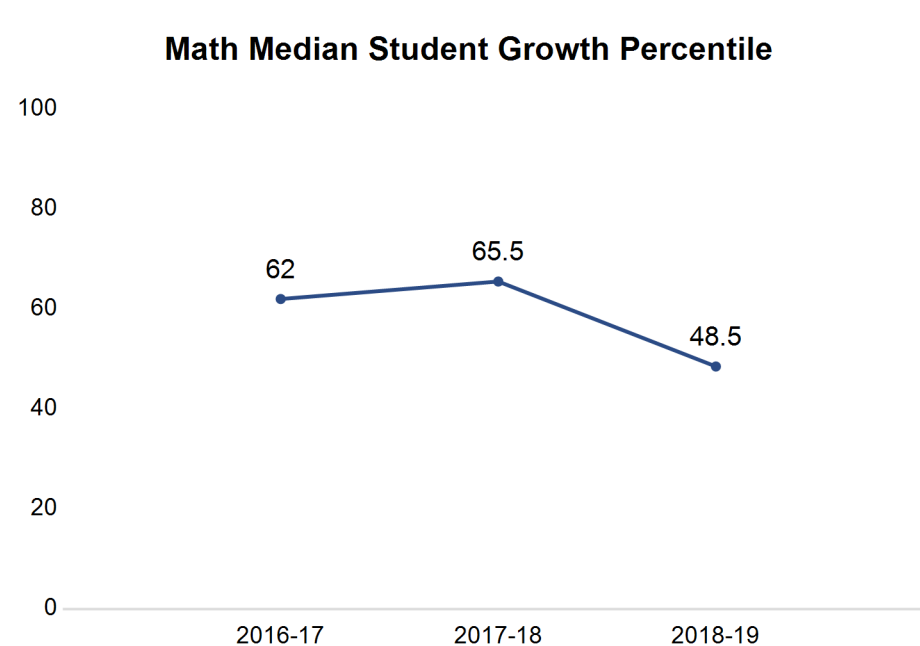
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	65.5	62	41	62	65.5	48.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Belleville PS10
(13-0250-100)
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	41	47	50	Met Standard	48.5	51	50	Met Standard
White	*	48	50	**	*	50	52	**
Hispanic	45	45	49	Met Standard	53	50	47	Met Standard
Black or African American	*	34	45	**	*	42.5	43	**
Asian, Native Hawaiian, or Pacific Islander	41	62	59	**	56	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	49.5	50	53	N	53	51	50	N
Male	33	43	47	N	46	50	51	N
Economically Disadvantaged Students	35	47	48	Not Met	35	50	46	Not Met
Students with Disabilities	*	38	43	**	*	50.5	45	**
English Learners	N	44	52	**	*	65	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Belleville PS10
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 2018-2019

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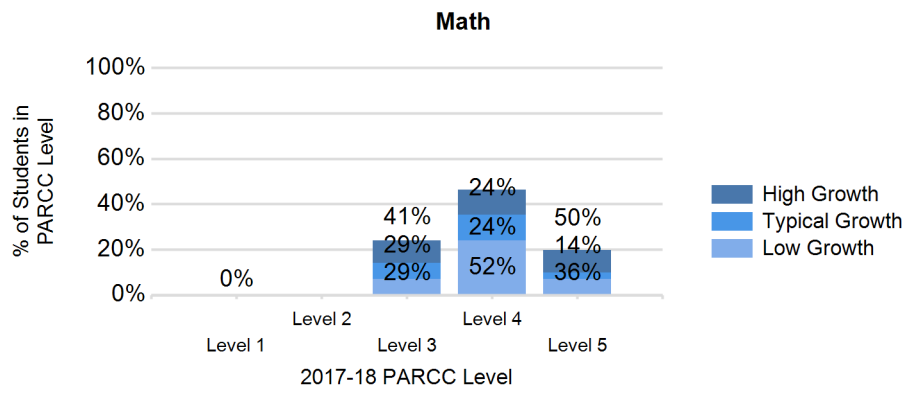
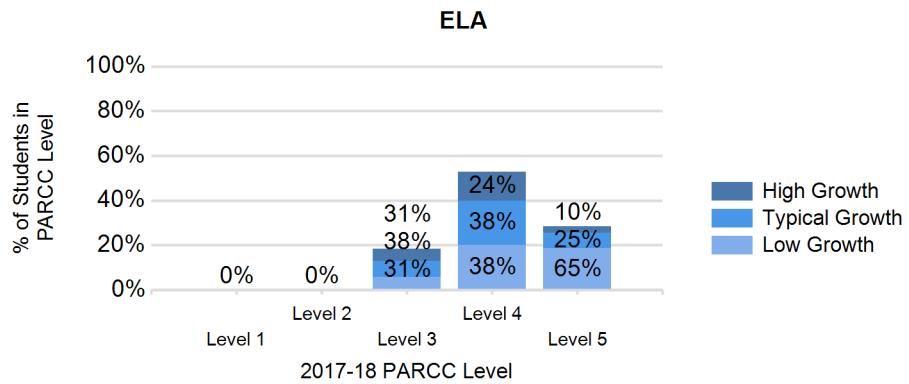
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

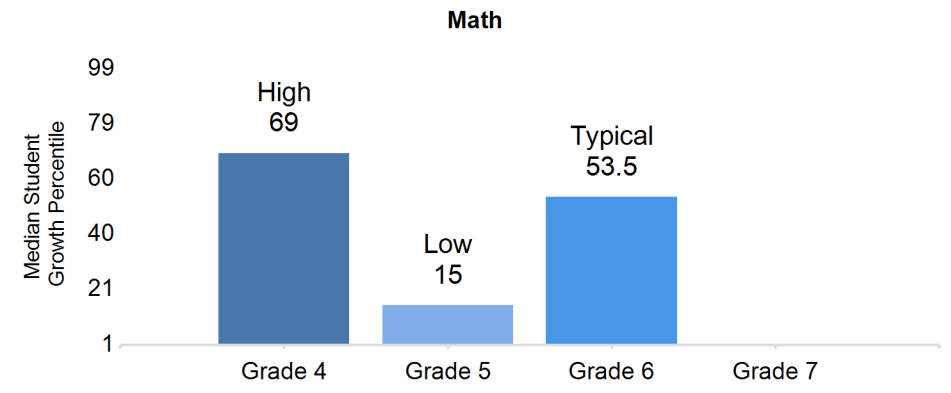
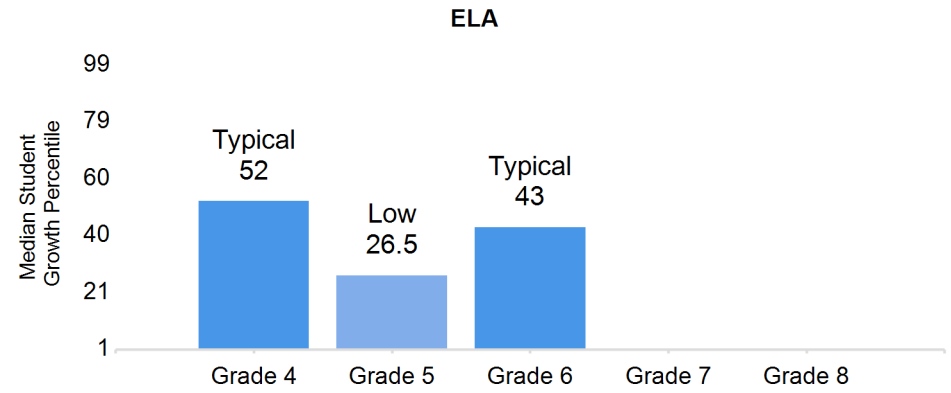
Student Growth by Performance Level

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



Student Growth by Grade

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





Belleville PS10
(13-0250-100)
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2018-2019

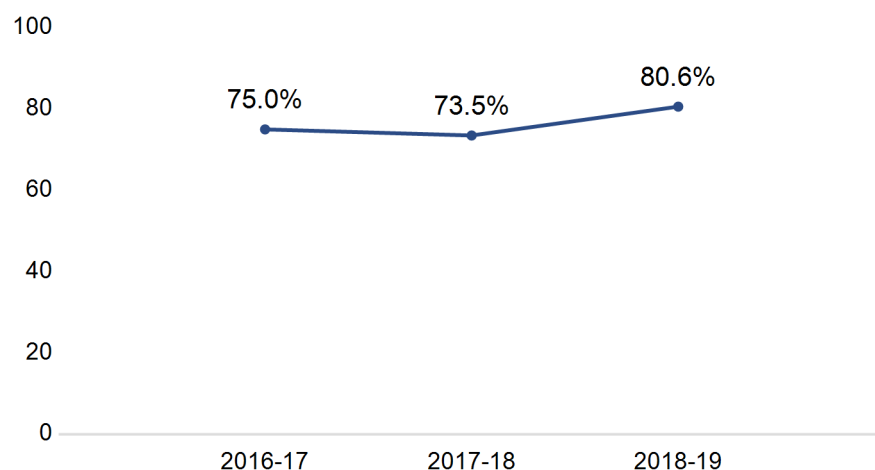
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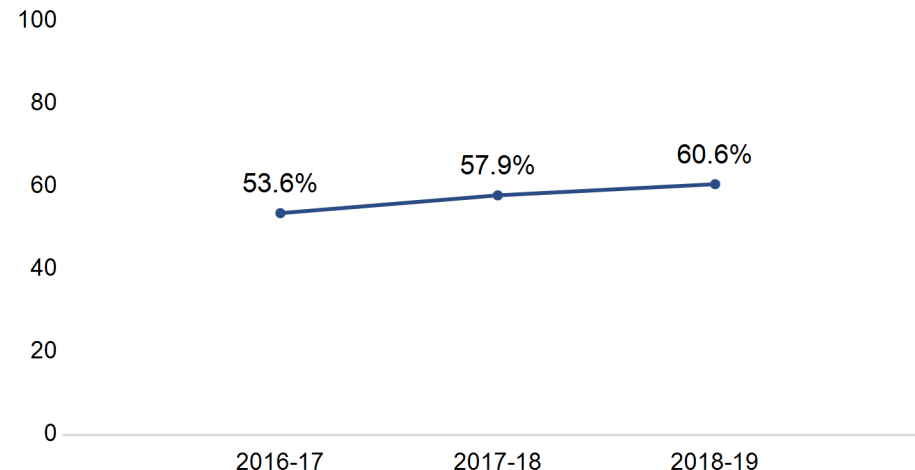
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	98.8%	99.0%	98.9%	97.7%	99.0%
Proficiency Rate for Federal Accountability	75.0%	73.5%	80.6%	53.6%	57.9%	60.6%
Annual Target	69.0%	69.6%	70.1%	60.2%	61.3%	62.3%
Met Annual Target?	Met Target	Met Target	Met Goal	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	98	99.0	80.6	50.0	57.9	80.6	70.1	Met Goal
White	15	93.7	80.0	50.3	66.9	80.0	**	**
Hispanic	48	100.0	72.9	47.6	43.9	72.9	67.3	Met Target
Black or African American	*	*	*	39.9	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	95.7	76.2	82.9	95.7	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	51	100.0	86.3	58.2	64.8	86.3		
Male	47	98.0	74.5	42.9	51.3	74.5		
Economically Disadvantaged Students	43	100.0	79.1	47.4	40.0	79.1	66.7	Met Target
Non-Economically Disadvantaged Students	55	98.3	81.8	54.0	67.9	81.8		
Students with Disabilities	*	*	*	17.2	22.7	*	**	**
Students without Disabilities	*	*	*	56.8	65.1	*		
English Learners	*	*	*	16.8	29.3	*	**	**
Non-English Learners	*	*	*	51.7	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



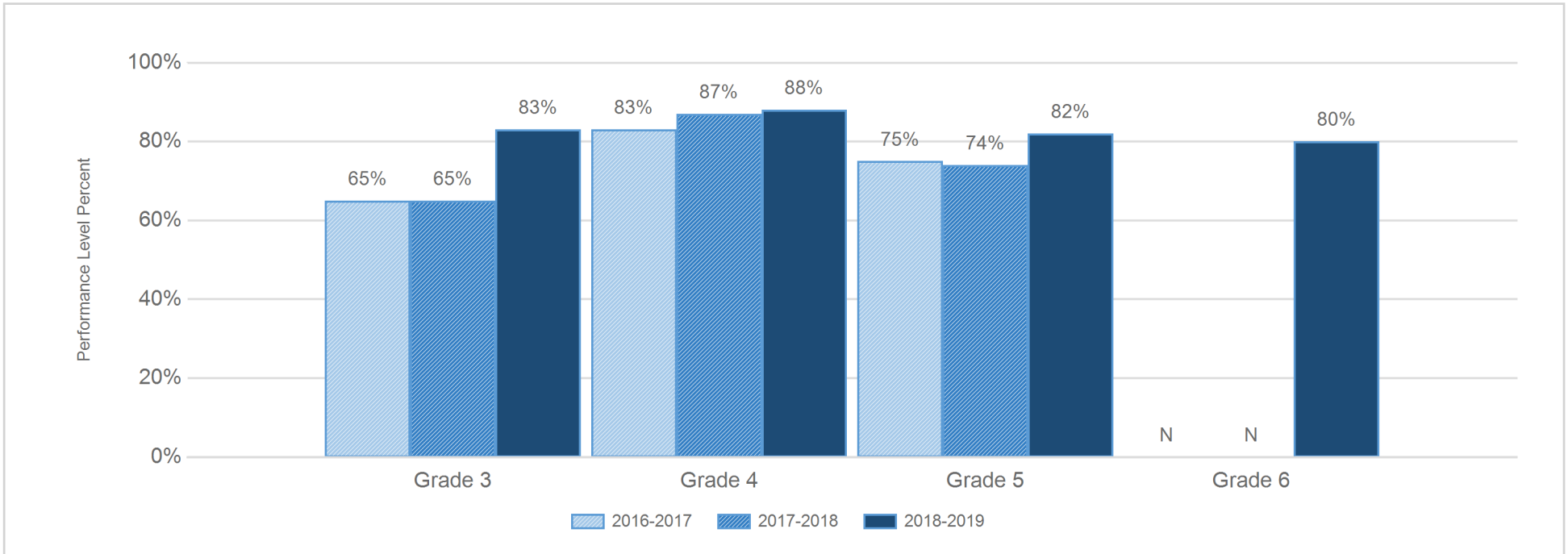
Belleville PS10
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 2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	791	746	748	0%	*	*	*	*	83%	50%
White	*	*	742	757	*	*	*	*	*	*	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	736	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	13	783	*	753	0%	*	*	*	*	77%	55%
Male	11	801	*	743	0%	*	*	*	*	91%	46%
Economically Disadvantaged Students	*	*	745	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	711	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	754	754	*	*	*	*	*	*	56%
English Learners	*	*	714	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	779	754	755	0%	0%	*	*	*	88%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	11	773	750	743	0%	0%	*	*	*	91%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	*	*	760	760	*	*	*	*	*	*	62%
Male	*	*	749	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	10	785	*	740	0%	0%	*	*	*	100%	40%
Non-Economically Disadvantaged Students	14	775	*	765	0%	0%	*	*	*	79%	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	N	N	723	720	N	N	N	N	N	N	17%
Non-English Learners	24	779	756	758	0%	0%	*	*	*	88%	60%
Homeless Students	N	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	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	766	749	756	0%	0%	*	*	*	82%	58%
White	*	*	748	764	*	*	*	*	*	*	68%
Hispanic	14	768	748	743	0%	0%	*	*	*	86%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	10	774	755	761	0%	0%	*	*	*	90%	64%
Male	12	759	744	750	0%	0%	*	*	*	75%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	N	N	720	724	N	N	N	N	N	N	23%
Students without Disabilities	22	766	755	762	0%	0%	*	*	*	82%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	22	766	*	758	0%	0%	*	*	*	82%	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	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	770	752	754	0%	*	*	*	*	80%	56%
White	*	*	755	762	*	*	*	*	*	*	65%
Hispanic	18	761	748	743	0%	*	*	*	*	67%	43%
Black or African American	*	*	747	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	14	774	757	762	0%	*	*	*	*	93%	64%
Male	16	766	748	748	0%	*	*	*	*	69%	48%
Economically Disadvantaged Students	11	767	*	740	0%	*	*	*	*	73%	39%
Non-Economically Disadvantaged Students	19	771	*	763	0%	*	*	*	*	84%	67%
Students with Disabilities	*	*	723	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	*	*	730	710	*	*	*	*	*	*	*
Non-English Learners	*	*	753	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Belleville PS10
(13-0250-100)
Grades Offered: KG-06
2018-2019

Report Key:

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- N No Data is available to display
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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	99	99.0	60.6	27.0	44.5	60.6	62.3	Met Target†
White	15	93.7	60.0	27.7	54.1	60.0	**	**
Hispanic	49	100.0	49.0	23.3	28.8	49.0	58.8	Met Target†
Black or African American	*	*	*	15.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	91.3	*	76.5	91.3	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	52	100.0	59.6	26.2	44.9	59.6		
Male	47	98.0	61.7	27.7	44.2	61.7		
Economically Disadvantaged Students	44	100.0	50.0	23.8	26.3	50.0	54.5	Met Target†
Non-Economically Disadvantaged Students	55	98.3	69.1	31.9	54.9	69.1		
Students with Disabilities	*	*	*	11.4	17.4	*	**	**
Students without Disabilities	*	*	*	30.2	50.0	*		
English Learners	*	*	*	12.8	25.0	*	**	**
Non-English Learners	*	*	*	27.9	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



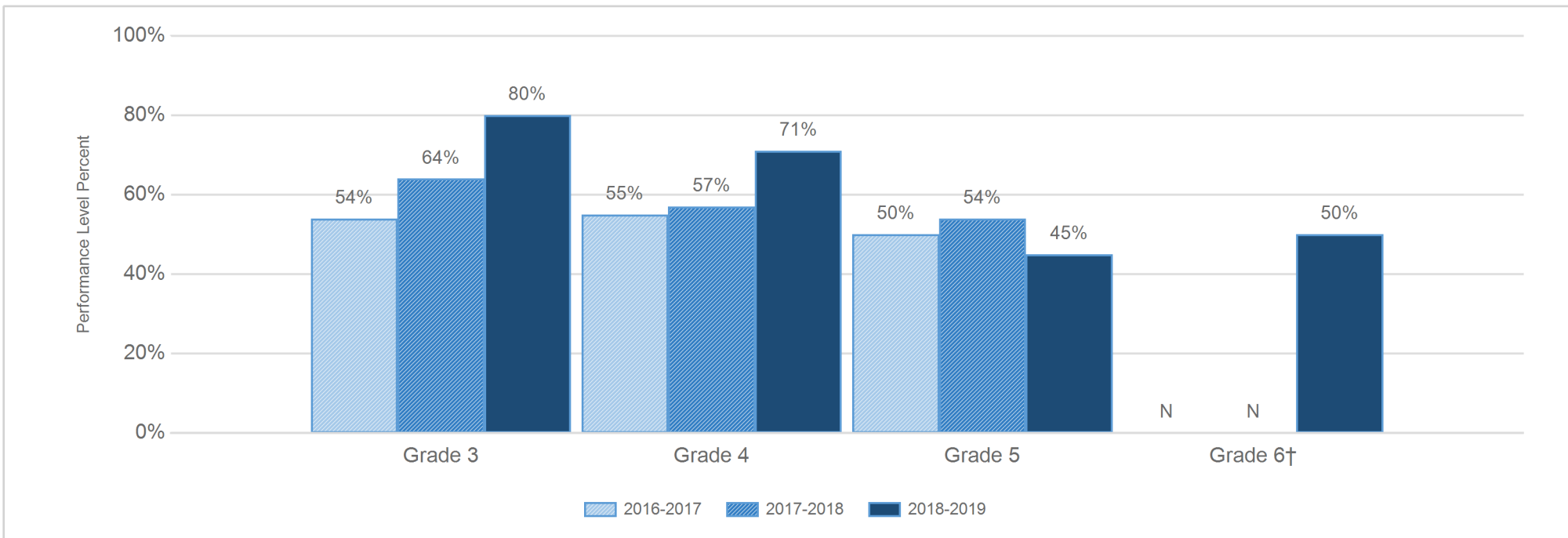
Belleville PS10
(13-0250-100)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Belleville PS10
(13-0250-100)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	782	742	752	0%	*	*	*	*	80%	55%
White	*	*	741	760	*	*	*	*	*	*	66%
Hispanic	10	767	740	739	0%	*	*	*	*	50%	40%
Black or African American	*	*	732	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	14	775	*	751	0%	*	*	*	*	71%	54%
Male	11	791	*	752	0%	*	*	*	*	91%	56%
Economically Disadvantaged Students	*	*	736	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	751	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	719	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	747	756	*	*	*	*	*	*	60%
English Learners	*	*	730	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	743	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Belleville PS10
(13-0250-100)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	765	738	749	0%	*	*	*	*	71%	51%
White	*	*	742	757	*	*	*	*	*	*	62%
Hispanic	11	760	734	737	0%	*	*	*	*	82%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	*	*	740	749	*	*	*	*	*	*	50%
Male	*	*	737	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	10	770	*	734	0%	*	*	*	*	80%	32%
Non-Economically Disadvantaged Students	14	761	*	759	0%	*	*	*	*	64%	63%
Students with Disabilities	*	*	716	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	754	*	*	*	*	*	*	56%
English Learners	N	N	717	722	N	N	N	N	N	N	18%
Non-English Learners	24	765	740	751	0%	*	*	*	*	71%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Belleville PS10
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	745	736	747	0%	*	*	45%	0%	45%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	14	749	734	735	0%	*	*	*	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	10	740	735	747	0%	*	*	*	*	30%	47%
Male	12	749	737	747	0%	*	*	*	*	58%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	N	N	720	725	N	N	N	N	N	N	19%
Students without Disabilities	22	745	738	752	0%	*	*	45%	0%	45%	52%
English Learners	N	N	727	718	N	N	N	N	N	N	12%
Non-English Learners	22	745	736	749	0%	*	*	45%	0%	45%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Belleville PS10
(13-0250-100)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	753	737	741	0%	*	33%	*	*	50%	41%
White	*	*	740	749	*	*	*	*	*	*	51%
Hispanic	18	740	734	729	0%	*	*	*	*	28%	24%
Black or African American	*	*	722	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	14	748	737	742	0%	*	*	*	*	50%	42%
Male	16	757	736	740	0%	*	*	*	*	50%	40%
Economically Disadvantaged Students	11	751	*	726	0%	*	*	*	*	45%	21%
Non-Economically Disadvantaged Students	19	754	*	750	0%	*	*	*	*	53%	53%
Students with Disabilities	*	*	716	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	741	746	*	*	*	*	*	*	46%
English Learners	*	*	726	709	*	*	*	*	*	*	*
Non-English Learners	*	*	737	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

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

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



Belleville PS10
(13-0250-100)
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2018-2019

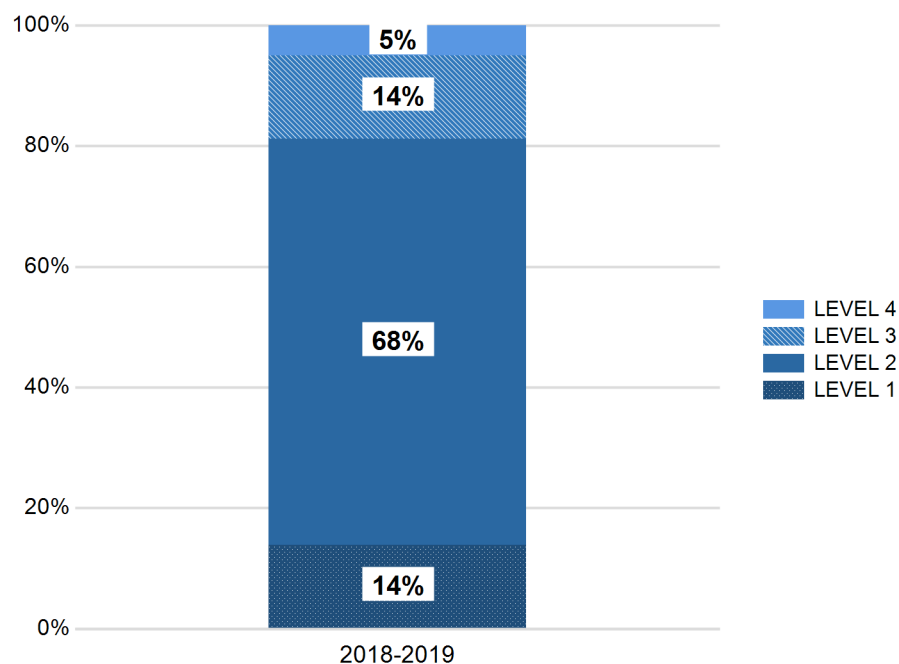
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	14	68	14	5
White	*	*	*	*
Hispanic	14	57	21	7
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	10	80	0	10
Male	17	58	25	0
Economically Disadvantaged Students	25	58	8	8
Non-Economically Disadvantaged Students	0	80	20	0
Students with Disabilities	N	N	N	N
Students without Disabilities	14	68	14	5
English Learners	N	N	N	N
Non-English Learners	14	68	14	5
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

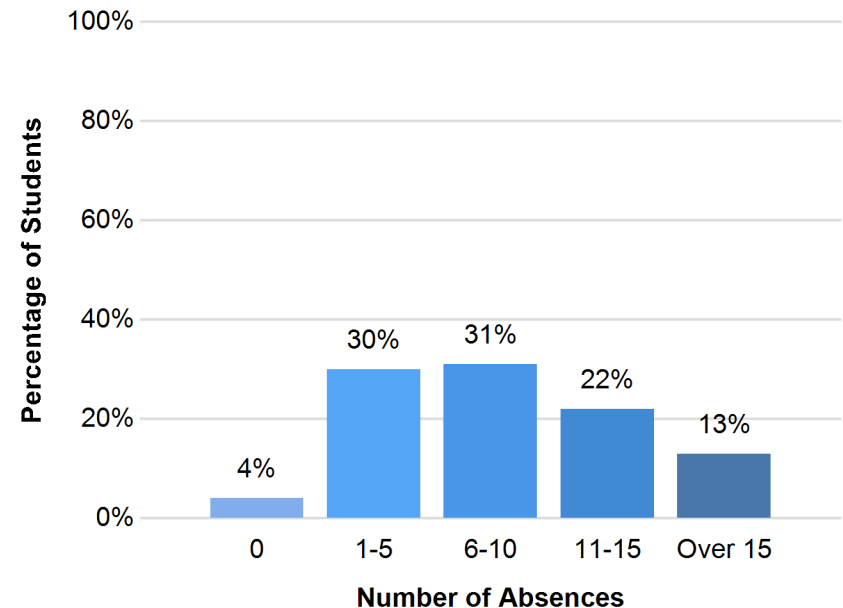
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	10.6	8.8	Not Met
White	4	11.8	8.8	Not Met
Hispanic	12	11.4	8.8	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	3	9.4	8.8	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	8	8.3		
Male	12	12.9		
Economically Disadvantaged Students	11	15.7	8.8	Not Met
Students with Disabilities	8	30.8	8.8	Not Met
English Learners	*	*	**	**
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.





Belleville PS10
(13-0250-100)
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2018-2019

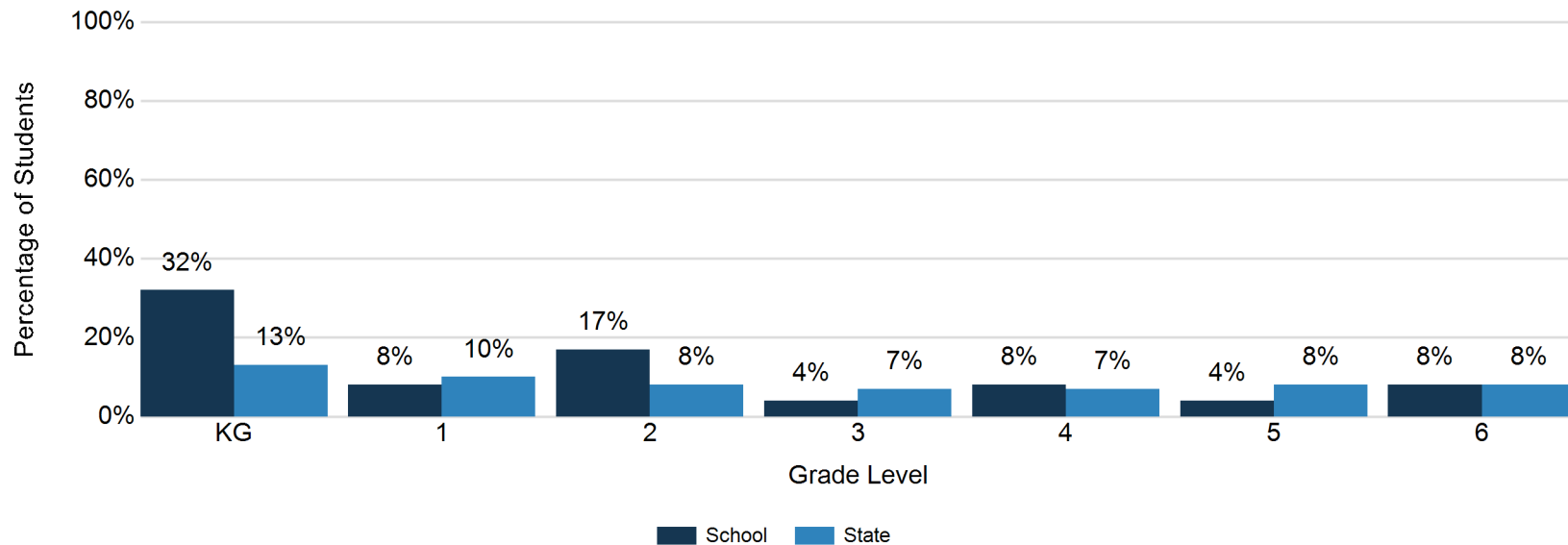
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Chronic Absenteeism by Grade

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





Belleville PS10
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.60

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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

*

**Belleville PS10**

(13-0250-100)

Grades Offered: KG-06

2018-2019

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	5 Hrs. 41 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	9	118,214
Average years experience in public schools	8.9	12.1
Average years experience in district	8.9	10.8
Percentage of Teachers with 4 or more years experience in the district	88.9%	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	25	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	19:1	13:1
Students to Administrators	168:1	180:1
Teachers to Administrators	9:1	14:1
Students to Librarians/Media Specialists		1124:1
Students to Nurses		409:1
Students to Counselors		375:1
Students to Child Study Team Members		237:1



Belleville PS10
(13-0250-100)
Grades Offered: KG-06
2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.2%	77.8%	0.0%	48.4%	77.1%	54.9%
Male	45.8%	22.2%	100.0%	51.6%	22.9%	45.1%
White	17.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	56.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	17.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%



Belleville PS10
(13-0250-100)
Grades Offered: KG-06
2018-2019

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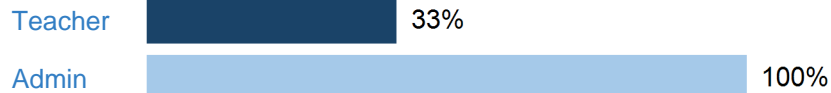
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



Belleville PS10
(13-0250-100)
Grades Offered: KG-06
2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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(13-0250-100)
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2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.0%	73.5%	80.6%
Math Proficiency	53.6%	57.9%	60.6%
ELA Growth	66	62	41
Math Growth	62	66	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	12.7%	18.8%	10.6%

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



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

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

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

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



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Belleville School Number 10 is a K-6 learning institution comprised of 153 students and 14 staff members. The goal of the school is to shape the minds of young people who are the future!
- Each student has the ability to learn and it is the mission of the staff and administration to tap into a student's mind and further their learning.



Mission, Vision, Theme:

The mission of School Number Ten is to provide all students with a high quality education that enables them to be contributing members of a multi ethnic, multicultural, and multi principal society. We seek to create an environment that achieves equality for all students and ensures that each student is a successful learner, is fully respected, and learns to respect others.



Awards, Recognition, Accomplishments:

Students have won awards during the 2018-2019 School Year: My Essex County Poster Contest and Women's Club Of Belleville Essay Contest.



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**Courses, Curriculum,
Instruction:**

The School Number 10 curriculum includes all standards of the grade-level content organized into units of study. Each unit contains the content of the grade that can be taught to proficiency in a set time period. The order of units in the school curriculum is a purposeful range of the target skills for each unit in each grade or course. The included formative assessments allow for measuring student proficiency of those target skills as the year of instruction progresses. Students take part in benchmark assessments each quarter as well as DRA 2 testing several times per year.



Clubs and Activities:

Weekly Computer Club, AM and PM Tutoring Program



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Before and After School Programs:

The school district employs Champions before and after school program. Students are signed up by parents to attend the program. The program assists students with homework, runs activities, and promotes positive attitudes to assist student development. Students also take part in a daily before and after school tutoring program.



Staff and Professional Learning:

Staff attend monthly PD sessions based on school and personal improvement. Programs are available for teachers and other school professionals for presentation at faculty meetings, in-service days, and monthly articulation meetings. Staff is also strongly encouraged to seek PD outside of the school building.






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 <p>Student Supports and Services:</p>	<p>School 10 has a guidance counselor on staff which promotes positive mental health and feelings. The counselor provides individual and group counseling. A CST is also available to assist students in I&RS, 504, and IEP matters. The school utilizes a before and after school tutoring program for students. School 10 has a weekly computer club.</p>
 <p>Student Health and Wellness:</p>	<p>Students take part in Physical Education twice per week as well as health classes. The school nurse also conducts lessons on proper care for one's body including nutrition, hygiene, and dental care.</p>
 <p>Parent and Community Involvement:</p>	<p>The School Number 10 Home and School Association is comprised of Parent Volunteers who fill the executive positions. Parents are invited to attend a monthly meeting as well as take part in school based and community events.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Utilizing the Google Platform a member of the staff created various surveys for staff, parents, and students. All three surveys were a maximum of ten questions in length. Parent surveys were available in both English and Spanish. All parties could answer and submit their respective survey by utilizing a given link to the Google document. This was the first time that surveys were offered in this form being online only. Questions ranged from cleanliness of the school to if participants felt that School Ten was providing a quality education. Follow up surveys are planned to be conducted annually and even semi-annually.</p>
 <p>Facilities:</p>	<p>School 10 was built in 1929. The facility has a library, multi purpose room utilized for lunch, gym, and various student centered activities.</p>
 <p>School Safety:</p>	<p>School Safety Officers, Alarms at each door, cameras are utilized for school safety. Visitors enter/exit only through the main entrance. Visitors are required to present a photo ID and wear a temporary photo ID while in the building. School safety practices and guidelines that all staff/students must follow aligned with state and district school safety standards.</p>





Belleville PS10
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 <p>Technology and STEM:</p>	<p>Grades 3-6 are issued chrome books for 1 to 1 use. Grades K-2 possess classroom-based laptop carts for student use. Each classroom is outfitted with wireless hubs as well as a SmartBoard or Smart TV. Students and staff utilize the Google platform for real-time and interactive assignments.</p>
 <p>Early Childhood Education:</p>	<p>N</p>



Belleville PS3
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Belleville PS3
(13-0250-050)
Grades Offered: PK-06
2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Belleville Public School District
Principal Name	Mr. Ricardo Acosta
Address	230 JORALEMON ST BELLEVILLE, NJ 07109-3210
Phone Number	973-969-4341
Email Address	ricardo.acosta@belleville.k12.nj.us
Website	http://3.bellevilleschools.org/
Facebook	https://www.facebook.com/BELLEVILLEPS
Twitter	https://twitter.com/S3_Belleville



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	34	33	36
KG	29	55	53
1	49	40	60
2	39	49	39
3	51	41	48
4	64	56	38
5	46	71	55
Total	312	345	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	43.9%	44.3%	46.2%
Male	56.1%	55.7%	53.8%
Economically Disadvantaged Students	70.5%	58.3%	54.6%
Students with Disabilities	17.0%	17.7%	19.0%
English Learners	9.3%	7.8%	6.3%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.3%	0.3%	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	11.9%	10.1%	9.6%
Hispanic	73.1%	73.9%	74.9%
Black or African American	4.2%	3.8%	3.6%
Asian	10.3%	10.4%	10.2%
Native Hawaiian or Pacific Islander	0.0%	1.2%	1.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.6%	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
PK - Half Day	26	24	28
PK - Full Day	8	9	8
KG - Half Day	0	0	0
KG - Full Day	29	55	53

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	83.2%
Spanish	14.7%
Other Languages	2.0%



Belleville PS3
 (13-0250-050)
 Grades Offered: PK-06
 2018-2019

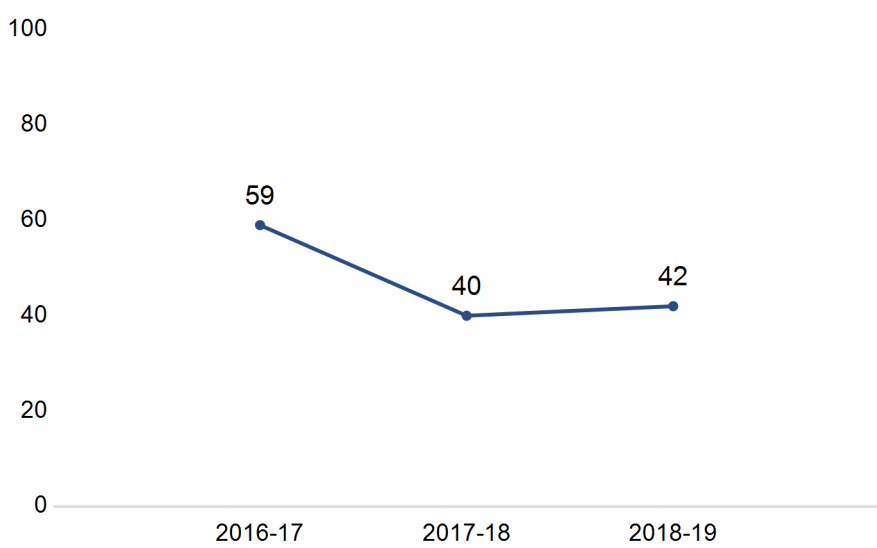
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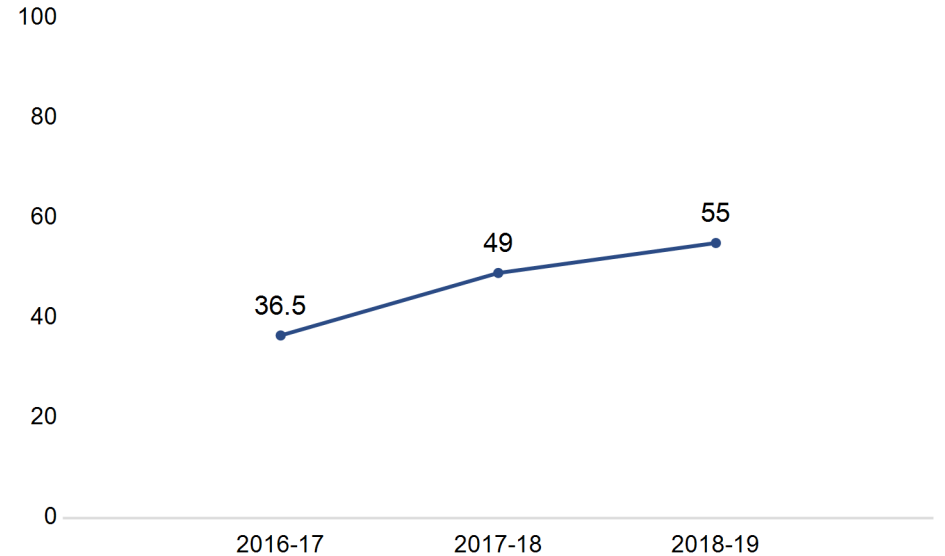
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	40	42	36.5	49	55
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Belleville PS3
(13-0250-050)
Grades Offered: PK-06
2018-2019

Report Key:

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	42	47	50	Met Standard	55	51	50	Met Standard
White	38	48	50	**	45.5	50	52	**
Hispanic	42.5	45	49	Met Standard	56	50	47	Met Standard
Black or African American	*	34	45	**	*	42.5	43	**
Asian, Native Hawaiian, or Pacific Islander	52	62	59	**	58	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	42.5	50	53	N	56	51	50	N
Male	42	43	47	N	54	50	51	N
Economically Disadvantaged Students	46	47	48	Met Standard	59	50	46	Met Standard
Students with Disabilities	36	38	43	**	34	50.5	45	**
English Learners	44	44	52	**	65	65	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Belleville PS3
 (13-0250-050)
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

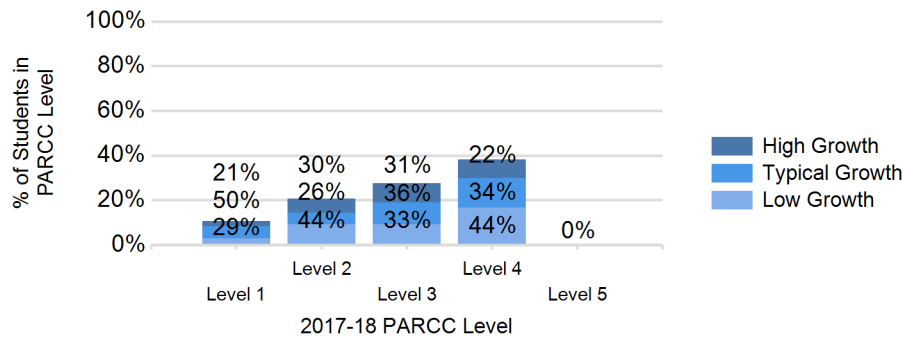
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

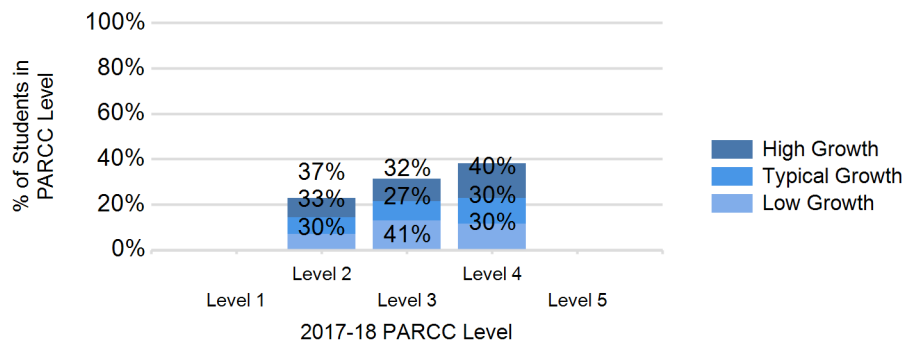
Student Growth by Performance Level

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

ELA



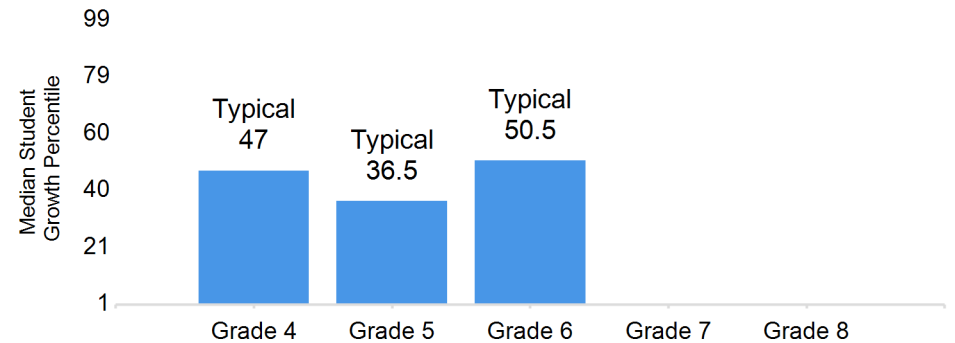
Math



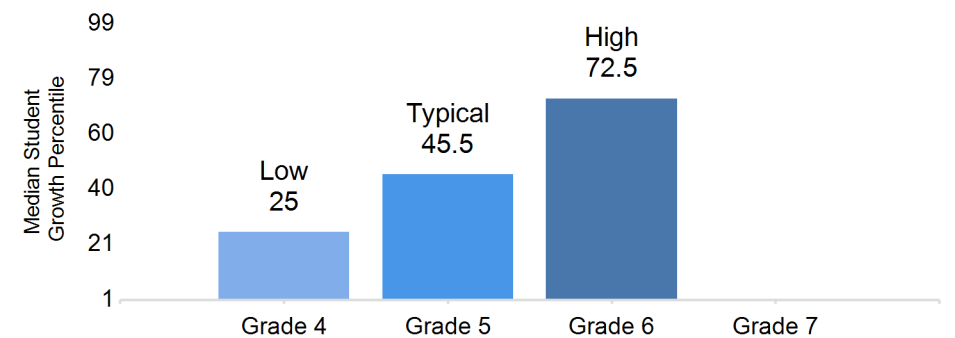
Student Growth by Grade

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

ELA



Math





Belleville PS3
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Grades Offered: PK-06
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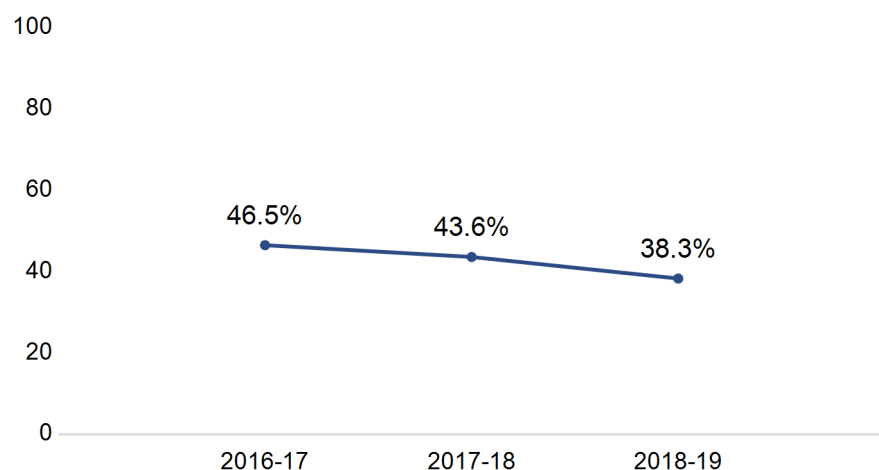
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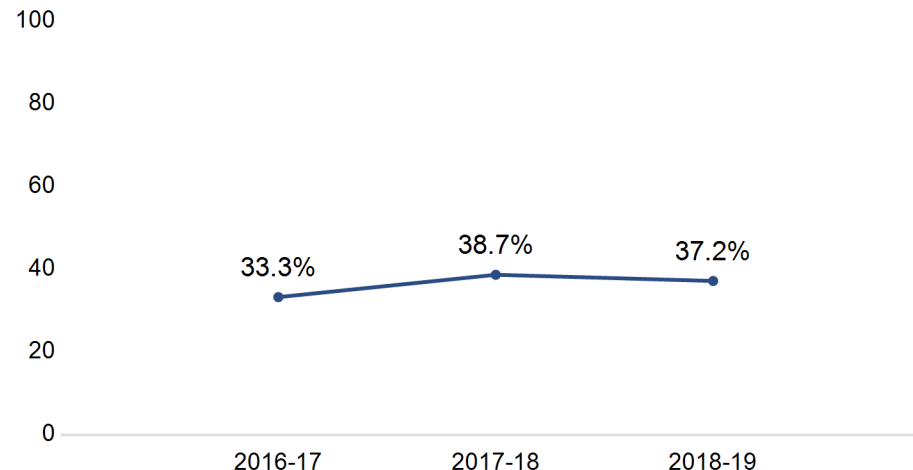
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	97.3%	98.4%	97.9%	97.3%	98.4%
Proficiency Rate for Federal Accountability	46.5%	43.6%	38.3%	33.3%	38.7%	37.2%
Annual Target	37.0%	39.2%	41.5%	28.1%	30.9%	33.6%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	180	98.4	38.3	50.0	57.9	38.3	41.5	Met Target†
White	*	*	*	50.3	66.9	*	**	**
Hispanic	132	97.8	35.6	47.6	43.9	35.6	40.1	Met Target†
Black or African American	*	*	*	39.9	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	60.9	76.2	82.9	60.9	64.6	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	82	98.8	39.0	58.2	64.8	39.0		
Male	98	98.0	37.8	42.9	51.3	37.8		
Economically Disadvantaged Students	110	98.2	35.5	47.4	40.0	35.5	42.6	Met Target†
Non-Economically Disadvantaged Students	70	98.6	42.9	54.0	67.9	42.9		
Students with Disabilities	22	95.7	*	17.2	22.7	*	N	N
Students without Disabilities	158	98.8	*	56.8	65.1	*		
English Learners	19	100.0	10.5	16.8	29.3	10.5	N	N
Non-English Learners	161	98.2	41.6	51.7	60.6	41.6		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



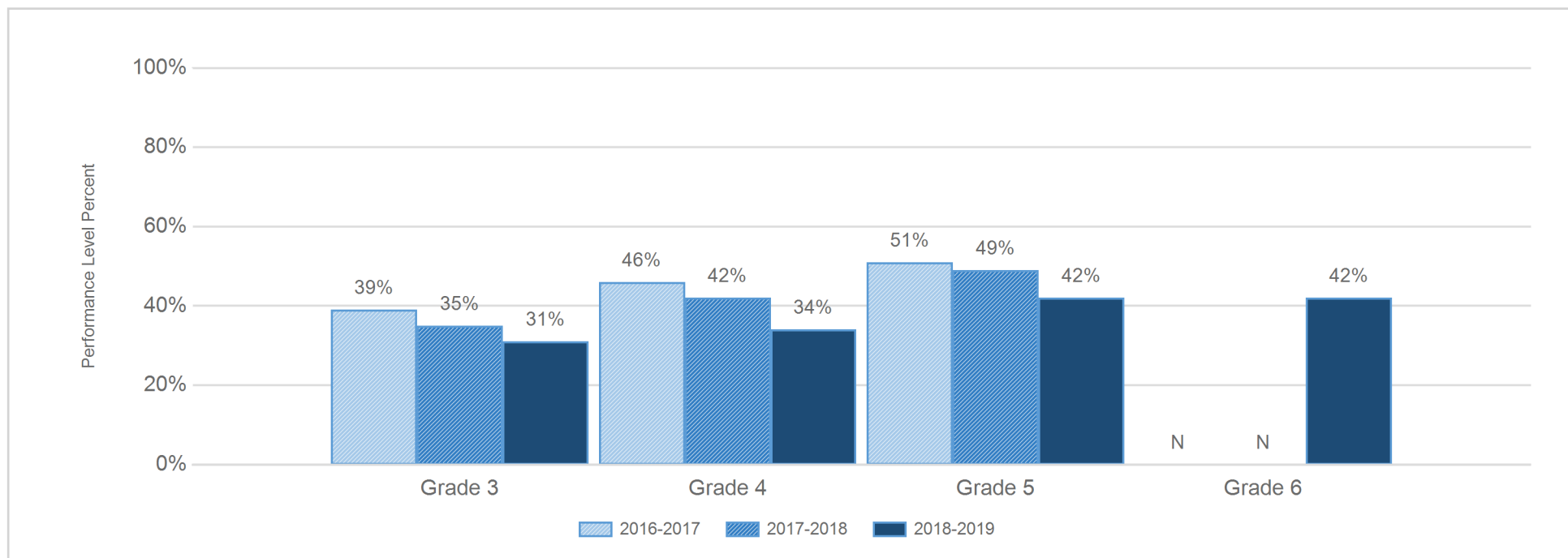
Belleville PS3
(13-0250-050)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	738	746	748	*	*	33%	*	*	31%	50%
White	*	*	742	757	*	*	*	*	*	*	60%
Hispanic	34	739	*	734	*	*	*	*	*	35%	36%
Black or African American	*	*	736	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	18	738	*	753	*	*	*	*	*	33%	55%
Male	27	737	*	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	27	740	745	731	*	*	*	*	*	37%	33%
Non-Economically Disadvantaged Students	18	734	749	759	*	*	*	*	*	22%	61%
Students with Disabilities	*	*	711	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	754	754	*	*	*	*	*	*	56%
English Learners	*	*	714	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Belleville PS3
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	741	754	755	*	*	37%	*	*	34%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	28	742	750	743	*	*	43%	*	*	32%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	17	742	760	760	*	*	*	*	*	29%	62%
Male	18	739	749	750	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	24	740	*	740	*	*	*	*	*	29%	40%
Non-Economically Disadvantaged Students	11	741	*	765	*	*	*	*	*	45%	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	723	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	N	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	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Belleville PS3
(13-0250-050)
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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	741	749	756	*	*	28%	42%	0%	42%	58%
White	*	*	748	764	*	*	*	*	*	*	68%
Hispanic	35	736	748	743	*	*	29%	34%	0%	34%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	21	742	755	761	*	*	*	*	*	43%	64%
Male	29	741	744	750	*	*	*	*	*	41%	52%
Economically Disadvantaged Students	28	734	*	740	*	*	*	*	*	32%	39%
Non-Economically Disadvantaged Students	22	751	*	766	*	*	*	*	*	55%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	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	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	746	752	754	*	21%	33%	*	*	42%	56%
White	*	*	755	762	*	*	*	*	*	*	65%
Hispanic	37	743	748	743	*	*	35%	*	*	38%	43%
Black or African American	*	*	747	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	27	748	757	762	*	*	*	*	*	44%	64%
Male	25	743	748	748	*	*	*	*	*	40%	48%
Economically Disadvantaged Students	33	747	*	740	*	*	*	*	*	39%	39%
Non-Economically Disadvantaged Students	19	744	*	763	*	*	*	*	*	47%	67%
Students with Disabilities	*	*	723	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	*	*	730	710	*	*	*	*	*	*	*
Non-English Learners	*	*	753	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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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	180	98.4	37.2	27.0	44.5	37.2	33.6	Met Target
White	*	*	*	27.7	54.1	*	**	**
Hispanic	132	97.8	35.6	23.3	28.8	35.6	27.5	Met Target
Black or African American	*	*	*	15.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	60.9	*	76.5	60.9	64.6	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	82	98.8	34.1	26.2	44.9	34.1		
Male	98	98.0	39.8	27.7	44.2	39.8		
Economically Disadvantaged Students	110	98.2	34.5	23.8	26.3	34.5	33.6	Met Target
Non-Economically Disadvantaged Students	70	98.6	41.4	31.9	54.9	41.4		
Students with Disabilities	22	95.7	*	11.4	17.4	*	N	N
Students without Disabilities	158	98.8	*	30.2	50.0	*		
English Learners	19	100.0	31.6	12.8	25.0	31.6	N	N
Non-English Learners	161	98.2	37.9	27.9	46.5	37.9		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



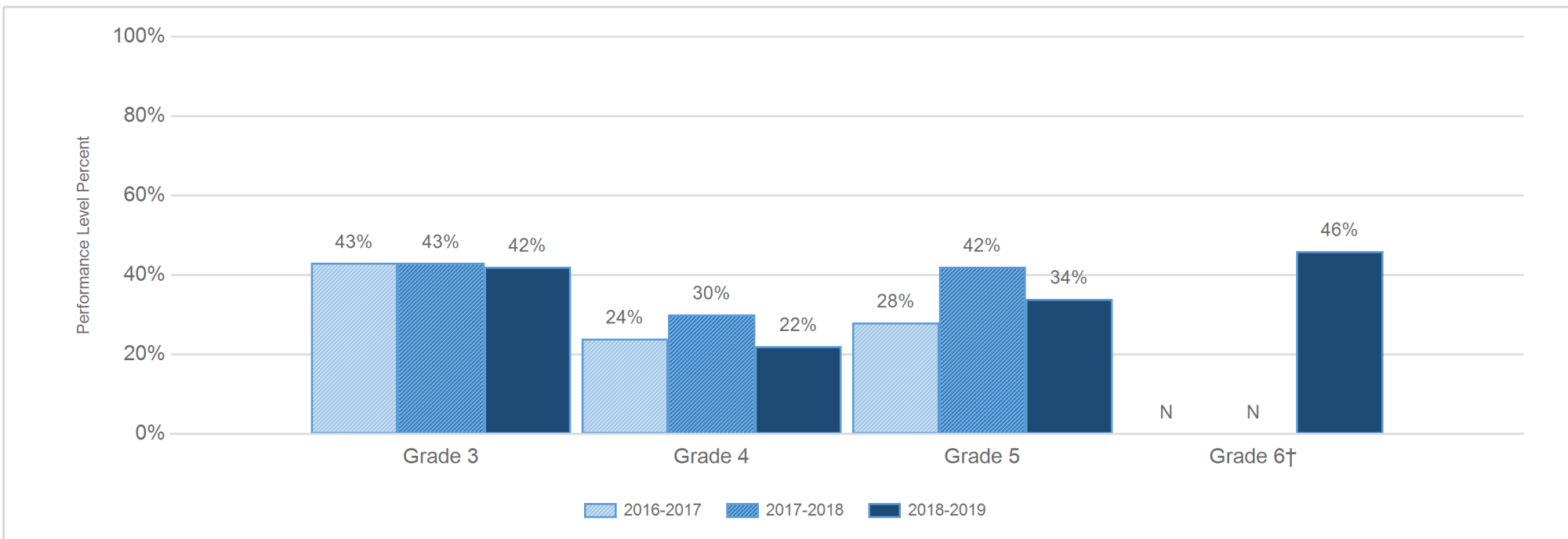
Belleville PS3
(13-0250-050)
Grades Offered: PK-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Belleville PS3
(13-0250-050)
Grades Offered: PK-06
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	737	742	752	*	27%	*	42%	0%	42%	55%
White	*	*	741	760	*	*	*	*	*	*	66%
Hispanic	34	736	740	739	*	29%	*	38%	0%	38%	40%
Black or African American	*	*	732	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	18	737	*	751	*	*	*	*	*	44%	54%
Male	27	738	*	752	*	*	*	*	*	41%	56%
Economically Disadvantaged Students	27	731	736	737	*	*	*	*	*	37%	37%
Non-Economically Disadvantaged Students	18	747	751	761	*	*	*	*	*	50%	67%
Students with Disabilities	*	*	719	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	747	756	*	*	*	*	*	*	60%
English Learners	*	*	730	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	743	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	729	738	749	*	42%	28%	*	*	22%	51%
White	*	*	742	757	*	*	*	*	*	*	62%
Hispanic	29	729	734	737	*	41%	*	*	*	24%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	17	725	740	749	*	*	*	*	*	*	50%
Male	19	732	737	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	24	727	*	734	*	*	*	*	*	21%	32%
Non-Economically Disadvantaged Students	12	731	*	759	*	*	*	*	*	25%	63%
Students with Disabilities	*	*	716	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	754	*	*	*	*	*	*	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	741	736	747	*	36%	28%	*	*	34%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	35	736	734	735	*	37%	34%	*	*	26%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	21	737	735	747	*	*	*	*	*	29%	47%
Male	29	743	737	747	*	*	*	*	*	38%	47%
Economically Disadvantaged Students	28	734	*	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	22	749	*	757	*	*	*	*	*	45%	59%
Students with Disabilities	*	*	720	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	738	752	*	*	*	*	*	*	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	745	737	741	*	19%	33%	*	*	46%	41%
White	*	*	740	749	*	*	*	*	*	*	51%
Hispanic	37	746	734	729	0%	*	*	51%	0%	51%	24%
Black or African American	*	*	722	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	27	745	737	742	*	*	*	*	*	52%	42%
Male	25	744	736	740	*	*	*	*	*	40%	40%
Economically Disadvantaged Students	33	746	*	726	*	*	*	*	*	52%	21%
Non-Economically Disadvantaged Students	19	742	*	750	*	*	*	*	*	37%	53%
Students with Disabilities	*	*	716	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	741	746	*	*	*	*	*	*	46%
English Learners	*	*	726	709	*	*	*	*	*	*	*
Non-English Learners	*	*	737	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	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	77.8%	**	**

† 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	11	*	*
3-4	12	66.7%	33.3%
5 or more	N	N	N



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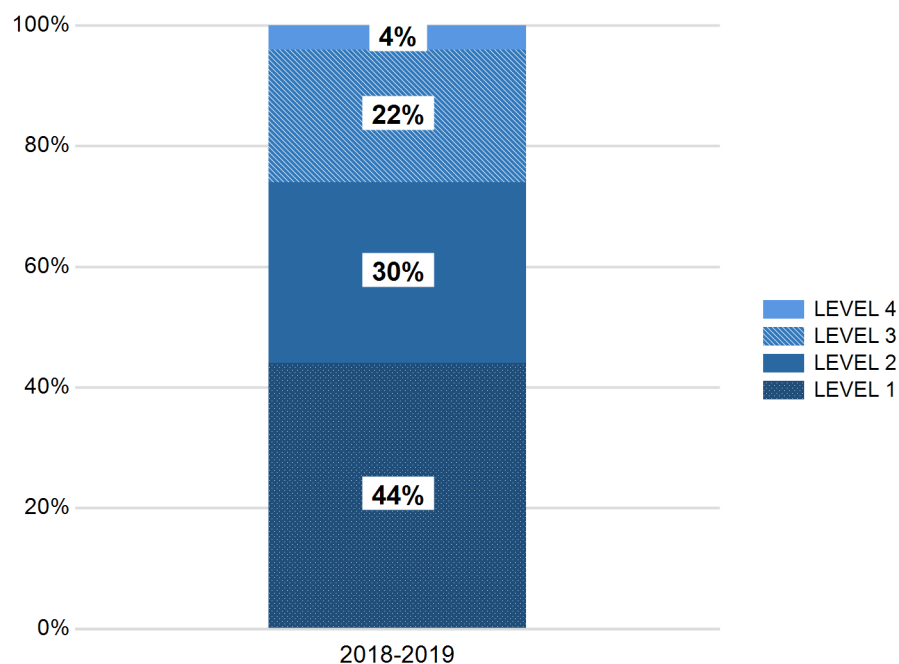
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44	30	22	4
White	*	*	*	*
Hispanic	47	34	16	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	52	30	17	0
Male	39	29	26	6
Economically Disadvantaged Students	56	19	26	0
Non-Economically Disadvantaged Students	33	41	19	7
Students with Disabilities	80	10	10	0
Students without Disabilities	36	34	25	5
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



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

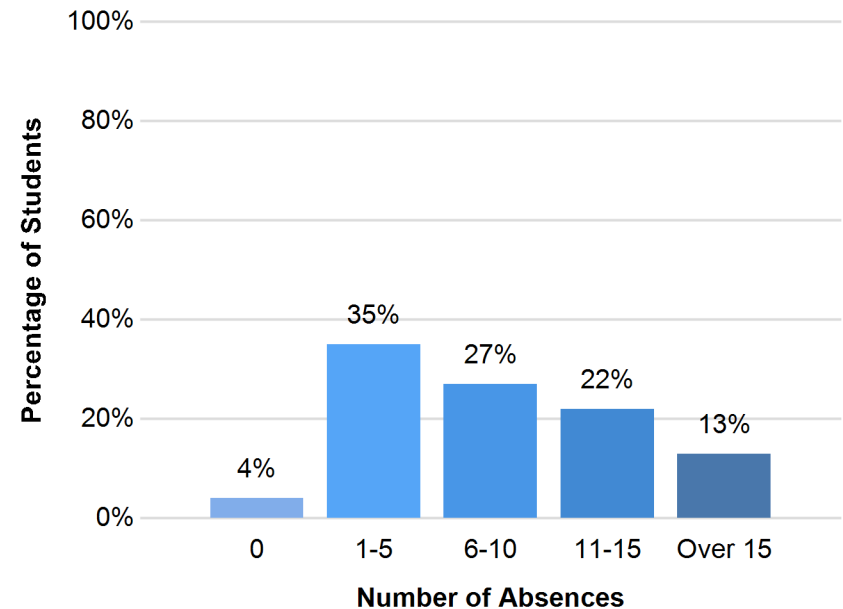
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	32	9.1	8.8	Not Met
White	5	14.7	8.8	Not Met
Hispanic	25	9.5	8.8	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	2.7	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	18	10.7		
Male	14	7.7		
Economically Disadvantaged Students	26	12.9	8.8	Not Met
Students with Disabilities	6	12.2	8.8	Not Met
English Learners	1	3.7	8.8	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.



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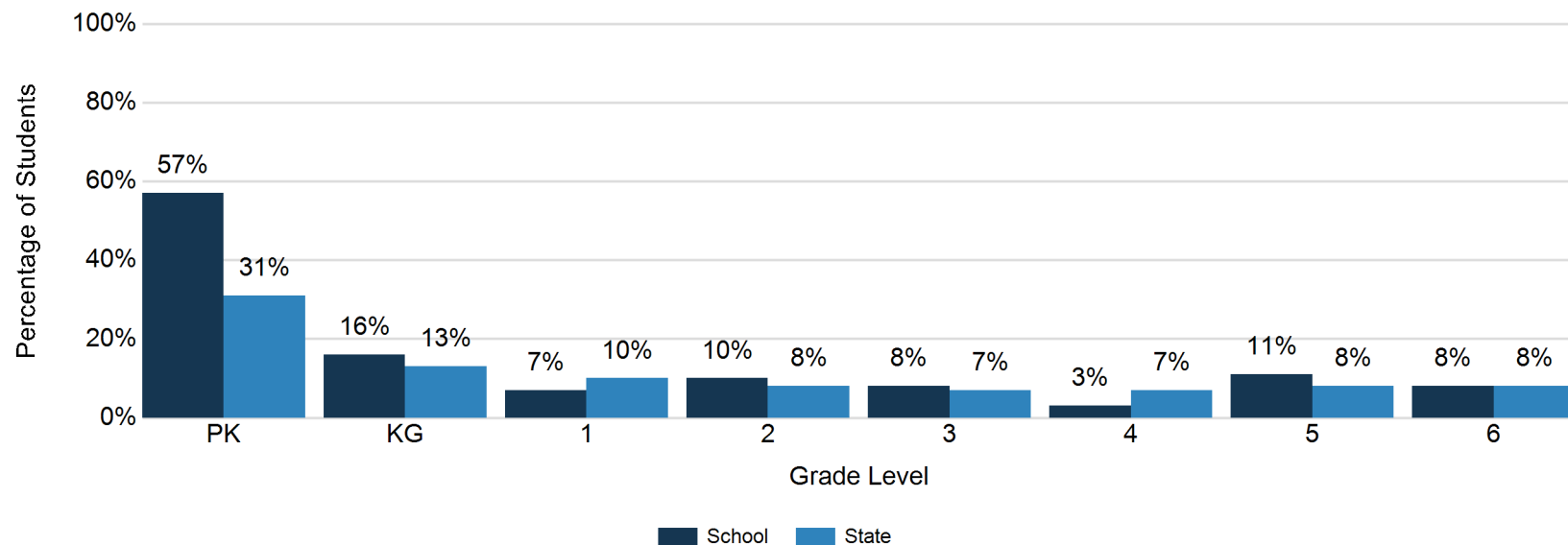
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	2.03

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	1	1
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	1	6	7
No Identified Nature	3		3

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	5 Hrs. 41 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	9.2	12.1
Average years experience in district	9.2	10.8
Percentage of Teachers with 4 or more years experience in the district	69.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	13:1
Students to Administrators	394:1	180:1
Teachers to Administrators	26:1	14:1
Students to Librarians/Media Specialists		1124:1
Students to Nurses		409:1
Students to Counselors		375:1
Students to Child Study Team Members		237:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.2%	92.3%	0.0%	48.4%	77.1%	54.9%
Male	53.8%	7.7%	100.0%	51.6%	22.9%	45.1%
White	9.6%	88.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	74.9%	7.7%	100.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.2%	3.8%	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	1.0%	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%



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Teachers: All classroom teachers

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

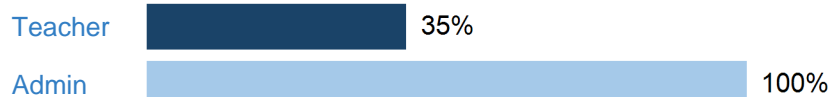
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	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	97.9%



Belleville PS3
(13-0250-050)
Grades Offered: PK-06
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Belleville PS3
(13-0250-050)
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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Belleville PS3
(13-0250-050)
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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.5%	43.6%	38.3%
Math Proficiency	33.3%	38.7%	37.2%
ELA Growth	59	40	42
Math Growth	36	49	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		57.1%	77.8%
Chronic Absenteeism	6.8%	11.3%	9.1%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Additional equipment was purchased for a STEM/Maker Space in our library/media center and wireless microphone system for our multipurpose room.
- Yanelis Cabaleiro, one of our School Three teachers, was selected as the Essex County Teacher of the Year and was a finalist for NJ Teacher of the Year!
- Continued participating in the Jets Tackle Bullying program presented by MCU in collaboration with STOMP Out Bullying to raise awareness and tackle all forms of bullying.



Mission, Vision, Theme:

Belleville School #3 seeks to create a challenging learning environment that includes high expectations for success through engaging instruction that allows for individual differences and learning styles, as well as, an increased technological awareness. We strive to have our parents, teachers, and community members actively involved in our students' learning to promote an atmosphere of achievement.



Awards, Recognition, Accomplishments:

Yanelis Cabaleiro, one of our School Three teachers, was selected as the Essex County Teacher of the Year and was a finalist for NJ Teacher of the Year!





Belleville PS3
(13-0250-050)
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 <p>Courses, Curriculum, Instruction:</p>	<p>Envision 2.0 Math, Wonders ELA, Dimensions Science, My World Social Studies, Talented and Gifted (TAG), STEM Club</p>
 <p>Clubs and Activities:</p>	<p>STEM Club: 4th Grade: Coding 5th Grade: Robotics 6th Grade: 3D Printing</p>





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 <p>Before and After School Programs:</p>	<p>Champions Before and After School Program. After school tutoring program. STEM Club.</p>
 <p>Staff and Professional Learning:</p>	<p>There are monthly faculty meetings and each year several days are allocated to half or full day professional development. There are also monthly PLC meetings by grade level and/or subject area.</p>






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 <p>Student Supports and Services:</p>	<p>ESL program, Special Education programs, I&RS, Integrated Pre-School Program, Guidance Counselor.</p>
 <p>Student Health and Wellness:</p>	<p>Mobile Dental Program, Field Day, Schoolwide Breakfast Program</p>
 <p>Parent and Community Involvement:</p>	<p>Home and School Association (HSA), OnCourse Connect Parent Portal, Quarterly Digital Newsletter (What's the Buzz?), Twitter and Instagram accounts.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School 3 posted the NJDOE School Climate Survey for Staff, Students, and Parents (in English and Spanish) via Google Forms to easily compile the data.</p>
 <p>Facilities:</p>	<p>School garden, elevator, library/media center, art room, gymnasium.</p>
 <p>School Safety:</p>	<p>School Safety Team, School Safety Officers, security cameras, alarms on all exterior doors.</p>





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 <p>Technology and STEM:</p>	<p>3D Printer, iPad cart, 1:1 Chromebooks for students in grades 2-6, 1:1 Chrome Tablets for students in grades K-1, Maker Station, Sling Studio live streaming equipment.</p>
 <p>Early Childhood Education:</p>	<p>Free full-day preschool 4 program.</p>



Belleville PS4
(13-0250-055)
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Belleville Public School District
Principal Name	Mrs. Dora Cavallo
Address	30 Magnolia Street BELLEVILLE, NJ 07109-3210
Phone Number	973-969-4340
Email Address	dora.cavallo@belleville.k12.nj.us
Website	https://4.bellevilleschools.org/
Facebook	https://www.facebook.com/BELLEVILLEPS
Twitter	https://twitter.com/S4_Belleville



Belleville PS4
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	35	27	38
KG	55	42	50
1	59	57	58
2	60	52	74
3	36	55	54
4	55	40	55
5	48	53	48
Total	348	326	430

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%	46.9%	46.5%
Male	54.0%	53.1%	53.5%
Economically Disadvantaged Students	61.8%	58.0%	56.0%
Students with Disabilities	17.8%	21.5%	27.4%
English Learners	5.5%	5.5%	5.1%
Homeless Students	0.0%	0.6%	0.2%
Students in Foster Care	0.3%	1.2%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.5%	10.4%	10.2%
Hispanic	71.0%	66.0%	67.2%
Black or African American	6.0%	8.9%	8.6%
Asian	10.9%	12.3%	11.4%
Native Hawaiian or Pacific Islander	2.3%	1.5%	1.6%
American Indian or Alaska Native	0.0%	0.3%	0.2%
Two or More Races	0.3%	0.6%	0.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	27	19	30
PK - Full Day	8	8	8
KG - Half Day	0	0	0
KG - Full Day	55	42	50

Enrollment by Home Language

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

Home Language	% of Students
English	82.1%
Spanish	13.3%
Arabic	1.2%
Tagalog	1.2%
Other Languages	2.3%



Belleville PS4
(13-0250-055)
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2018-2019

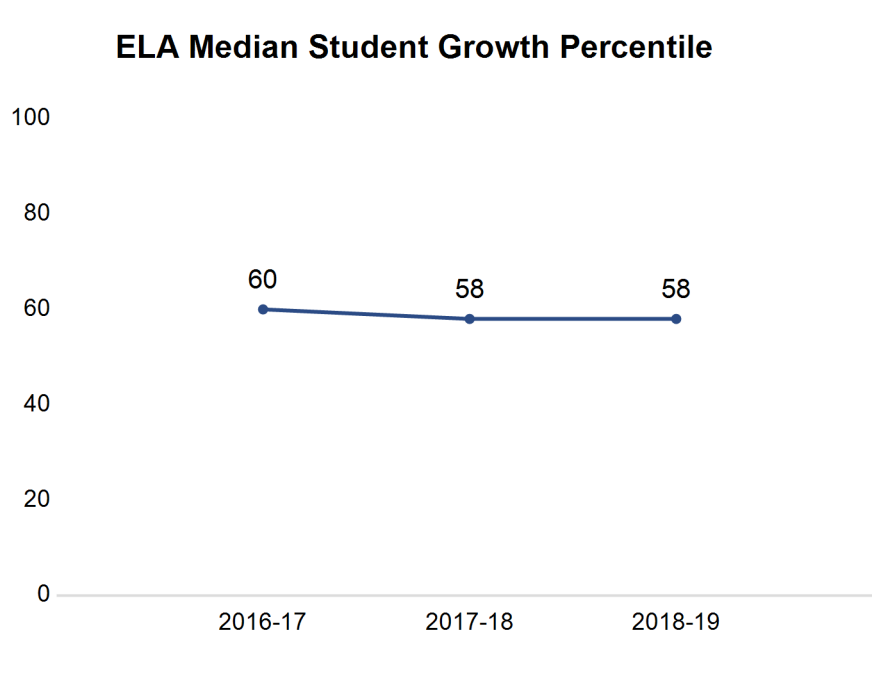
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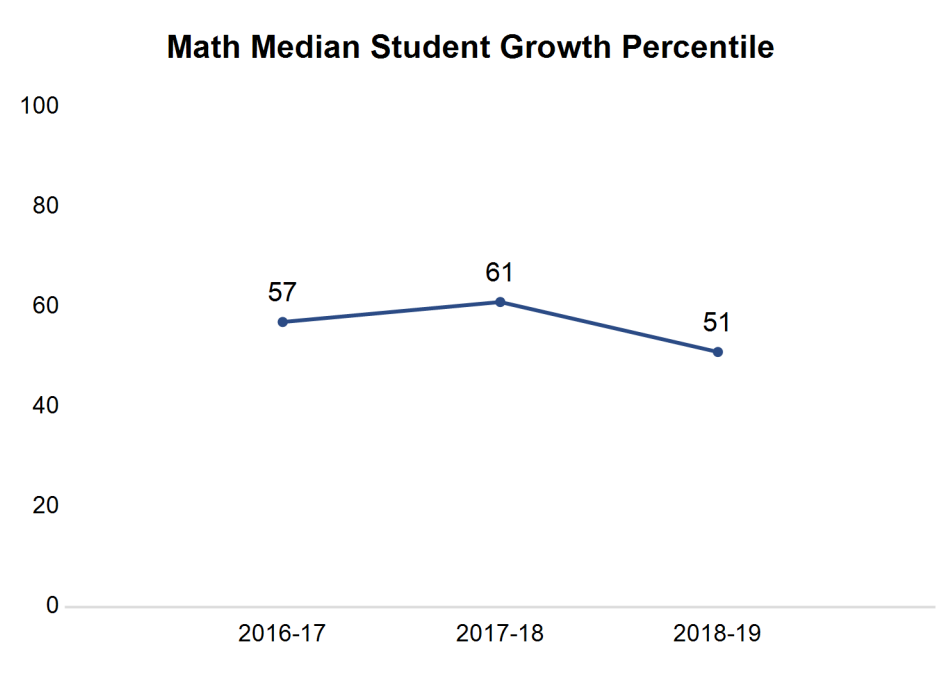
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	58	58	57	61	51
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Belleville PS4
(13-0250-055)
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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	58	47	50	Met Standard	51	51	50	Met Standard
White	54	48	50	**	56.5	50	52	**
Hispanic	58	45	49	Met Standard	51	50	47	Met Standard
Black or African American	57	34	45	**	31	42.5	43	**
Asian, Native Hawaiian, or Pacific Islander	60.5	62	59	Exceeds Standard	57	58.5	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	59	50	53	N	49.5	51	50	N
Male	58	43	47	N	52	50	51	N
Economically Disadvantaged Students	60	47	48	Exceeds Standard	53	50	46	Met Standard
Students with Disabilities	59.5	38	43	Met Standard	55	50.5	45	Met Standard
English Learners	*	44	52	**	*	65	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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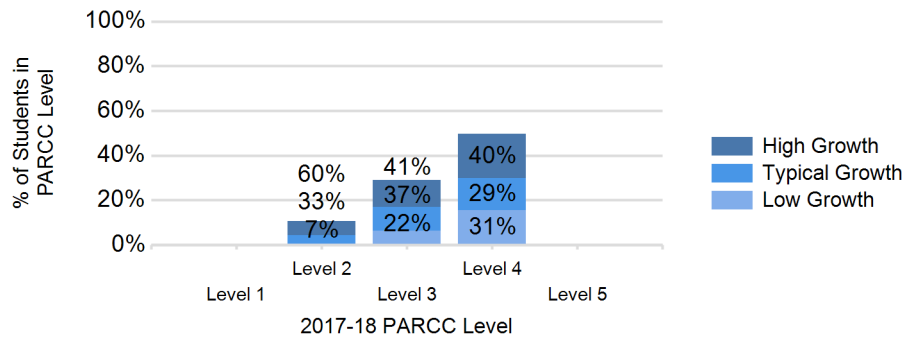
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

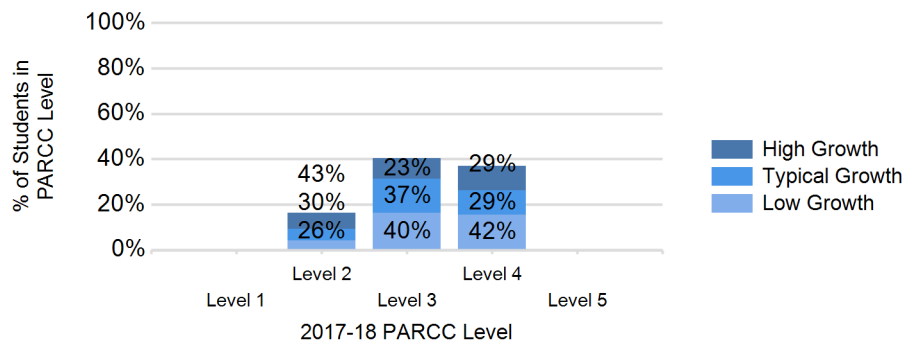
Student Growth by Performance Level

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



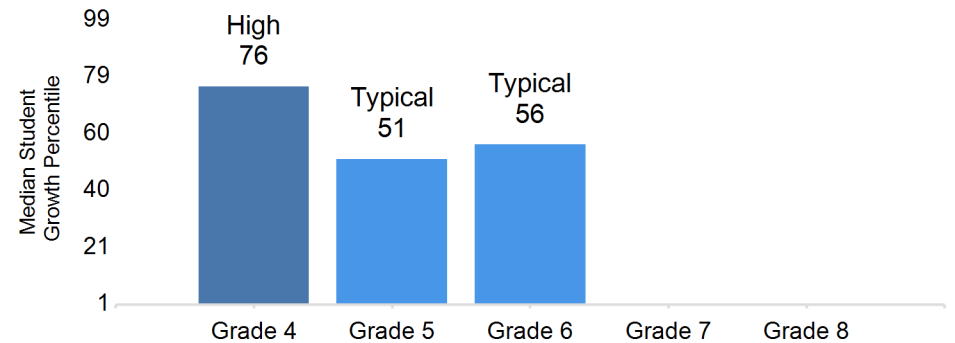
Math



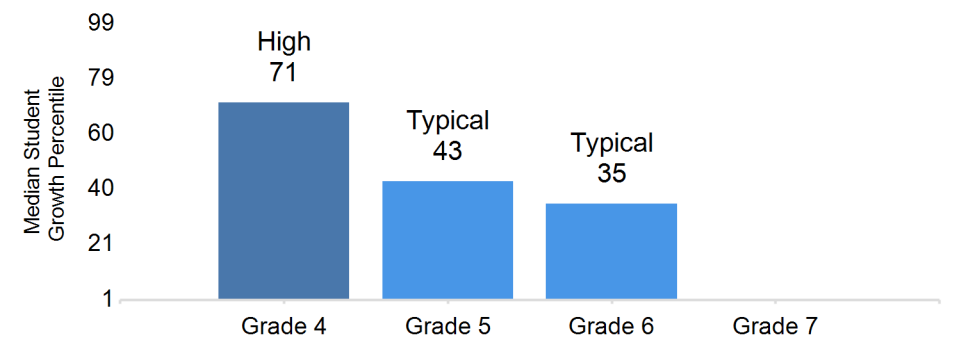
Student Growth by Grade

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

ELA



Math





Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

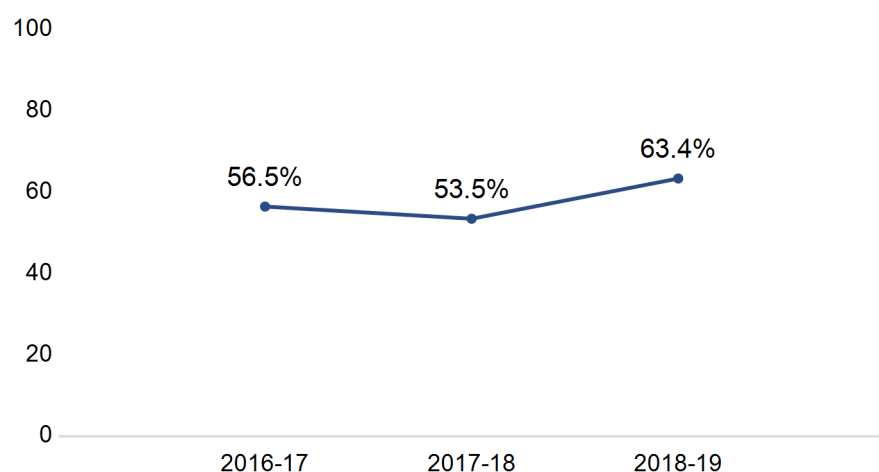
Report Key:

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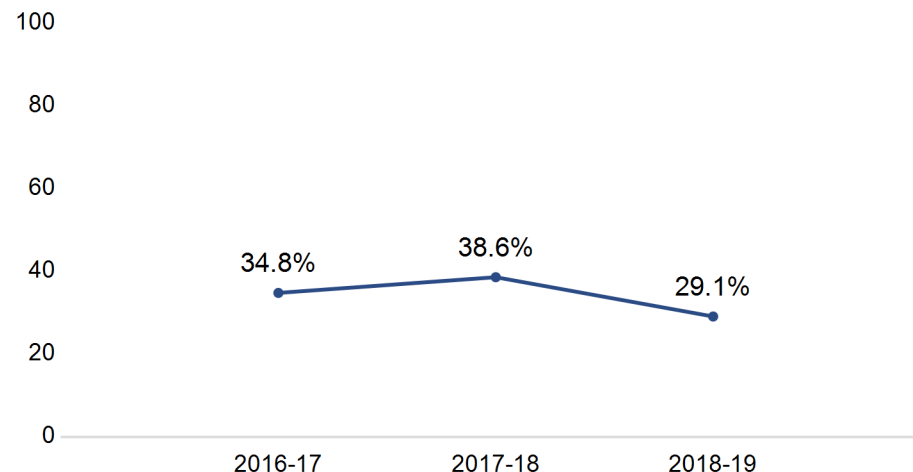
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.9%	96.7%	94.8%	95.7%	96.8%	92.6%
Proficiency Rate for Federal Accountability	56.5%	53.5%	63.4%	34.8%	38.6%	29.1%
Annual Target	41.0%	43.0%	45.1%	24.9%	27.8%	30.7%
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.



Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	195	94.8	63.6	50.0	57.9	63.4	45.1	Met Target
White	22	88.0	59.1	50.3	66.9	54.6	32.4	Met Target
Hispanic	130	95.0	63.1	47.6	43.9	63.1	46.3	Met Target
Black or African American	*	*	*	39.9	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	77.8	76.2	82.9	77.8	80	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	93	93.9	68.8	58.2	64.8	68.0		
Male	102	95.5	58.8	42.9	51.3	58.8		
Economically Disadvantaged Students	128	97.0	65.6	47.4	40.0	*	38.1	Met Target
Non-Economically Disadvantaged Students	67	90.9	59.7	54.0	67.9	*		
Students with Disabilities	43	89.6	27.9	17.2	22.7	26.3	16.8	Met Target
Students without Disabilities	152	96.3	73.7	56.8	65.1	73.7		
English Learners	*	*	*	16.8	29.3	*	**	**
Non-English Learners	*	*	*	51.7	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



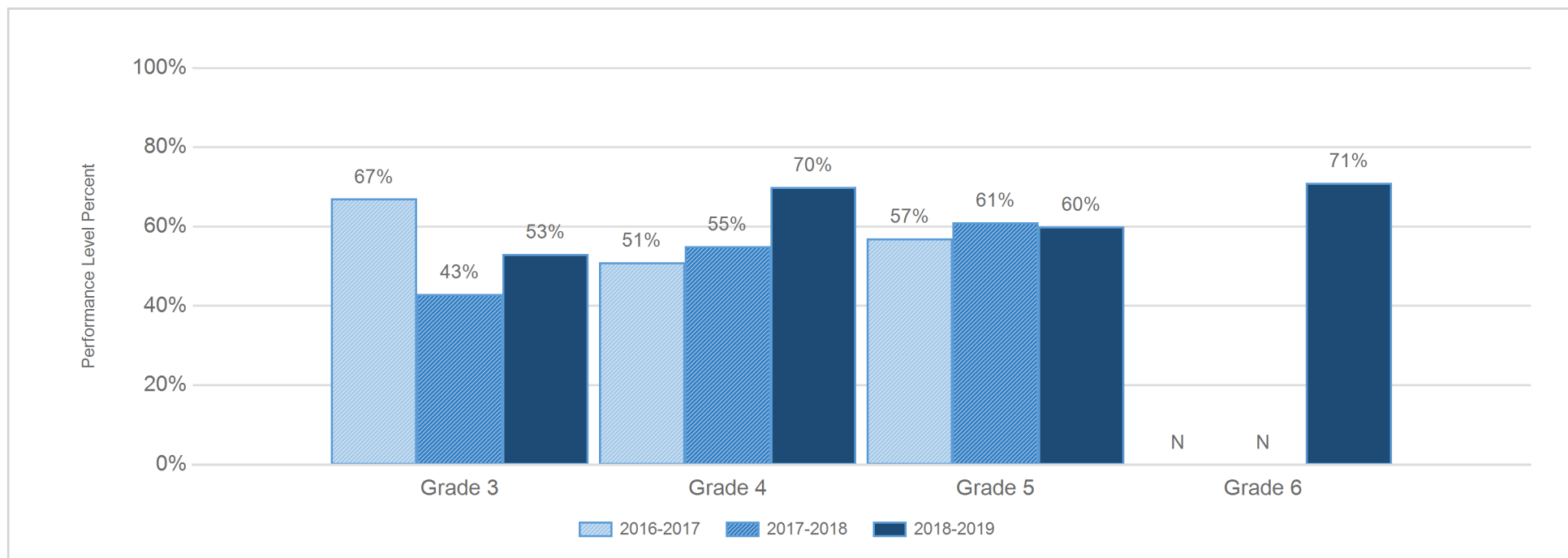
Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

Report Key:

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English Language Arts Assessment - Performance Trends

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





Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	747	746	748	*	*	*	53%	0%	53%	50%
White	*	*	742	757	*	*	*	*	*	*	60%
Hispanic	27	743	*	734	*	*	*	48%	0%	48%	36%
Black or African American	*	*	736	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	23	745	*	753	*	*	*	48%	0%	48%	55%
Male	24	749	*	743	*	*	*	58%	0%	58%	46%
Economically Disadvantaged Students	27	745	745	731	*	*	*	52%	0%	52%	33%
Non-Economically Disadvantaged Students	20	749	749	759	*	*	*	55%	0%	55%	61%
Students with Disabilities	12	709	711	719	*	*	*	*	*	*	24%
Students without Disabilities	35	760	754	754	*	*	*	*	*	*	56%
English Learners	*	*	714	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	767	754	755	*	*	23%	41%	29%	70%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	39	764	750	743	*	*	26%	44%	26%	69%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	29	770	760	760	*	*	*	*	*	79%	62%
Male	27	764	749	750	*	*	*	*	*	59%	53%
Economically Disadvantaged Students	41	769	*	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	15	759	*	765	*	*	*	*	*	67%	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	723	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	N	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	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	753	749	756	0%	*	27%	*	*	60%	58%
White	*	*	748	764	*	*	*	*	*	*	68%
Hispanic	33	750	748	743	0%	*	33%	*	*	55%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	23	759	755	761	0%	*	*	*	*	70%	64%
Male	22	746	744	750	0%	*	*	*	*	50%	52%
Economically Disadvantaged Students	29	755	*	740	0%	*	*	*	*	66%	39%
Non-Economically Disadvantaged Students	16	749	*	766	0%	*	*	*	*	50%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	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	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	759	752	754	*	*	25%	*	*	71%	56%
White	*	*	755	762	*	*	*	*	*	*	65%
Hispanic	32	758	748	743	*	0%	*	*	*	75%	43%
Black or African American	*	*	747	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	18	760	757	762	*	*	*	*	*	78%	64%
Male	30	759	748	748	*	*	*	*	*	67%	48%
Economically Disadvantaged Students	31	759	*	740	*	*	*	*	*	74%	39%
Non-Economically Disadvantaged Students	17	760	*	763	*	*	*	*	*	65%	67%
Students with Disabilities	12	748	723	722	*	*	*	*	*	42%	19%
Students without Disabilities	36	763	758	761	*	*	*	*	*	81%	64%
English Learners	*	*	730	710	*	*	*	*	*	*	*
Non-English Learners	*	*	753	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Belleville PS4
(13-0250-055)
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	194	92.6	29.9	27.0	44.5	29.1	30.7	Met Target†
White	22	88.0	40.9	27.7	54.1	37.8	29	Met Target
Hispanic	129	91.7	21.7	23.3	28.8	20.8	26.4	Met Target†
Black or African American	*	*	*	15.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	70.4	*	76.5	70.4	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	92	91.1	28.3	26.2	44.9	27.0		
Male	102	93.9	31.4	27.7	44.2	30.9		
Economically Disadvantaged Students	127	95.6	30.7	23.8	26.3	*	25.3	Met Target
Non-Economically Disadvantaged Students	67	87.5	28.4	31.9	54.9	*		
Students with Disabilities	43	89.6	16.3	11.4	17.4	15.4	19.3	Met Target†
Students without Disabilities	151	93.4	33.8	30.2	50.0	33.1		
English Learners	*	*	*	12.8	25.0	*	**	**
Non-English Learners	*	*	*	27.9	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



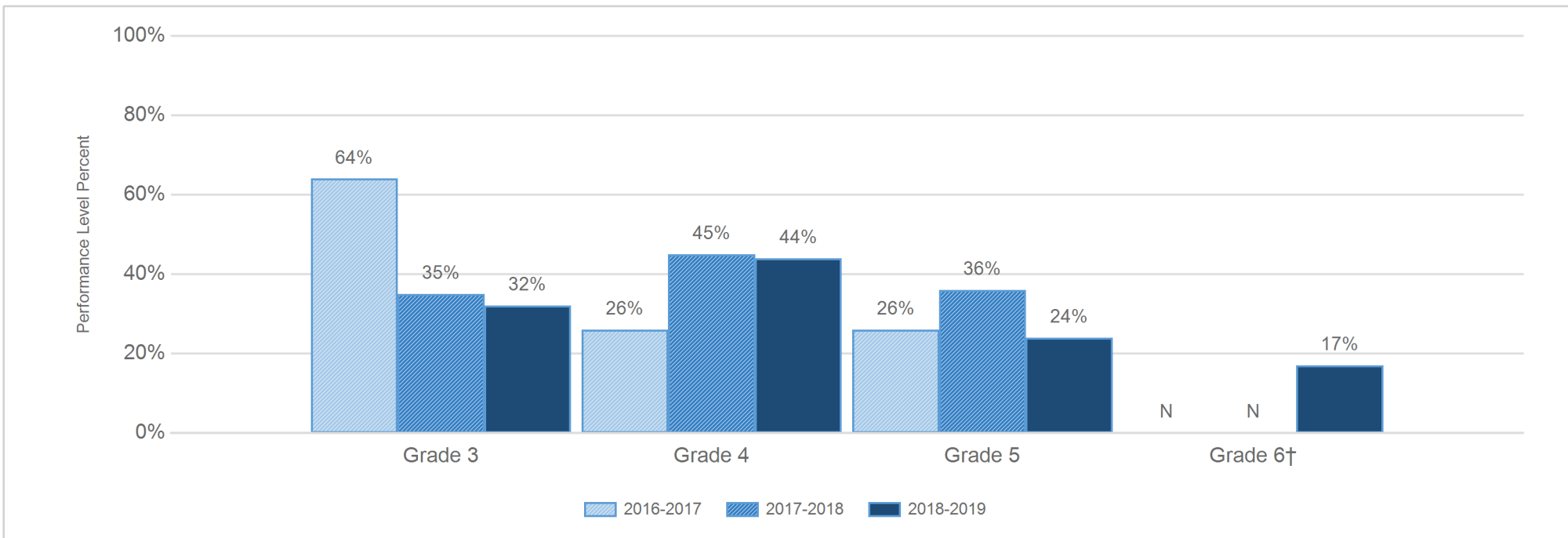
Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	731	742	752	*	*	34%	*	*	32%	55%
White	*	*	741	760	*	*	*	*	*	*	66%
Hispanic	27	723	740	739	*	*	37%	*	*	19%	40%
Black or African American	*	*	732	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	23	725	*	751	*	*	*	*	*	26%	54%
Male	24	737	*	752	*	*	*	*	*	38%	56%
Economically Disadvantaged Students	27	728	736	737	*	*	*	*	*	37%	37%
Non-Economically Disadvantaged Students	20	736	751	761	*	*	*	*	*	25%	67%
Students with Disabilities	12	702	719	731	*	*	*	*	*	17%	31%
Students without Disabilities	35	741	747	756	*	*	*	*	*	37%	60%
English Learners	*	*	730	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	743	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Belleville PS4
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Grades Offered: PK-06
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	745	738	749	*	*	38%	44%	0%	44%	51%
White	*	*	742	757	*	*	*	*	*	*	62%
Hispanic	38	744	734	737	*	*	47%	37%	0%	37%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	28	745	740	749	*	*	*	43%	0%	43%	50%
Male	27	746	737	749	*	*	*	44%	0%	44%	52%
Economically Disadvantaged Students	40	746	*	734	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	15	742	*	759	*	*	*	*	*	40%	63%
Students with Disabilities	*	*	716	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	754	*	*	*	*	*	*	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	741	736	747	*	*	53%	*	*	24%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	33	739	734	735	0%	*	61%	*	*	18%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	23	746	735	747	*	*	61%	*	*	26%	47%
Male	22	735	737	747	*	*	45%	*	*	23%	47%
Economically Disadvantaged Students	29	743	*	732	*	*	*	*	*	21%	27%
Non-Economically Disadvantaged Students	16	737	*	757	*	*	*	*	*	31%	59%
Students with Disabilities	*	*	720	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	738	752	*	*	*	*	*	*	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Belleville PS4
(13-0250-055)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	729	737	741	*	42%	38%	*	*	17%	41%
White	*	*	740	749	*	*	*	*	*	*	51%
Hispanic	32	727	734	729	*	*	*	*	*	*	24%
Black or African American	*	*	722	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	18	728	737	742	*	*	*	*	*	11%	42%
Male	30	729	736	740	*	*	*	*	*	20%	40%
Economically Disadvantaged Students	31	730	*	726	*	*	*	*	*	19%	21%
Non-Economically Disadvantaged Students	17	726	*	750	*	*	*	*	*	12%	53%
Students with Disabilities	12	724	716	716	*	*	*	*	*	17%	12%
Students without Disabilities	36	730	741	746	*	*	*	*	*	17%	46%
English Learners	*	*	726	709	*	*	*	*	*	*	*
Non-English Learners	*	*	737	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	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	73.3%	**	**

† 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	11	72.7%	27.3%
3-4	*	*	*
5 or more	*	*	*



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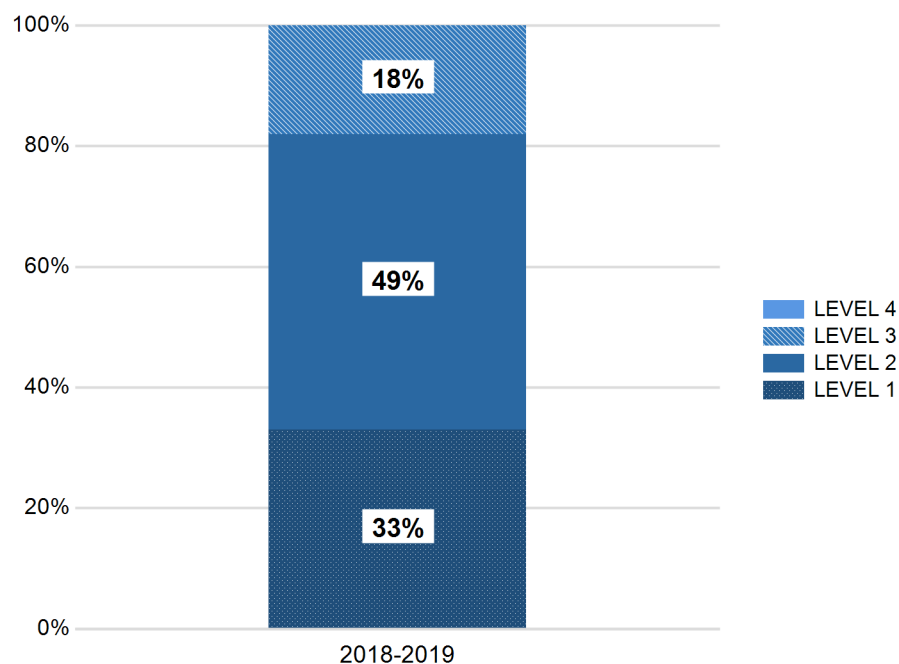
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	33	49	18	0
White	*	*	*	*
Hispanic	30	55	15	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	35	48	17	0
Male	32	50	18	0
Economically Disadvantaged Students	29	57	14	0
Non-Economically Disadvantaged Students	41	35	24	0
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



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

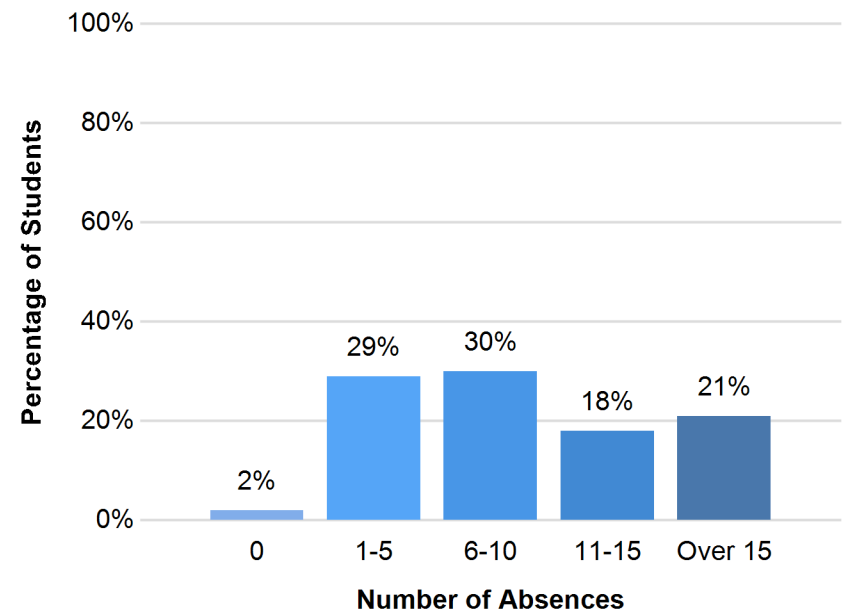
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	61	16.3	8.8	Not Met
White	6	14.0	8.8	Not Met
Hispanic	45	18.1	8.8	Not Met
Black or African American	7	19.4	8.8	Not Met
Asian, Native Hawaiian, or Pacific	2	4.4	8.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	31	16.8		
Male	30	15.7		
Economically Disadvantaged Students	38	16.4	8.8	Not Met
Students with Disabilities	19	22.9	8.8	Not Met
English Learners	6	30.0	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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Grades Offered: PK-06
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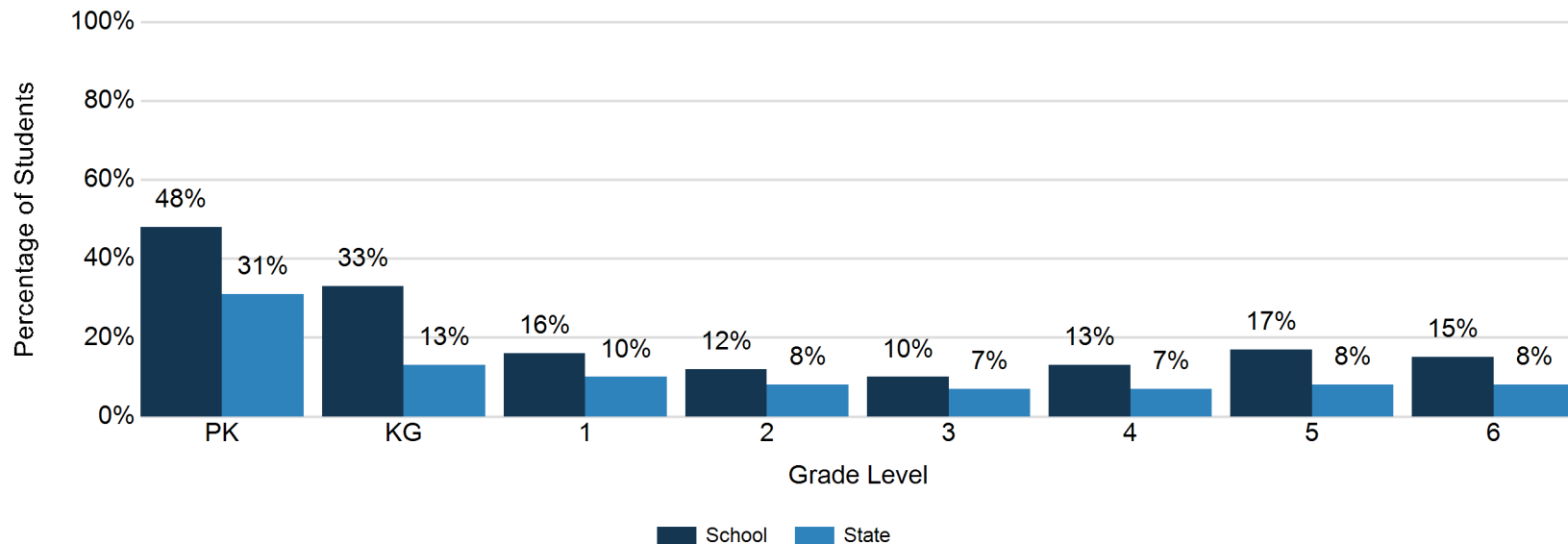
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.70

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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

*

**Belleville PS4**

(13-0250-055)

Grades Offered: PK-06

2018-2019

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	5 Hrs. 41 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	8.3	12.1
Average years experience in district	8.3	10.8
Percentage of Teachers with 4 or more years experience in the district	59.3%	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	25	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	16:1	13:1
Students to Administrators	430:1	180:1
Teachers to Administrators	27:1	14:1
Students to Librarians/Media Specialists		1124:1
Students to Nurses		409:1
Students to Counselors		375:1
Students to Child Study Team Members		237:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.5%	92.6%	100.0%	48.4%	77.1%	54.9%
Male	53.5%	7.4%	0.0%	51.6%	22.9%	45.1%
White	10.2%	85.2%	0.0%	42.4%	83.6%	77.4%
Hispanic	67.2%	11.1%	100.0%	29.9%	7.3%	7.2%
Black or African American	8.6%	3.7%	0.0%	15.0%	6.6%	13.9%
Asian	11.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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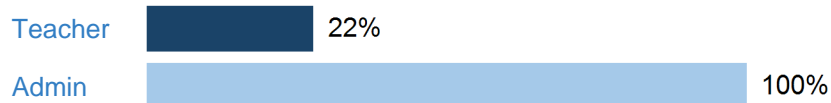
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	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	98.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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Comprehensive Support and Improvement - 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	56.5%	53.5%	63.4%
Math Proficiency	34.8%	38.6%	29.1%
ELA Growth	60	58	58
Math Growth	57	61	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	73.3%
Chronic Absenteeism	13.9%	14.0%	16.3%

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



Belleville PS4
(13-0250-055)
Grades Offered: PK-06
2018-2019

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

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

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

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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2018-2019

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School Narrative

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



Highlights:

- Curriculum includes Envision Math Series, Wonders ELA Series and a New Edition Science Series based on STEM Practices and Social Studies series Our World Interactive.
- Technology is part of students school day with our new Chromebook Computer Carts.
- Students have access to Before and After School Tutoring for both ELA and Math.



Mission, Vision, Theme:

Belleville School 4 is a traditional elementary school located in the Silver Lake section of Belleville. We house approximately 445 students from diverse backgrounds in grades Pre-K to 6. The mission of our school is to meet the academic social and personal needs of its students. Working together with the community and parents, the staff and administration strive to develop the whole child in a nurturing and caring environment.



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**Courses, Curriculum,
Instruction:**

Our literacy initiative, Wonders focuses on balance literacy, Readers Writers Workshop as well as our Math series, Envision, into the curricula for grades PK - 6. The district currently uses "My World Interactive" Social Studies and "HMH Science Dimension" Science Curriculum. The students and teachers are excited about the new initiatives as technology is infused in order to improve and enhance instruction.



Clubs and Activities:

School Four has many clubs that continue to enhance extra-curricular activities for our students. The clubs and programs offered are computer club, safety leaders, as well as several volunteer service groups, in which charity organizations are incorporated.





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 <p>Before and After School Programs:</p>	<p>School Four offers before and after school tutoring for students in grades 1 - 6. We also offer Computer Club to our students available after school.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional Learning Communities are developed as School Four is being transformed into a results-oriented professional learning community. Goals are being met through curriculum articulation, staff and parent development, collaborative planning, vertical planning, sharing data and establishing positive priorities.</p>






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School Narrative

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 <p>Student Supports and Services:</p>	<p>Our School Four community offers an LEP program for our English Language Learners to help assist our students develop the English language. We also offer various Special Education programs for our students with disabilities and struggling students. Intervention and referral services are designed to assist students who are experiencing learning behavior or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>School Four serves a free breakfast to all students PK - 6. Students partake in Physical Education classes twice per week for all students K-6, as well as Health which is given to student classes weekly in Grades K - 6</p>
 <p>Parent and Community Involvement:</p>	<p>The Home and School Association is actively involved as they continuously encourage parental involvement and participation. A series of activities have been planned and will be accomplished throughout the school year such as food drives, toy drives, pumpkin patches, book fairs, reading log competitions and many more. Parental involvement has been extremely successful. Parental communication is done through a school web page and hard copy and is translated for our bilingual community.</p>



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Facilities:

While our building is over 115 years old, it reflects the pride and caring of our administrator, staff and students. Our staff, administrator and residents are actively engaged in raising the standards and following our district goals in order to have School Four continue raising the bar in all academic areas.



School Safety:

Our building is monitored daily by a security guard hired through the district for all schools. Buildings are equipped with security cameras which are monitored 24 hours a day 7 days a week. The safety and wellness of all our students and staff are of the utmost importance.





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 <p>Technology and STEM:</p>	<p>All students in grades PK - 6 have been assigned Chromebooks in order to enhance technology in all grades. SmartTVs are in every classroom which provides constant interaction for all students.</p>
 <p>Early Childhood Education:</p>	<p>Two additional Pre-K classes have been added to our School 4 Building. Pre-K has currently adopted the "Creative Curriculum".</p>

**Belleville PS4**

(13-0250-055)

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2018-2019

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School Narrative

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Other Information

The curriculum offered at our School comprises Pre-K through 6th grade. English as a Second Language, Speech and Language Therapy, Basic Skills and Special Education. Throughout the school day, our students receive instrumental and vocal music instruction, physical education/health and art. Additional activities include, Fire Prevention poster contests, Hispanic Heritage activities, poetry contests, art shows, pen pal exchange programs with a neighboring school, holiday concerts, multicultural events, which provide a variety of food and dance for our diverse community, Toys for Tots, food collections for the families in our community, and Red Ribbon and School Violence Awareness activities. Our students are required to attend school in proper uniform daily based on district policy, which provides unity and safety for all students.



Belleville PS5
(13-0250-060)
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Belleville PS5
(13-0250-060)
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School Contact Information

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

Type	Contact Information
County	Essex
District	Belleville Public School District
Principal Name	Mrs. MaryAnn Gilligan
Address	149 ADELAIDE ST BELLEVILLE, NJ 07109-2207
Phone Number	973-969-4399
Email Address	maryann.gilligan@belleville.k12.nj.us
Website	https://5.bellevilleschools.org
Facebook	https://www.facebook.com/BELLEVILLEPS
Twitter	https://twitter.com/S5_Belleville



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	51	54	48
1	50	56	53
2	51	53	65
3	63	53	58
4	69	65	57
5	57	78	65
Total	341	359	422

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	52.0%	49.3%	49.3%
Male	48.0%	50.7%	50.7%
Economically Disadvantaged Students	63.5%	54.3%	50.9%
Students with Disabilities	16.1%	15.0%	16.8%
English Learners	7.0%	9.2%	8.3%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	17.5%	15.9%	15.4%
Hispanic	70.2%	69.9%	70.9%
Black or African American	5.3%	5.8%	6.2%
Asian	5.6%	6.7%	5.9%
Native Hawaiian or Pacific Islander	0.3%	0.6%	0.5%
American Indian or Alaska Native	0.6%	0.8%	0.7%
Two or More Races	0.6%	0.3%	0.5%

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
KG - Half Day	0	0	0
KG - Full Day	51	54	48

Enrollment by Home Language

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

Home Language	% of Students
English	73.9%
Spanish	22.5%
Arabic	1.9%
Other Languages	1.7%



Belleville PS5
 (13-0250-060)
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 2018-2019

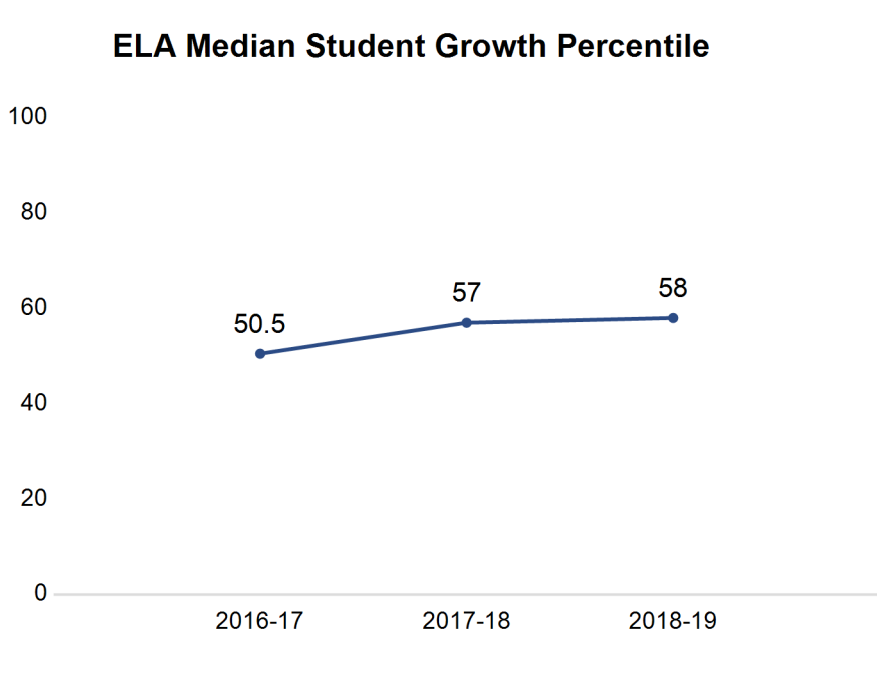
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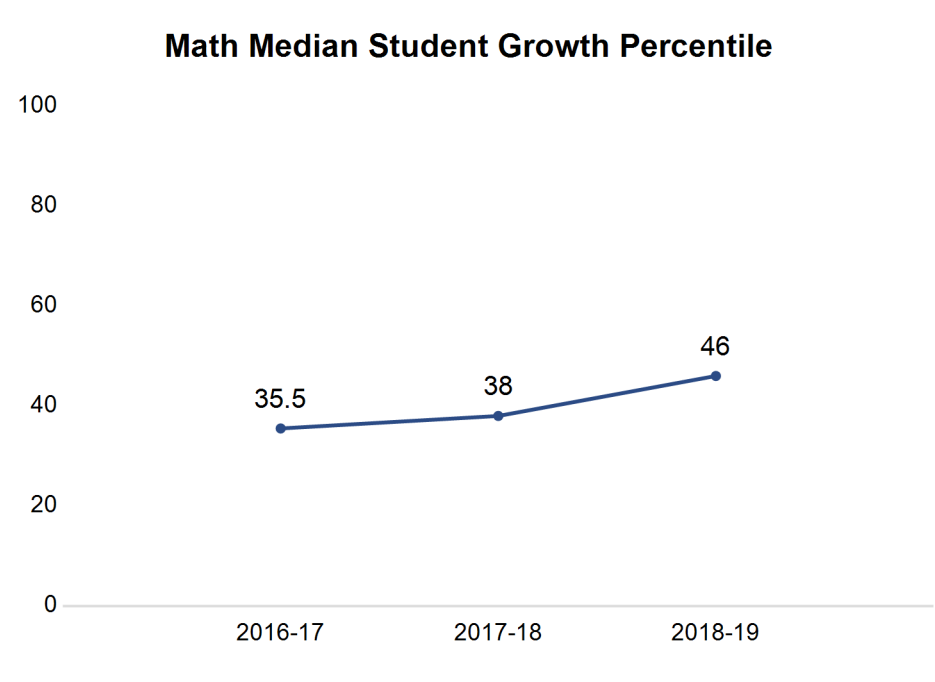
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50.5	57	58	35.5	38	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Belleville PS5
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	58	47	50	Met Standard	46	51	50	Met Standard
White	52	48	50	Met Standard	50.5	50	52	Met Standard
Hispanic	58	45	49	Met Standard	44	50	47	Met Standard
Black or African American	49	34	45	**	22	42.5	43	**
Asian, Native Hawaiian, or Pacific Islander	83	62	59	**	80	58.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	59	50	53	N	47	51	50	N
Male	55.5	43	47	N	45.5	50	51	N
Economically Disadvantaged Students	61	47	48	Exceeds Standard	45	50	46	Met Standard
Students with Disabilities	25	38	43	Not Met	19.5	50.5	45	Not Met
English Learners	*	44	52	**	*	65	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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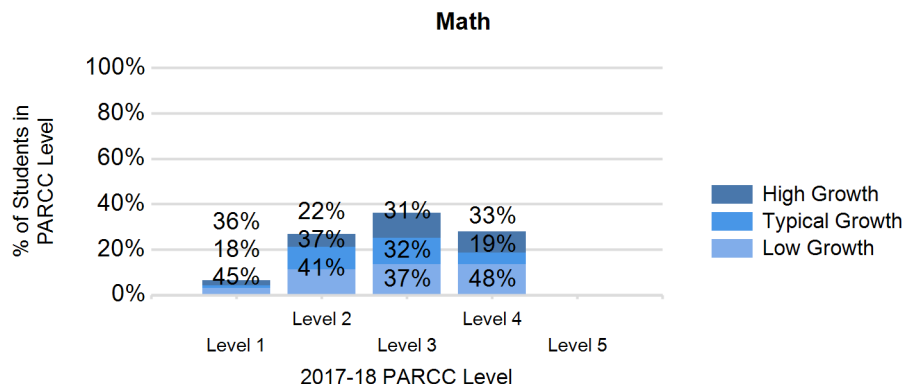
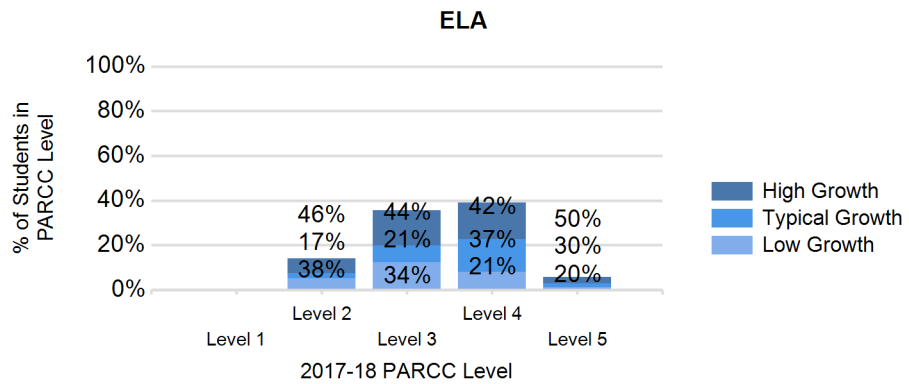
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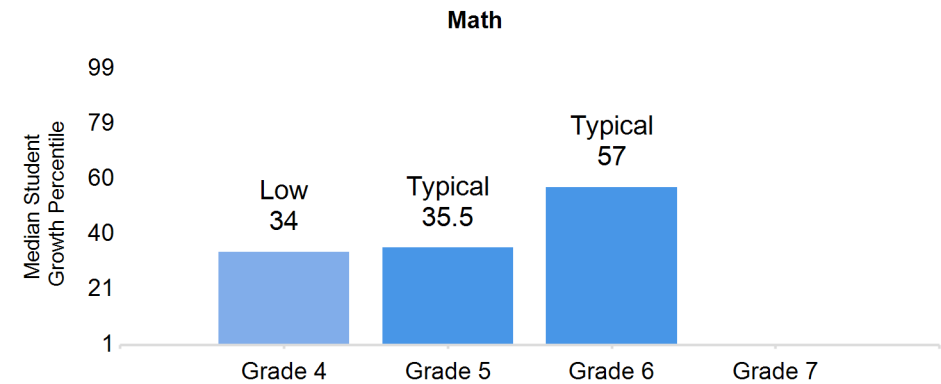
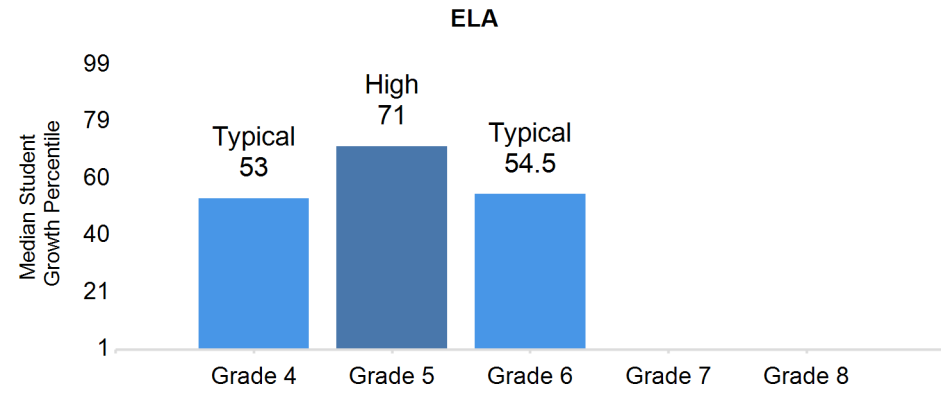
Student Growth by Performance Level

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



Student Growth by Grade

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





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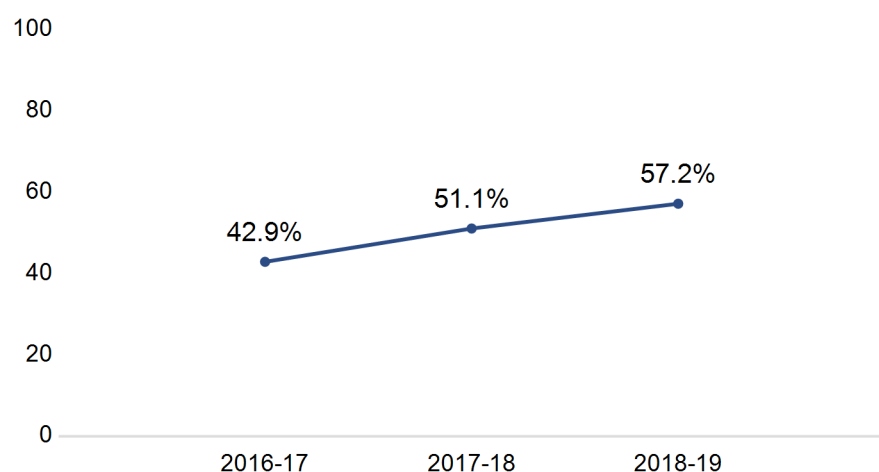
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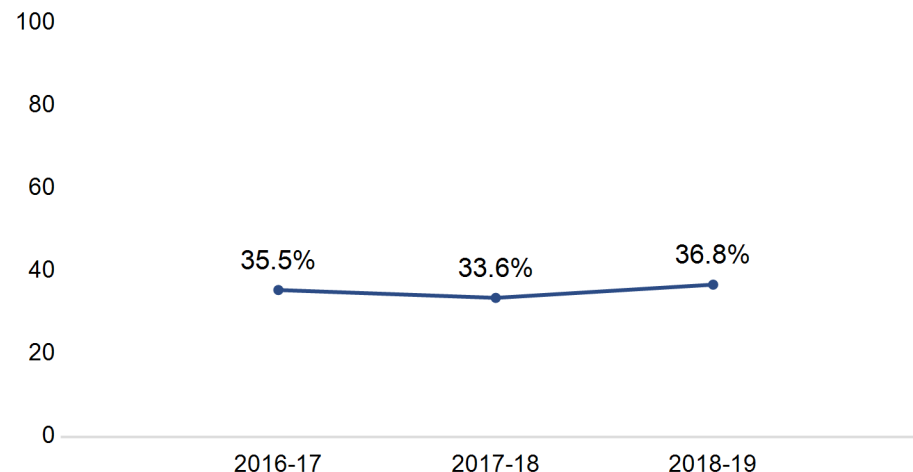
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.7%	97.5%	98.4%	93.8%	97.5%	98.5%
Proficiency Rate for Federal Accountability	42.9%	51.1%	57.2%	35.5%	33.6%	36.8%
Annual Target	37.6%	39.9%	42.1%	39.3%	41.5%	43.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	250	98.4	57.2	50.0	57.9	57.2	42.1	Met Target
White	40	97.6	52.5	50.3	66.9	52.5	48.5	Met Target
Hispanic	174	98.9	55.7	47.6	43.9	55.7	36	Met Target
Black or African American	16	94.1	50.0	39.9	38.5	49.4	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	88.2	76.2	82.9	88.2	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	121	99.2	64.5	58.2	64.8	64.5		
Male	129	97.7	50.4	42.9	51.3	50.4		
Economically Disadvantaged Students	144	98.6	54.9	47.4	40.0	54.9	35.5	Met Target
Non-Economically Disadvantaged Students	106	98.2	60.4	54.0	67.9	60.4		
Students with Disabilities	49	92.5	24.5	17.2	22.7	23.8	17.3	Met Target
Students without Disabilities	201	100.0	65.2	56.8	65.1	65.2		
English Learners	*	*	*	16.8	29.3	*	**	**
Non-English Learners	*	*	*	51.7	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



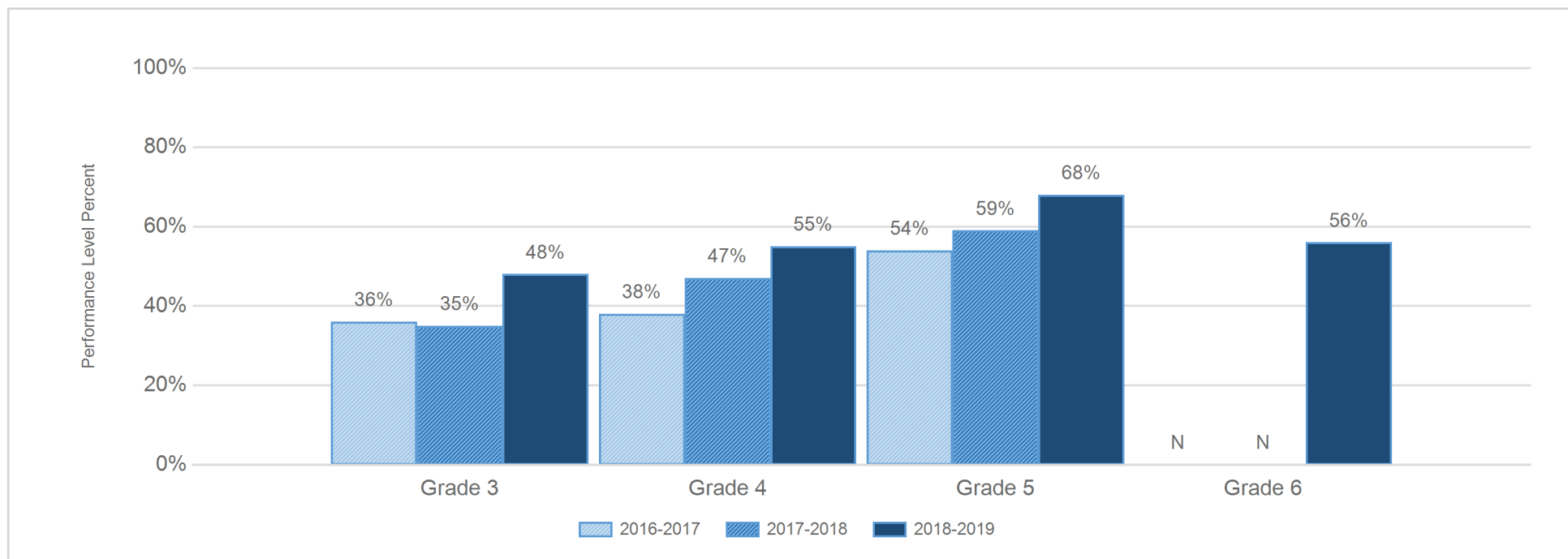
Belleville PS5
(13-0250-060)
Grades Offered: KG-06
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
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English Language Arts Assessment - Performance Trends

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





Belleville PS5
(13-0250-060)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	744	746	748	*	22%	17%	*	*	48%	50%
White	10	743	742	757	*	*	*	*	*	50%	60%
Hispanic	42	746	*	734	*	26%	*	*	*	48%	36%
Black or African American	*	*	736	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	28	748	*	753	*	*	*	*	*	57%	55%
Male	30	741	*	743	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	31	740	745	731	*	*	*	*	*	45%	33%
Non-Economically Disadvantaged Students	27	748	749	759	*	*	*	*	*	52%	61%
Students with Disabilities	*	*	711	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	754	754	*	*	*	*	*	*	56%
English Learners	*	*	714	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Belleville PS5
(13-0250-060)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	750	754	755	*	*	24%	*	*	55%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	36	752	750	743	*	*	*	*	*	58%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	27	753	760	760	*	*	*	*	*	63%	62%
Male	22	747	749	750	*	*	*	*	*	45%	53%
Economically Disadvantaged Students	28	745	*	740	*	*	*	*	*	54%	40%
Non-Economically Disadvantaged Students	21	756	*	765	*	*	*	*	*	57%	69%
Students with Disabilities	10	724	725	725	*	*	*	*	*	10%	25%
Students without Disabilities	39	757	759	761	*	*	*	*	*	67%	64%
English Learners	*	*	723	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Belleville PS5
(13-0250-060)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	761	749	756	*	*	18%	*	*	68%	58%
White	*	*	748	764	*	*	*	*	*	*	68%
Hispanic	42	760	748	743	0%	*	*	*	*	71%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	33	762	755	761	*	*	*	*	*	67%	64%
Male	24	759	744	750	*	*	*	*	*	71%	52%
Economically Disadvantaged Students	38	754	*	740	*	*	*	*	*	63%	39%
Non-Economically Disadvantaged Students	19	774	*	766	*	*	*	*	*	79%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	57	761	*	758	*	*	18%	*	*	68%	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	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Belleville PS5
(13-0250-060)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	750	752	754	*	17%	20%	*	*	56%	56%
White	11	751	755	762	*	*	*	*	*	64%	65%
Hispanic	45	742	748	743	*	22%	22%	*	*	47%	43%
Black or African American	*	*	747	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	30	760	757	762	*	*	*	*	*	70%	64%
Male	41	742	748	748	*	*	*	*	*	46%	48%
Economically Disadvantaged Students	39	747	*	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	32	752	*	763	*	*	*	*	*	56%	67%
Students with Disabilities	12	707	723	722	*	*	*	*	*	*	19%
Students without Disabilities	59	758	758	761	*	*	*	*	*	*	64%
English Learners	N	N	730	710	N	N	N	N	N	N	*
Non-English Learners	71	750	753	756	*	17%	20%	*	*	56%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Belleville PS5
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Grades Offered: KG-06
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	253	98.5	36.8	27.0	44.5	36.8	43.6	Not Met
White	40	97.6	37.5	27.7	54.1	37.5	43.5	Met Target†
Hispanic	177	98.9	33.9	23.3	28.8	33.9	40.6	Not Met
Black or African American	16	94.1	25.0	15.9	23.0	24.7	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.6	*	76.5	70.6	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	123	99.2	30.9	26.2	44.9	30.9		
Male	130	97.8	42.3	27.7	44.2	42.3		
Economically Disadvantaged Students	145	98.7	27.6	23.8	26.3	27.6	38.6	Not Met
Non-Economically Disadvantaged Students	108	98.2	49.1	31.9	54.9	49.1		
Students with Disabilities	49	92.5	30.6	11.4	17.4	29.8	19.9	Met Target
Students without Disabilities	204	100.0	38.2	30.2	50.0	38.2		
English Learners	12	100.0	*	12.8	25.0	*	**	**
Non-English Learners	241	98.4	*	27.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



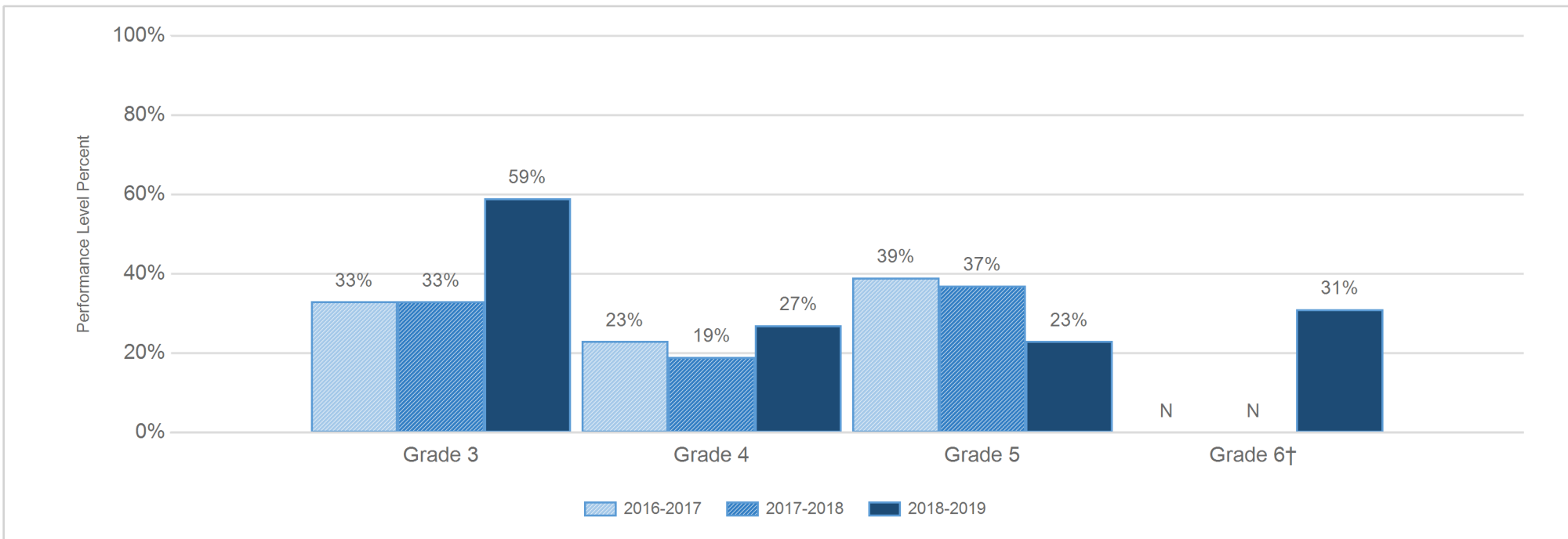
Belleville PS5
(13-0250-060)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Belleville PS5
(13-0250-060)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	755	742	752	*	*	31%	*	*	59%	55%
White	10	761	741	760	0%	0%	*	*	*	50%	66%
Hispanic	43	756	740	739	*	*	30%	*	*	60%	40%
Black or African American	*	*	732	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	772	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	29	757	*	751	*	*	*	*	*	55%	54%
Male	30	753	*	752	*	*	*	*	*	63%	56%
Economically Disadvantaged Students	32	749	736	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	27	762	751	761	*	*	*	*	*	70%	67%
Students with Disabilities	*	*	719	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	747	756	*	*	*	*	*	*	60%
English Learners	*	*	730	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	743	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Belleville PS5
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	732	738	749	*	27%	31%	*	*	27%	51%
White	*	*	742	757	*	*	*	*	*	*	62%
Hispanic	38	729	734	737	*	34%	*	29%	0%	29%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	29	730	740	749	*	*	*	*	*	21%	50%
Male	22	735	737	749	*	*	*	*	*	36%	52%
Economically Disadvantaged Students	30	727	*	734	*	*	*	*	*	13%	32%
Non-Economically Disadvantaged Students	21	740	*	759	*	*	*	*	*	48%	63%
Students with Disabilities	10	702	716	726	*	*	*	*	*	*	25%
Students without Disabilities	41	740	742	754	*	*	*	*	*	*	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Belleville PS5
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	728	736	747	*	40%	25%	*	*	23%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	45	726	734	735	*	47%	27%	*	*	16%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	34	725	735	747	*	41%	*	*	*	18%	47%
Male	26	734	737	747	*	38%	*	*	*	31%	47%
Economically Disadvantaged Students	39	721	*	732	*	*	*	*	*	13%	27%
Non-Economically Disadvantaged Students	21	741	*	757	*	*	*	*	*	43%	59%
Students with Disabilities	*	*	720	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	738	752	*	*	*	*	*	*	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Belleville PS5
(13-0250-060)
Grades Offered: KG-06
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	735	737	741	*	*	37%	31%	0%	31%	41%
White	11	738	740	749	0%	*	*	*	*	45%	51%
Hispanic	45	730	734	729	*	29%	38%	*	*	24%	24%
Black or African American	*	*	722	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	30	736	737	742	*	*	33%	33%	0%	33%	42%
Male	41	734	736	740	*	*	39%	29%	0%	29%	40%
Economically Disadvantaged Students	39	733	*	726	*	*	36%	31%	0%	31%	21%
Non-Economically Disadvantaged Students	32	737	*	750	*	*	38%	31%	0%	31%	53%
Students with Disabilities	12	713	716	716	*	*	*	*	*	*	12%
Students without Disabilities	59	739	741	746	*	*	*	*	*	*	46%
English Learners	N	N	726	709	N	N	N	N	N	N	*
Non-English Learners	71	735	737	743	*	*	37%	31%	0%	31%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

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	70.4%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	*	*
3-4	13	*	*
5 or more	*	*	*



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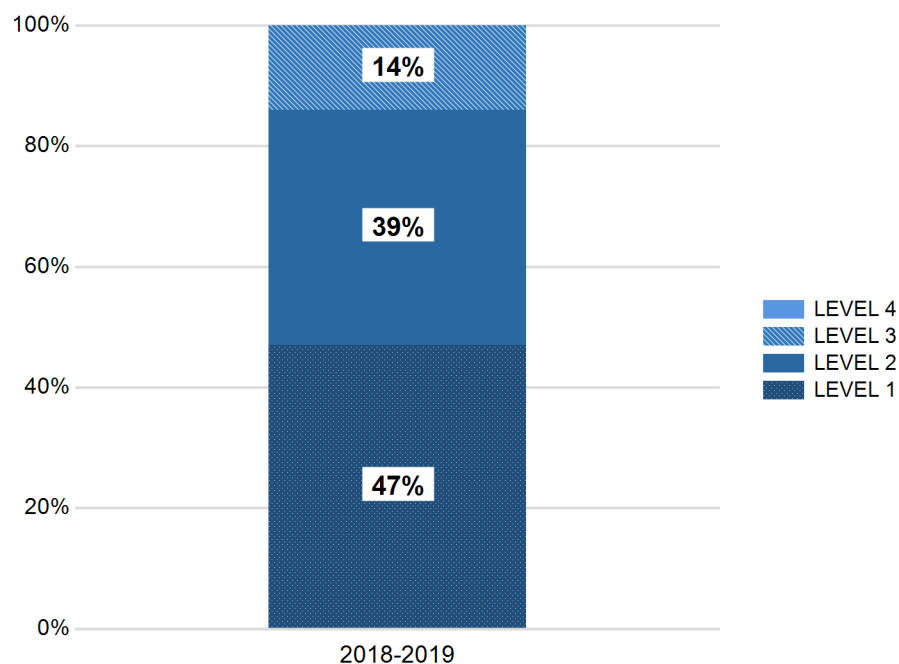
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	47	39	14	0
White	*	*	*	*
Hispanic	52	39	9	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	50	35	15	0
Male	44	44	12	0
Economically Disadvantaged Students	59	38	3	0
Non-Economically Disadvantaged Students	33	41	26	0
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



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

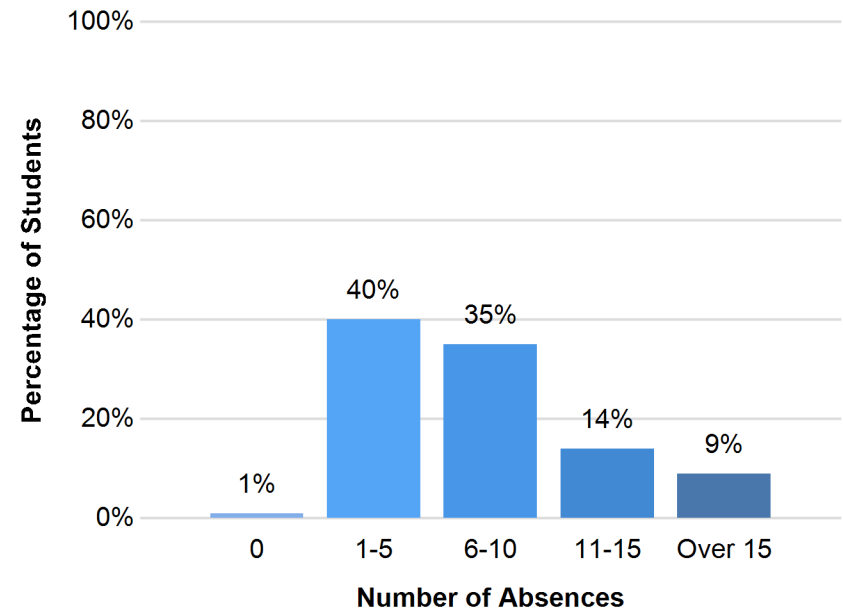
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	28	6.9	8.8	Met
White	7	11.1	8.8	Not Met
Hispanic	18	6.4	8.8	Met
Black or African American	2	7.4	8.8	Met
Asian, Native Hawaiian, or Pacific	0	0	8.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	17	8.4		
Male	11	5.4		
Economically Disadvantaged Students	12	6.0	8.8	Met
Students with Disabilities	7	13.0	8.8	Not Met
English Learners	2	5.7	8.8	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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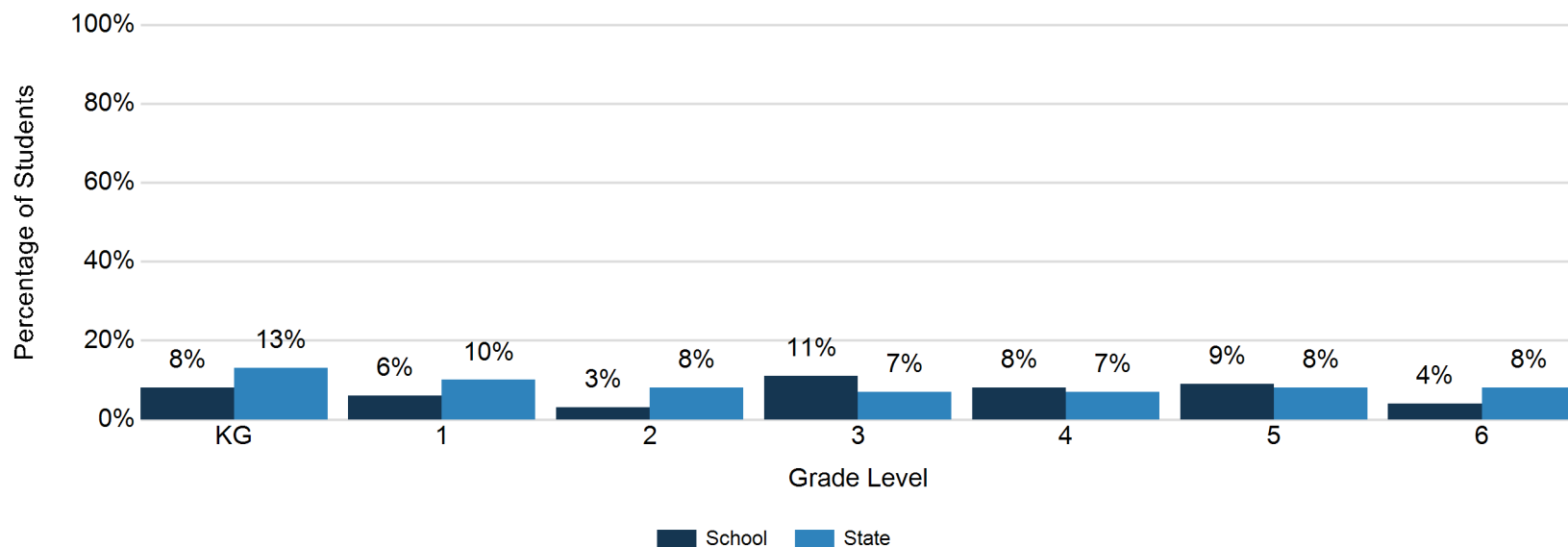
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.47

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	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	2		2

Police Notifications

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	5 Hrs. 41 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	59.3%	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	25	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	16:1	13:1
Students to Administrators	422:1	180:1
Teachers to Administrators	27:1	14:1
Students to Librarians/Media Specialists		1124:1
Students to Nurses		409:1
Students to Counselors		375:1
Students to Child Study Team Members		237:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	88.9%	100.0%	48.4%	77.1%	54.9%
Male	50.7%	11.1%	0.0%	51.6%	22.9%	45.1%
White	15.4%	96.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	70.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.9%	3.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	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	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	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	97.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.9%	51.1%	57.2%
Math Proficiency	35.5%	33.6%	36.8%
ELA Growth	50	57	58
Math Growth	36	38	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.9%	70.4%
Chronic Absenteeism	11.1%	7.4%	6.9%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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



Belleville PS5
(13-0250-060)
Grades Offered: KG-06
2018-2019

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School Narrative

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



Highlights:

- 1:1 Initiative in full swing. Students in grades 2-6 work with Chromebooks to research, write and edit, take assessments online, participate in class discussions, and receive immediate feedback.
- Season 2 of Girls on the Run. This is a nationwide organization aimed at empowering girls through goal-setting, self-esteem building activities, and physical activities.
- Our Athletic Mentoring Program teaches students the fundamentals of various sports and how to engage in sports as team players. Students demonstrate confidence to participate in P.E and tournaments.



Mission, Vision, Theme:

School 5 Educators provide conditions under which students are able to master subject matter, feel safe to take chances, be given the freedom to create, and share opinions. Our main goal is to cultivate a love of learning by building up in each student an unwavering belief in their own ability and making learning relevant.



Awards, Recognition, Accomplishments:

Poetry and Essay Contest winners; Art Poster Contest winners; Belleville Bucks awarded to deserving students for positive behavior, academic success, and morale/character-building activities in which they engage. Students of the Month recognized; Student Leader class trips and recognition in school Newsletter. Perfect Attendance awards were given to deserving students and winners of the Summer Reading Challenge were recognized. School 5 is proud to announce one of its students won the Young Writers of USA competition. Our student's Spooky Saga was published in an Anthology in the Library of Congress.



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**Courses, Curriculum,
Instruction:**

T&G Program offered to students who qualify for academic enrichment. Our R.I.S.E. period allows time for teachers to provide extra support and remediation to students as well as provide enrichment and challenging academics for those students surpassing expectations.



Clubs and Activities:

Morning Computer Club offered as well as the Strategy Academy and Creations clubs. Clubs allow for critical thinking, creativity, and imagination.





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 <p>Before and After School Programs:</p>	<p>School 5 provides morning tutoring to strengthen skills and build student confidence. Computer club is also offered to help prepare students become proficient in the use of technology. Before and After Care are offered through the Champions program.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional development opportunities provided for EnVision Math Program, Reader's Writer's Workshop, Sheltered Instruction, Safe Schools Training, and Restraint Training are ongoing. Monthly articulation meetings, SciP Team meetings, and Title 1 committee meetings allow for educators to continually assess the strengths and needs of our students to ensure academic success. Inter-class visitations are always encouraged so colleagues can see each other in action in an effort to share the most effective practices.</p>






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 <p>Student Supports and Services:</p>	<p>ESL classes; Students with Disabilities placement in appropriate classrooms; Daily R.I.S.E period for all students at all academic levels; I&RS available for all students, based on individual needs. School Psychologist and School Counselor confer with students as the need arises, but also engage with students in classrooms, executing lessons to teach social competencies and to help stomp out Bullying.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in "Jump Rope for Heart". The Kids Heart Challenge prepares youngsters for success by supporting their physical and emotional well-being. Activities are coordinated by the P.E teacher. To ensure healthy teeth, all students are offered the opportunity to visit the dentist in the month of November. School 5 also schedules a dental assembly K-5 to review proactive and preventative steps for healthy teeth. Our nurse also provides lessons on grade-specific health/hygiene. Blood pressure, height, weight, hearing, vision, and scoliosis screenings are also conducted. School-wide breakfast program offered to all students. Field day takes place in June.</p>
 <p>Parent and Community Involvement:</p>	<p>School Five's PTA works collaboratively with administration, staff, and parents in organizing various activities for the school community . Dances, trips, and assembly programs are among the many events planned each year. Parents also visit the school as readers for Read Across America. Parent portals include: OnCourse, Wonders and Envision Math. Parents log in via their username and password. School 5 participates in toy drives, food pantry collections, the Crayon Initiative, and fundraises for Autism Awareness. Kristy Grey, author of The Magically Brilliant Boy visited to do a read aloud and shared stories of of her son's journey with Autism.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School-wide Climate survey sent to all students, teachers and parents to better understand areas of need need to help improve the culture of School Number 5.</p>
 <p>School Safety:</p>	<p>Our security officers are diligent in keeping our school safe by greeting all those who enter the door and walking our hallways and grounds keeping constant watch over Number Five. Our school Safety Team meets during the year to reflect on our practices and to develop new initiatives when needed. Monthly safety drills are run and monitored for efficiency and safety.</p>



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Technology and STEM:

Smart Board and Smart TVs can be found in all classrooms. Teachers research educational websites to enhance lessons. STEM and Maker Space materials purchased.



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Other Information

The School 5 Safety team meets throughout the year coordinating HIB awareness and activities. Our Team has developed a Restorative Intervention period where students reflect and restore justice themselves when Codes of Conduct or HIB have been violated. Themes for Student of the Month are established to foster character. For the month of November, for example, Students of the Month are awarded to those who exhibit leadership.



Belleville PS7
(13-0250-070)
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Belleville PS7
(13-0250-070)
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School Contact Information

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

Type	Contact Information
County	Essex
District	Belleville Public School District
Principal Name	Mr. Brian Belton
Address	20 PASSAIC AVE BELLEVILLE, NJ 07109-1864
Phone Number	973-969-4338
Email Address	brian.belton@belleville.k12.nj.us
Website	https://www.7.bellevilleschools.org
Facebook	https://www.facebook.com/BELLEVILLEPS
Twitter	https://twitter.com/S7_Belleville



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	34	28	35
KG	54	46	44
1	53	54	51
2	61	54	50
3	67	61	53
4	66	67	54
5	59	66	75
Total	394	376	435

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	43.7%	41.0%	43.3%
Male	56.3%	59.0%	56.7%
Economically Disadvantaged Students	58.1%	50.0%	48.2%
Students with Disabilities	24.9%	24.2%	25.5%
English Learners	6.1%	5.6%	5.7%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	26.6%	25.3%	21.8%
Hispanic	53.0%	55.6%	60.6%
Black or African American	10.4%	8.0%	6.4%
Asian	7.1%	8.8%	9.2%
Native Hawaiian or Pacific Islander	0.8%	0.8%	0.7%
American Indian or Alaska Native	0.8%	0.8%	0.9%
Two or More Races	1.3%	0.8%	0.5%

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	22	21	26
PK - Full Day	12	7	9
KG - Half Day	0	0	0
KG - Full Day	54	46	44

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	85.8%
Spanish	12.4%
Vietnamese	1.1%
Other Languages	0.7%



Belleville PS7
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2018-2019

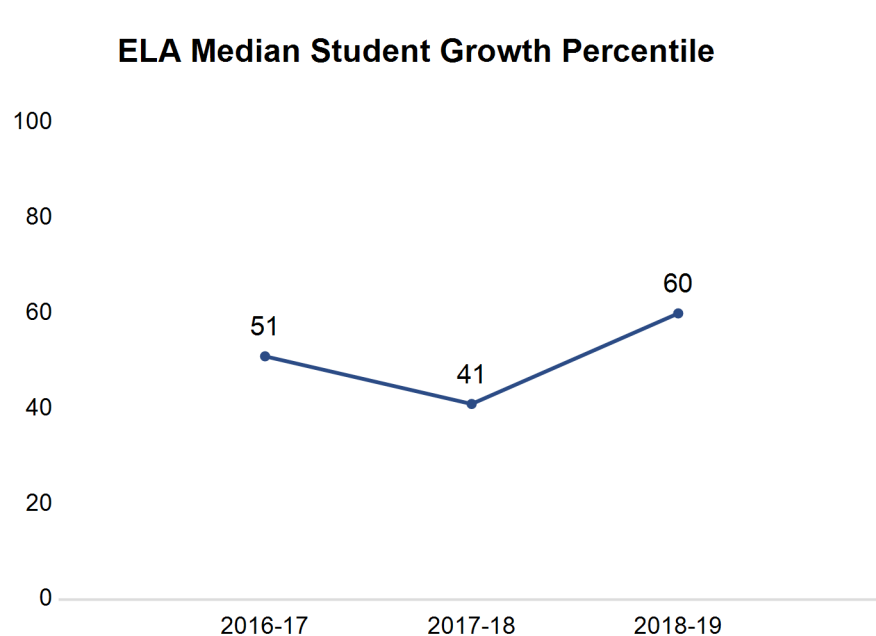
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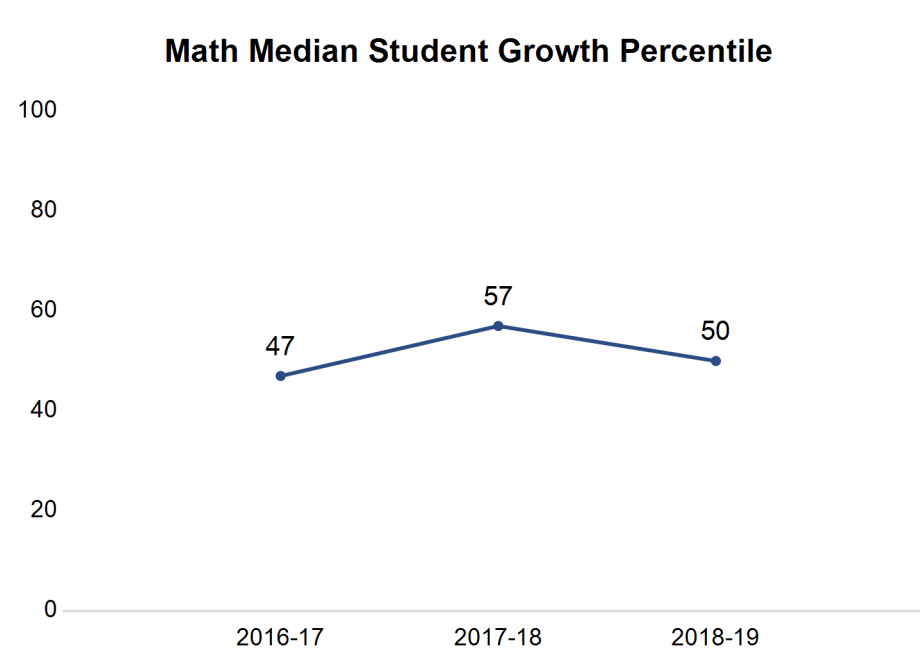
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	41	60	47	57	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



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	60	47	50	Exceeds Standard	50	51	50	Met Standard
White	59	48	50	Met Standard	52	50	52	Met Standard
Hispanic	61.5	45	49	Exceeds Standard	45.5	50	47	Met Standard
Black or African American	60	34	45	**	63	42.5	43	**
Asian, Native Hawaiian, or Pacific Islander	67	62	59	**	47	58.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	59.5	50	53	N	53	51	50	N
Male	62	43	47	N	47	50	51	N
Economically Disadvantaged Students	62	47	48	Exceeds Standard	53	50	46	Met Standard
Students with Disabilities	60	38	43	Exceeds Standard	56	50.5	45	Met Standard
English Learners	*	44	52	**	*	65	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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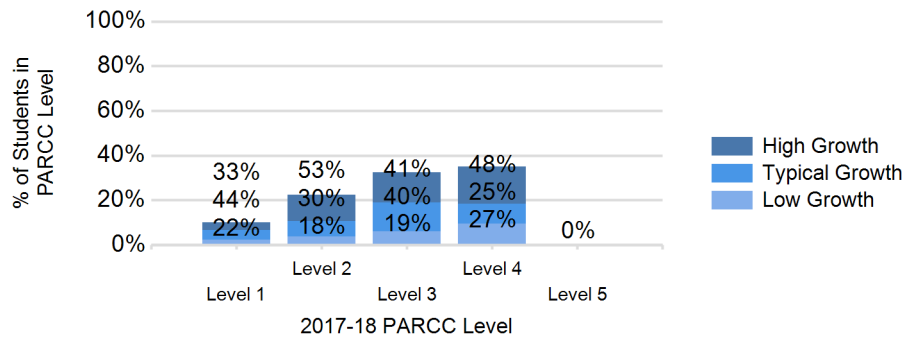
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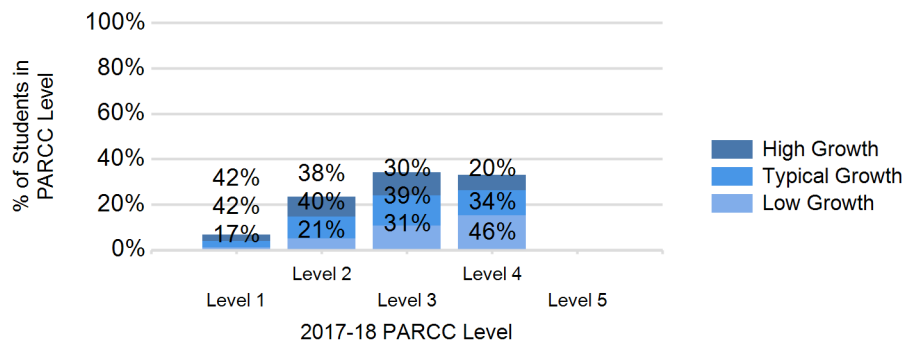
Student Growth by Performance Level

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

ELA



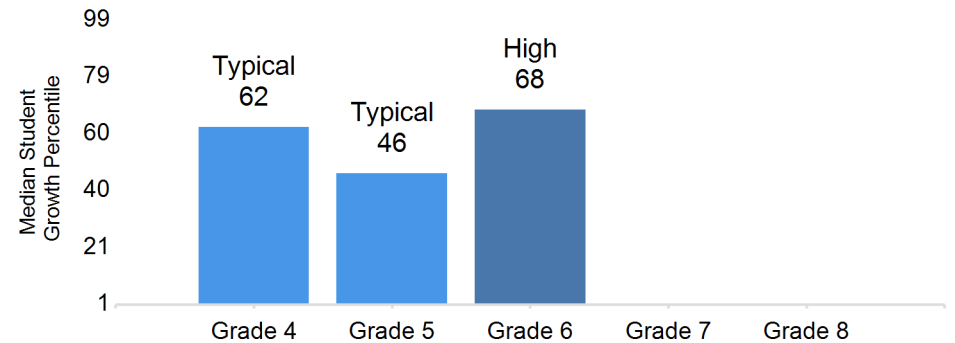
Math



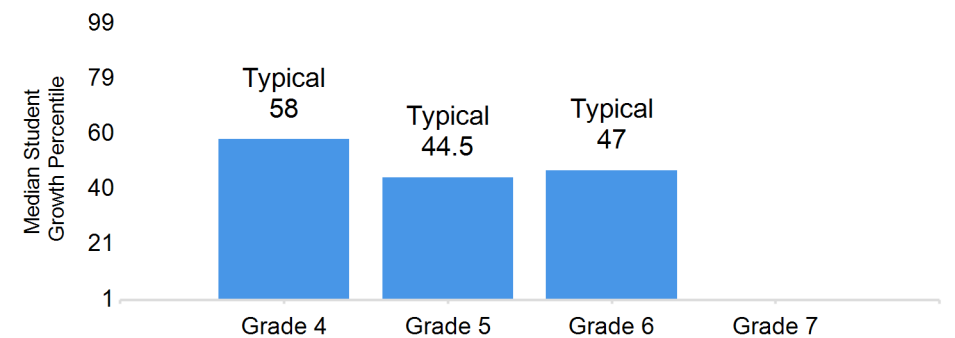
Student Growth by Grade

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

ELA



Math





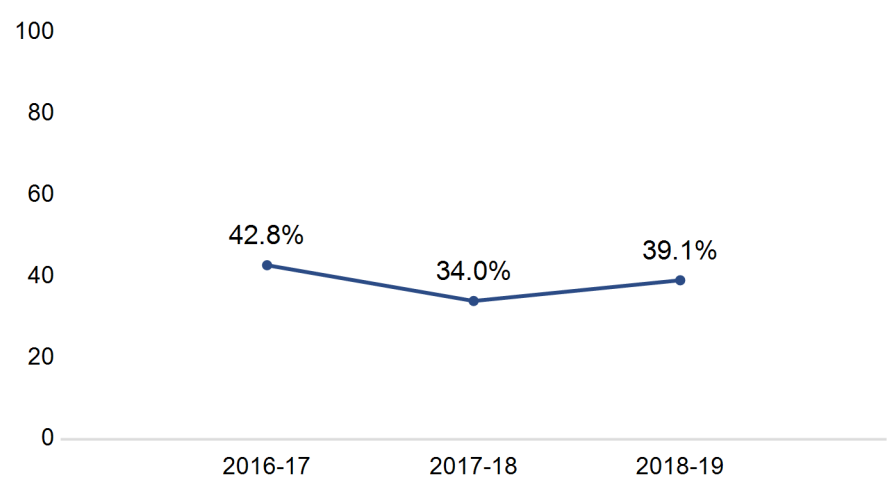
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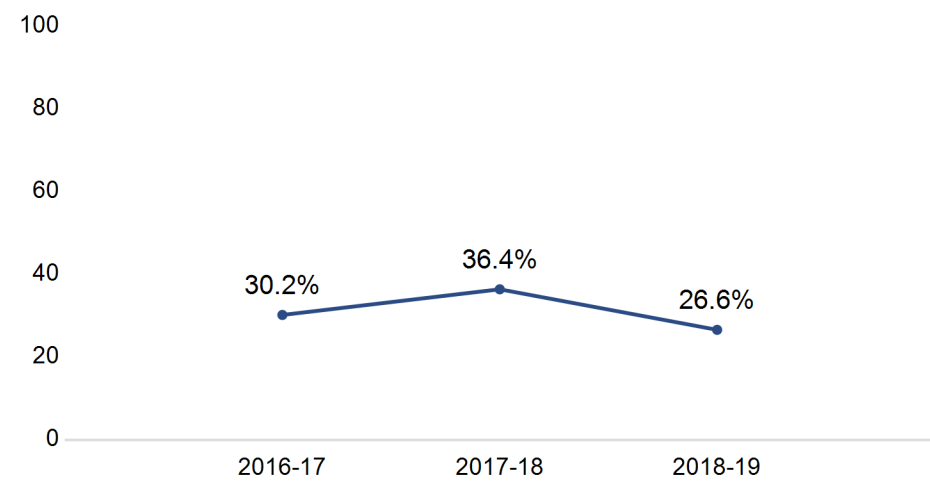
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.6%	97.5%	97.2%	94.6%	97.5%	97.3%
Proficiency Rate for Federal Accountability	42.8%	34.0%	39.1%	30.2%	36.4%	26.6%
Annual Target	45.6%	47.4%	49.2%	38.9%	41.0%	43.2%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	243	97.2	39.1	50.0	57.9	39.1	49.2	Not Met
White	47	92.2	38.3	50.3	66.9	37.1	53.6	Not Met
Hispanic	153	98.1	34.6	47.6	43.9	34.6	43.7	Not Met
Black or African American	16	100.0	50.0	39.9	38.5	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	65.2	76.2	82.9	65.2	N	N
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	101	97.2	50.5	58.2	64.8	50.5		
Male	142	97.3	31.0	42.9	51.3	31.0		
Economically Disadvantaged Students	138	97.9	37.0	47.4	40.0	37.0	41.7	Met Target†
Non-Economically Disadvantaged Students	105	96.4	41.9	54.0	67.9	41.9		
Students with Disabilities	65	95.7	13.8	17.2	22.7	13.8	25.5	Not Met
Students without Disabilities	178	97.8	48.3	56.8	65.1	48.3		
English Learners	*	*	*	16.8	29.3	*	**	**
Non-English Learners	*	*	*	51.7	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



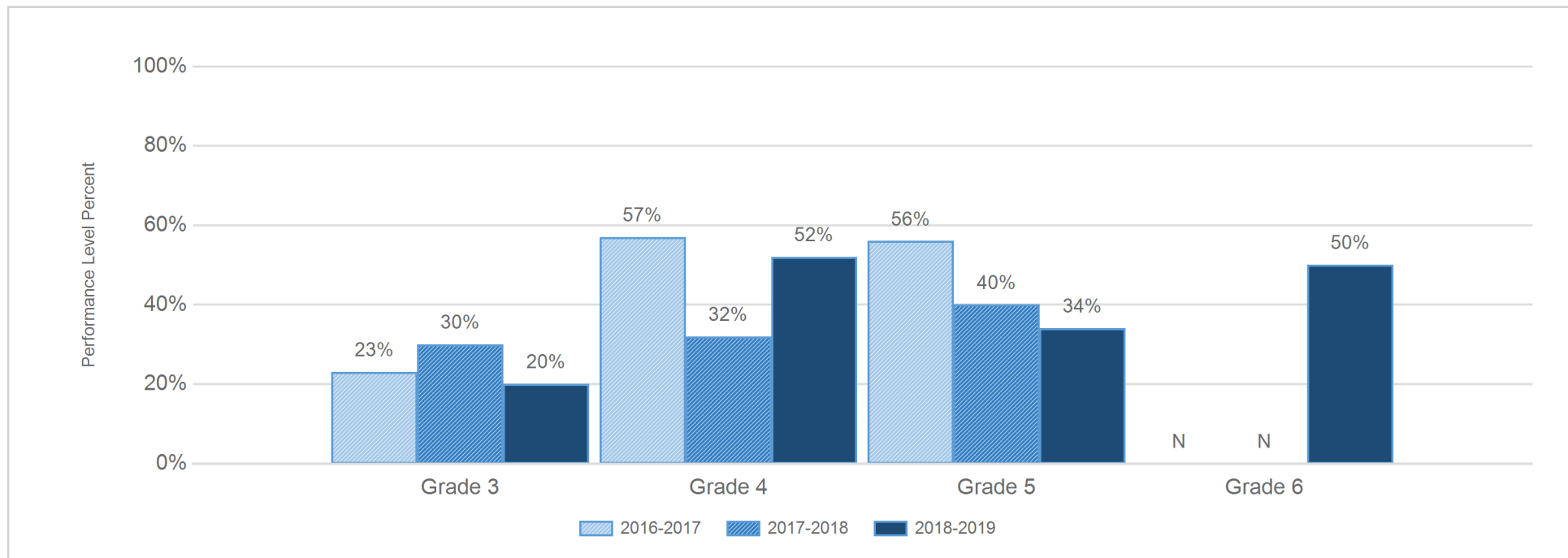
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English Language Arts Assessment - Performance Trends

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





Belleville PS7
(13-0250-070)
Grades Offered: PK-06
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	722	746	748	26%	24%	30%	*	*	20%	50%
White	*	*	742	757	*	*	*	*	*	*	60%
Hispanic	31	721	*	734	32%	*	*	*	*	26%	36%
Black or African American	*	*	736	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	17	743	*	753	*	*	*	*	*	35%	55%
Male	29	709	*	743	*	*	*	*	*	10%	46%
Economically Disadvantaged Students	28	719	745	731	*	*	*	*	*	25%	33%
Non-Economically Disadvantaged Students	18	726	749	759	*	*	*	*	*	11%	61%
Students with Disabilities	10	695	711	719	*	*	*	*	*	*	24%
Students without Disabilities	36	729	754	754	*	*	*	*	*	*	56%
English Learners	*	*	714	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Belleville PS7
(13-0250-070)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	750	754	755	*	*	33%	*	*	52%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	30	741	750	743	*	*	40%	*	*	37%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	22	758	760	760	*	*	*	*	*	64%	62%
Male	26	743	749	750	*	*	*	*	*	42%	53%
Economically Disadvantaged Students	29	752	*	740	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	19	746	*	765	*	*	*	*	*	53%	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	723	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	N	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	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Belleville PS7
(13-0250-070)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	740	749	756	*	*	47%	*	*	34%	58%
White	10	735	748	764	*	*	*	*	*	40%	68%
Hispanic	47	741	748	743	*	*	51%	*	*	32%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	31	743	755	761	*	*	42%	*	*	45%	64%
Male	37	738	744	750	*	*	51%	*	*	24%	52%
Economically Disadvantaged Students	43	740	*	740	*	*	44%	*	*	35%	39%
Non-Economically Disadvantaged Students	25	740	*	766	*	*	52%	*	*	32%	69%
Students with Disabilities	15	713	720	724	*	*	*	*	*	*	23%
Students without Disabilities	53	748	755	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	68	740	*	758	*	*	47%	*	*	34%	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	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Belleville PS7
(13-0250-070)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	747	752	754	*	*	35%	50%	0%	50%	56%
White	18	749	755	762	0%	*	*	*	*	50%	65%
Hispanic	40	743	748	743	*	*	35%	45%	0%	45%	43%
Black or African American	*	*	747	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	32	749	757	762	*	*	*	53%	0%	53%	64%
Male	40	746	748	748	*	*	*	48%	0%	48%	48%
Economically Disadvantaged Students	34	742	*	740	*	*	44%	41%	0%	41%	39%
Non-Economically Disadvantaged Students	38	752	*	763	*	*	26%	58%	0%	58%	67%
Students with Disabilities	21	718	723	722	*	*	*	*	*	14%	19%
Students without Disabilities	51	759	758	761	*	*	*	*	*	65%	64%
English Learners	N	N	730	710	N	N	N	N	N	N	*
Non-English Learners	72	747	753	756	*	*	35%	50%	0%	50%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Belleville PS7
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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	244	97.3	26.6	27.0	44.5	26.6	43.2	Not Met
White	47	92.2	29.8	27.7	54.1	28.9	53.6	Not Met
Hispanic	154	98.1	20.1	23.3	28.8	20.1	37.3	Not Met
Black or African American	16	100.0	12.5	15.9	23.0	12.5	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	69.6	*	76.5	69.6	N	N
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	102	97.2	28.4	26.2	44.9	28.4		
Male	142	97.3	25.4	27.7	44.2	25.4		
Economically Disadvantaged Students	139	97.9	19.4	23.8	26.3	19.4	37.8	Not Met
Non-Economically Disadvantaged Students	105	96.4	36.2	31.9	54.9	36.2		
Students with Disabilities	65	95.7	12.3	11.4	17.4	12.3	22.9	Not Met
Students without Disabilities	179	97.8	31.8	30.2	50.0	31.8		
English Learners	*	*	*	12.8	25.0	*	**	**
Non-English Learners	*	*	*	27.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



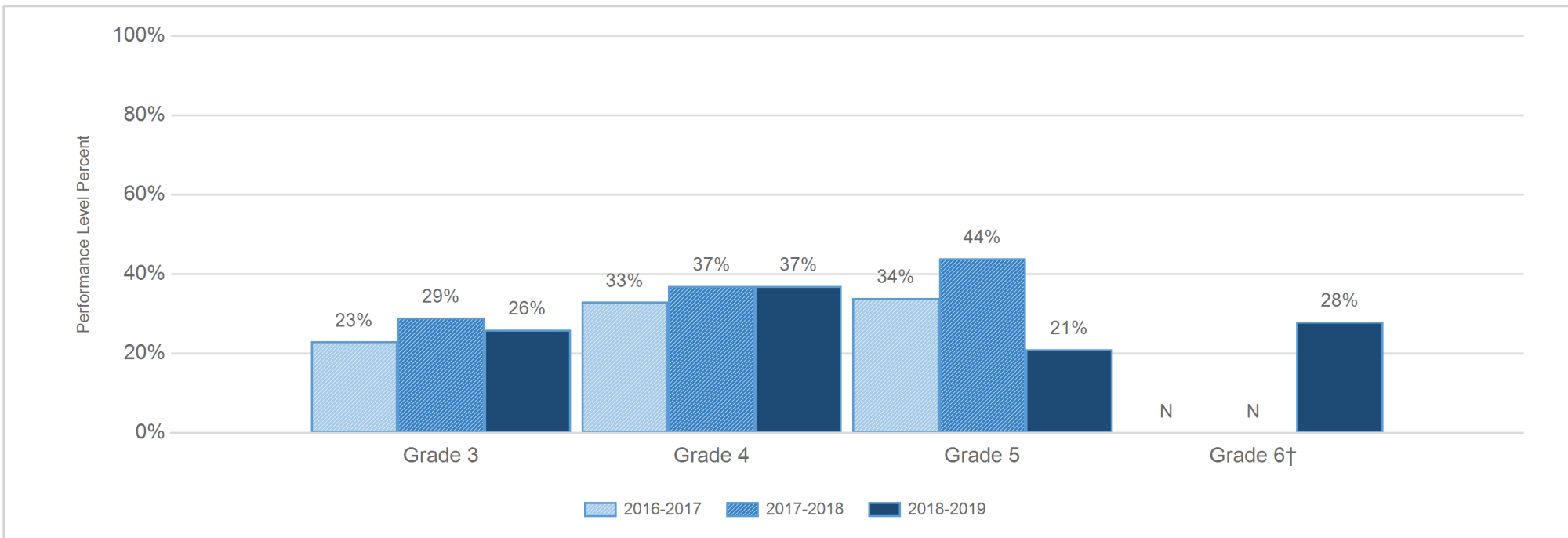
Belleville PS7
(13-0250-070)
Grades Offered: PK-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Belleville PS7
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	733	742	752	*	28%	30%	*	*	26%	55%
White	*	*	741	760	*	*	*	*	*	*	66%
Hispanic	31	729	740	739	*	35%	*	*	*	23%	40%
Black or African American	*	*	732	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	17	742	*	751	*	*	*	*	*	41%	54%
Male	29	727	*	752	*	*	*	*	*	17%	56%
Economically Disadvantaged Students	28	730	736	737	*	*	*	*	*	25%	37%
Non-Economically Disadvantaged Students	18	736	751	761	*	*	*	*	*	28%	67%
Students with Disabilities	10	707	719	731	*	*	*	*	*	10%	31%
Students without Disabilities	36	740	747	756	*	*	*	*	*	31%	60%
English Learners	*	*	730	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	743	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Belleville PS7
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	738	738	749	*	*	35%	37%	0%	37%	51%
White	*	*	742	757	*	*	*	*	*	*	62%
Hispanic	31	730	734	737	*	*	42%	*	*	23%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	23	741	740	749	*	*	*	*	*	43%	50%
Male	26	735	737	749	*	*	*	*	*	31%	52%
Economically Disadvantaged Students	30	734	*	734	*	*	*	*	*	30%	32%
Non-Economically Disadvantaged Students	19	743	*	759	*	*	*	*	*	47%	63%
Students with Disabilities	*	*	716	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	754	*	*	*	*	*	*	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	733	736	747	*	31%	44%	*	*	21%	47%
White	10	740	736	755	*	*	*	*	*	30%	58%
Hispanic	47	730	734	735	*	36%	40%	*	*	19%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	31	732	735	747	*	*	52%	*	*	16%	47%
Male	37	734	737	747	*	*	38%	*	*	24%	47%
Economically Disadvantaged Students	43	732	*	732	*	26%	*	*	*	16%	27%
Non-Economically Disadvantaged Students	25	734	*	757	*	40%	*	*	*	28%	59%
Students with Disabilities	15	724	720	725	*	*	*	*	*	*	19%
Students without Disabilities	53	735	738	752	*	*	*	*	*	*	52%
English Learners	N	N	727	718	N	N	N	N	N	N	12%
Non-English Learners	68	733	736	749	*	31%	44%	*	*	21%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	731	737	741	*	35%	29%	*	*	28%	41%
White	18	736	740	749	0%	*	*	*	*	33%	51%
Hispanic	40	725	734	729	*	33%	33%	*	*	20%	24%
Black or African American	*	*	722	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	32	728	737	742	*	31%	*	*	*	25%	42%
Male	40	733	736	740	*	38%	*	*	*	30%	40%
Economically Disadvantaged Students	34	726	*	726	*	44%	*	*	*	12%	21%
Non-Economically Disadvantaged Students	38	736	*	750	*	26%	*	*	*	42%	53%
Students with Disabilities	21	709	716	716	*	*	*	*	*	*	12%
Students without Disabilities	51	740	741	746	*	*	*	*	*	*	46%
English Learners	N	N	726	709	N	N	N	N	N	N	*
Non-English Learners	72	731	737	743	*	35%	29%	*	*	28%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

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	84.2%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	*	*
3-4	12	66.7%	33.3%
5 or more	N	N	N



Belleville PS7
(13-0250-070)
Grades Offered: PK-06
2018-2019

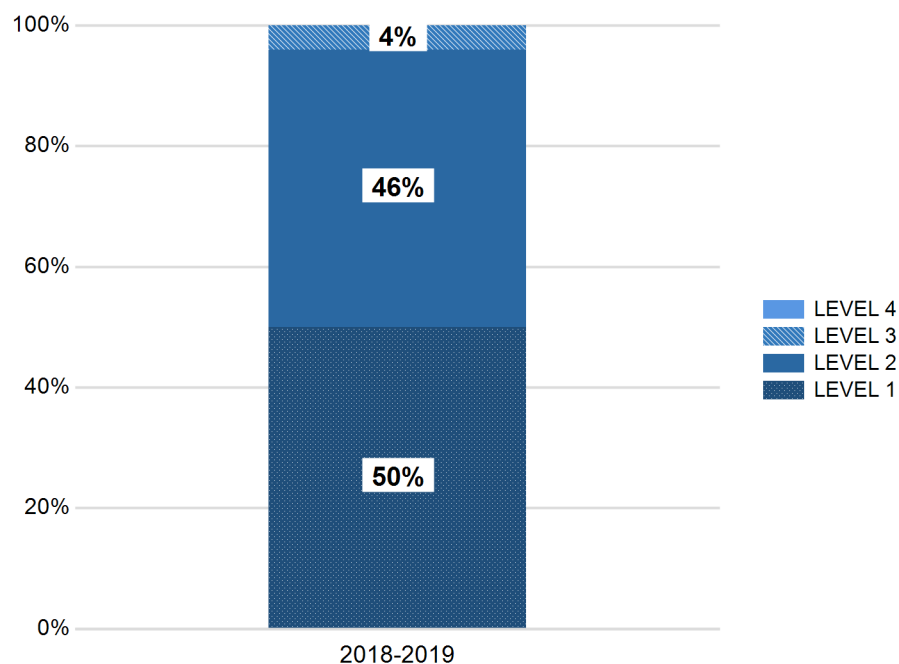
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	50	46	4	0
White	40	50	10	0
Hispanic	53	43	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	52	42	6	0
Male	49	49	3	0
Economically Disadvantaged Students	56	38	5	0
Non-Economically Disadvantaged Students	41	55	3	0
Students with Disabilities	76	24	0	0
Students without Disabilities	41	53	6	0
English Learners	N	N	N	N
Non-English Learners	50	46	4	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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2018-2019

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

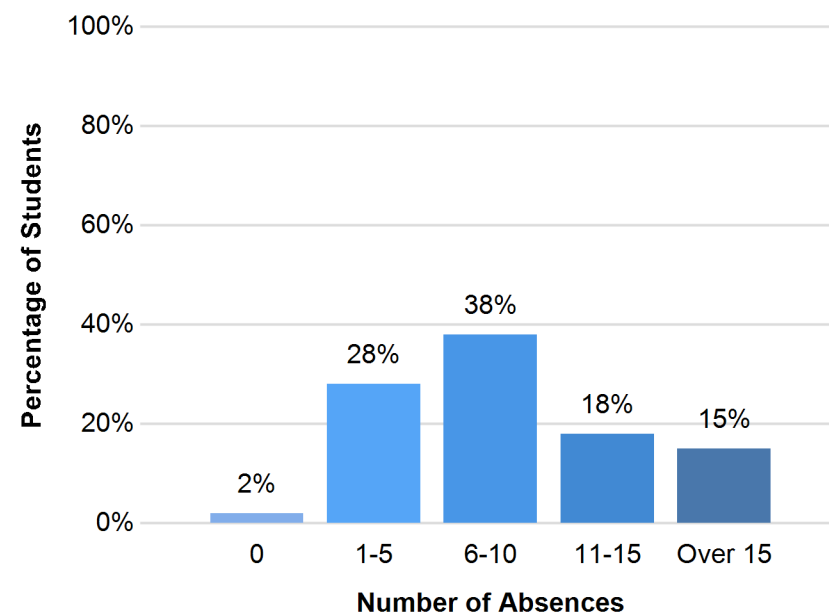
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	42	10.9	8.8	Not Met
White	14	16.5	8.8	Not Met
Hispanic	22	9.4	8.8	Not Met
Black or African American	5	21.7	8.8	Not Met
Asian, Native Hawaiian, or Pacific	1	2.5	8.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	20	11.8		
Male	22	10.1		
Economically Disadvantaged Students	17	8.9	8.8	Not Met
Students with Disabilities	14	17.1	8.8	Not Met
English Learners	0	0	8.8	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Belleville PS7
(13-0250-070)
Grades Offered: PK-06
2018-2019

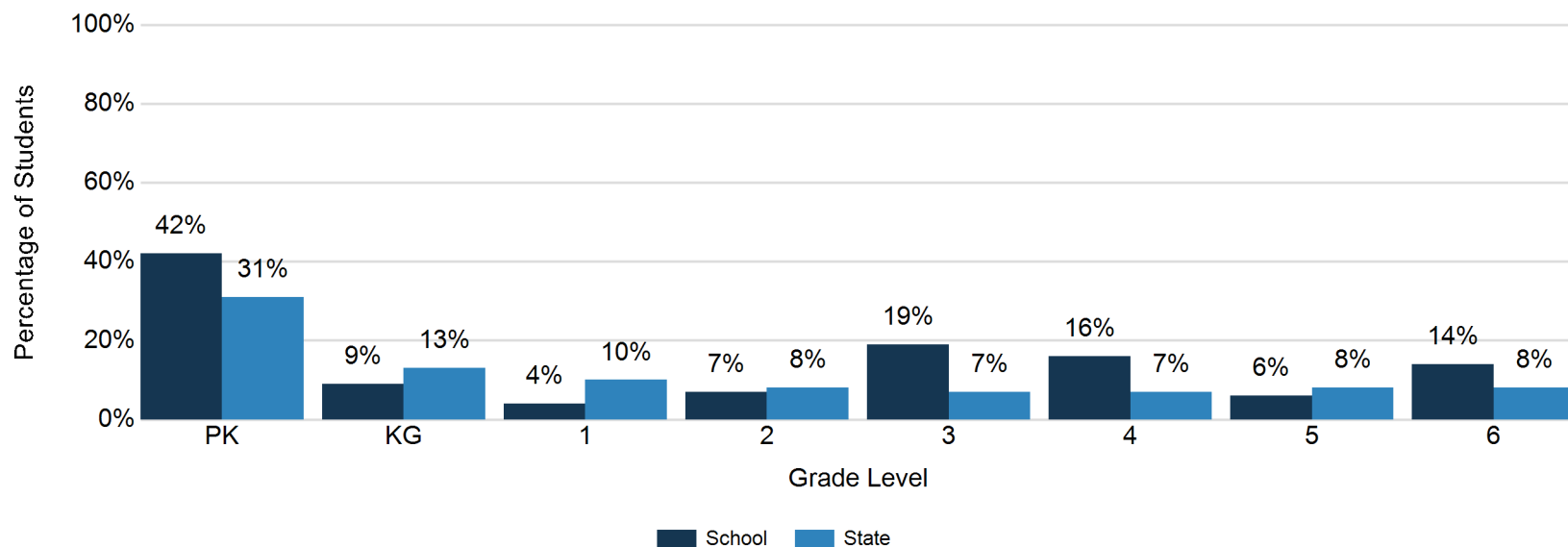
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.15

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	2	2
Sexual Orientation	0	1	1
Disability	1	0	1
Other	0	2	2
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*

**Belleville PS7**

(13-0250-070)

Grades Offered: PK-06

2018-2019

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	5 Hrs. 41 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	7.9	12.1
Average years experience in district	7.9	10.8
Percentage of Teachers with 4 or more years experience in the district	48.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	436:1	180:1
Teachers to Administrators	31:1	14:1
Students to Librarians/Media Specialists		1124:1
Students to Nurses		409:1
Students to Counselors		375:1
Students to Child Study Team Members		237:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.3%	87.1%	0.0%	48.4%	77.1%	54.9%
Male	56.7%	12.9%	100.0%	51.6%	22.9%	45.1%
White	21.8%	90.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	60.6%	9.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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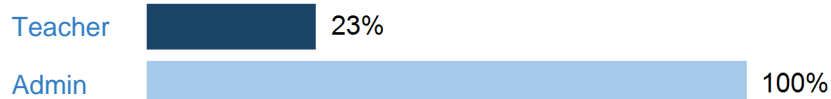
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	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	98.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.8%	34.0%	39.1%
Math Proficiency	30.2%	36.4%	26.6%
ELA Growth	51	41	60
Math Growth	47	57	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		92.9%	84.2%
Chronic Absenteeism	17.7%	15.7%	10.9%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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



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School Narrative

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



Highlights:

- Pep Assemblies highlighting students' accomplishments: School wide Student of the Month, & Anti Bullying activities
Character Education- program that highlights students kind acts.



Mission, Vision, Theme:

The School 7 community is focused on establishing & maintaining high academic standards & expectations a safe & welcoming student centered environment where students become productive members of society & life long learners. We are committed to maintaining partnerships with faculty, staff, families, & the community to successfully educate all children in an environment that emulates safety, trust, appreciation, respect, & celebrates diversity using technology & research based practices. School number seven will have a collaborative/flexible educational environment. Educational excellence shall be achieved through the implementation of an innovative curriculum that maximizes students understanding of content and real world problem solving skills.



Awards, Recognition, Accomplishments:

School 7 has participated in the 4th grade Essex County Poster Contest, grade 5 Women's Club Poetry Contest, school wide Earth Day Poster Contest & What Respect Means to Me Essay Contest. School 7 students also participate in Student of the Month.






Belleville PS7
(13-0250-070)
Grades Offered: PK-06
2018-2019

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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Wonders Literacy Program connects the classroom & Core Standards, while inspiring literature & the world. Full immersion of English Language Development, genres, essential questions, informational text encourages students to become accomplished writers & promotes collaboration time with peers. The digital component connects students to making connections & inspiring literature. The T&G program is utilized for academic enrichment & RISE period for Remediation & Enrichment of skills.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Cheerleading (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>School 7 Houses our Computer Club and Gifted and Talented to help drive instruction and provide students with hands on learning activities that translate to real world application. During Computer Club, students learn how to format documents, input formulas in spreadsheets, create slideshows, & design flyers/invitations through the use of Microsoft office products - Word, Excel & Power point. Students practice through the creation of flyers for upcoming school events. The students learn computer code through Code.org. Keyboarding skills are practiced via typingweb.org. Title I Book Club to provide enrichment activities to help students develop a passion for reading.</p>





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 <p>Before and After School Programs:</p>	<p>Champions before and aftercare services are provided for our students along with Title I tutoring programs both before and after school.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff is provided Professional Development on the latest instructional practices that develop life long learners. Professional Development for staff includes: Sheltered Instruction, Wonders, Envision Math, Safe Schools Training &, Oncourse training.</p>






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 <p>Student Supports and Services:</p>	<p>Students are supported through our Guidance department/Special Service Child Study Team that provides our students with skills and mediation techniques to grow as individuals and life long learners. ELL Program: English vocabulary & structure (listening, speaking, reading, writing, & cultural experiences (minimum of 150 minutes a week-pull-out instruction). Gen. Ed. teachers provide Sheltered Instruction. Students with disabilities receive OT, PT, & Speech. Behaviorist for support & monitors the Sensory Enrichment Program for Autistic students. I&RS assists students with academic & behavioral assistance. Resource Center - Push in & Pull Out. Guidance Counselor 2 1/2 days per week.</p>
 <p>Student Health and Wellness:</p>	<p>Students are provided with assistance to help ensure that they are constantly growing as an individual via our Guidance Department that focuses on Character Education and conflict resolution. Blood pressure, height, weight, hearing, vision, & scoliosis screenings are conducted annually & biennially. Health education classes: health awareness & dental hygiene are taught annually. Students participate in Physical Education classes twice a week for 40 minutes. Physical exercises: push ups, jumping jacks, sit ups stretching & bending. Students participate in 25 minutes of indoor or outdoor recess daily. Pomptonian food service offered a daily breakfast program.</p>
 <p>Parent and Community Involvement:</p>	<p>Here at School Number 7, School and community is what drives our foundation principals to improve the school while enhancing the community. We work in close correlation with our O.P.E parent group to ensure that all stakeholders have a voice and are involved within our students development for a brighter tomorrow. The Organization of Parents & Educators hold monthly meetings & activities for the entire school community such as holiday dances, assembly programs, Mother's & Father's Day activities, Red Ribbon Week & Earth Day endeavors, Scholastic Book Fairs, Adult & Kids' Tricky Tray events & class celebrations. Parent Portals include: Oncourse, Wonders & Envision Math. Parents log in via their user name & password. Community partnerships: St. Peter's Food Pantry, Toys for Tots, Macy's Make a Wish.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School wide climate survey sent to all students, teachers and parents to better understand areas of need to help change the culture of School Number 7.</p>
 <p>Facilities:</p>	<p>School 7 was constructed in 1927 making it 90 years old. School 7 features many specialized classrooms including Occupational & Physical Therapy, Speech, a computer lab, Instrumental/Music & Art classrooms. Over 80% of the building features air conditioning.</p>
 <p>School Safety:</p>	<p>School Number 7 works in close correlation with the Belleville PD to develop a safety team and a model to ensure the safety for all students through multiple monthly drills followed by team meetings to enhance the efficiency of each drill. We also house a Resource Officer to oversee operations and access to School Number 7.</p>



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Technology and STEM:

Here at school Number Seven every student has a one to one Chromebook to enhance instruction and develop 21 century learners. School Number 7 is utilizing a maker STEM Station within our Library to help introduce students to technology and how knowledge can be placed into practice through specific educational resources such as OZO Bots, Snap Grids, STEM Switch kits, Lego STEM kits and much more.

**Belleville PS7**

(13-0250-070)

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2018-2019

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School Narrative

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Other Information

The School 7 Safety Team meets throughout the school year coordinating HIB awareness activities & community outreach: Stallion reward tickets, Bank Bucks, Student of the Month, school wide friendship activities, parent hand outs, anti-bullying student contracts, Hands in Harmony Project, Week of Respect & School Violence awareness activities, Red Ribbon Week - signing of school wide banner, drug free contract, tying of ribbons to school fence, Respect bulletin boards, respect essay contest, St. Peter's Food Drive, Toys for Tots, Macy's Make a Wish Believe Campaign, Kindness snowmen & Banners displayed within school, Martin Luther King Peace Pledge, Black History Month Celebration consisting of lessons & projects, Daniel the Beagle Therapy Dog, Read Across America activities, Project Pride Projects to the Livingston Mall, Autism Awareness activities, Hispanic Heritage & Multi-cultural (Fusion) celebration projects, & Earth Day Poster Contest. Technology within School 7 consists of 3 lap top carts with 30 lap tops each (2 ASUS & 1 Dell). Each Gen.Ed. classroom has a Lenovo laptop & each Special Education classroom has 2 to 3 & ESL has 5 Lenovos. There are 3 TV's within the building and 10 smart boards. There are 23 IPADS shared among the Pre-School Autistic class & primary & intermediate Autistic programs within the building. Our Instagram page is www.instagram.com/school7stallions.



Belleville PS8
(13-0250-080)
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Belleville PS8
(13-0250-080)
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School Contact Information

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

Type	Contact Information
County	Essex
District	Belleville Public School District
Principal Name	Mr. Robert Silvera
Address	183 UNION AVE BELLEVILLE, NJ 07109-1628
Phone Number	973-969-4344
Email Address	robert.silvera@belleville.k12.nj.us
Website	https://8.bellevilleschools.org/
Facebook	https://www.facebook.com/BELLEVILLEPS
Twitter	https://twitter.com/s8_belleville



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	66	79	74
1	74	68	75
2	65	70	64
3	77	62	72
4	80	80	70
5	76	82	78
Total	438	441	518

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	46.1%	51.7%	50.2%
Male	53.9%	48.3%	49.8%
Economically Disadvantaged Students	71.5%	68.0%	61.8%
Students with Disabilities	18.5%	15.4%	14.5%
English Learners	9.1%	9.5%	8.7%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.5%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.1%	10.0%	9.8%
Hispanic	72.6%	73.5%	75.5%
Black or African American	13.2%	11.8%	10.2%
Asian	3.2%	3.2%	3.5%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	1.4%	1.6%	1.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	66	79	74

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	77.6%
Spanish	18.9%
Arabic	1.5%
Other Languages	1.9%



Belleville PS8
 (13-0250-080)
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 2018-2019

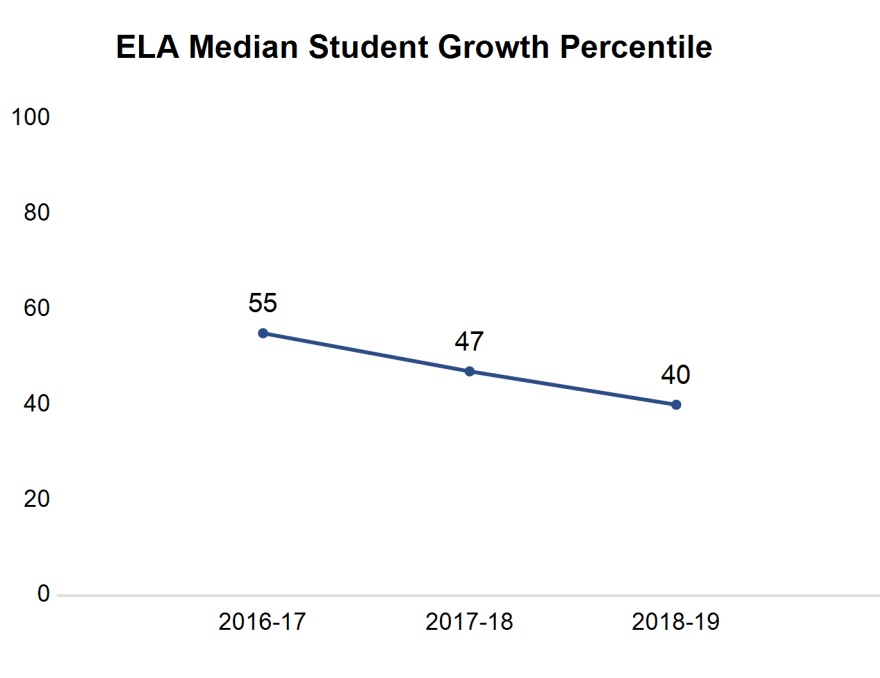
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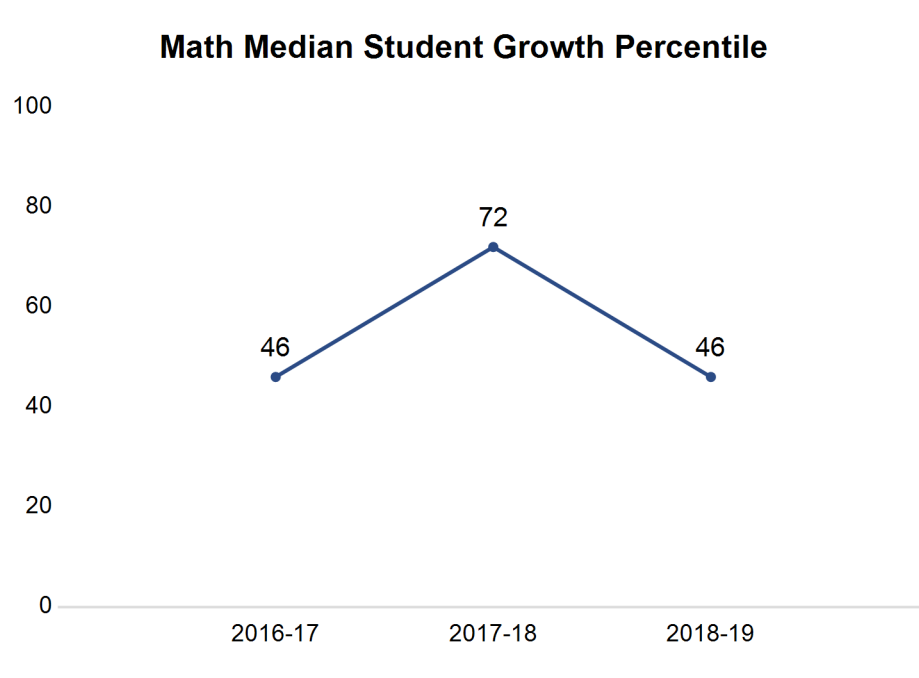
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	47	40	46	72	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	40	47	50	Met Standard	46	51	50	Met Standard
White	47	48	50	**	46	50	52	**
Hispanic	40	45	49	Met Standard	48	50	47	Met Standard
Black or African American	27	34	45	Not Met	28	42.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	45	50	53	N	42	51	50	N
Male	38	43	47	N	50	50	51	N
Economically Disadvantaged Students	40	47	48	Met Standard	42	50	46	Met Standard
Students with Disabilities	39	38	43	Not Met	53.5	50.5	45	Met Standard
English Learners	*	44	52	**	70	65	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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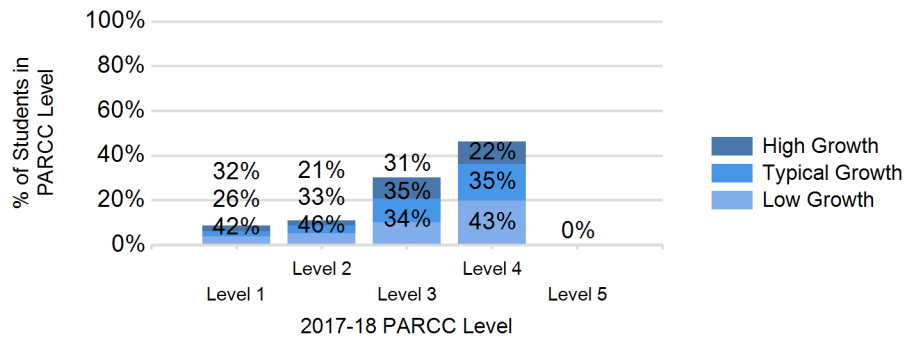
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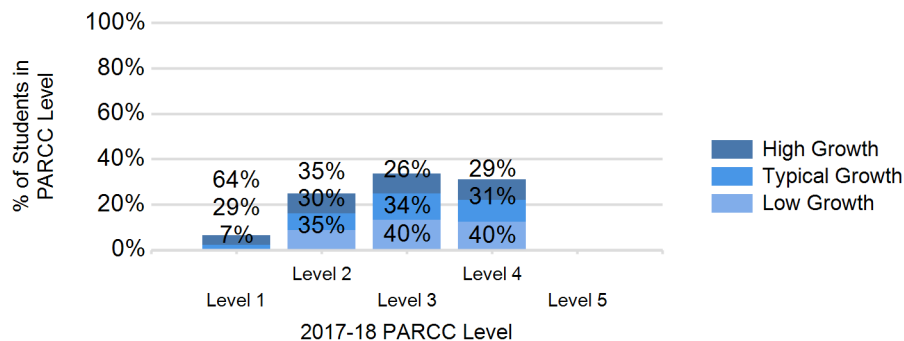
Student Growth by Performance Level

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

ELA



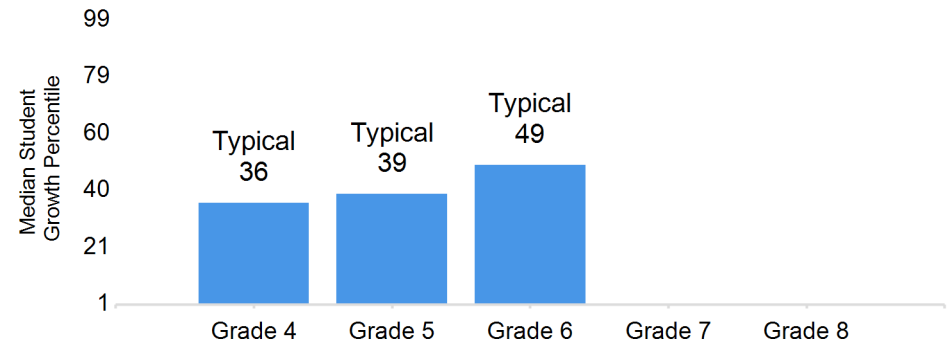
Math



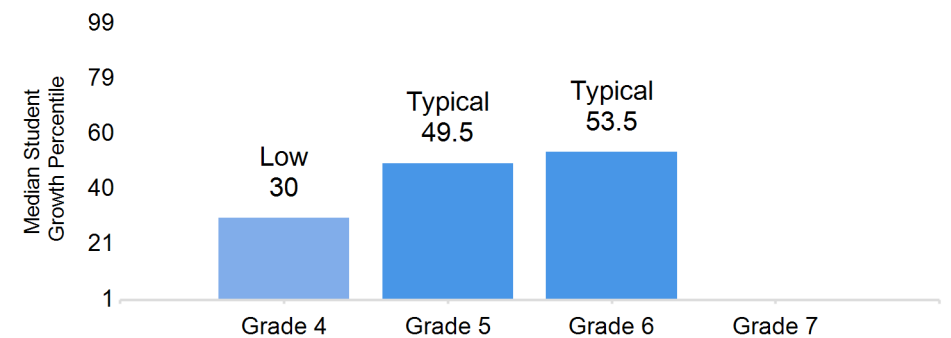
Student Growth by Grade

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

ELA



Math





Belleville PS8
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2018-2019

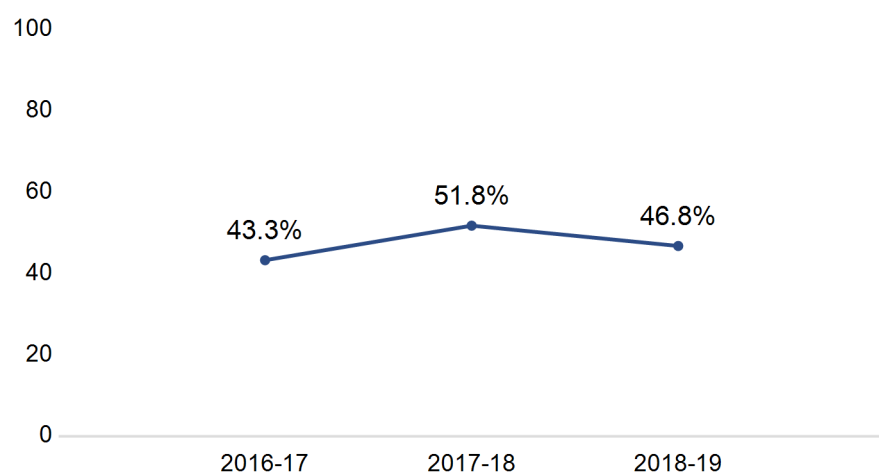
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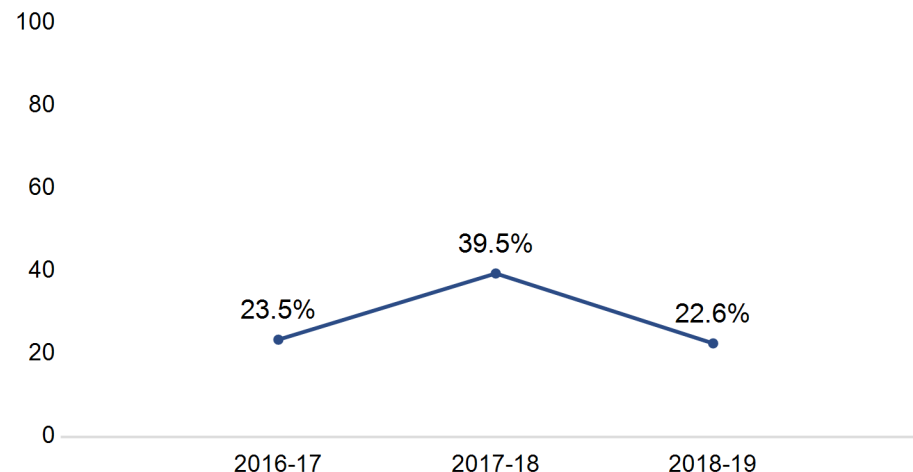
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	97.0%	98.1%	99.2%	97.0%	98.1%
Proficiency Rate for Federal Accountability	43.3%	51.8%	46.8%	23.5%	39.5%	22.6%
Annual Target	34.1%	36.5%	38.9%	25.1%	28.0%	30.9%
Met Annual Target?	Met Target	Met Target	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.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	297	98.1	46.8	50.0	57.9	46.8	38.9	Met Target
White	25	96.2	48.0	50.3	66.9	48.0	N	N
Hispanic	225	98.3	47.1	47.6	43.9	47.1	37.8	Met Target
Black or African American	34	97.3	38.2	39.9	38.5	38.2	28.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	145	97.4	58.6	58.2	64.8	58.6		
Male	152	98.8	35.5	42.9	51.3	35.5		
Economically Disadvantaged Students	210	98.6	44.8	47.4	40.0	44.8	37.1	Met Target
Non-Economically Disadvantaged Students	87	96.9	51.7	54.0	67.9	51.7		
Students with Disabilities	59	92.6	16.9	17.2	22.7	16.7	20.5	Met Target†
Students without Disabilities	238	99.6	54.2	56.8	65.1	54.2		
English Learners	17	94.7	35.3	16.8	29.3	35.3	**	**
Non-English Learners	280	98.3	47.5	51.7	60.6	47.5		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



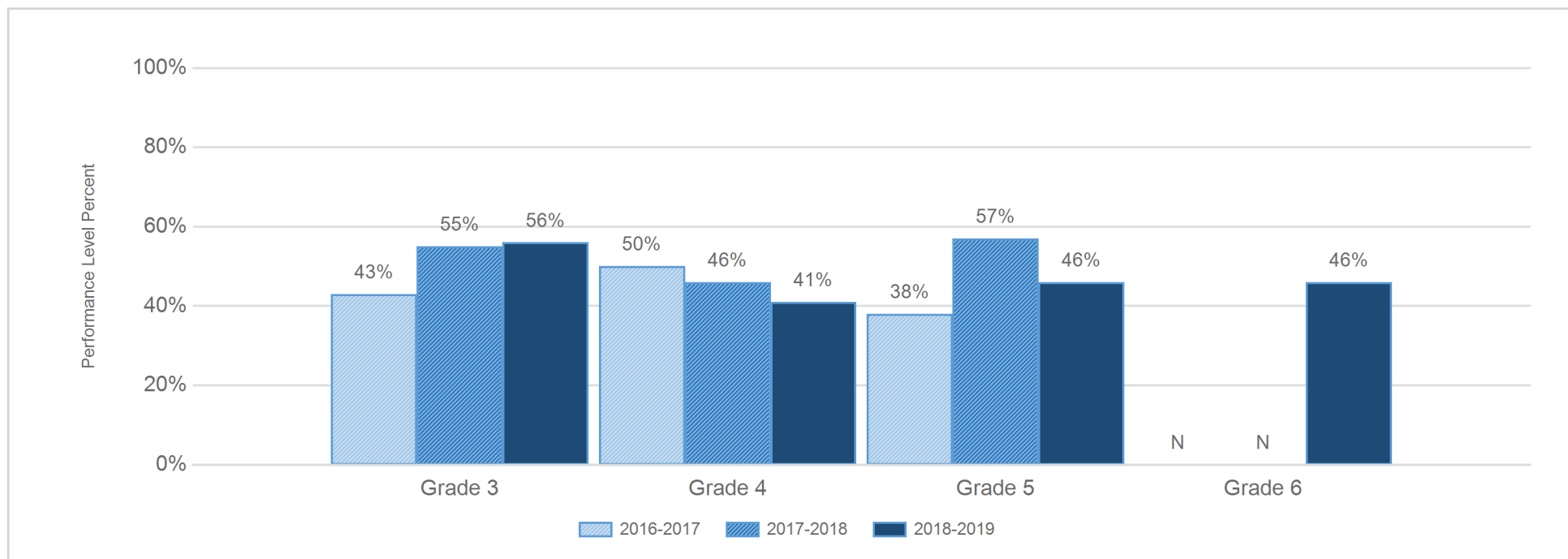
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	748	746	748	*	17%	15%	*	*	56%	50%
White	12	734	742	757	*	*	*	*	*	25%	60%
Hispanic	50	756	*	734	*	*	*	*	*	70%	36%
Black or African American	*	*	736	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	34	760	*	753	*	*	*	*	*	79%	55%
Male	37	736	*	743	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	50	749	745	731	*	*	*	*	*	58%	33%
Non-Economically Disadvantaged Students	21	745	749	759	*	*	*	*	*	52%	61%
Students with Disabilities	16	712	711	719	*	*	*	*	*	*	24%
Students without Disabilities	55	758	754	754	*	*	*	*	*	*	56%
English Learners	*	*	714	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Belleville PS8
(13-0250-080)
Grades Offered: KG-06
2018-2019

Report Key:

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- N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	740	754	755	15%	*	31%	*	*	41%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	50	739	750	743	*	*	32%	*	*	38%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	26	743	760	760	*	*	*	*	*	46%	62%
Male	42	739	749	750	*	*	*	*	*	38%	53%
Economically Disadvantaged Students	50	736	*	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	18	753	*	765	*	*	*	*	*	67%	69%
Students with Disabilities	14	710	725	725	*	*	*	*	*	14%	25%
Students without Disabilities	54	748	759	761	*	*	*	*	*	48%	64%
English Learners	*	*	723	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	N	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	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Belleville PS8
(13-0250-080)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	740	749	756	*	18%	26%	*	*	46%	58%
White	*	*	748	764	*	*	*	*	*	*	68%
Hispanic	55	740	748	743	*	20%	25%	*	*	45%	44%
Black or African American	12	740	*	739	*	*	*	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	40	748	755	761	*	*	*	*	*	53%	64%
Male	36	732	744	750	*	*	*	*	*	39%	52%
Economically Disadvantaged Students	52	736	*	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	24	750	*	766	*	*	*	*	*	58%	69%
Students with Disabilities	17	725	720	724	*	*	*	*	*	29%	23%
Students without Disabilities	59	745	755	762	*	*	*	*	*	51%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	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	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Belleville PS8
(13-0250-080)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	748	752	754	*	14%	36%	*	*	46%	56%
White	*	*	755	762	*	*	*	*	*	*	65%
Hispanic	77	745	748	743	*	16%	39%	*	*	42%	43%
Black or African American	*	*	747	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	44	756	757	762	*	*	32%	*	*	59%	64%
Male	47	741	748	748	*	*	40%	*	*	34%	48%
Economically Disadvantaged Students	62	746	*	740	*	*	34%	*	*	47%	39%
Non-Economically Disadvantaged Students	29	754	*	763	*	*	41%	*	*	45%	67%
Students with Disabilities	12	727	723	722	*	*	*	*	*	17%	19%
Students without Disabilities	79	752	758	761	*	*	*	*	*	51%	64%
English Learners	*	*	730	710	*	*	*	*	*	*	*
Non-English Learners	*	*	753	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Belleville PS8
(13-0250-080)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	301	98.1	22.6	27.0	44.5	22.6	30.9	Not Met
White	27	96.6	29.6	27.7	54.1	29.6	N	N
Hispanic	227	98.3	23.3	23.3	28.8	23.3	30	Not Met
Black or African American	34	97.3	*	15.9	23.0	*	24.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	50.0	*	76.5	50.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	147	97.4	21.1	26.2	44.9	21.1		
Male	154	98.8	24.0	27.7	44.2	24.0		
Economically Disadvantaged Students	212	98.6	19.8	23.8	26.3	19.8	28.6	Not Met
Non-Economically Disadvantaged Students	89	97.0	29.2	31.9	54.9	29.2		
Students with Disabilities	59	92.6	*	11.4	17.4	*	22.6	Not Met
Students without Disabilities	242	99.6	*	30.2	50.0	*		
English Learners	21	96.0	19.0	12.8	25.0	19.0	20	Met Target†
Non-English Learners	280	98.3	22.9	27.9	46.5	22.9		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



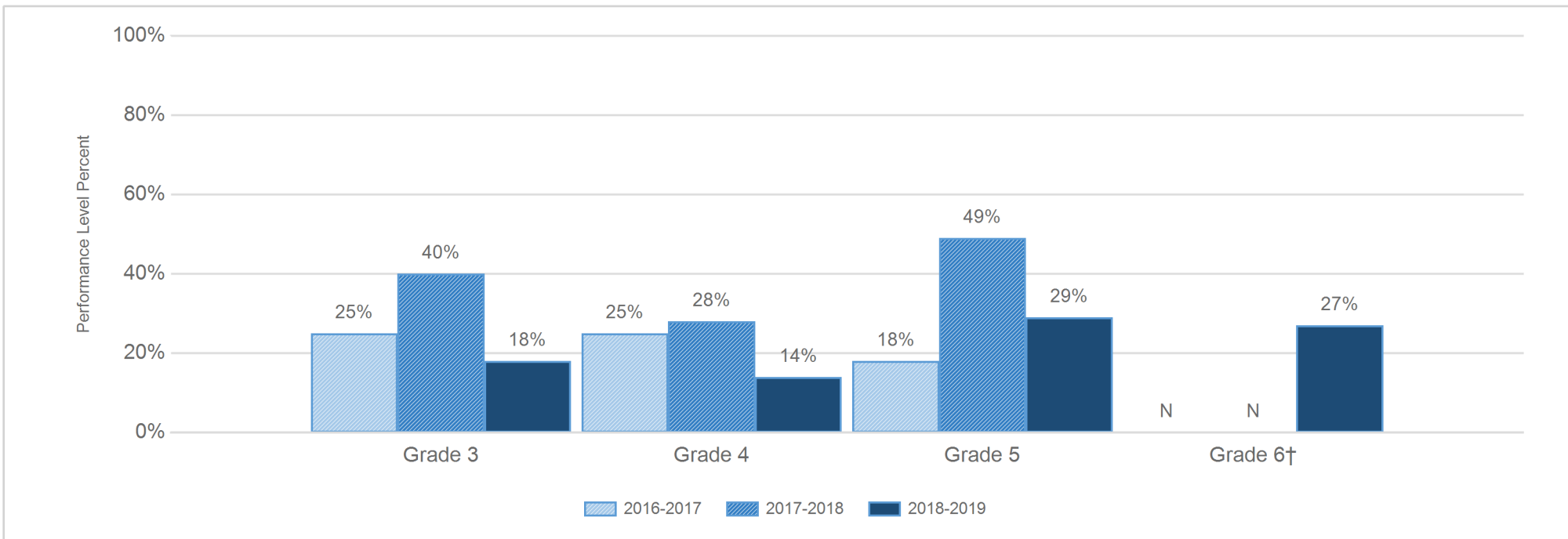
Belleville PS8
(13-0250-080)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	725	742	752	18%	29%	35%	18%	0%	18%	55%
White	13	722	741	760	*	*	*	*	*	23%	66%
Hispanic	50	730	740	739	*	30%	38%	*	*	20%	40%
Black or African American	*	*	732	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	35	725	*	751	*	31%	40%	*	*	11%	54%
Male	37	725	*	752	*	27%	30%	*	*	24%	56%
Economically Disadvantaged Students	51	724	736	737	*	*	*	*	*	18%	37%
Non-Economically Disadvantaged Students	21	728	751	761	*	*	*	*	*	19%	67%
Students with Disabilities	16	724	719	731	*	*	*	*	*	*	31%
Students without Disabilities	56	726	747	756	*	*	*	*	*	*	60%
English Learners	*	*	730	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	743	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Belleville PS8
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	728	738	749	*	36%	41%	*	*	14%	51%
White	*	*	742	757	*	*	*	*	*	*	62%
Hispanic	52	728	734	737	*	38%	37%	*	*	15%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	26	728	740	749	*	42%	*	*	*	15%	50%
Male	44	729	737	749	*	32%	*	*	*	14%	52%
Economically Disadvantaged Students	50	727	*	734	*	*	*	*	*	12%	32%
Non-Economically Disadvantaged Students	20	732	*	759	*	*	*	*	*	20%	63%
Students with Disabilities	14	714	716	726	*	*	*	*	*	*	25%
Students without Disabilities	56	732	742	754	*	*	*	*	*	*	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Belleville PS8
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	732	736	747	*	29%	30%	*	*	29%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	56	732	734	735	*	25%	30%	*	*	30%	30%
Black or African American	12	725	*	729	*	*	*	*	*	17%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	42	733	735	747	*	29%	29%	*	*	31%	47%
Male	37	731	737	747	*	30%	32%	*	*	27%	47%
Economically Disadvantaged Students	53	729	*	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	26	740	*	757	*	*	*	*	*	35%	59%
Students with Disabilities	17	726	720	725	*	*	*	*	*	12%	19%
Students without Disabilities	62	734	738	752	*	*	*	*	*	34%	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	736	737	741	*	35%	33%	*	*	27%	41%
White	*	*	740	749	*	*	*	*	*	*	51%
Hispanic	77	735	734	729	*	39%	30%	*	*	27%	24%
Black or African American	*	*	722	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	44	737	737	742	*	36%	39%	*	*	25%	42%
Male	47	734	736	740	*	34%	28%	*	*	30%	40%
Economically Disadvantaged Students	62	732	*	726	*	*	29%	*	*	24%	21%
Non-Economically Disadvantaged Students	29	743	*	750	*	*	41%	*	*	34%	53%
Students with Disabilities	12	718	716	716	*	*	*	*	*	*	12%
Students without Disabilities	79	738	741	746	*	*	*	*	*	*	46%
English Learners	*	*	726	709	*	*	*	*	*	*	*
Non-English Learners	*	*	737	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

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

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	65.4%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	30	90.0%	10.0%
3-4	13	76.9%	23.1%
5 or more	*	*	*



Belleville PS8
(13-0250-080)
Grades Offered: KG-06
2018-2019

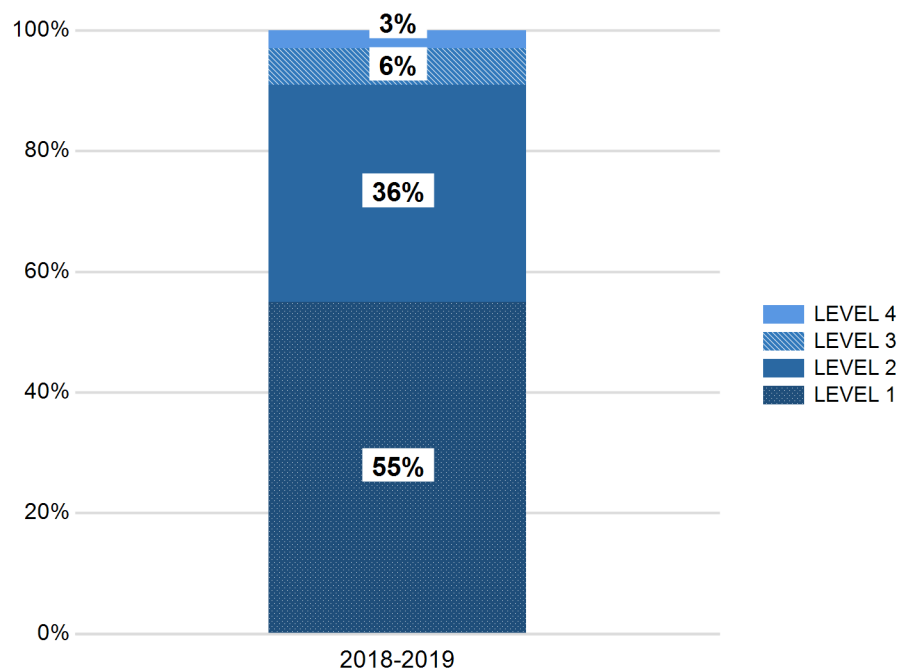
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	55	36	6	3
White	*	*	*	*
Hispanic	51	38	7	4
Black or African American	73	27	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	54	39	2	5
Male	56	33	11	0
Economically Disadvantaged Students	61	35	4	0
Non-Economically Disadvantaged Students	43	39	11	7
Students with Disabilities	63	38	0	0
Students without Disabilities	52	36	8	3
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



Belleville PS8
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

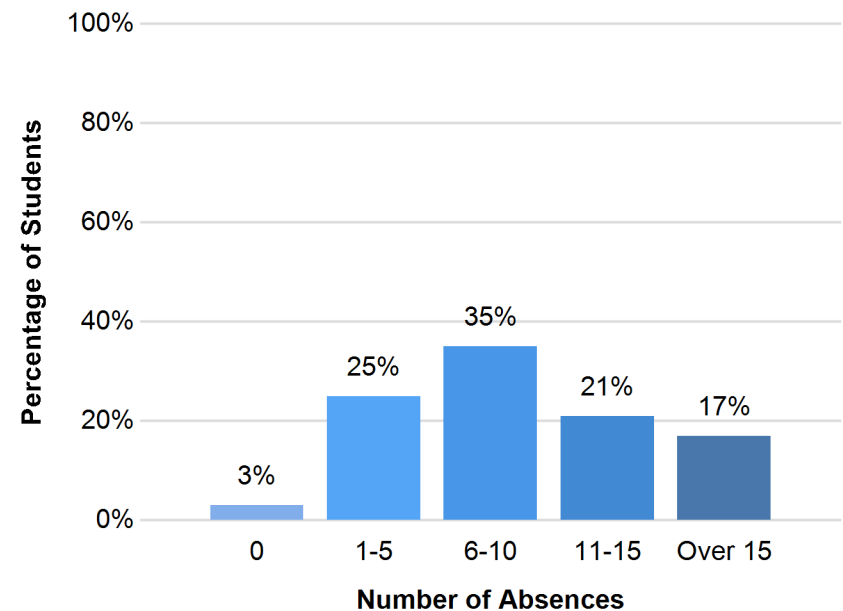
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	64	12.1	8.8	Not Met
White	7	14.0	8.8	Not Met
Hispanic	51	12.7	8.8	Not Met
Black or African American	3	5.7	8.8	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	35	13.3		
Male	29	10.9		
Economically Disadvantaged Students	44	13.5	8.8	Not Met
Students with Disabilities	21	23.6	8.8	Not Met
English Learners	2	4.5	8.8	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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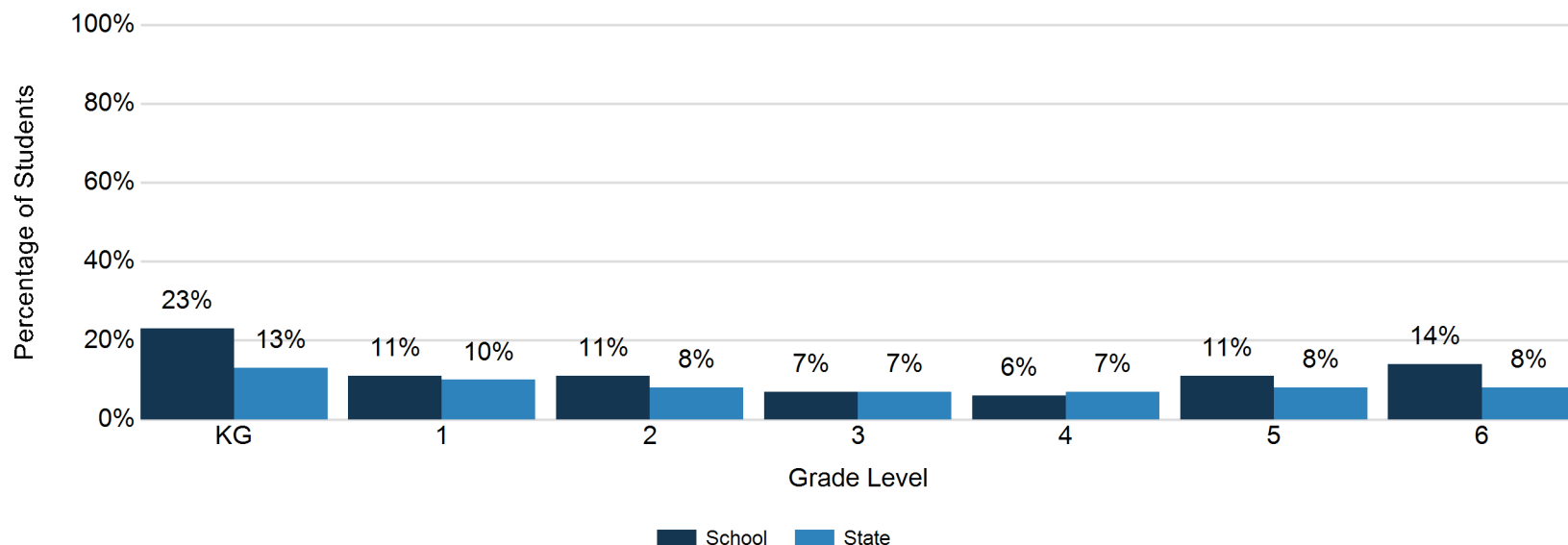
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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

**Belleville PS8**

(13-0250-080)

Grades Offered: KG-06

2018-2019

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	5 Hrs. 41 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	1.2:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	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	25	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	17:1	13:1
Students to Administrators	518:1	180:1
Teachers to Administrators	30:1	14:1
Students to Librarians/Media Specialists		1124:1
Students to Nurses		409:1
Students to Counselors		375:1
Students to Child Study Team Members		237:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.2%	90.0%	0.0%	48.4%	77.1%	54.9%
Male	49.8%	10.0%	100.0%	51.6%	22.9%	45.1%
White	9.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	75.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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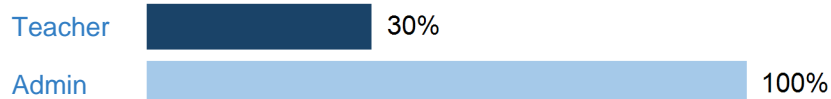
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	43.3%	51.8%	46.8%
Math Proficiency	23.5%	39.5%	22.6%
ELA Growth	55	47	40
Math Growth	46	72	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		74.1%	65.4%
Chronic Absenteeism	17.9%	20.0%	12.1%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Over 40 hours of expanded Before and After School Title 1 Program including academic and arts related areas.
- Chromebooks 1 to 1 initiative for all student grades 2-6. Additionally, all kindergarten and first graders have individual tablets.
- Equipment was purchased to begin a STEM/Maker Space in our library/media center.



Mission, Vision, Theme:

At School Number Eight, the mission of our highly qualified staff is to provide a safe, positive learning environment where all students can learn. We are committed to fostering the academic and social development of each child within our school so that they can ultimately become independent thinkers, life-long learners, and productive citizens within our society.



Awards, Recognition, Accomplishments:

Poetry and Essay Contest winners; Art Poster Contest winners; Students of the Month recognized; Summer Reading Challenge winners were recognized.





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 <p>Courses, Curriculum, Instruction:</p>	<p>Envision 2.0 Math, Wonders ELA, Dimensions Science, Talented and Gifted (TAG)</p>
 <p>Clubs and Activities:</p>	<p>We offer an expanded after school program which consists of various clubs including, Scrabble Club, Book Club, Math Club, Board Game Club, Computer Club, Study Buddy Club, Glee Club, Writing Club, Mindfulness Club, and Crochet Club.</p>





Belleville PS8
(13-0250-080)
Grades Offered: KG-06
2018-2019

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School Narrative

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 <p>Before and After School Programs:</p>	<p>Before and after school tutoring and Before/After Care program offered through Champions.</p>
 <p>Staff and Professional Learning:</p>	<p>There are monthly faculty meetings and each year several days are allocated to half or full day professional development. There are also monthly PLC meetings by grade level and/or subject area.</p>






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(13-0250-080)
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School Narrative

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 <p>Student Supports and Services:</p>	<p>School 8 students are supported through our Guidance department/Special Service Child Study Team that provides our students with skills and mediation techniques to grow as individuals and life long learners. ELL Program: English vocabulary & structure (listening, speaking, reading, writing, & cultural experiences (minimum of 150 minutes a week-pull-out instruction). General Ed. teachers provide Sheltered Instruction. Students with disabilities receive OT, PT, & Speech. Behaviorist for support & monitors the Sensory Enrichment Program for Autistic students. I&RS assists students with academic & behavioral assistance. Resource Center - Push in & Pull Out. Guidance Counselor 3 days per week.</p>
 <p>Student Health and Wellness:</p>	<p>Mobile Dental Program, Field Day, Schoolwide Breakfast Program</p>
 <p>Parent and Community Involvement:</p>	<p>The Home and School Association is very active in our school and offers school dances, evening parties, movie nights, and Art nights. The are actively involved as they continuously encourage parental involvement and participation. A series of activities have been planned and will be accomplished throughout the school year including food drives and book fairs. Parental involvement has been extremely successful. Parental communication is done through a school web page, HSA Facebook page and hard copy and is translated for our bilingual community. The school will be hosting Family Math Night and Family Reading Night.</p>





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 <p>Facilities:</p>	<p>School flower garden, library/media center, gymnasium</p>
 <p>School Safety:</p>	<p>School Safety Team</p>



Belleville PS8
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School Narrative

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Technology and STEM:

The Belleville Public Schools has begun a Push in STEM program and has recently purchased a STEM cart which is available to all classes.



Belleville PS9
(13-0250-090)
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Belleville PS9
(13-0250-090)
Grades Offered: KG-06
2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Belleville Public School District
Principal Name	Mr. Joseph Rotonda
Address	301 RALPH ST BELLEVILLE, NJ 07109-3309
Phone Number	973-969-4337
Email Address	joseph.rotonda@belleville.k12.nj.us
Website	https://9.bellevilleschools.org
Facebook	https://www.facebook.com/BELLEVILLEPS
Twitter	https://twitter.com/@s9_belleville



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	23	22	17
1	24	21	18
2	15	19	15
3	31	18	15
4	21	29	19
5	14	23	24
Total	128	132	133

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	52.3%	48.5%	48.9%
Male	47.7%	51.5%	51.1%
Economically Disadvantaged Students	78.9%	67.4%	64.7%
Students with Disabilities	5.5%	6.1%	3.8%
English Learners	3.9%	10.6%	7.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.8%	0.0%	0.0%
Military-Connected Students	0.0%	0.8%	0.8%
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	16.4%	9.8%	10.5%
Hispanic	62.5%	73.5%	72.2%
Black or African American	9.4%	8.3%	6.8%
Asian	10.2%	7.6%	9.8%
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	1.6%	0.8%	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	23	22	17

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	78.9%
Spanish	18.8%
Arabic	1.5%
Other Languages	0.8%



Belleville PS9
(13-0250-090)
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2018-2019

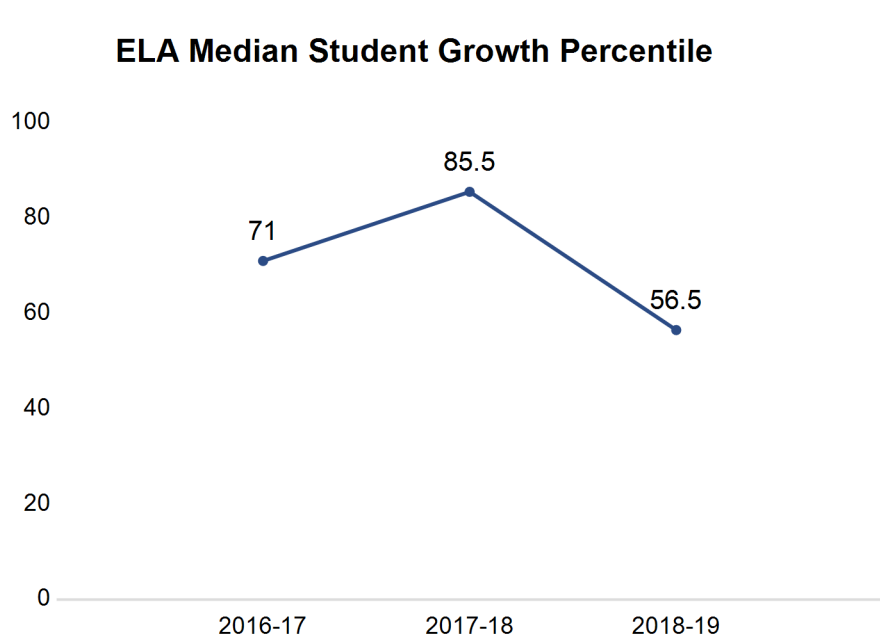
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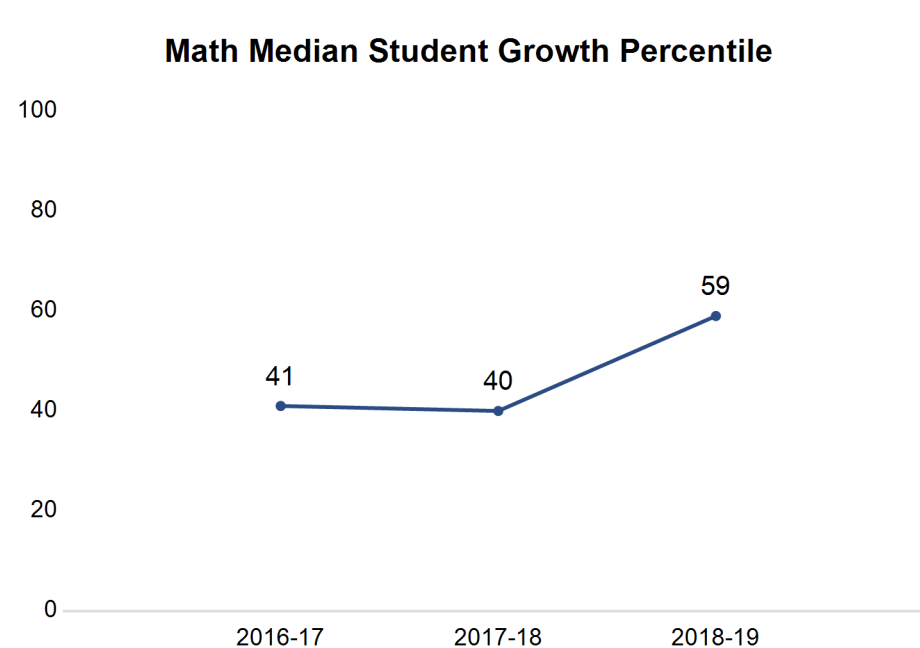
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	71	85.5	56.5	41	40	59
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	56.5	47	50	Met Standard	59	51	50	Met Standard
White	*	48	50	**	*	50	52	**
Hispanic	51.5	45	49	Met Standard	60	50	47	Exceeds Standard
Black or African American	*	34	45	**	*	42.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	64	50	53	N	57.5	51	50	N
Male	48	43	47	N	60	50	51	N
Economically Disadvantaged Students	62.5	47	48	Exceeds Standard	60	50	46	Exceeds Standard
Students with Disabilities	*	38	43	**	*	50.5	45	**
English Learners	*	44	52	**	*	65	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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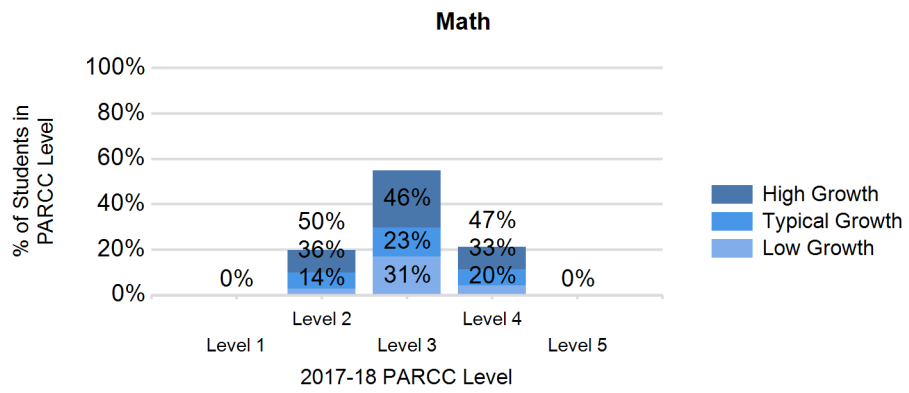
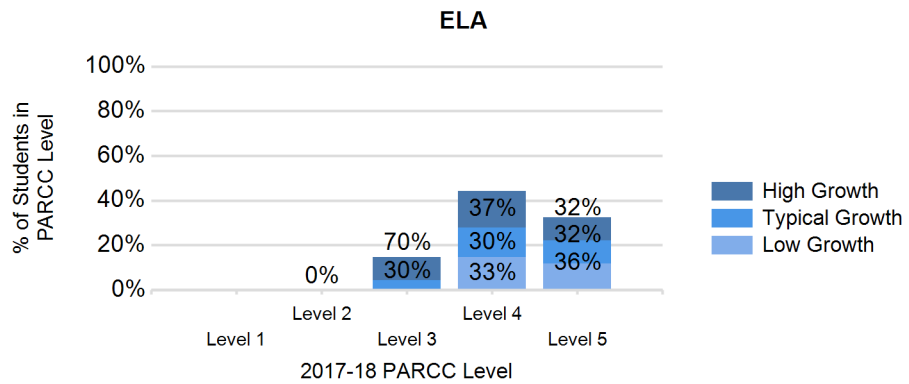
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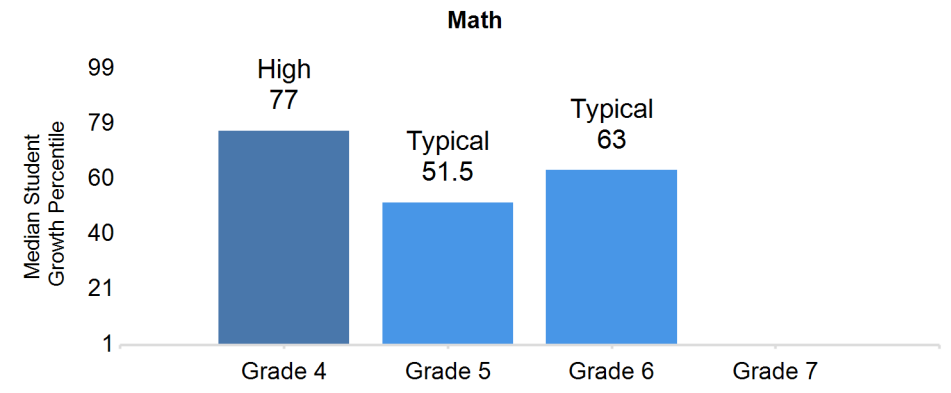
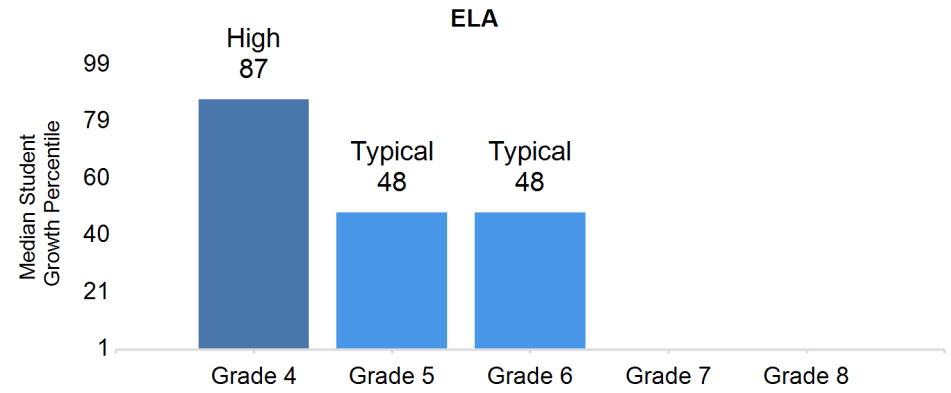
Student Growth by Performance Level

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



Student Growth by Grade

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





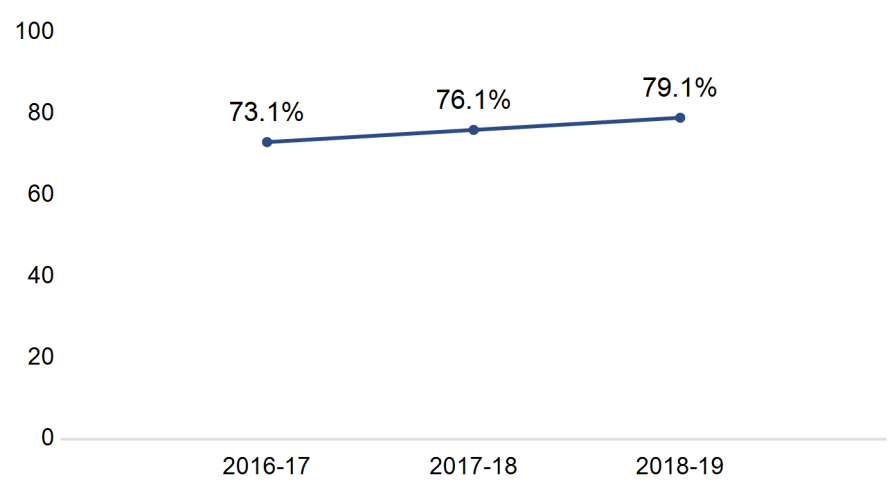
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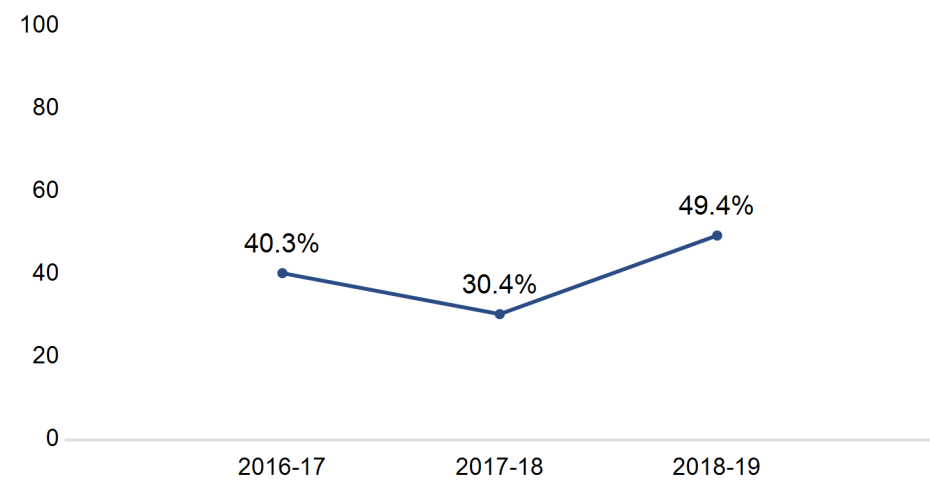
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	100.0%	98.9%	98.6%	100.0%	98.9%
Proficiency Rate for Federal Accountability	73.1%	76.1%	79.1%	40.3%	30.4%	49.4%
Annual Target	61.0%	62.0%	63.0%	48.4%	50.0%	51.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	86	98.9	79.1	50.0	57.9	79.1	63	Met Target
White	*	*	*	50.3	66.9	*	**	**
Hispanic	61	98.5	73.8	47.6	43.9	73.8	63.4	Met Target
Black or African American	*	*	*	39.9	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	100.0	76.2	82.9	100.0	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	37	100.0	91.9	58.2	64.8	91.9		
Male	49	98.1	69.4	42.9	51.3	69.4		
Economically Disadvantaged Students	60	100.0	80.0	47.4	40.0	80.0	63.7	Met Goal
Non-Economically Disadvantaged Students	26	96.4	76.9	54.0	67.9	76.9		
Students with Disabilities	*	*	*	17.2	22.7	*	**	**
Students without Disabilities	*	*	*	56.8	65.1	*		
English Learners	*	*	*	16.8	29.3	*	**	**
Non-English Learners	*	*	*	51.7	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



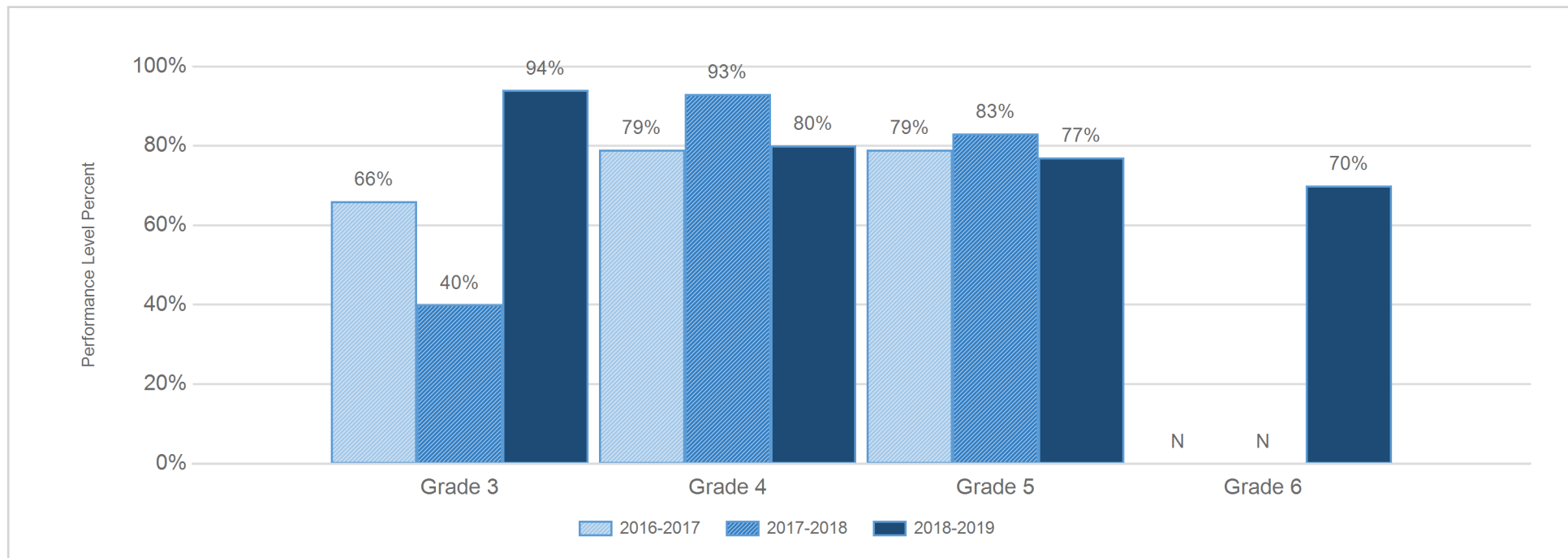
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	777	746	748	0%	*	0%	*	*	94%	50%
White	N	N	742	757	N	N	N	N	N	N	60%
Hispanic	13	772	*	734	0%	*	0%	*	*	92%	36%
Black or African American	*	*	736	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	*	*	*	753	*	*	*	*	*	*	55%
Male	*	*	*	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	745	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	711	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	754	754	*	*	*	*	*	*	56%
English Learners	*	*	714	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	779	754	755	0%	*	*	*	*	80%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	12	765	750	743	0%	*	*	*	*	67%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	*	*	760	760	*	*	*	*	*	*	62%
Male	*	*	749	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	723	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	N	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	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Belleville PS9
(13-0250-090)
Grades Offered: KG-06
2018-2019

Report Key:

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- N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	771	749	756	*	*	*	*	*	77%	58%
White	*	*	748	764	*	*	*	*	*	*	68%
Hispanic	19	768	748	743	*	*	*	*	*	74%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	12	787	755	761	*	*	*	*	*	92%	64%
Male	14	757	744	750	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	16	775	*	740	*	*	*	*	*	81%	39%
Non-Economically Disadvantaged Students	10	765	*	766	*	*	*	*	*	70%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	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	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Belleville PS9
(13-0250-090)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	768	752	754	0%	*	*	*	*	70%	56%
White	*	*	755	762	*	*	*	*	*	*	65%
Hispanic	20	764	748	743	0%	*	*	*	*	60%	43%
Black or African American	*	*	747	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	10	783	757	762	0%	*	*	*	*	90%	64%
Male	17	760	748	748	0%	*	*	*	*	59%	48%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	723	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	*	*	730	710	*	*	*	*	*	*	*
Non-English Learners	*	*	753	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Belleville PS9
(13-0250-090)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	87	98.9	49.4	27.0	44.5	49.4	51.7	Met Target†
White	*	*	*	27.7	54.1	*	**	**
Hispanic	61	98.5	52.5	23.3	28.8	52.5	54.5	Met Target†
Black or African American	*	*	*	15.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	80.0	*	76.5	80.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	37	100.0	45.9	26.2	44.9	45.9		
Male	50	98.1	52.0	27.7	44.2	52.0		
Economically Disadvantaged Students	60	100.0	53.3	23.8	26.3	53.3	53.6	Met Target†
Non-Economically Disadvantaged Students	27	96.6	40.7	31.9	54.9	40.7		
Students with Disabilities	*	*	*	11.4	17.4	*	**	**
Students without Disabilities	*	*	*	30.2	50.0	*		
English Learners	*	*	*	12.8	25.0	*	**	**
Non-English Learners	*	*	*	27.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



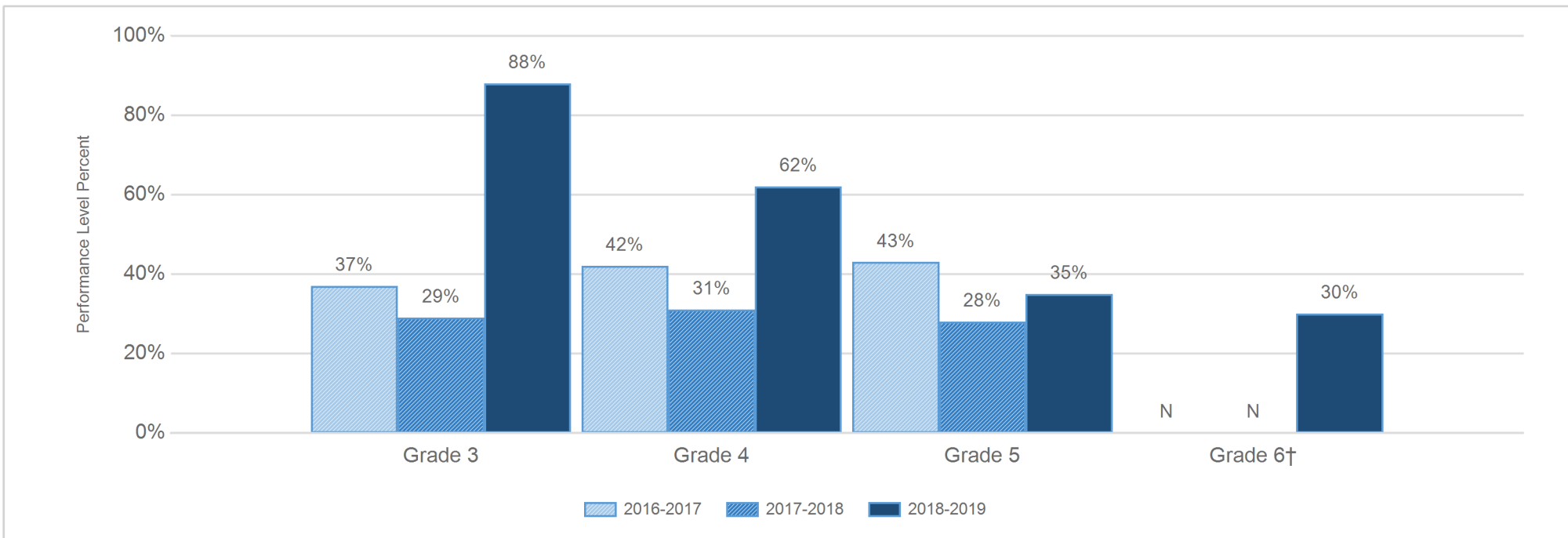
Belleville PS9
(13-0250-090)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Belleville PS9
(13-0250-090)
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	783	742	752	0%	*	*	*	*	88%	55%
White	N	N	741	760	N	N	N	N	N	N	66%
Hispanic	13	778	740	739	0%	*	*	*	*	85%	40%
Black or African American	*	*	732	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	*	*	*	751	*	*	*	*	*	*	54%
Male	*	*	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	736	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	751	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	719	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	747	756	*	*	*	*	*	*	60%
English Learners	*	*	730	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	743	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Belleville PS9
(13-0250-090)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	756	738	749	0%	*	*	62%	0%	62%	51%
White	*	*	742	757	*	*	*	*	*	*	62%
Hispanic	12	748	734	737	0%	*	*	*	*	50%	36%
Black or African American	*	*	727	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	*	*	740	749	*	*	*	*	*	*	50%
Male	*	*	737	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	716	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	754	*	*	*	*	*	*	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Belleville PS9
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	743	736	747	*	*	42%	*	*	35%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	19	745	734	735	*	*	*	*	*	42%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	12	743	735	747	*	*	*	*	*	25%	47%
Male	14	743	737	747	*	*	*	*	*	43%	47%
Economically Disadvantaged Students	16	744	*	732	*	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	10	741	*	757	*	*	*	*	*	20%	59%
Students with Disabilities	*	*	720	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	738	752	*	*	*	*	*	*	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Belleville PS9
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	739	737	741	*	*	41%	*	*	30%	41%
White	*	*	740	749	*	*	*	*	*	*	51%
Hispanic	20	740	734	729	*	*	*	*	*	35%	24%
Black or African American	*	*	722	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	10	741	737	742	*	*	*	*	*	30%	42%
Male	17	738	736	740	*	*	*	*	*	29%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	*	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	716	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	741	746	*	*	*	*	*	*	46%
English Learners	*	*	726	709	*	*	*	*	*	*	*
Non-English Learners	*	*	737	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Belleville PS9
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DLM Alternate Assessment - Participation

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

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



Belleville PS9
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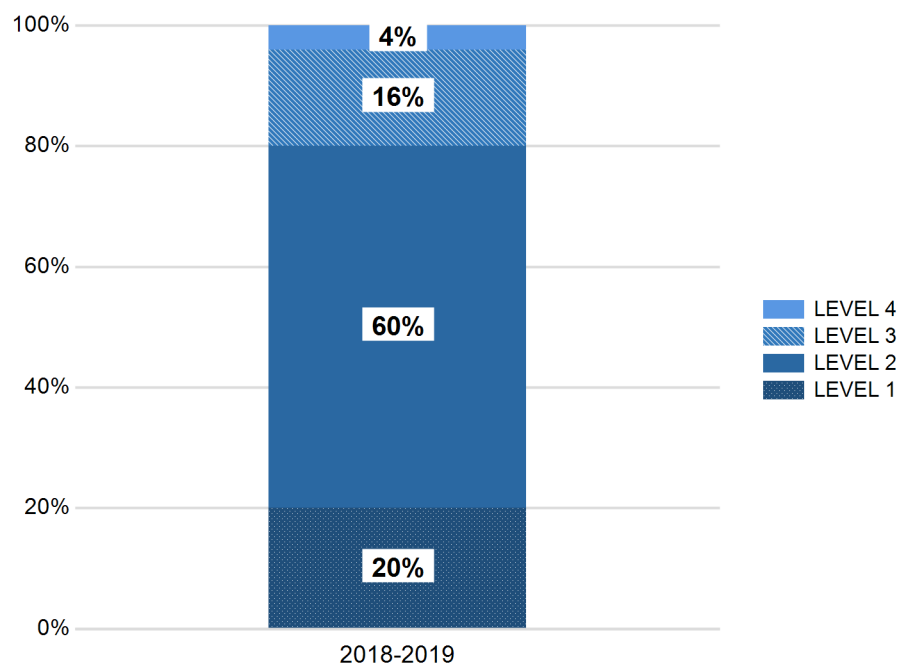
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	60	16	4
White	*	*	*	*
Hispanic	28	50	17	6
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	18	55	18	9
Male	21	64	14	0
Economically Disadvantaged Students	14	71	7	7
Non-Economically Disadvantaged Students	27	45	27	0
Students with Disabilities	N	N	N	N
Students without Disabilities	20	60	16	4
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



Belleville PS9
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

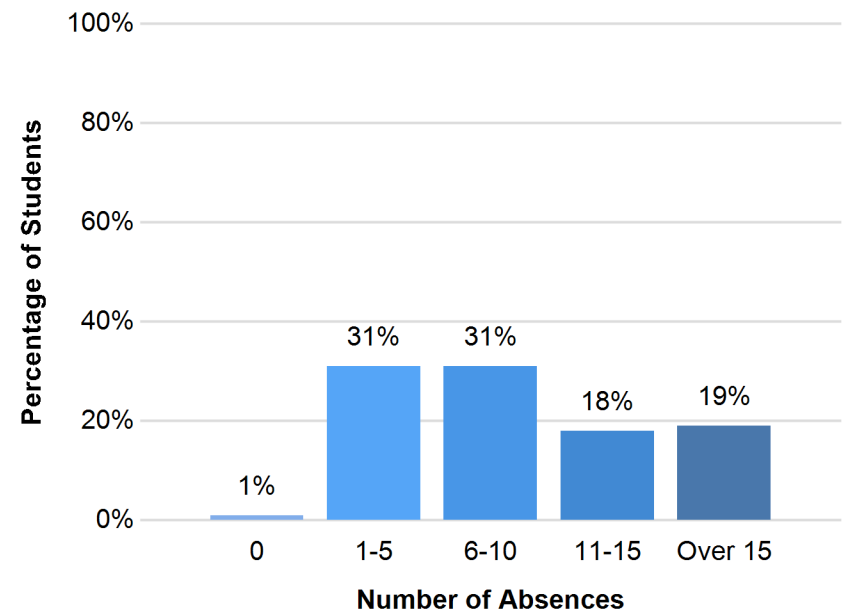
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	27	17.1	8.8	Not Met
White	2	14.3	**	**
Hispanic	21	17.8	8.8	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	7.1	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	16	21.1		
Male	11	13.4		
Economically Disadvantaged Students	18	17.1	8.8	Not Met
Students with Disabilities	5	17.2	8.8	Not Met
English Learners	1	10.0	**	**
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.





Belleville PS9
(13-0250-090)
Grades Offered: KG-06
2018-2019

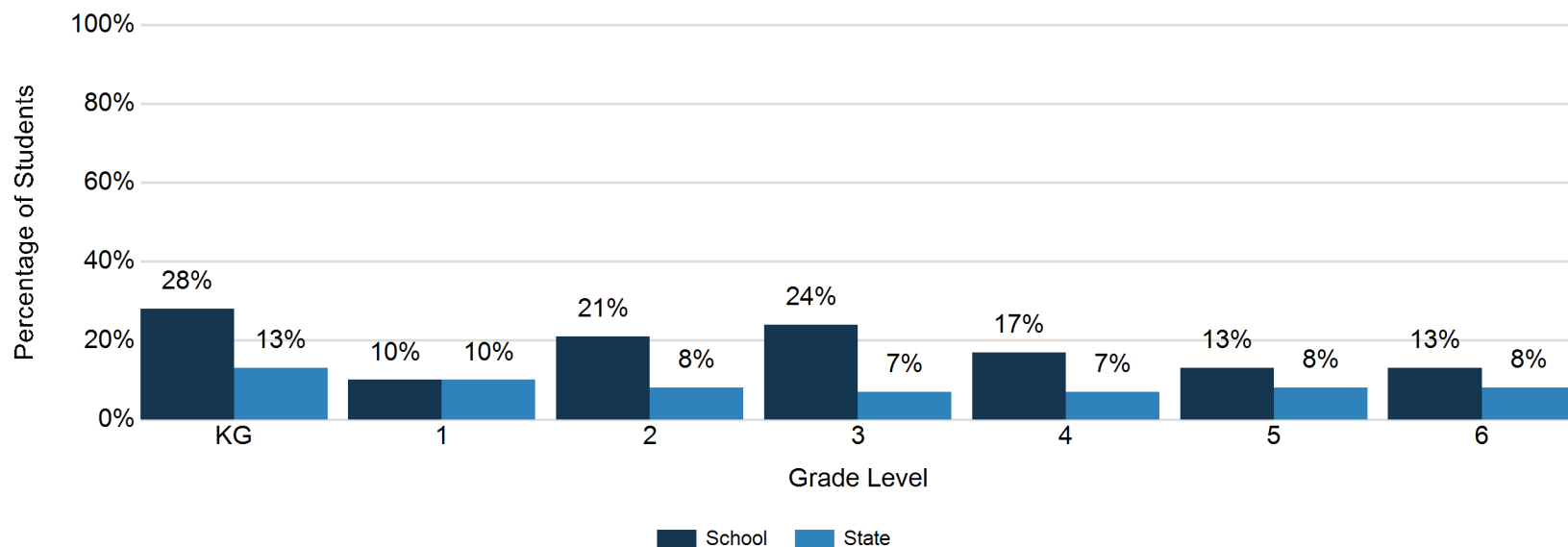
Report Key:

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

Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.75

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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

**Belleville PS9**

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2018-2019

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	5 Hrs. 41 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	8	118,214
Average years experience in public schools	8.9	12.1
Average years experience in district	8.9	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	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	25	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	17:1	13:1
Students to Administrators	133:1	180:1
Teachers to Administrators	8:1	14:1
Students to Librarians/Media Specialists		1124:1
Students to Nurses		409:1
Students to Counselors		375:1
Students to Child Study Team Members		237:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	51.1%	0.0%	100.0%	51.6%	22.9%	45.1%
White	10.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	72.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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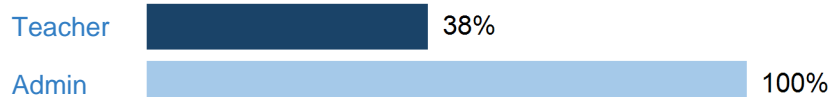
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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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	73.1%	76.1%	79.1%
Math Proficiency	40.3%	30.4%	49.4%
ELA Growth	71	86	56
Math Growth	41	40	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.1%	10.9%	17.1%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Belleville School Number Nine is a K-6 learning institution comprised of 132 students and 13 staff members. The goal of the school is to shape the minds of young people who are the future!
- Each student has the ability to learn and it is the mission of the staff and administration to tap into a student's mind and further their learning.



Mission, Vision, Theme:

The mission of School Number Nine is to provide all students with a high quality education that enables them to be contributing members of a multi ethnic, multicultural, and multi principal society. We seek to create an environment that achieves equality for all students and ensures that each student is a successful learner, fully respected, and learns to respect others.



Awards, Recognition, Accomplishments:

Students have won awards during the 2018-2019 School Year: My Essex County Poster Contest First Place , Individual Extra Curricular Awards, Bike Safety Poster Contest Winners.



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**Courses, Curriculum,
Instruction:**

The School Number Nine curriculum includes all standards of the grade-level content organized into units of study. Each unit contains the content of the grade that can be taught to proficiency in a set time period. The order of units in the school curriculum is a purposeful range of the target skills for each unit in each grade or course. The included formative assessments allow for measuring student proficiency of those target skills as the year of instruction progresses. Students take part in benchmark assessments each quarter as well as DRA 2 testing several times per year.



Clubs and Activities:

Weekly Computer Club, AM and PM Tutoring Program





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 <p>Before and After School Programs:</p>	<p>The school district employs Champions before and after school program. Students are signed up by parents to attend the program. The program assists students with homework, runs activities, and promotes positive attitudes to assist student development. Students also take part in a daily before and after school tutoring program.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff attend monthly PD sessions based on school and personal improvement. Programs are available for teachers and other school professionals for presentation at faculty meetings, in-service days, and monthly articulation meetings. Staff is also strongly encouraged to seek PD outside of the school building.</p>



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Student Supports and Services:

School Nine has a guidance counselor on staff which promotes positive mental health and feelings. The counselor provides individual and group counseling. A CST member is also available to assist students in I&RS, 504, and IEP matters. The school utilizes a before and after school tutoring program for students. School 9 has a weekly computer club.



Student Health and Wellness:

Students take part in Physical Education twice per week as well as health classes. The school nurse also conducts lessons on proper care for one's body including nutrition, hygiene, and dental care.



Parent and Community Involvement:

The School Number 9 PTA is comprised of Parent Volunteers who fill the executive positions. Parents are invited to attend a monthly meeting as well as take part in school based and community events.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Utilizing the Google Platform a member of the staff created various surveys for staff, parents, and students. All three surveys were a maximum of ten questions in length. Parent surveys were available in both English and Spanish. All parties could answer and submit their respective survey by utilizing a given link to the Google document. This was the first time that surveys were offered in this form being online only. Questions ranged from cleanliness of the school to if participants felt that school nine was providing a quality education. Follow up surveys are planned to be conducted annually and possibly semi-annually.</p>
 <p>Facilities:</p>	<p>School 9 was built in 1930. The facility has a library, multi purpose room utilized for lunch, gym, and various student centered activities.</p>
 <p>School Safety:</p>	<p>School Safety Officers, alarms at each door and cameras are utilized for school safety. Visitors enter/exit only through the main entrance. Visitors are required to present a photo ID and wear a temporary photo ID while in the building. School safety practices and guidelines that all staff/students must follow aligned with state and district school safety standards.</p>





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 <p>Technology and STEM:</p>	<p>Grades 3-6 are issued chrome books for 1 to 1 use. Grades K-2 possesses classroom-based laptop carts for student use. Each classroom is outfitted with wireless hubs as well as a SmartBoard or Smart TV. Students and staff utilize the Google platform for real-time and interactive assignments.</p>
 <p>Early Childhood Education:</p>	<p>N</p>