NJ SCHOOL PERFORMANCE REPORT

Albert Payson Terhune Elementary
(31-5570-078)
Grades Offered: PK-05
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	Passaic
District	Wayne Township Public School District
Principal Name	Mrs. Suzana Adamo
Address	40 GEOFFREY WAY WAYNE, NJ 07470-4029
Phone Number	973-633-3150
Email Address	sadamo@wayneschools.com
Website	https://www.wayneschools.com/apt
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

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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	42	57	65
KG	33	42	42
1	59	64	52
2	58	58	71
3	62	58	52
4	77	66	61
5	74	80	69
Total	405	425	412

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.2%	47.8%	47.6%
Male	52.8%	52.2%	52.4%
Economically Disadvantaged Students	7.7%	6.8%	6.1%
Students with Disabilities	16.5%	19.5%	19.4%
English Learners	0.2%	2.1%	3.2%
Homeless Students	0.2%	0.2%	0.5%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	64.2%	66.1%	67.2%
Hispanic	9.6%	9.6%	10.4%
Black or African American	2.2%	1.2%	1.2%
Asian	22.0%	20.0%	18.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	1.7%	2.8%	2.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	36	52	56
PK - Full Day	6	5	9
KG - Half Day	33	42	42
KG - Full Day	0	0	0

Enrollment by Home Language

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

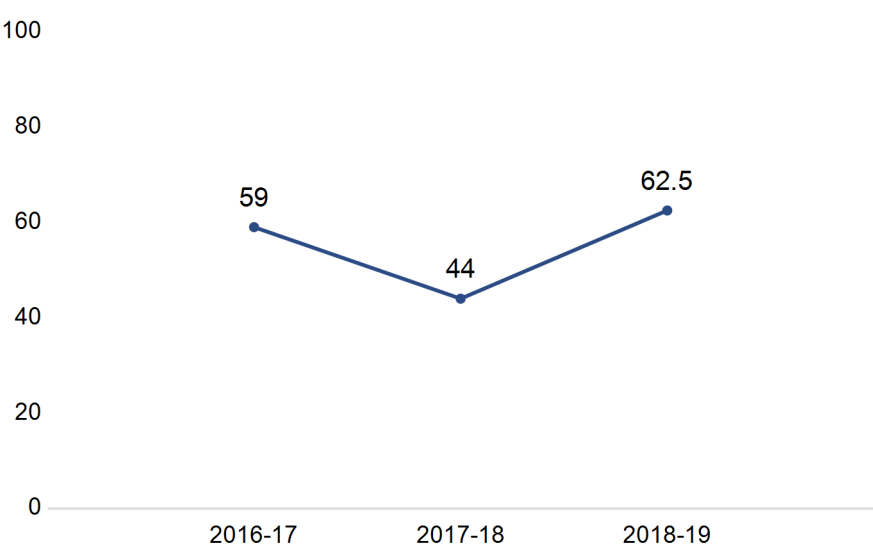| Home Language	% of Students
English	83.3%
Korean	3.6%
Arabic	2.2%
Tamil	1.5%
Telugu	1.2%
Other Languages	8.3%

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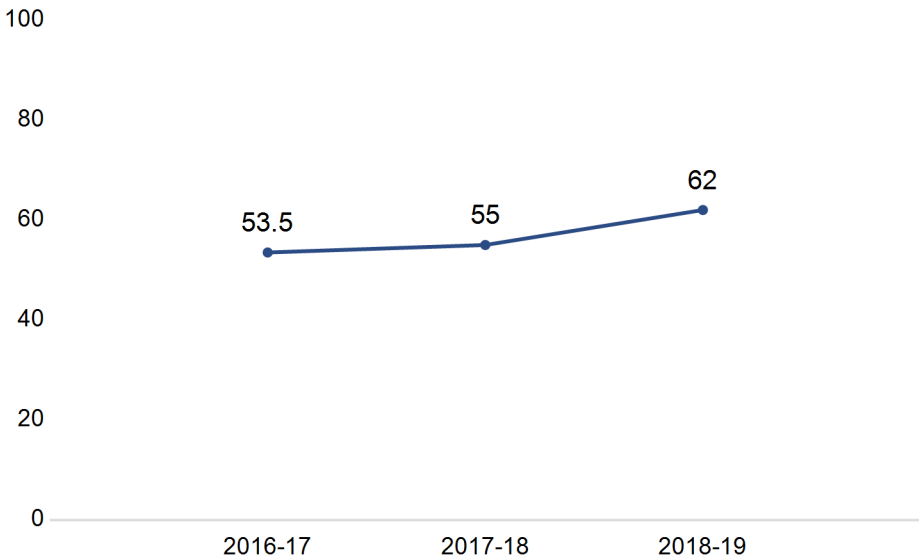
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	44	62.5	53.5	55	62
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	62.5	58	50	Exceeds Standard	62	53	50	Exceeds Standard
White	56	59	50	Met Standard	56	51	52	Met Standard
Hispanic	*	48	49	**	*	52	47	**
Black or African American	*	66	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	65.5	59.5	59	Exceeds Standard	73.5	62	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	51	49	**	*	59	52	**
Female	66	61	53	N	60	52	50	N
Male	60.5	54	47	N	63	55	51	N
Economically Disadvantaged Students	*	51.5	48	**	*	50	46	**
Students with Disabilities	46	47	43	**	41	50	45	**
English Learners	*	67	52	**	*	71.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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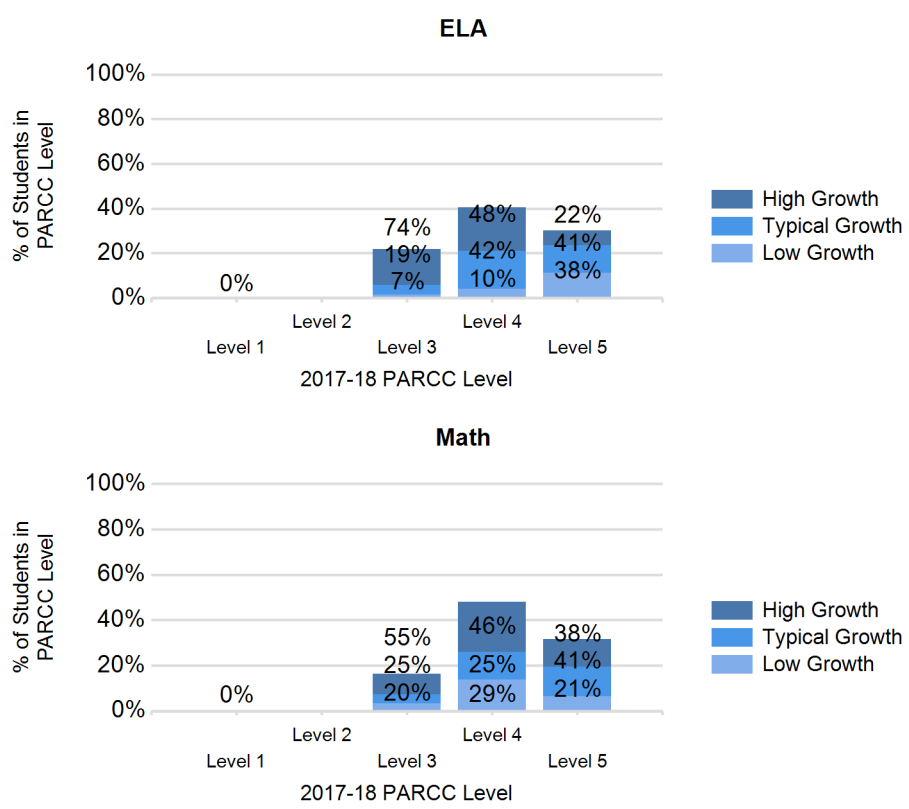**†** This indicates a table specific note, see note below table

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

A student's SGP falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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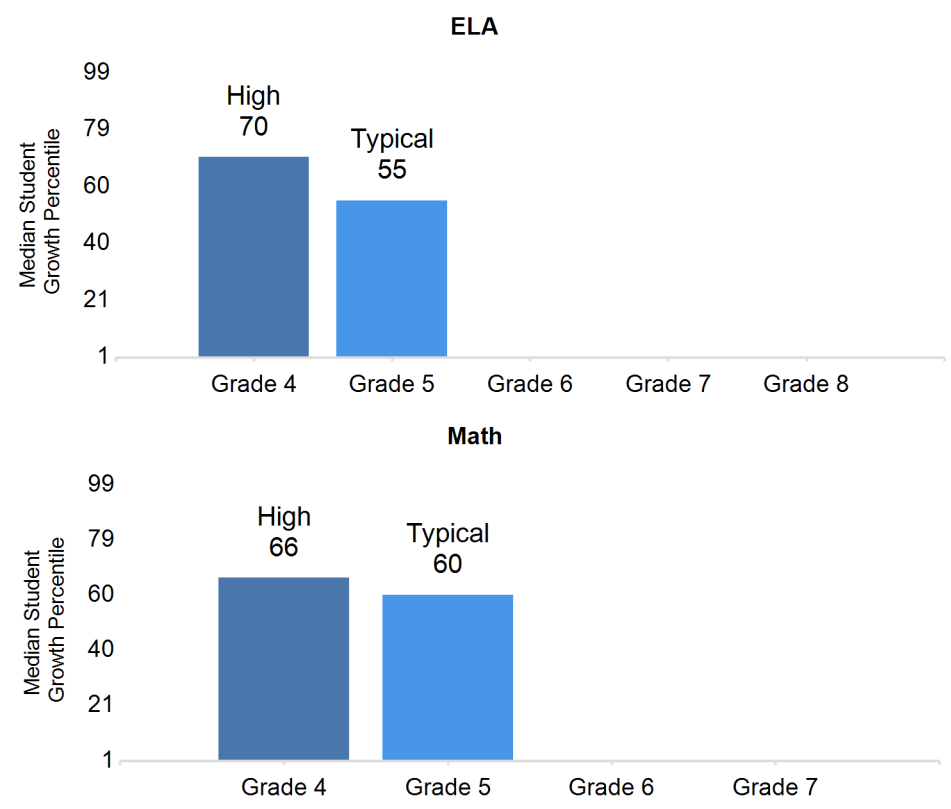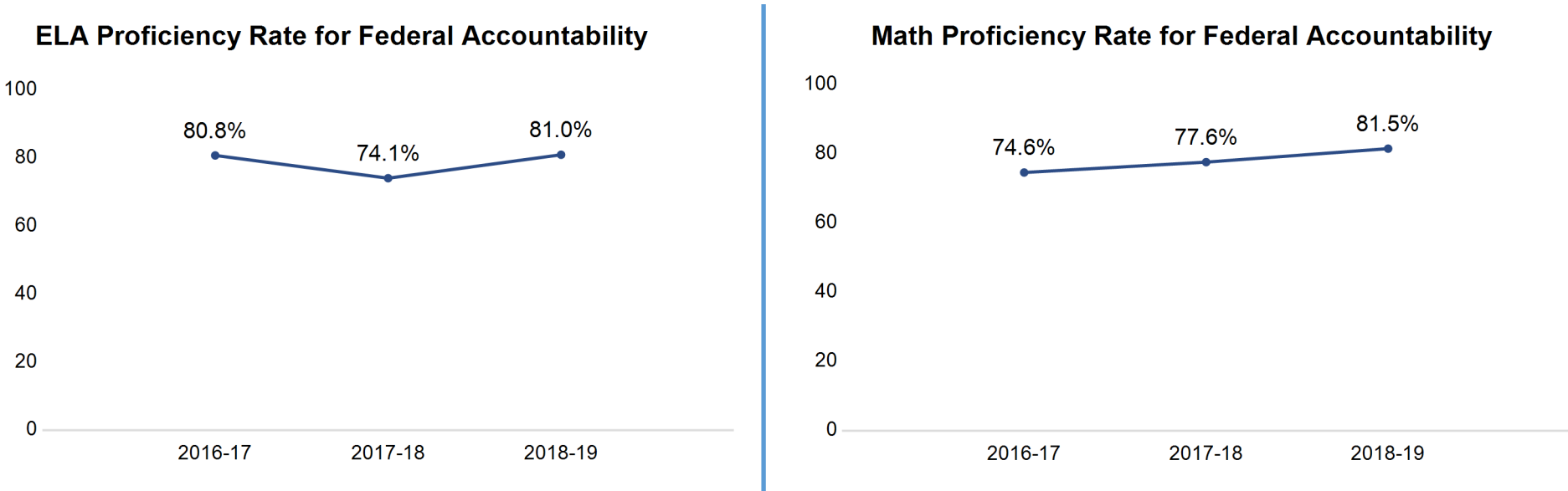
Student Growth by Performance Level

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

ELA

2017-18 PARCC Level

Level 1: 0%
Level 3: 74% (19% Typical, 7% Low)
Level 4: 48% High, 42% Typical, 10% Low
Level 5: 22% High, 41% Typical, 38% Low

Legend: High Growth, Typical Growth, Low Growth

Math

2017-18 PARCC Level

Level 1: 0%
Level 3: 55% (25% Typical, 20% Low)
Level 4: 46% High, 25% Typical, 29% Low
Level 5: 38% High, 41% Typical, 21% Low

Legend: High Growth, Typical Growth, Low Growth

Student Growth by Grade

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

ELA

Grade 4: High 70
Grade 5: Typical 55
Grade 6, Grade 7, Grade 8: (no data)

Math

Grade 4: High 66
Grade 5: Typical 60
Grade 6, Grade 7: (no data)

6

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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

	2016-17	2017-18	2018-19
	80.8%	74.1%	81.0%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	74.6%	77.6%	81.5%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.1%	96.6%	99.5%	98.1%	97.6%	99.5%
Proficiency Rate for Federal Accountability	80.8%	74.1%	81.0%	74.6%	77.6%	81.5%
Annual Target	69.5%	70.0%	70.6%	76.3%	76.5%	76.7%
Met Annual Target?	Met Goal	Met Target	Met Goal	Met Target†	Met Target	Met Goal
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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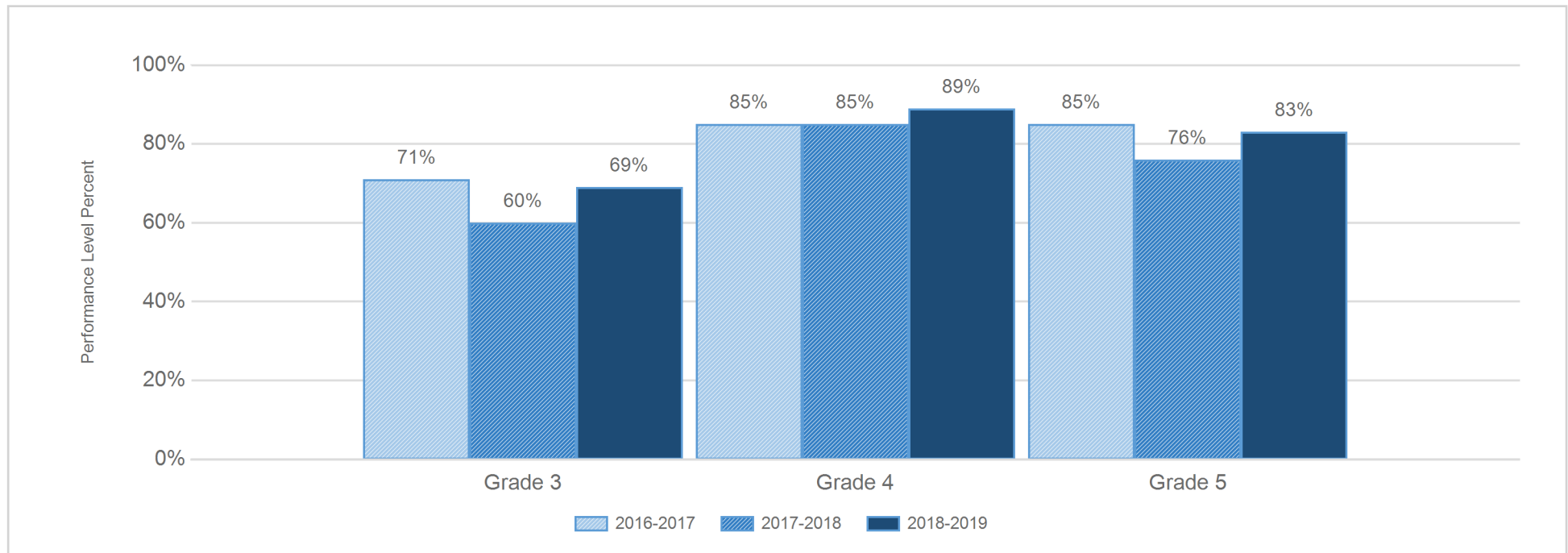
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English Language Arts Assessment - Participation and Performance

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	184	99.5	81.0	72.1	57.9	81.0	70.6	Met Goal
White	117	99.2	78.6	72.3	66.9	78.6	67.7	Met Target
Hispanic	17	100.0	64.7	60.4	43.9	64.7	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	41	100.0	90.2	83.1	82.9	90.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	87	100.0	80.5	78.9	64.8	80.5		
Male	97	99.0	81.4	65.7	51.3	81.4		
Economically Disadvantaged Students	13	100.0	69.2	48.5	40.0	69.2	**	**
Non-Economically Disadvantaged Students	171	99.4	81.9	74.7	67.9	81.9		
Students with Disabilities	28	100.0	57.1	29.2	22.7	57.1	33.9	Met Target
Students without Disabilities	156	99.4	85.3	81.3	65.1	85.3		
English Learners	*	*	*	35.4	29.3	*	**	**
Non-English Learners	*	*	*	72.8	60.6	*		
Homeless Students	*	*	*	30.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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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	54	763	753	748	*	*	20%	*	*	69%	50%
White	38	761	752	757	*	*	*	*	*	68%	60%
Hispanic	*	*	752	734	*	*	*	*	*	*	36%
Black or African American	N	N	756	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	734	756	*	*	*	*	*	*	58%
Female	25	760	758	753	*	*	*	*	*	68%	55%
Male	29	766	749	743	*	*	*	*	*	69%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	61%
Students with Disabilities	10	751	728	719	*	*	*	*	*	50%	24%
Students without Disabilities	44	766	759	754	*	*	*	*	*	73%	56%
English Learners	N	N	732	713	N	N	N	N	N	N	17%
Non-English Learners	54	763	754	751	*	*	20%	*	*	69%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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	63	777	756	755	*	0%	*	49%	40%	89%	57%
White	36	769	755	763	*	0%	*	56%	28%	83%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	17	798	769	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	34	782	764	760	*	0%	*	*	*	91%	62%
Male	29	771	750	750	*	0%	*	*	*	86%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	731	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	761	*	*	*	*	*	*	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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.

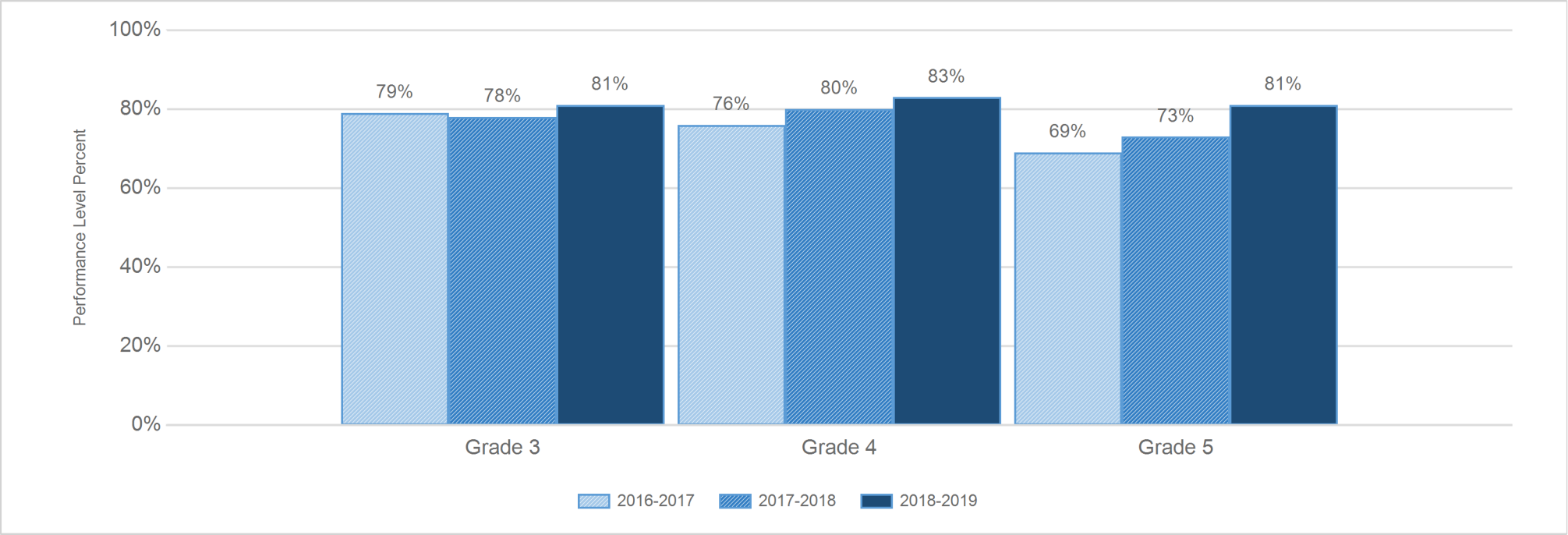| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	779	762	756	0%	*	*	60%	23%	83%	58%
White	43	776	761	764	0%	*	*	*	*	84%	68%
Hispanic	*	*	754	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	17	795	781	781	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	31	772	765	761	0%	*	*	*	*	77%	64%
Male	39	785	759	750	0%	*	*	*	*	87%	52%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	764	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	735	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	769	762	*	*	*	*	*	*	65%
English Learners	*	*	749	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	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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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	184	99.5	81.5	61.4	44.5	81.5	76.7	Met Goal
White	117	99.2	78.6	60.7	54.1	78.6	75.2	Met Target
Hispanic	17	100.0	52.9	47.2	28.8	52.9	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	41	100.0	100.0	82.1	76.5	100.0	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	87	100.0	72.4	60.3	44.9	72.4		
Male	97	99.0	89.7	62.3	44.2	89.7		
Economically Disadvantaged Students	13	100.0	53.8	35.2	26.3	53.8	**	**
Non-Economically Disadvantaged Students	171	99.4	83.6	64.4	54.9	83.6		
Students with Disabilities	28	100.0	60.7	23.8	17.4	60.7	50.4	Met Target
Students without Disabilities	156	99.4	85.3	69.5	50.0	85.3		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	61.9	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Albert Payson Terhune Elementary

(31-5570-078)

Grades Offered: PK-05

2018-2019

Report Key:
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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.

Mathematics Assessment – Performance Trends bar chart. Y-axis: Performance Level Percent (0% to 100%). Legend: 2016-2017, 2017-2018, 2018-2019.

- Grade 3: 79%, 78%, 81%
- Grade 4: 76%, 80%, 83%
- Grade 5: 69%, 73%, 81%

† 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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(31-5570-078)

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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	54	777	763	752	0%	*	*	46%	35%	81%	55%
White	38	774	763	760	0%	*	*	53%	29%	82%	66%
Hispanic	*	*	761	739	*	*	*	*	*	*	40%
Black or African American	N	N	751	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	751	758	*	*	*	*	*	*	62%
Female	25	769	763	751	0%	*	*	*	*	68%	54%
Male	29	784	763	752	0%	*	*	*	*	93%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	765	761	*	*	*	*	*	*	67%
Students with Disabilities	10	774	744	731	0%	*	*	*	*	90%	31%
Students without Disabilities	44	777	768	756	0%	*	*	*	*	80%	60%
English Learners	N	N	742	728	N	N	N	N	N	N	26%
Non-English Learners	54	777	764	754	0%	*	*	46%	35%	81%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Albert Payson Terhune Elementary

(31-5570-078)

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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.

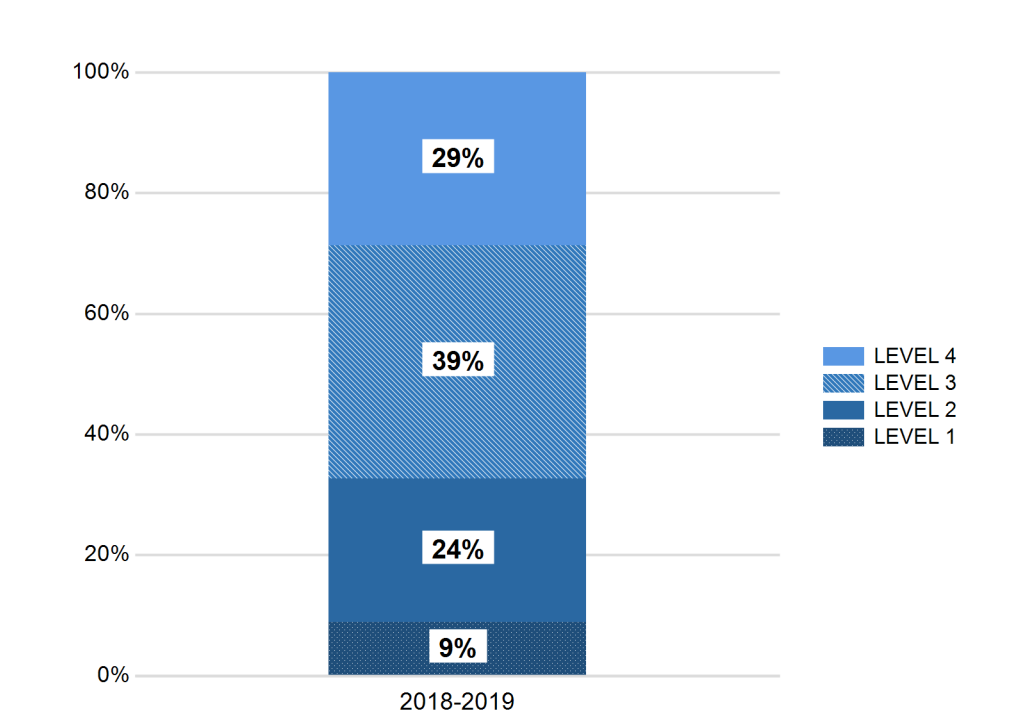| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	775	758	749	0%	*	*	65%	17%	83%	51%
White	36	765	756	757	0%	*	*	*	*	72%	62%
Hispanic	*	*	750	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	17	799	774	776	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	761	754	*	*	*	*	*	*	58%
Female	34	778	758	749	0%	*	*	*	*	82%	50%
Male	29	773	758	749	0%	*	*	*	*	83%	52%
Economically Disadvantaged Students	*	*	738	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	738	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	740	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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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Albert Payson Terhune Elementary

(31-5570-078)

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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	70	775	761	747	0%	*	*	46%	36%	81%	47%
White	43	770	760	755	0%	*	*	51%	30%	81%	58%
Hispanic	*	*	747	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	17	800	787	775	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	31	762	757	747	0%	*	*	*	*	68%	47%
Male	39	786	765	747	0%	*	*	*	*	92%	47%
Economically Disadvantaged Students	*	*	744	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	764	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	738	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	767	752	*	*	*	*	*	*	52%
English Learners	*	*	750	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	762	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Albert Payson Terhune Elementary

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

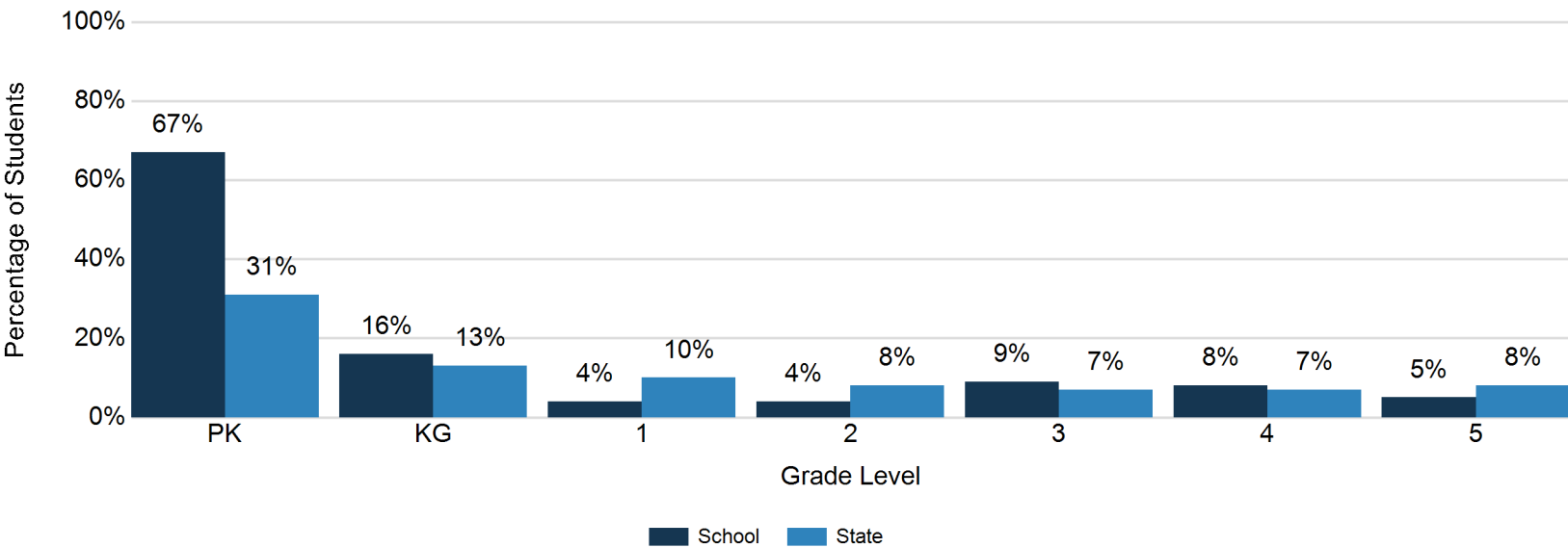| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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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.

Bar chart for 2018-2019: LEVEL 4 = 29%, LEVEL 3 = 39%, LEVEL 2 = 24%, LEVEL 1 = 9%

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	9	24	39	29
White	9	28	42	21
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	0	53	47
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	13	42	29	16
Male	5	10	46	38
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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(31-5570-078)

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	7.0	8.9	Met
White	18	7.1	8.9	Met
Hispanic	5	15.2	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	3.1	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	10.0	**	**
Female	11	6.2		
Male	15	7.8		
Economically Disadvantaged Students	5	18.5	8.9	Not Met
Students with Disabilities	7	11.1	8.9	Not Met
English Learners	3	9.7	8.9	Not Met
Homeless Students	*	*		
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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(31-5570-078)

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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.

Albert Payson Terhune Elementary

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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0.24

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	1	1
No Identified Nature	0		0

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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

Albert Payson Terhune Elementary

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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.
Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	33	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	12.6	10.8
Percentage of Teachers with 4 or more years experience in the district	84.8%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	206:1	176:1
Teachers to Administrators	17:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

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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 – 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	47.6%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	52.4%	9.1%	0.0%	51.6%	22.9%	45.1%
White	67.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	18.0%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Albert Payson Terhune Elementary

(31-5570-078)

Grades Offered: PK-05

2018-2019

Report Key:
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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 and Administrators - Level of Education

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

Bachelor's Degree

Teacher 39%

Admin N/A

Master's Degree

Teacher 61%

Admin 50%

Doctoral Degree

Teacher 0%

Admin 50%

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	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.8%

Albert Payson Terhune Elementary

(31-5570-078)

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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.

Albert Payson Terhune Elementary

(31-5570-078)

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

Albert Payson Terhune Elementary

(31-5570-078)

Grades Offered: PK-05

2018-2019

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	80.8%	74.1%	81.0%
Math Proficiency	74.6%	77.6%	81.5%
ELA Growth	59	44	62
Math Growth	54	55	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.6%	5.4%	7.0%

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

Albert Payson Terhune Elementary

(31-5570-078)

Grades Offered: PK-05

2018-2019

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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.

NJ SCHOOL PERFORMANCE REPORT

Albert Payson Terhune Elementary

(31-5570-078)

Grades Offered: PK-05

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 Goal	Exceeds Standard	Exceeds Standard	**	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	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	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	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).

Albert Payson Terhune Elementary

(31-5570-078)

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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 a Balanced Literacy framework, enVision Mathematics, and inquiry based science learning. • Technology-infused curriculum uses Chromebooks, iPads, desktop computers, and various web-based resources. • Sustainable Jersey Bronze Award. We are a proud to be NO PLACE FOR HATE school where acceptance and appreciation for diversity is apart of fiber of our school.
Mission, Vision, Theme:	The Mission of Albert Payson Terhune Elementary School is to foster academic excellence by promoting learning and creativity in a safe and child-centered environment through a partnership of family, staff, and the community. Our goal is to create independent thinkers and social problem solvers who are respectful of themselves and others.
Awards, Recognition, Accomplishments:	The school earned bronze status with Sustainable Jersey for Schools, a certification program for New Jersey public schools that strive to go green, conserve resources and take steps to create a brighter future, one school at a time. In addition, it is an Asthma Friendly School. We are proud of our character education programs which foster kindness and build empathy in our students.

Albert Payson Terhune Elementary

(31-5570-078)

Grades Offered: PK-05

2018-2019

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Courses, Curriculum, Instruction:	The curricula are rooted in the NJSLS. Students learn within a Balanced Literacy framework of instruction, and students in grades K-2 receive a systematic program in critical foundational skills through the Fundations program. The math program emphasizes conceptual understanding, critical thinking, and problem solving. Our science program promotes critical thinking and communication through an inquiry-based approach and hands-on learning opportunities. All students receive instruction in the Spanish language and culture.
Clubs and Activities:	The Parent Teacher Organization provides after school club opportunities to all students in grades K-5.Our school promotes a love and appreciation of the arts by providing instrumental music, vocal music, and art opportunities during the school day.

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Albert Payson Terhune Elementary

(31-5570-078)

Grades Offered: PK-05

2018-2019

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Before and After School Programs:	Before care and after care are available through the Extended Day Program.
Staff and Professional Learning:	Teachers and administrators collaborate to ensure curricular consistency and a collegial climate for all. Professional learning opportunities are standards-aligned and include topics related to Readers'/Writers' Workshop, enVision Mathematics, Next Generation Science, and other areas of professional expertise. Teachers critically examine their instruction and discuss practices to nurture professional growth on a continual basis.

NJ SCHOOL PERFORMANCE REPORT

Albert Payson Terhune Elementary

(31-5570-078)

Grades Offered: PK-05

2018-2019

School Narrative

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Student Supports and Services:	Student support services such as occupational therapy, physical therapy, and speech are provided to identified students. Additional academic supports are provided to identified students in reading and math through instruction by the school's reading specialist and basic skills teacher. We also offer enrichment opportunities for all students and a gifted and talented program for identified students in grades 4 and 5.
Student Health and Wellness:	Our elementary nurse and school counselor teach grade level lessons focusing on health and wellness. Breakfast before the bell is offered each morning. Students are engaged in physical activities during their physical education classes and daily recess.
Parent and Community Involvement:	The A.P.T. PTO is an integral part of our school community. The PTO holds monthly meetings and sponsors numerous events, activities, and programs for our students.

Albert Payson Terhune Elementary

(31-5570-078)

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2018-2019

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ℹ️ Other Information	Students are engaged in 21st century learning opportunities through the use of ipads, chromebooks, desktops, Smart Tables, and/or interactive whiteboards. Character education is an important part of our daily life as students learn social skills with emphasis on kindness and empathy so they may become contributing and capable members of our community.Our high personal and academic expectations result in upstanding, productive learners. With an enrollment of approximately 400 students (Preschool through grade five), A.P. Terhune boasts a strong home school connection and a supportive PTO.

Anthony Wayne Middle School

(31-5570-065)

Grades Offered: 06-08

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Anthony Wayne Middle School

(31-5570-065)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Wayne Township Public School District
Principal Name	Mr. David Aulenbach
Address	201 GARSIDE AVENUE WAYNE, NJ 07470
Phone Number	973-389-2120
Email Address	daulenbach@wayneschools.com
Website	https://www.wayneschools.com/aw
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

NJ SCHOOL PERFORMANCE REPORT

Anthony Wayne Middle School
(31-5570-065)
Grades Offered: 06-08
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	206	213	242
7	215	205	208
8	210	216	175
Total	631	634	625

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.2%	48.9%	49.1%
Male	51.8%	51.1%	50.9%
Economically Disadvantaged Students	10.3%	10.4%	12.3%
Students with Disabilities	14.4%	15.8%	15.2%
English Learners	0.0%	0.2%	1.3%
Homeless Students	0.2%	0.0%	0.3%
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	76.4%	73.2%	73.0%
Hispanic	10.0%	11.2%	11.2%
Black or African American	0.5%	0.6%	1.0%
Asian	12.2%	13.9%	13.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.3%	0.3%	0.2%
Two or More Races	0.6%	0.8%	1.3%

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.

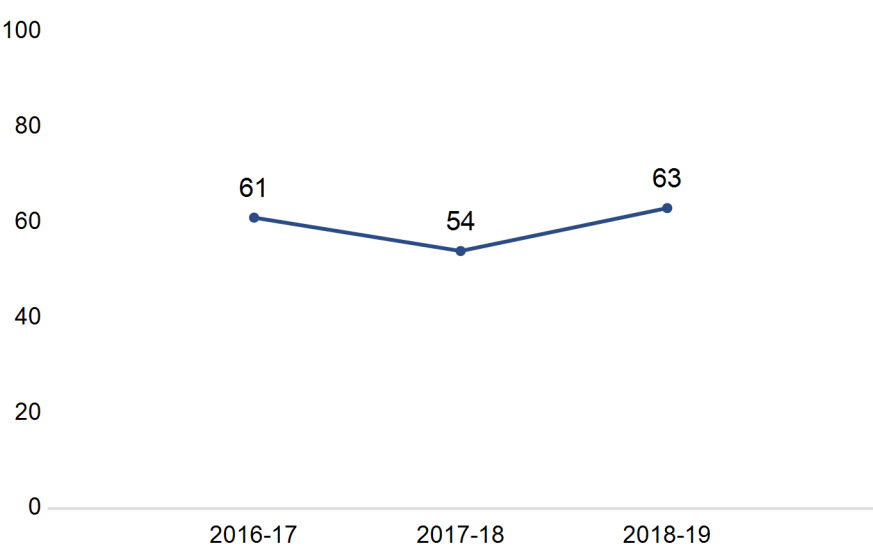| Home Language	% of Students
English	85.4%
Arabic	3.0%
Spanish	2.1%
Albanian	1.6%
Chinese	1.1%
Other Languages	6.7%

Anthony Wayne Middle School

(31-5570-065)

Grades Offered: 06-08

2018-2019

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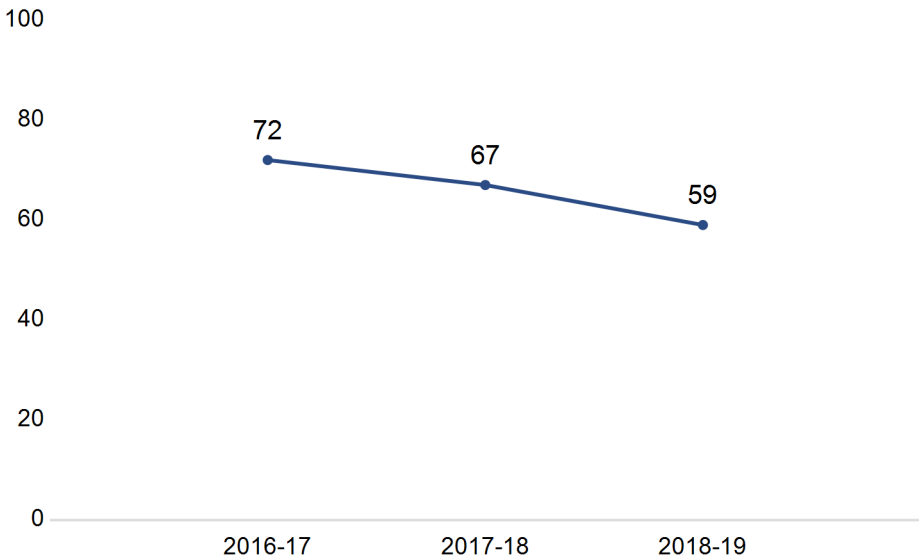**†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	61	54	63	72	67	59
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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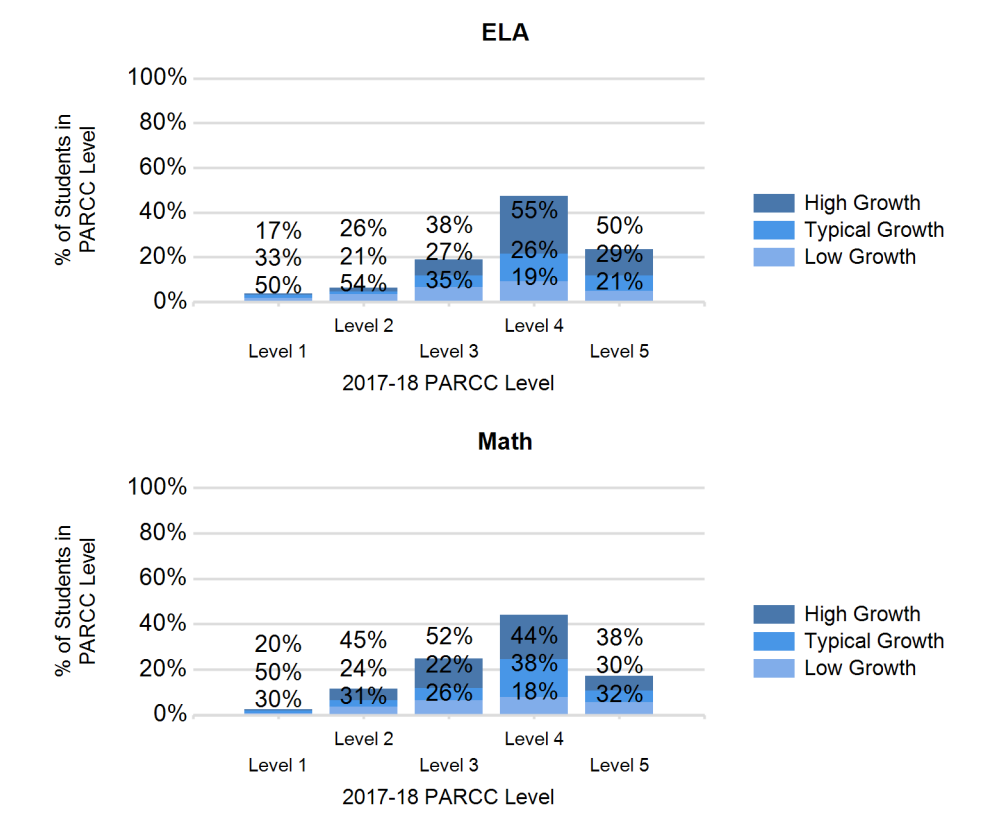**†** This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	63	58	50	Exceeds Standard	59	53	50	Met Standard
White	63	59	50	Exceeds Standard	57	51	52	Met Standard
Hispanic	48.5	48	49	Met Standard	65.5	52	47	Exceeds Standard
Black or African American	*	66	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	73.5	59.5	59	Exceeds Standard	68.5	62	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	N	*	51.5	**
Two or More Races	*	51	49	**	*	59	52	**
Female	66	61	53	N	63	52	50	N
Male	59	54	47	N	57	55	51	N
Economically Disadvantaged Students	49.5	51.5	48	Met Standard	66.5	50	46	Exceeds Standard
Students with Disabilities	32	47	43	Not Met	45	50	45	Met Standard
English Learners	*	67	52	**	*	71.5	50	**
Homeless Students	*	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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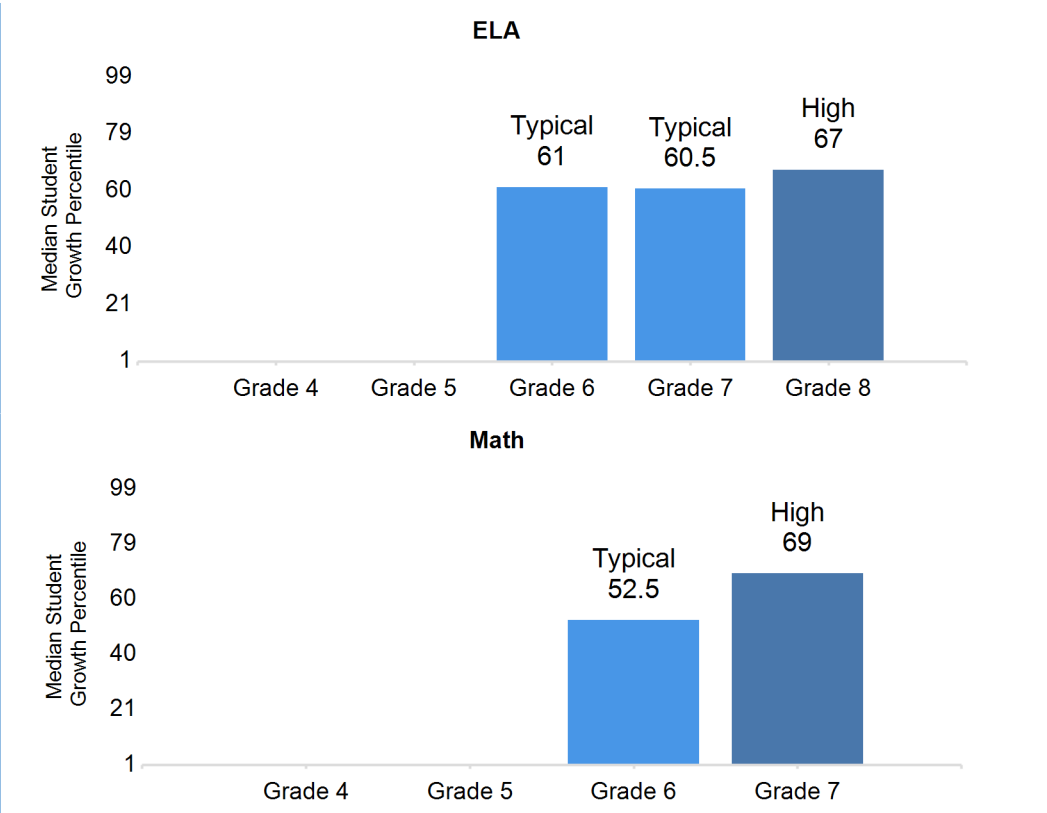
Student Growth by Performance Level

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.
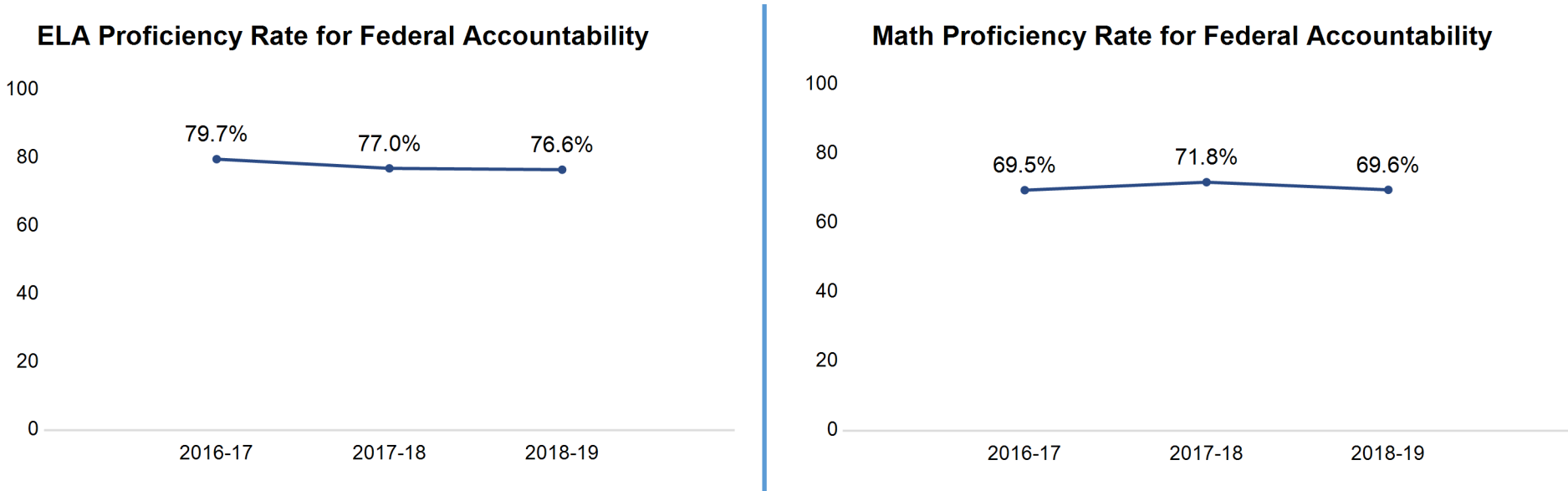

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NJ SCHOOL PERFORMANCE REPORT

Anthony Wayne Middle School
(31-5570-065)
Grades Offered: 06-08
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

- 2016-17: 79.7%
- 2017-18: 77.0%
- 2018-19: 76.6%

Math Proficiency Rate for Federal Accountability

- 2016-17: 69.5%
- 2017-18: 71.8%
- 2018-19: 69.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.2%	98.1%	98.3%	97.2%	98.4%	98.3%
Proficiency Rate for Federal Accountability	79.7%	77.0%	76.6%	69.5%	71.8%	69.6%
Annual Target	75.2%	75.4%	75.7%	65.8%	66.6%	67.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Anthony Wayne Middle School

(31-5570-065)

Grades Offered: 06-08

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	645	98.3	76.6	72.1	57.9	76.6	75.7	Met Target
White	468	98.3	75.0	72.3	66.9	75.0	75.2	Met Target†
Hispanic	73	97.4	69.9	60.4	43.9	69.9	60.2	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	87	98.9	90.8	83.1	82.9	90.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	11	100.0	72.7	74.2	64.4	72.7	**	**
Female	315	97.2	86.0	78.9	64.8	86.0		
Male	330	99.4	67.6	65.7	51.3	67.6		
Economically Disadvantaged Students	72	96.2	56.9	48.5	40.0	56.9	59.9	Met Target†
Non-Economically Disadvantaged Students	573	98.6	79.1	74.7	67.9	79.1		
Students with Disabilities	104	96.3	21.2	29.2	22.7	21.2	31.4	Not Met
Students without Disabilities	541	98.7	87.2	81.3	65.1	87.2		
English Learners	*	*	*	35.4	29.3	*	**	**
Non-English Learners	*	*	*	72.8	60.6	*		
Homeless Students	*	*	*	30.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

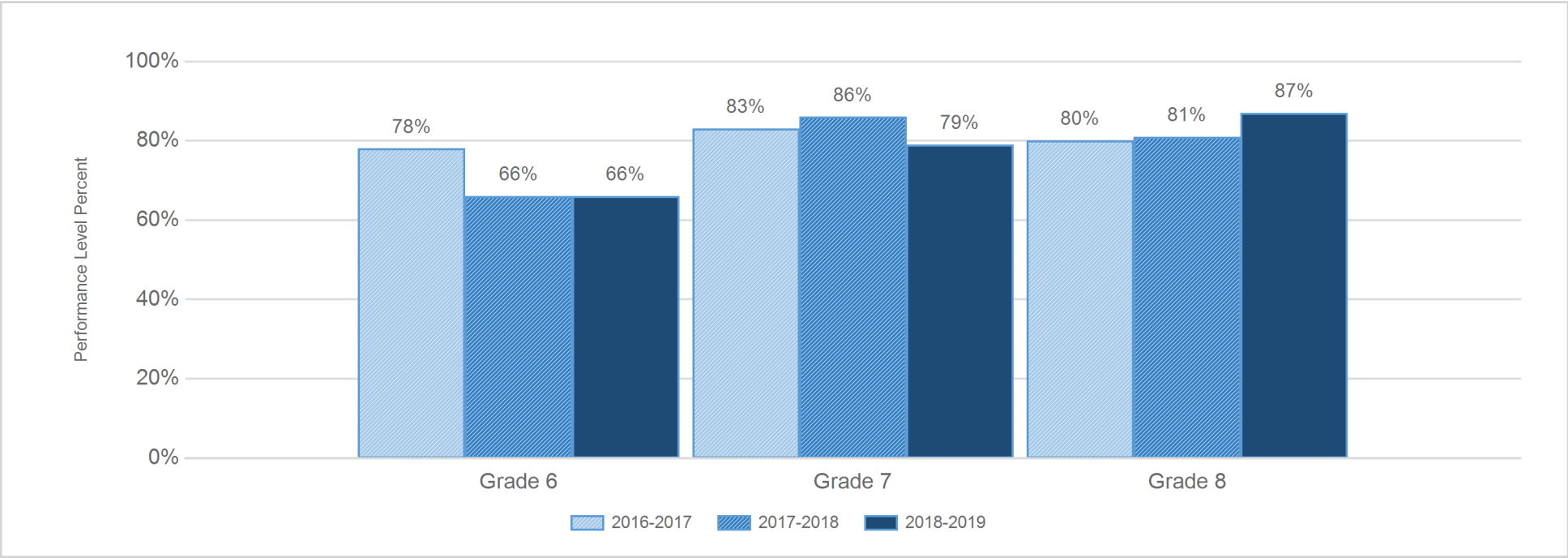† Target was met within a confidence interval.

Anthony Wayne Middle School

(31-5570-065)

Grades Offered: 06-08

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.

Performance Level Percent

	Grade 6	Grade 7	Grade 8
2016-2017	78%	83%	80%
2017-2018	66%	86%	81%
2018-2019	66%	79%	87%

NJ SCHOOL PERFORMANCE REPORT

Anthony Wayne Middle School

(31-5570-065)

Grades Offered: 06-08

2018-2019

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	237	761	768	754	7%	8%	19%	45%	22%	66%	56%
White	174	761	769	762	6%	7%	22%	44%	21%	64%	65%
Hispanic	27	752	759	743	*	*	*	*	*	63%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	28	776	*	780	*	0%	*	50%	36%	86%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	110	770	775	762	*	*	17%	45%	29%	75%	64%
Male	127	754	762	748	*	*	20%	44%	15%	59%	48%
Economically Disadvantaged Students	30	742	751	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	207	764	771	763	*	*	*	*	*	70%	67%
Students with Disabilities	43	716	732	722	*	*	30%	*	*	16%	19%
Students without Disabilities	194	772	775	761	*	*	16%	*	*	77%	64%
English Learners	*	*	719	710	*	*	*	*	*	*	*
Non-English Learners	*	*	769	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Anthony Wayne Middle School
(31-5570-065)
Grades Offered: 06-08
2018-2019

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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	206	777	779	761	*	*	10%	32%	47%	79%	63%
White	148	773	779	769	*	*	13%	32%	44%	76%	72%
Hispanic	24	775	763	747	*	*	0%	42%	42%	83%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	30	801	*	790	0%	*	*	*	*	90%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	99	788	790	769	*	*	*	30%	61%	91%	71%
Male	107	767	769	753	*	*	*	33%	35%	67%	55%
Economically Disadvantaged Students	18	743	752	743	*	*	0%	*	*	56%	45%
Non-Economically Disadvantaged Students	188	780	783	771	*	*	11%	*	*	81%	73%
Students with Disabilities	31	725	731	720	*	*	32%	*	*	23%	22%
Students without Disabilities	175	786	789	769	*	*	6%	*	*	89%	71%
English Learners	*	*	736	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	780	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Anthony Wayne Middle School

(31-5570-065)

Grades Offered: 06-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

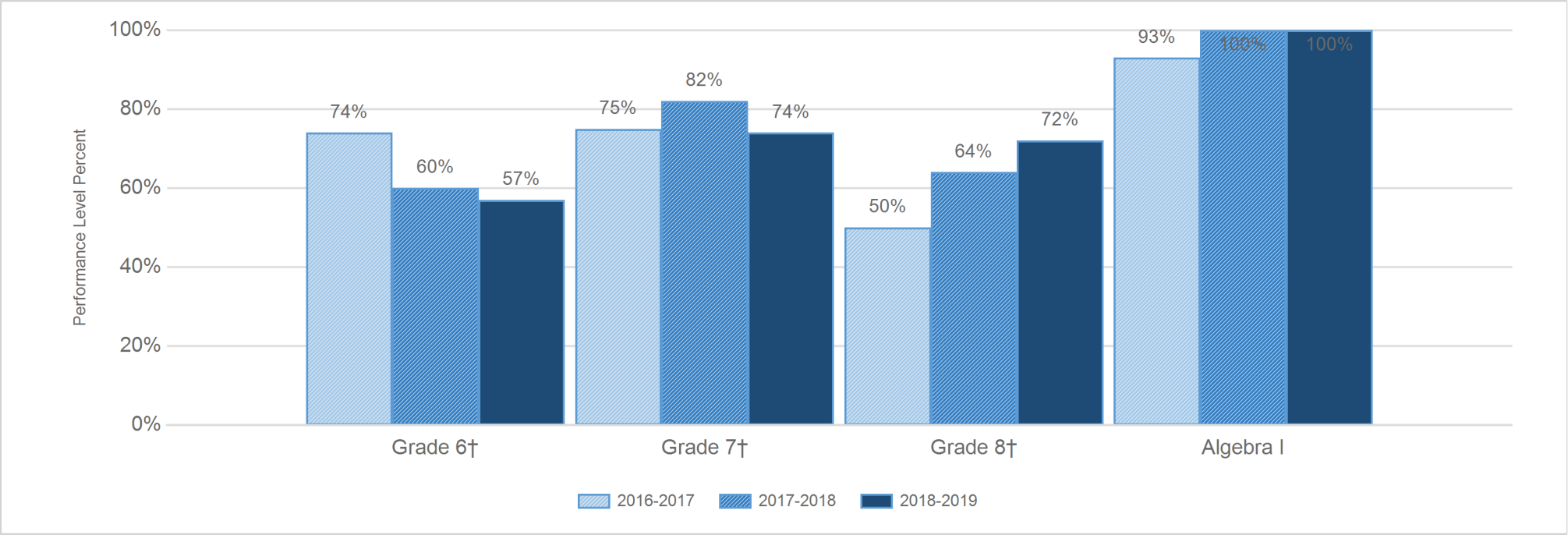| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	203	789	785	762	5%	*	*	36%	51%	87%	63%
White	145	789	786	770	*	*	*	39%	48%	88%	72%
Hispanic	22	757	765	747	*	*	*	*	*	68%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	30	808	*	794	0%	0%	*	*	*	97%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	105	797	793	771	*	*	*	40%	54%	94%	71%
Male	98	780	778	753	*	*	*	33%	47%	80%	55%
Economically Disadvantaged Students	27	763	761	743	*	*	*	*	*	70%	45%
Non-Economically Disadvantaged Students	176	793	788	772	*	*	*	*	*	90%	72%
Students with Disabilities	27	725	730	721	*	*	*	*	*	30%	22%
Students without Disabilities	176	799	795	770	*	*	*	*	*	96%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	203	789	*	764	5%	*	*	36%	51%	87%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Anthony Wayne Middle School

(31-5570-065)

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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	645	98.3	69.6	61.4	44.5	69.6	67.3	Met Target
White	468	98.3	67.1	60.7	54.1	67.1	65.5	Met Target
Hispanic	73	97.4	57.5	47.2	28.8	57.5	54.7	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	87	98.9	93.1	82.1	76.5	93.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	11	100.0	72.7	65.2	53.3	72.7	**	**
Female	315	97.2	72.4	60.3	44.9	72.4		
Male	330	99.4	67.0	62.3	44.2	67.0		
Economically Disadvantaged Students	72	96.2	50.0	35.2	26.3	50.0	67.8	Not Met
Non-Economically Disadvantaged Students	573	98.6	72.1	64.4	54.9	72.1		
Students with Disabilities	104	96.3	14.4	23.8	17.4	14.4	22.1	Not Met
Students without Disabilities	541	98.7	80.2	69.5	50.0	80.2		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	61.9	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Anthony Wayne Middle School
(31-5570-065)
Grades Offered: 06-08
2018-2019

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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NJ SCHOOL PERFORMANCE REPORT

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(31-5570-065)

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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	237	752	752	741	5%	16%	22%	46%	11%	57%	41%
White	174	751	752	749	6%	15%	24%	47%	9%	56%	51%
Hispanic	27	742	739	729	*	*	*	*	*	44%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	28	772	*	769	*	*	*	46%	36%	82%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	110	752	751	742	*	14%	22%	*	*	58%	42%
Male	127	752	753	740	*	18%	22%	*	*	56%	40%
Economically Disadvantaged Students	30	737	734	726	*	33%	*	*	*	33%	21%
Non-Economically Disadvantaged Students	207	754	755	750	*	14%	*	*	*	60%	53%
Students with Disabilities	43	721	729	716	*	*	26%	*	*	14%	12%
Students without Disabilities	194	759	757	746	*	*	21%	*	*	66%	46%
English Learners	*	*	705	709	*	*	*	*	*	*	*
Non-English Learners	*	*	753	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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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	206	766	761	744	*	*	17%	53%	20%	74%	42%
White	148	762	760	751	*	*	22%	55%	14%	69%	53%
Hispanic	24	763	749	733	0%	*	*	*	*	75%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	30	791	*	768	0%	0%	*	*	*	97%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	99	768	762	744	*	*	*	56%	21%	77%	42%
Male	107	765	760	743	*	*	*	51%	20%	71%	42%
Economically Disadvantaged Students	18	746	740	731	*	*	*	*	*	50%	24%
Non-Economically Disadvantaged Students	188	768	764	751	*	*	*	*	*	76%	53%
Students with Disabilities	31	732	729	718	*	*	*	*	*	19%	13%
Students without Disabilities	175	772	768	749	*	*	*	*	*	83%	48%
English Learners	*	*	735	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	762	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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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.

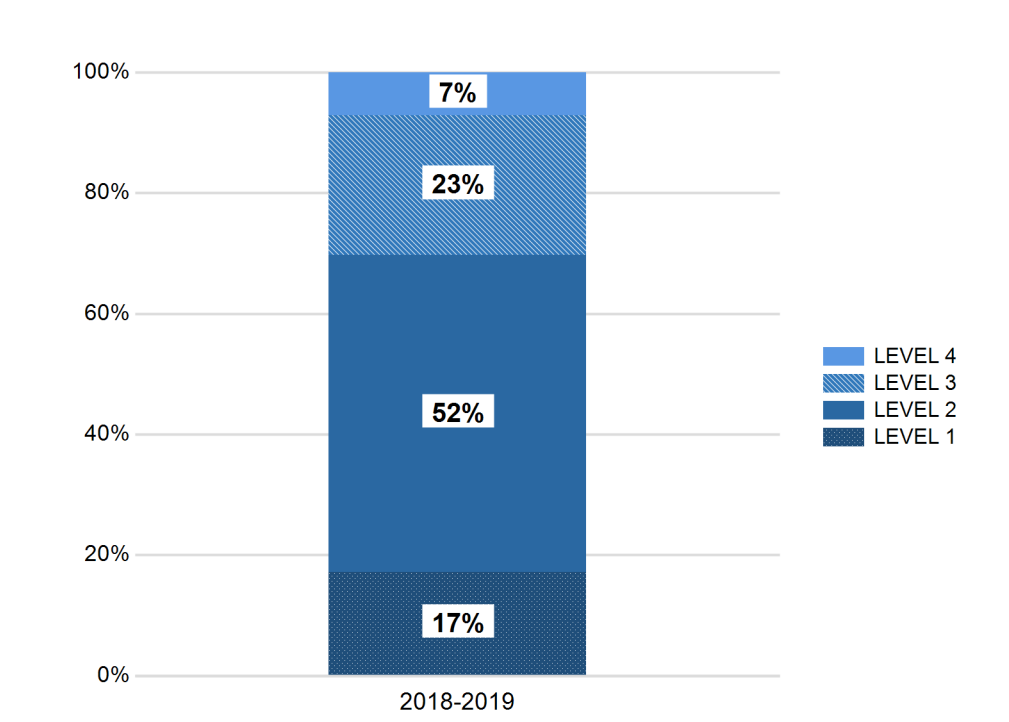| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	763	755	728	*	10%	11%	*	*	72%	29%
White	99	761	755	737	*	10%	12%	*	*	70%	38%
Hispanic	20	750	741	722	*	*	*	*	*	55%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	18	782	*	747	0%	0%	0%	*	*	100%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	77	766	757	731	*	*	*	*	*	78%	31%
Male	64	759	753	726	*	*	*	*	*	66%	27%
Economically Disadvantaged Students	22	745	737	719	*	*	*	*	*	59%	20%
Non-Economically Disadvantaged Students	119	766	757	735	*	*	*	*	*	75%	36%
Students with Disabilities	25	714	718	707	*	*	*	*	*	*	10%
Students without Disabilities	116	773	763	734	*	*	*	*	*	*	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	141	763	*	730	*	10%	11%	*	*	72%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Anthony Wayne Middle School

(31-5570-065)

Grades Offered: 06-08

2018-2019

Report Key:
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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	62	808	762	744	0%	0%	0%	48%	52%	100%	42%
White	46	807	762	752	0%	0%	0%	50%	50%	100%	53%
Hispanic	*	*	743	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	12	809	778	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	28	805	760	745	0%	0%	0%	54%	46%	100%	44%
Male	34	810	763	743	0%	0%	0%	44%	56%	100%	41%
Economically Disadvantaged Students	*	*	738	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	764	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	725	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	769	748	*	*	*	*	*	*	47%
English Learners	N	N	733	710	N	N	N	N	N	N	*
Non-English Learners	62	808	762	745	0%	0%	0%	48%	52%	100%	*
Homeless Students	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	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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(31-5570-065)

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Anthony Wayne Middle School
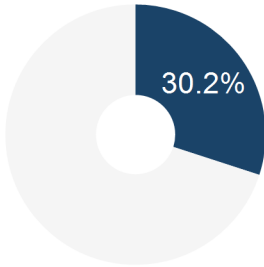(31-5570-065)
Grades Offered: 06-08
2018-2019

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

NJSLA Science Assessment: Grade 8 Summary

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

NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	17	52	23	7
White	18	51	23	8
Hispanic	36	50	9	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	3	53	37	7
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	15	58	23	4
Male	20	45	23	11
Economically Disadvantaged Students	37	41	19	4
Non-Economically Disadvantaged Students	14	53	24	8
Students with Disabilities	78	15	7	0
Students without Disabilities	8	57	26	9
English Learners	N	N	N	N
Non-English Learners	17	52	23	7
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	246
7	0	0	212
8	62	0	146
Total	62	0	604

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

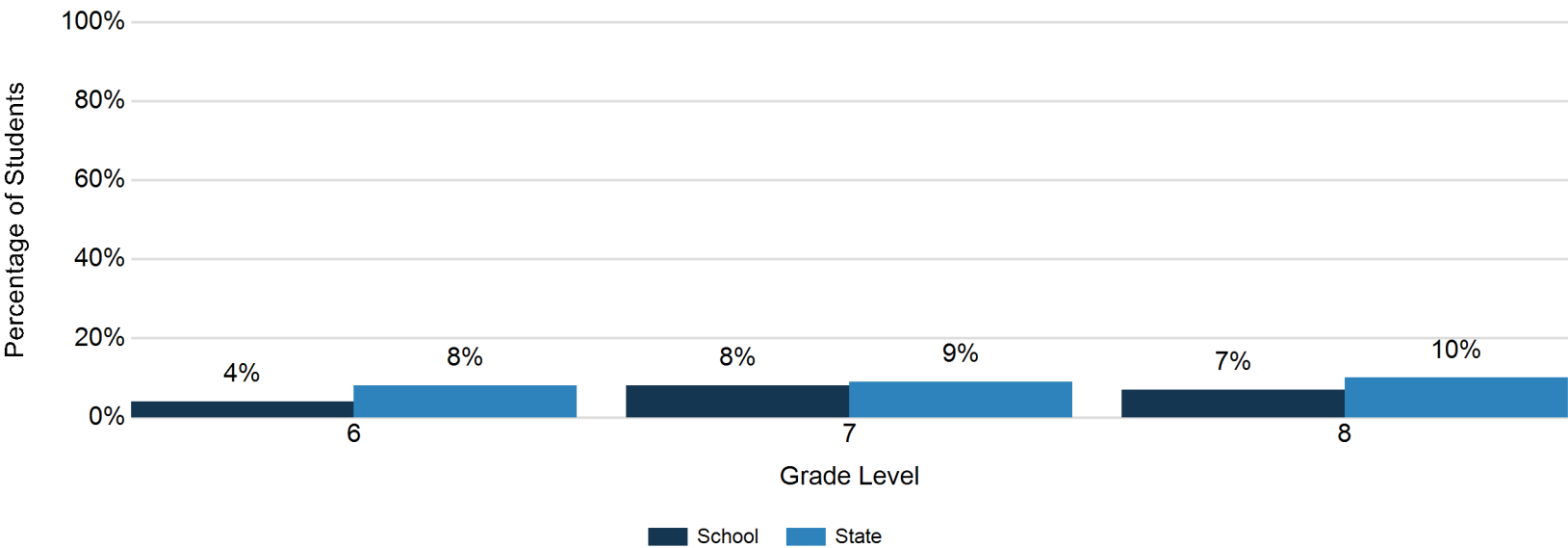| Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	45	26	21	0	0	0	0
Total	45	26	21	0	0	0	0

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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

30.2% **School**

90.9% **State**

Students enrolled in one or more classes by discipline:

Discipline		Percentage
MUSIC	School	23.2%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	7.4%
	State	70.0%

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	40	6.2	9.1	Met
White	31	6.7	9.1	Met
Hispanic	5	6.6	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	2.3	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	22	7.0		
Male	18	5.5		
Economically Disadvantaged Students	12	14.0	9.1	Not Met
Students with Disabilities	21	20.0	9.1	Not Met
English Learners	2	12.5	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	7
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.08

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	1	0	1
Ancestry	0	2	2
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	1	4
No Identified Nature	9		9

Student Disciplinary Removals

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

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

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

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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	8:00 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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	1.3:1

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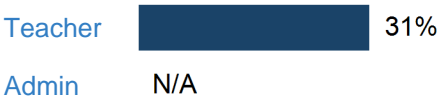
Report Key:
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant 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.
Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	86.2%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	156:1	176:1
Teachers to Administrators	16:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

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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	49.1%	76.9%	50.0%	48.4%	77.1%	54.9%
Male	50.9%	23.1%	50.0%	51.6%	22.9%	45.1%
White	73.0%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	13.3%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 31%
Admin N/A

Master's Degree

Teacher 68%
Admin 100%

Doctoral Degree

Teacher 2%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	94.7%

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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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2018-2019

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	79.7%	77.0%	76.6%
Math Proficiency	69.5%	71.8%	69.6%
ELA Growth	61	54	63
Math Growth	72	67	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	5.7%	8.3%	6.2%

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

Anthony Wayne Middle School

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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.

NJ SCHOOL PERFORMANCE REPORT

Anthony Wayne Middle School

(31-5570-065)

Grades Offered: 06-08

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

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

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(31-5570-065)
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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 Advanced level language arts and math courses including Algebra in Grade 8 for students who qualify. • Character Education Program has been recognized as a Promising Practice from Character.org. • Technology is infused into daily lessons
Mission, Vision, Theme:	Anthony Wayne Middle School's primary objective is to improve student growth and achievement while fostering a positive climate and culture conducive to high student achievement and success. The instructional staff at Anthony Wayne plans lessons and units of study that academically and developmentally meet the needs of our middle level learners. A safe, nurturing, and personalized climate is fostered to help encourage a desire to be a life-long learner.
Awards, Recognition, Accomplishments:	Anthony Wayne Middle School has been recognized for the customized Character Education Program in place called "180 Days of AWesome!"Character.org has named it a Promising Practice.Our Band and Chorus earn Excellent and Superior Ratings annually at state-wide festivals. One of our ELA teachers was awarded the New Jersey Association of Middle Level Education Teacher of the Year for 2019.

Anthony Wayne Middle School

(31-5570-065)

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2018-2019

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Courses, Curriculum, Instruction:	Course offerings at Anthony Wayne Middle School present students with a rigorous learning experience focused on enhancing both skills and knowledge. In addition to core academic classes, students are offered cycle courses including visual arts, computers, technical education, Spanish, instrumental music/band and vocal music. AWMS hosts the 6-8 Sever Special Education LLD Program and grades 6 and 7 of the Special Education LLD Mild Program.
Clubs and Activities:	Many club offerings are available to all students in grades 6, 7 and 8. These include but are not limited to: Student Council, National Junior Honor Society, Robotics, Film Club, Newspaper Club, Photography Club, Yearbook Club, Board Game Club, Intramural Sports Club, Fun and Fitness Club, TREP$, and STEAM Expo.

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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.

Before and After School Programs:	Part of our Title I Goals, AWMS offers the Academic Support Cluib twice a week for students to get extra help and complete assignments. Many teacehrs elect to provide exatr help, one on one, before and after school, as well.
Staff and Professional Learning:	All AW Staff participate in weekly PLCs. In addition, Team Meetings take place twice a week. Many staff members attend off campus workshops related to technology, SEL, enriching their own content areas and other important topics. Through Title I funding, IDE Corp. (Innovative Designs in Education) have been working with AW teachers on Executive Functioning and Social Emotional Learning. This is In-House PD with five sessions for each area of study with additional coaching sessions to occur in February and April.

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School Narrative

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Student Supports and Services:	AWMS has a full Child Study Team that manages all students receiving services in conjuction with our Spec. Ed Teachers. An I&RS Committee meets weekly, as well.
Student Health and Wellness:	AWMS has a breakfast program. Also, our PE teachers facilitate the Pacers Program each marking period. Furthermore, the Great RePlay and/or Hoops for Heart are run annually. Mindfulness is included in many of our classes as well as faculty meetings.
Parent and Community Involvement:	AWMS has a very active and productive PTO. Weekly email updates go out to parents and the district utilizes OnCourse for student attendance and grading which is always available to parents. With Title I funding, a series of Parent Academies are being offered. They are evening programs (five throughout the year) with various topics allowing our parents to be more involved in their child's learning.

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School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers It is an in-house survey used as part of our Character Ed Program evaluation.
Facilities:	AWMS was built in 2005 and is air conditioned. There is a gym, aux. gyms, media center/library, cafetorium, dedicated art and music rooms and science labs.
School Safety:	New as of May of 2019, AWMS has a Class III Officer sering as our "SRO." His primary concerns are building safety related to students and staff. In addition, he participates in class lessons when invited.

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NJ SCHOOL PERFORMANCE REPORT

School Narrative

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i **Other Information**	To prepare our students for the 21st Century, instructional delivery is embedded with authentic learning experiences that integrate technology skills. Anthony Wayne's classrooms are equipped with chromebooks, an LCD presentation system, hover cams and Interwrite tablets. The use of formative assessments and technology that supports it has been a particular focus of professional development. AWMS prides itself in teaching the Whole Child. Positive and meainginful relationships are developed between staff and students.

NJ SCHOOL PERFORMANCE REPORT

George Washington Middle School
(31-5570-083)
Grades Offered: 06-08
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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:

George Washington Middle School

(31-5570-083)

Grades Offered: 06-08

2018-2019

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	Passaic
District	Wayne Township Public School District
Principal Name	Mr. Jack Leonard
Address	68 LENOX ROAD WAYNE, NJ 07470-5551
Phone Number	973-633-3140
Email Address	jleonard@wayneschools.com
Website	https://www.wayneschools.com/gw
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

NJ SCHOOL PERFORMANCE REPORT

George Washington 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	203	165	181
7	161	206	173
8	223	165	202
Total	587	536	556

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.4%	47.6%	46.9%
Male	49.6%	52.4%	53.1%
Economically Disadvantaged Students	14.5%	15.1%	16.4%
Students with Disabilities	13.8%	15.9%	15.8%
English Learners	3.2%	4.1%	4.5%
Homeless Students	0.2%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.3%	78.0%	77.7%
Hispanic	10.4%	12.7%	14.6%
Black or African American	1.2%	0.6%	1.3%
Asian	6.0%	7.1%	4.9%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	1.5%	1.4%

Enrollment by Home Language

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

Home Language	% of Students
English	84.7%
Spanish	4.9%
Arabic	2.2%
Albanian	1.8%
Polish	1.6%
Other Languages	4.9%

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

	2016-17	2017-18	2018-19
	58	59	58

Math Median Student Growth Percentile

	2016-17	2017-18	2018-19
	54	57	57.5

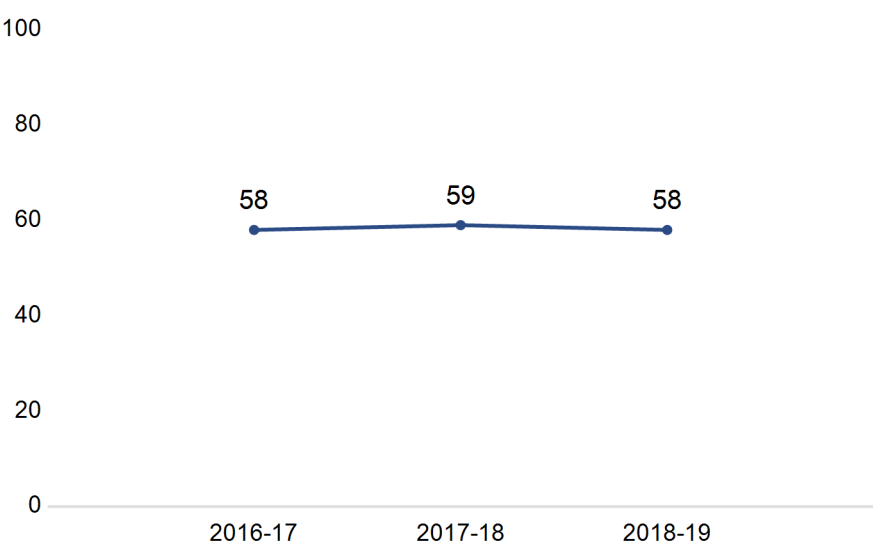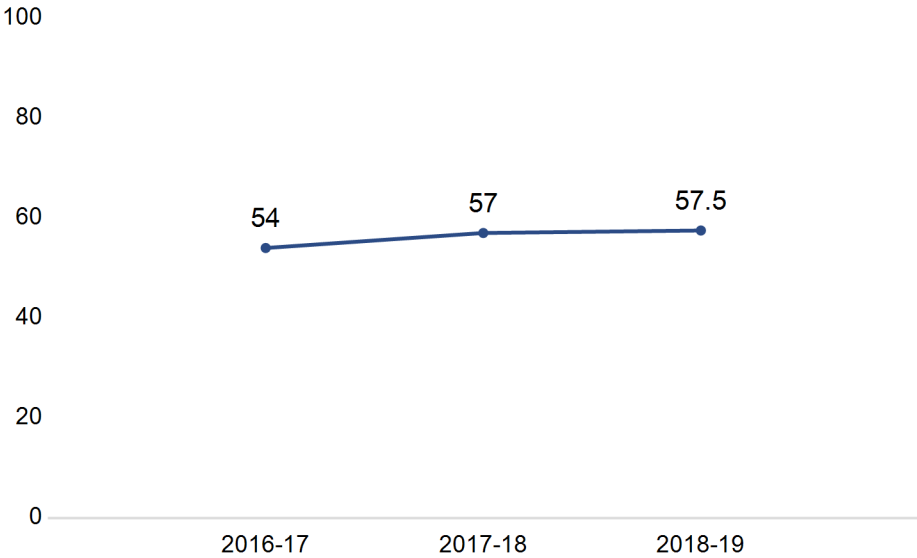| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	59	58	54	57	57.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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(31-5570-083)

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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	58	50	Met Standard	57.5	53	50	Met Standard
White	60	59	50	Exceeds Standard	56	51	52	Met Standard
Hispanic	43.5	48	49	Met Standard	62	52	47	Exceeds Standard
Black or African American	*	66	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	60	59.5	59	Exceeds Standard	72	62	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51	49	**	*	59	52	**
Female	64.5	61	53	N	59	52	50	N
Male	51.5	54	47	N	55	55	51	N
Economically Disadvantaged Students	50	51.5	48	Met Standard	53	50	46	Met Standard
Students with Disabilities	48.5	47	43	Met Standard	56.5	50	45	Met Standard
English Learners	76	67	52	**	81.5	71.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

George Washington Middle School
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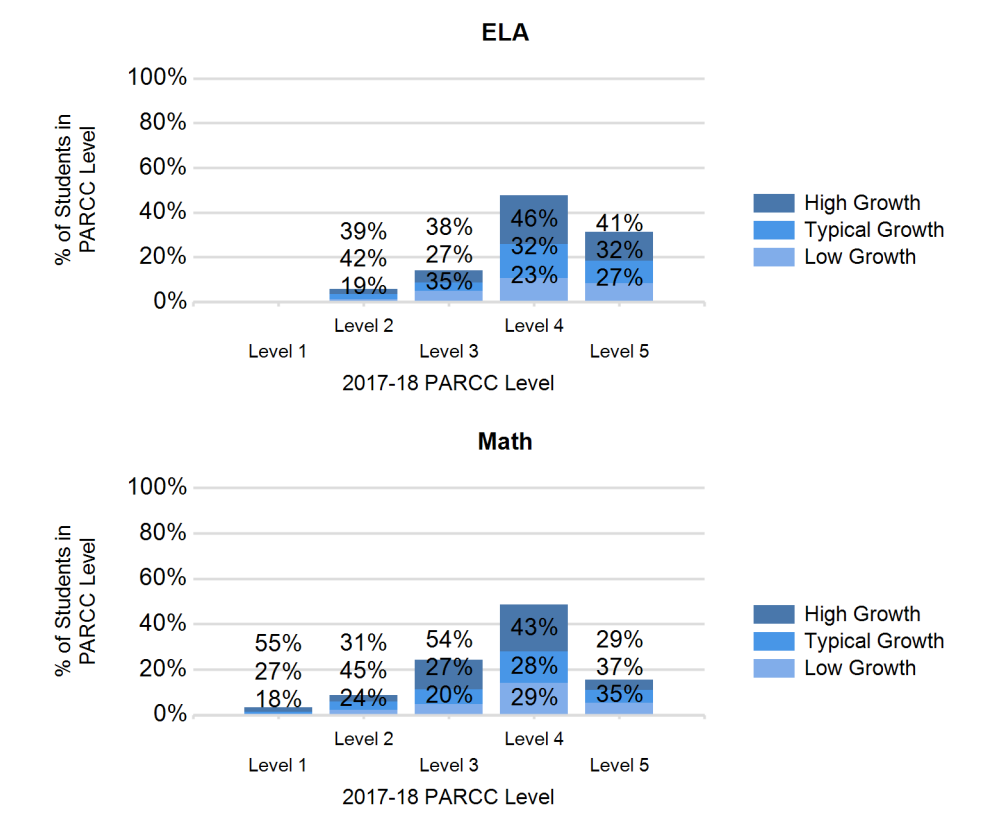* **†** This indicates a table specific note, see note below table

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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.
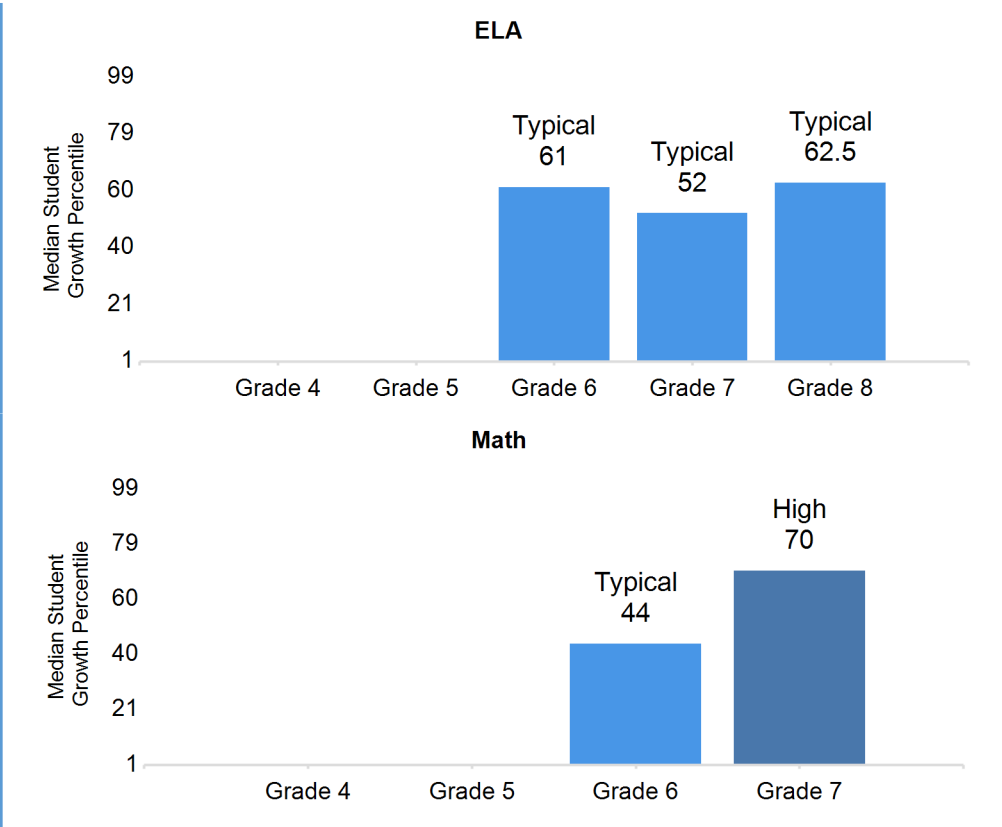
Student Growth by Performance Level

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

Overview	Demographic	Student Growth	Academic Achievement	College and Career Readiness	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

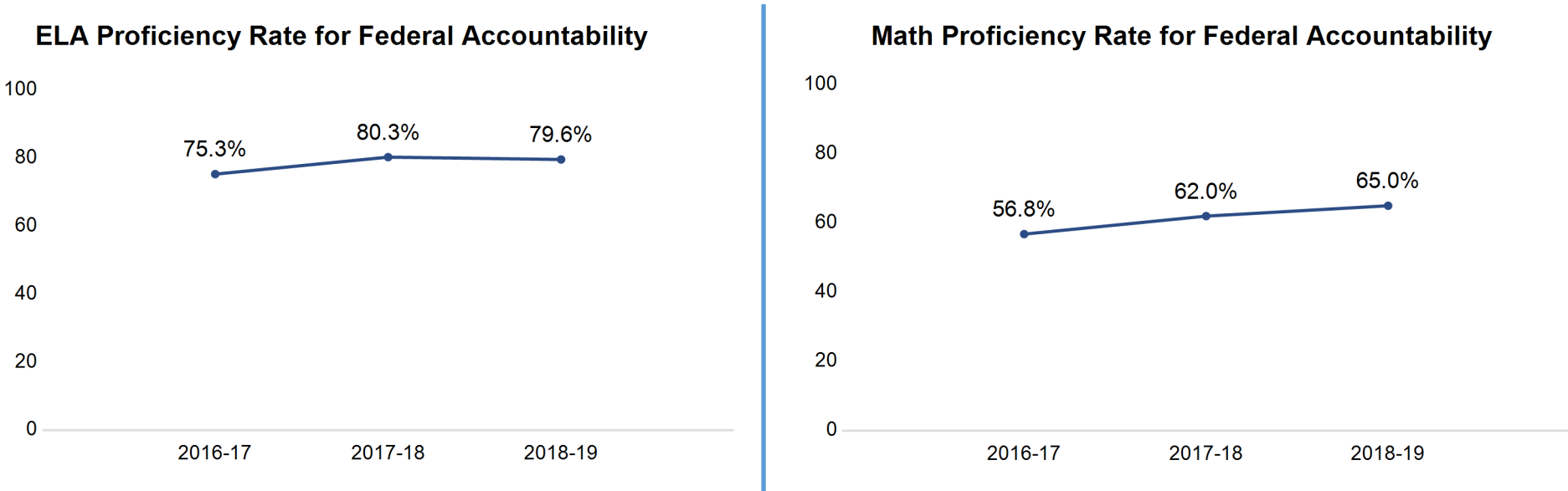**NJ SCHOOL PERFORMANCE REPORT**

George Washington 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	99.7%	99.3%	98.9%	99.8%	99.3%	99.1%
Proficiency Rate for Federal Accountability	75.3%	80.3%	79.6%	56.8%	62.0%	65.0%
Annual Target	72.1%	72.5%	72.9%	58.7%	59.8%	61.0%
Met Annual Target?	Met Target	Met Goal	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	545	98.9	79.6	72.1	57.9	79.6	72.9	Met Target
White	426	99.1	82.9	72.3	66.9	82.9	73.2	Met Goal
Hispanic	75	98.7	60.0	60.4	43.9	60.0	56.9	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	96.8	76.7	83.1	82.9	76.7	80	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	255	98.5	89.8	78.9	64.8	89.8		
Male	290	99.3	70.7	65.7	51.3	70.7		
Economically Disadvantaged Students	78	98.8	51.3	48.5	40.0	51.3	60.3	Met Target†
Non-Economically Disadvantaged Students	467	98.9	84.4	74.7	67.9	84.4		
Students with Disabilities	93	97.9	31.2	29.2	22.7	31.2	29	Met Target
Students without Disabilities	452	99.1	89.6	81.3	65.1	89.6		
English Learners	18	100.0	38.9	35.4	29.3	38.9	**	**
Non-English Learners	527	98.9	81.0	72.8	60.6	81.0		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

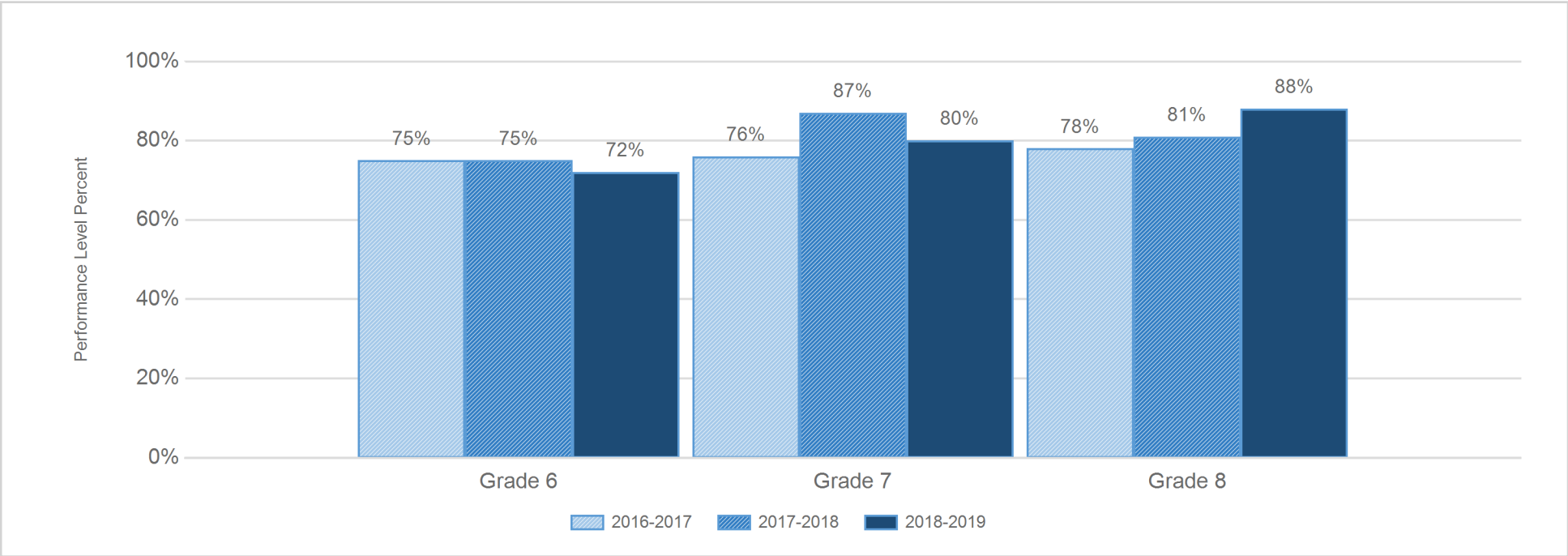† Target was met within a confidence interval.

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George Washington Middle School

(31-5570-083)

Grades Offered: 06-08

2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
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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.

NJ SCHOOL PERFORMANCE REPORT

George Washington Middle School
(31-5570-083)
Grades Offered: 06-08
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	174	769	768	754	*	*	20%	45%	27%	72%	56%
White	131	773	769	762	0%	*	*	49%	28%	77%	65%
Hispanic	28	752	759	743	0%	*	36%	*	*	50%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	84	776	775	762	*	*	*	46%	33%	80%	64%
Male	90	763	762	748	*	*	*	43%	21%	64%	48%
Economically Disadvantaged Students	33	755	751	740	*	*	39%	*	*	45%	39%
Non-Economically Disadvantaged Students	141	773	771	763	*	*	16%	*	*	78%	67%
Students with Disabilities	26	739	732	722	*	*	46%	*	*	19%	19%
Students without Disabilities	148	775	775	761	*	*	16%	*	*	81%	64%
English Learners	*	*	719	710	*	*	*	*	*	*	*
Non-English Learners	*	*	769	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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NJ SCHOOL PERFORMANCE REPORT

George Washington Middle School
(31-5570-083)
Grades Offered: 06-08
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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	172	780	779	761	*	*	11%	31%	49%	80%	63%
White	128	783	779	769	*	*	9%	29%	54%	83%	72%
Hispanic	27	758	763	747	*	*	*	*	*	63%	50%
Black or African American	N	N	*	741	N	N	N	N	N	N	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	83	797	790	769	*	*	*	28%	69%	96%	71%
Male	89	763	769	753	*	*	*	34%	31%	65%	55%
Economically Disadvantaged Students	27	746	752	743	*	*	*	*	*	44%	45%
Non-Economically Disadvantaged Students	145	786	783	771	*	*	*	*	*	87%	73%
Students with Disabilities	27	732	731	720	*	*	*	*	*	26%	22%
Students without Disabilities	145	789	789	769	*	*	*	*	*	90%	71%
English Learners	*	*	736	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	780	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

George Washington Middle School

(31-5570-083)

Grades Offered: 06-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

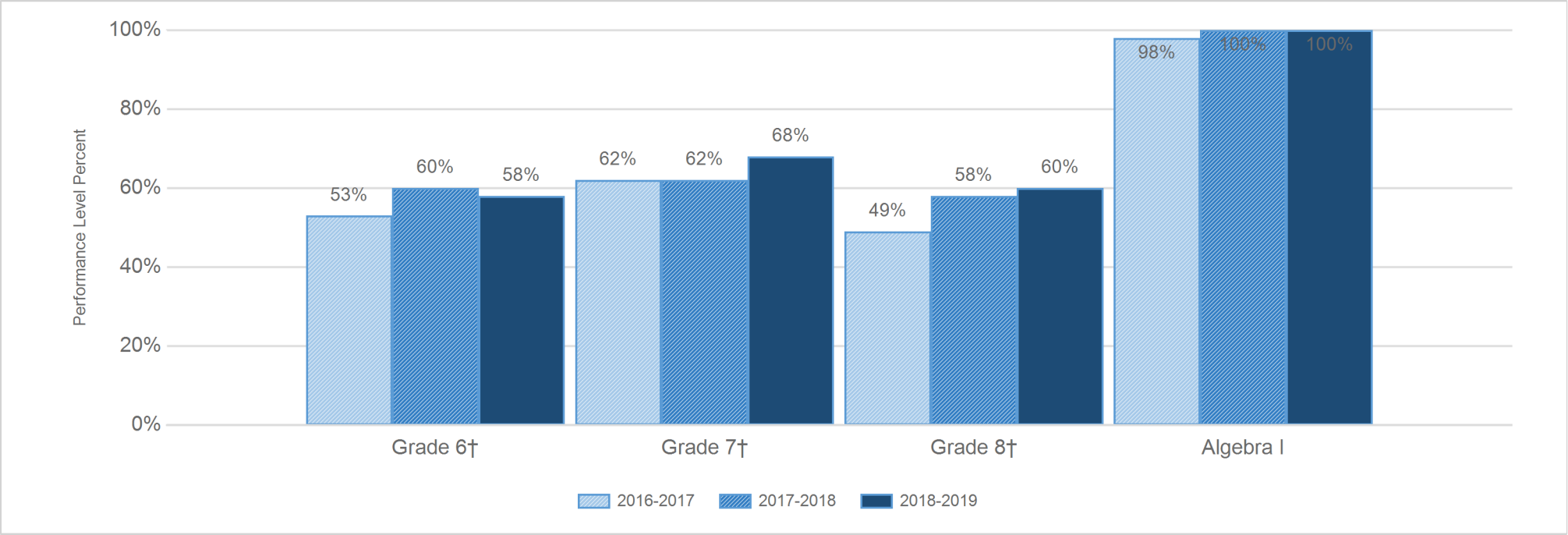| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	198	788	785	762	*	*	8%	45%	43%	88%	63%
White	164	791	786	770	*	*	9%	43%	47%	90%	72%
Hispanic	22	773	765	747	0%	*	*	*	*	77%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	90	793	793	771	*	*	*	42%	51%	93%	71%
Male	108	784	778	753	*	*	*	47%	37%	84%	55%
Economically Disadvantaged Students	21	765	761	743	*	*	*	*	*	71%	45%
Non-Economically Disadvantaged Students	177	791	788	772	*	*	*	*	*	90%	72%
Students with Disabilities	33	754	730	721	*	*	*	*	*	52%	22%
Students without Disabilities	165	795	795	770	*	*	*	*	*	96%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

George Washington Middle School

(31-5570-083)

Grades Offered: 06-08

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	549	99.1	65.0	61.4	44.5	65.0	61	Met Target
White	428	99.3	68.2	60.7	54.1	68.2	62	Met Target
Hispanic	77	98.8	44.2	47.2	28.8	44.2	40.9	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	96.8	70.0	82.1	76.5	70.0	75.7	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	257	98.9	66.9	60.3	44.9	66.9		
Male	292	99.3	63.4	62.3	44.2	63.4		
Economically Disadvantaged Students	79	98.8	30.4	35.2	26.3	30.4	39.5	Not Met
Non-Economically Disadvantaged Students	470	99.2	70.9	64.4	54.9	70.9		
Students with Disabilities	93	97.9	22.6	23.8	17.4	22.6	25.6	Met Target†
Students without Disabilities	456	99.4	73.7	69.5	50.0	73.7		
English Learners	21	100.0	33.3	37.5	25.0	33.3	38.2	Met Target†
Non-English Learners	528	99.1	66.3	61.9	46.5	66.3		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

George Washington Middle School

(31-5570-083)

Grades Offered: 06-08

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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.

	2016-2017	2017-2018	2018-2019
Grade 6†	53%	60%	58%
Grade 7†	62%	62%	68%
Grade 8†	49%	58%	60%
Algebra I	98%	100%	100%

† 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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George Washington Middle School

(31-5570-083)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	751	752	741	*	15%	22%	*	*	58%	41%
White	131	755	752	749	*	11%	23%	*	*	63%	51%
Hispanic	30	732	739	729	*	37%	*	*	*	30%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	84	751	751	742	*	12%	26%	*	*	56%	42%
Male	92	752	753	740	*	18%	17%	*	*	60%	40%
Economically Disadvantaged Students	33	730	734	726	*	*	*	*	*	33%	21%
Non-Economically Disadvantaged Students	143	756	755	750	*	*	*	*	*	64%	53%
Students with Disabilities	26	728	729	716	*	*	*	*	*	23%	12%
Students without Disabilities	150	755	757	746	*	*	*	*	*	64%	46%
English Learners	10	705	705	709	*	*	*	*	*	*	*
Non-English Learners	166	754	753	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

George Washington Middle School

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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	174	764	761	744	*	*	23%	47%	21%	68%	42%
White	130	764	760	751	*	*	24%	45%	23%	68%	53%
Hispanic	27	752	749	733	*	*	*	*	*	56%	26%
Black or African American	N	N	*	727	N	N	N	N	N	N	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	83	770	762	744	*	*	18%	58%	20%	78%	42%
Male	91	758	760	743	*	*	27%	36%	22%	58%	42%
Economically Disadvantaged Students	28	738	740	731	*	*	50%	*	*	25%	24%
Non-Economically Disadvantaged Students	146	769	764	751	*	*	18%	*	*	76%	53%
Students with Disabilities	27	732	729	718	*	*	*	*	*	30%	13%
Students without Disabilities	147	770	768	749	*	*	*	*	*	75%	48%
English Learners	*	*	735	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	762	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

George Washington Middle School

(31-5570-083)

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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.

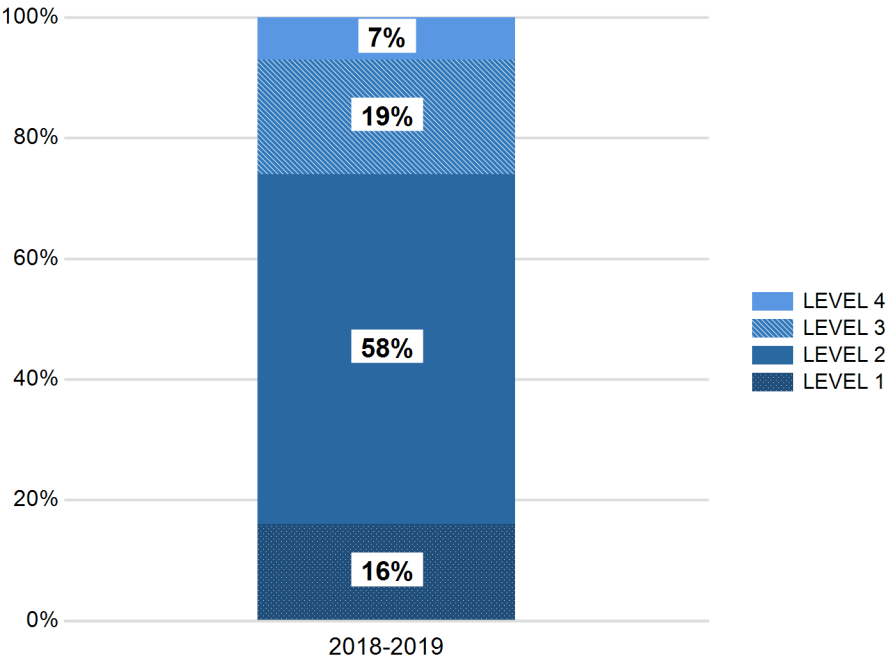| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	160	753	755	728	*	15%	23%	*	*	60%	29%
White	129	756	755	737	*	12%	19%	*	*	66%	38%
Hispanic	22	741	741	722	0%	*	*	*	*	41%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	74	752	757	731	*	*	24%	*	*	57%	31%
Male	86	754	753	726	*	*	21%	*	*	63%	27%
Economically Disadvantaged Students	22	733	737	719	*	*	*	*	*	23%	20%
Non-Economically Disadvantaged Students	138	756	757	735	*	*	*	*	*	66%	36%
Students with Disabilities	32	732	718	707	*	41%	34%	*	*	19%	10%
Students without Disabilities	128	758	763	734	*	9%	20%	*	*	70%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	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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NJ SCHOOL PERFORMANCE REPORT

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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	42	807	762	744	0%	0%	0%	52%	48%	100%	42%
White	38	807	762	752	0%	0%	0%	55%	45%	100%	53%
Hispanic	*	*	743	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	19	799	760	745	0%	0%	0%	*	*	100%	44%
Male	23	813	763	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	738	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	764	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	725	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	769	748	*	*	*	*	*	*	47%
English Learners	*	*	733	710	*	*	*	*	*	*	*
Non-English Learners	*	*	762	745	*	*	*	*	*	*	*
Homeless Students	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	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	71.4%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	15	73.3%	26.7%
3-4	*	*	*
5 or more	*	*	*

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

NJSLA Science Assessment: Grade 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	16	58	19	7
White	14	56	21	8
Hispanic	32	64	5	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	18	59	17	5
Male	14	57	21	8
Economically Disadvantaged Students	50	50	0	0
Non-Economically Disadvantaged Students	12	59	22	8
Students with Disabilities	50	38	13	0
Students without Disabilities	9	62	21	8
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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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	184
7	0	0	177
8	42	0	166
Total	42	0	527

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	27	0	14	0	0	0	0
Total	27	0	14	0	0	0	0

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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: 46.0%
State: 90.9%

Students enrolled in one or more classes by discipline:

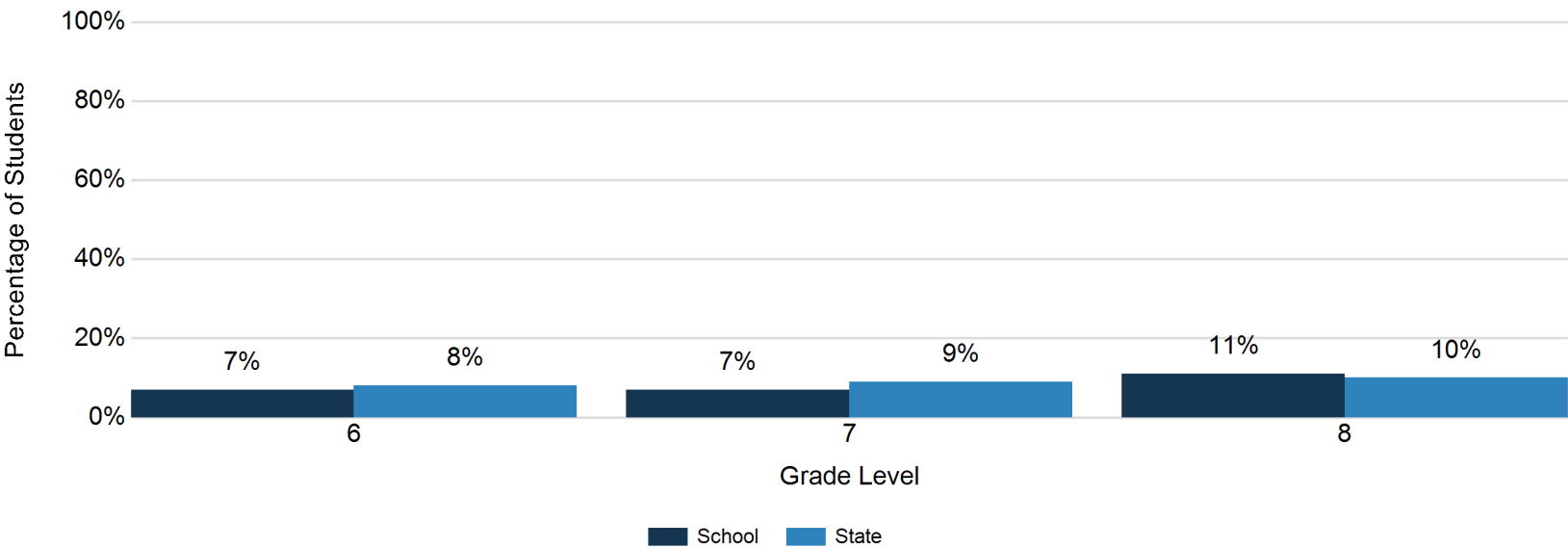| Discipline		Percentage
MUSIC	School	36.7%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	9.4%
	State	70.0%

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	47	8.6	9.1	Met
White	31	7.2	9.1	Met
Hispanic	11	13.9	9.1	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	7.4	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	22	8.6		
Male	25	8.6		
Economically Disadvantaged Students	16	18.6	9.1	Not Met
Students with Disabilities	16	17.2	9.1	Not Met
English Learners	1	9.1	**	**
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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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.08

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	1	1
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	30	5.4%
Out-of-School Suspensions	*	*
Any Suspension	30	5.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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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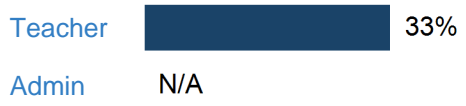- **†** This indicates a table specific note, see note below table

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	55	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	74.5%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	139:1	176:1
Teachers to Administrators	14:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	78.2%	50.0%	48.4%	77.1%	54.9%
Male	53.1%	21.8%	50.0%	51.6%	22.9%	45.1%
White	77.7%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.9%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   33%
Admin   N/A

Master's Degree

Teacher   67%
Admin   100%

Doctoral Degree

Teacher   0%
Admin   0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.8%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.3%	80.3%	79.6%
Math Proficiency	56.8%	62.0%	65.0%
ELA Growth	58	59	58
Math Growth	54	57	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		86.7%	71.4%
Chronic Absenteeism	7.2%	8.3%	8.6%

† 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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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.

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	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	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	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	**	Met Target†	**	**	**	**	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:	• The Middle School has been nationally recognized with a Promising Practice in Character Education Award and again recognized by the Anti Defamation League for programs in our school. • Continued first place finishes and superior ratings for our Band and Chorus at Music in the Park at Great Adventure. • Technology upgrades include 1:1 Chromebook initiative.
Mission, Vision, Theme:	The George Washington Middle School's vision is to provide students with the necessary skills for the middle school years while preparing them to meet the demands of high school.We aim to inspire and foster leaders through our character education program which extends among all the academic disciplines.We strive to develop leaders that have grasped strong academic habits and have learned the power of leadership and the global impact it can have.
Awards, Recognition, Accomplishments:	The George Washington Middle School was nationally recognized with a Promising Practice Award. This recognition was for Operation Giveback, which raised $60,000 for wounded veterans.Additionally our band and chorus have received recognition with first place finishes and superior ratings at the Music in the Park Competition, in Great Adventure.

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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.

Courses, Curriculum, Instruction:	Our School has demonstrated its ability to meet the diverse learners within its school. At each grade level the students are provided with the necessary supports to remediate skills or content, as well as enrich it to challenge our learners at the higher levels. At all grade levels in the Math and Science classes, we offer on line resources and tutorials for the students to access in and out of school. We offer a challenging and students centered Language Arts program.
Clubs and Activities:	Our school also provides its students with extensive opportunities to become involved in after school activities.These environments allow our students to participate and study areas of interest, as well as engage in athletic activities that promote healthy competition.Additionally, our school holds dances and fund raising events on the weekends.

George Washington Middle School

(31-5570-083)

Grades Offered: 06-08

2018-2019

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School Narrative

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Before and After School Programs:	To serve our students needs before and after school the George Washington Middle School offers a breakfast program for its students. This allows our students the opportunity to arrive for a healthy breakfast.It also affords students time to study or complete class work.We also offer after school academic programs for students to attend that have been identified as in need of improvement.These programs offer remediation for academic skills as well as test taking strategies.
Staff and Professional Learning:	The staff and administration of the George Washington Middle School have and continue to receive effective professional development. Our staff is provided collaborative structures at the department and grade level, on topics related to curriculum development, new instructional technology, and supporting middle school students emotionally and academically.This balanced approach helps to fully prepare our staff to be successful year after year.

NJ SCHOOL PERFORMANCE REPORT

George Washington Middle School
(31-5570-083)
Grades Offered: 06-08
2018-2019

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School Narrative

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Student Supports and Services:	The George Washington Middle School provides services students with various learning and physical needs.The supports provided to our students include a fully integrated special education program that allows for all of our students to interact with each other through the school day.Additionally our School has a English Language Learner population, which are provided the academic and social supports needed to fully participate in all the school has to offer.
Student Health and Wellness:	All of the students at the middle school are provided the opportunity to eat breakfast in the morning prior to the start of school.In addition, they receive instruction on health and nutrition in their health class during the school year.From a physical education component, our students attend class each day and are also provided a twenty minute recess.
Parent and Community Involvement:	We have a strong parent involvement at the George Washington Middle School. The staff and administration work closely with the PTO and the Special Education Parent Advisory Group. To ensure that all groups are represented and included, members of the groups attend meetings along with the administration to ensure that all groups have a say in planning events and every student has the opportunity to attend.

NJ SCHOOL PERFORMANCE REPORT

George Washington Middle School

(31-5570-083)

Grades Offered: 06-08

2018-2019

School Narrative

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Facilities:	The George Washington Middle School is celebrating its 50 year anniversary this year.From a facilities standpoint the school continues to make upgrades, and most recently finished a paving project for the main entrance, added new bleachers to the gymnasium, and created an additional twenty-first century science lab.

NJ SCHOOL PERFORMANCE REPORT

George Washington Middle School

(31-5570-083)

Grades Offered: 06-08

2018-2019

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i Other Information	Our school provides students with a gradual transition from the elementary setting and builds the necessary foundation for our students to be successful during their high school years.The George Washington Middle School?s atmosphere is designed to develop academic skills, promote artistic exploration and enhance twenty-first century skills.At a time when students are developing more rapidly than any other in their lives, we have in place a strong support system that helps our students balance the academic and social pressures faced during these middle school years. We have developed and employed practices that define academic expectations and promote continued social and academic growth in a variety of learning environments.This balanced academic and social education helps create 21st century learners and role models.

NJ SCHOOL PERFORMANCE REPORT

James Fallon Elementary School
(31-5570-085)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

NJ SCHOOL PERFORMANCE REPORT

James Fallon Elementary School

(31-5570-085)

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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	Passaic
District	Wayne Township Public School District
Principal Name	Mr. Ethan Maayan
Address	51 CLIFFORD DRIVE WAYNE, NJ 07470
Phone Number	973-633-3125
Email Address	emaayan@wayneschools.com
Website	https://www.wayneschools.com/jf
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

NJ SCHOOL PERFORMANCE REPORT

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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	38	41	51
1	64	61	53
2	60	70	65
3	57	67	78
4	75	61	69
5	63	83	64
Total	357	383	380

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.1%	46.5%	48.2%
Male	54.9%	53.5%	51.8%
Economically Disadvantaged Students	4.2%	5.5%	5.8%
Students with Disabilities	12.9%	15.1%	13.7%
English Learners	0.0%	1.0%	1.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.3%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.5%	80.7%	78.2%
Hispanic	9.2%	9.7%	11.1%
Black or African American	0.8%	1.0%	1.3%
Asian	7.3%	7.0%	7.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.6%	0.5%	0.8%
Two or More Races	0.6%	1.0%	1.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	38	41	51
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	91.6%
Arabic	2.4%
Polish	1.1%
Other Languages	5.0%

NJ SCHOOL PERFORMANCE REPORT

James Fallon Elementary School

(31-5570-085)

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

ELA Median Student Growth Percentile

- 2016-17: 55
- 2017-18: 49.5
- 2018-19: 57

Math Median Student Growth Percentile

- 2016-17: 65.5
- 2017-18: 56
- 2018-19: 57

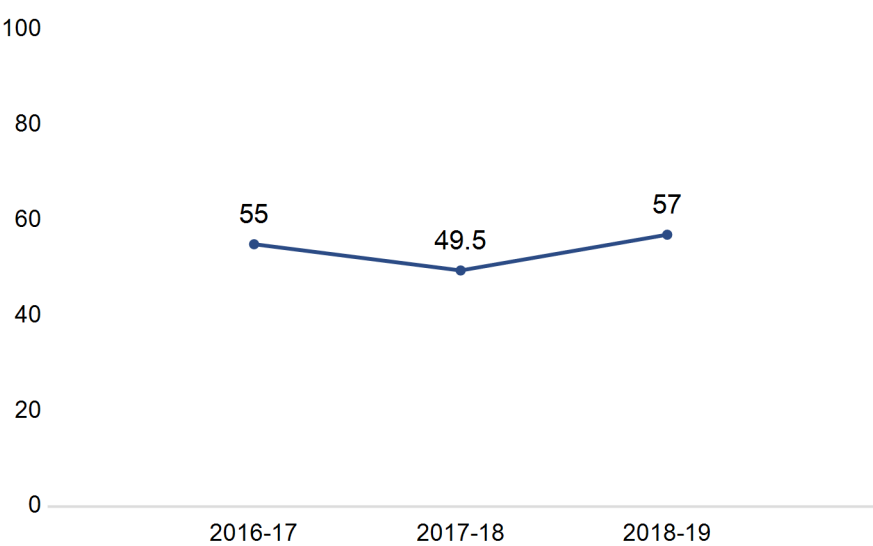| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	49.5	57	65.5	56	57
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

James Fallon Elementary School

(31-5570-085)

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2018-2019

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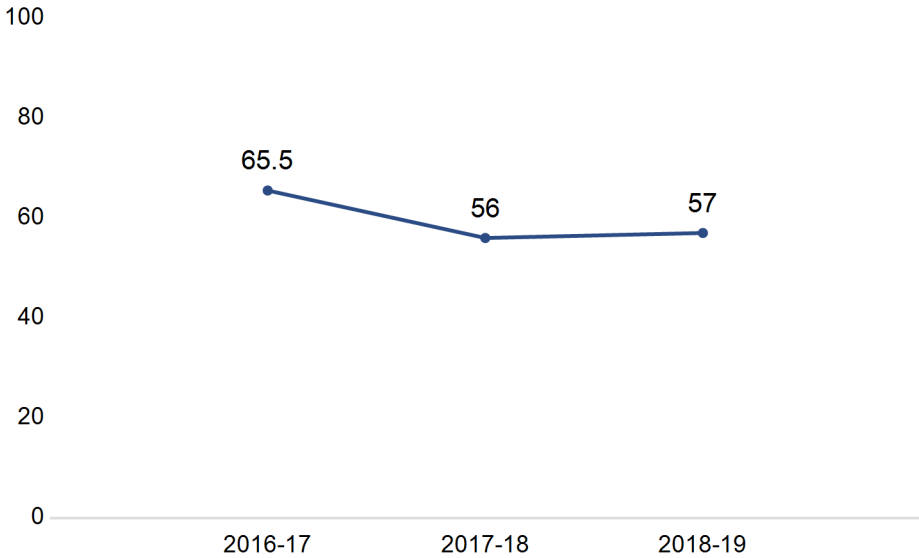† This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	57	58	50	Met Standard	57	53	50	Met Standard
White	57	59	50	Met Standard	53.5	51	52	Met Standard
Hispanic	73	48	49	**	58	52	47	**
Black or African American	N	66	45	**	N	46	43	**
Asian, Native Hawaiian, or Pacific Islander	53	59.5	59	**	77	62	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	51	49	**	N	59	52	**
Female	58.5	61	53	N	51.5	52	50	N
Male	57	54	47	N	62	55	51	N
Economically Disadvantaged Students	58	51.5	48	**	78	50	46	**
Students with Disabilities	35	47	43	Not Met	57	50	45	Met Standard
English Learners	*	67	52	**	*	71.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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2018-2019

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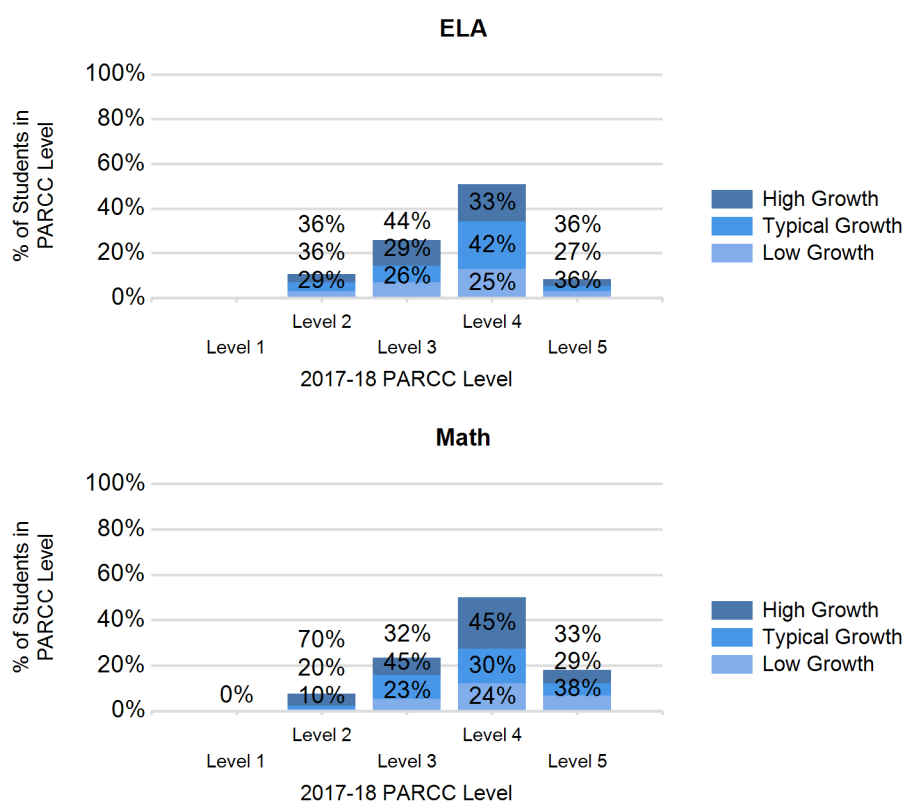† This indicates a table specific note, see note below table

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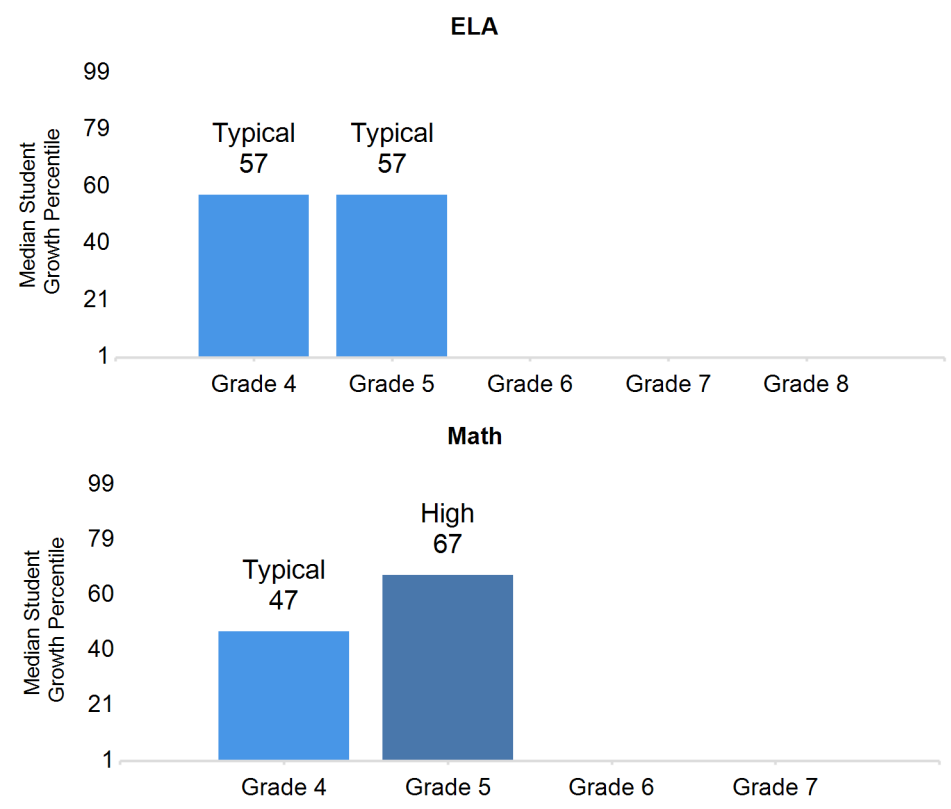
Student Growth by Performance Level

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.
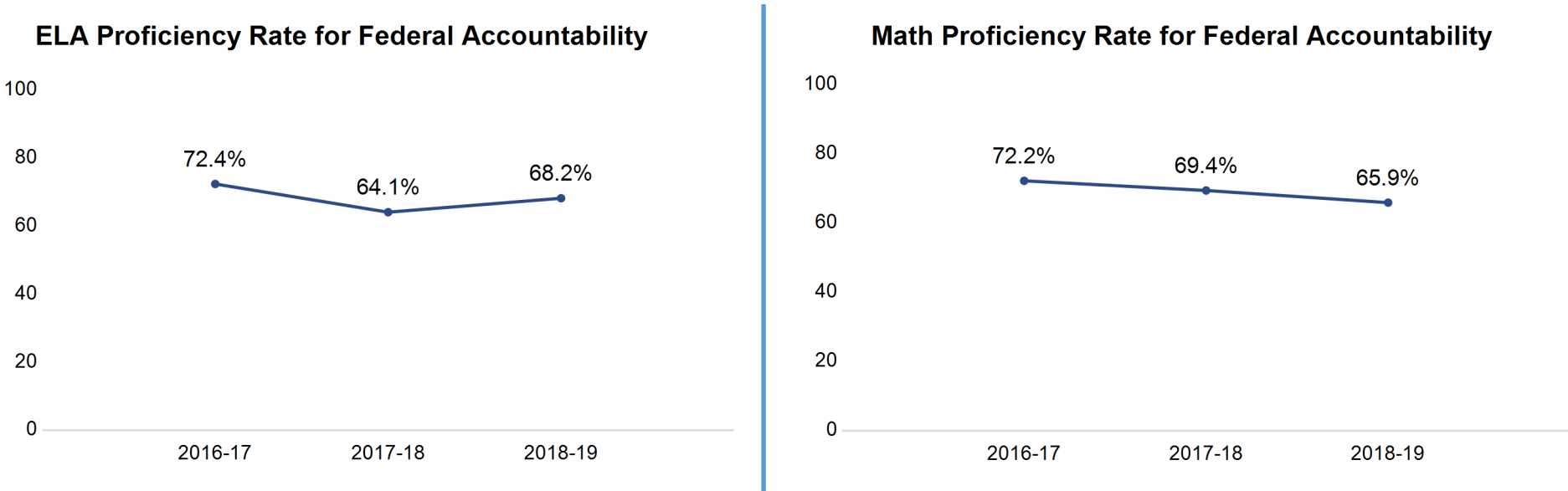

ELA

Math

6

James Fallon Elementary School

(31-5570-085)

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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	98.5%	98.6%	99.5%	99.0%	98.6%	99.5%
Proficiency Rate for Federal Accountability	72.4%	64.1%	68.2%	72.2%	69.4%	65.9%
Annual Target	68.3%	68.9%	69.5%	60.1%	61.2%	62.2%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

2018-2019

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	211	99.5	68.2	72.1	57.9	68.2	69.5	Met Target†
White	167	100.0	65.9	72.3	66.9	65.9	68.3	Met Target†
Hispanic	19	95.0	78.9	60.4	43.9	78.9	N	N
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	75.0	83.1	82.9	75.0	76.4	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	96	100.0	74.0	78.9	64.8	74.0		
Male	115	99.1	63.5	65.7	51.3	63.5		
Economically Disadvantaged Students	13	100.0	15.4	48.5	40.0	15.4	**	**
Non-Economically Disadvantaged Students	198	99.5	71.7	74.7	67.9	71.7		
Students with Disabilities	37	100.0	43.2	29.2	22.7	43.2	25.8	Met Target
Students without Disabilities	174	99.4	73.6	81.3	65.1	73.6		
English Learners	*	*	*	35.4	29.3	*	**	**
Non-English Learners	*	*	*	72.8	60.6	*		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

2018-2019

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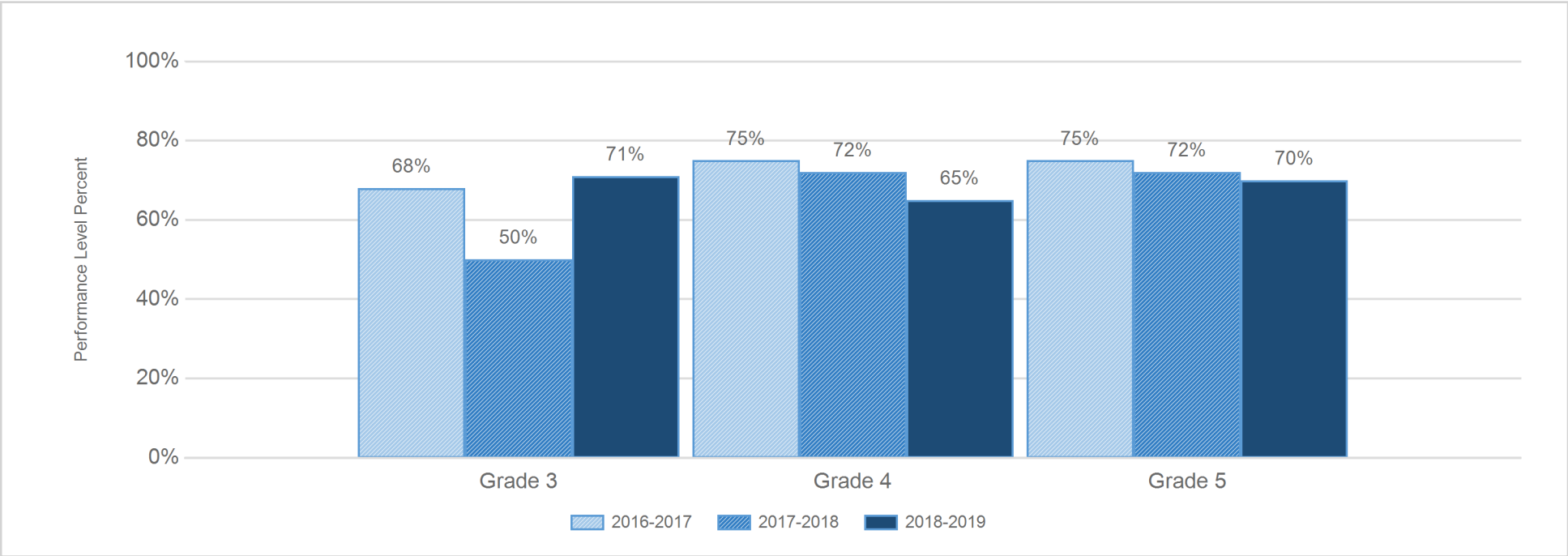
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English Language Arts Assessment - Performance by Grade: Grade 3

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	78	766	753	748	*	*	17%	58%	13%	71%	50%
White	67	765	752	757	*	*	18%	52%	15%	67%	60%
Hispanic	*	*	752	734	*	*	*	*	*	*	36%
Black or African American	*	*	756	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	734	756	*	*	*	*	*	*	58%
Female	40	777	758	753	*	*	*	*	*	83%	55%
Male	38	755	749	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	728	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	759	754	*	*	*	*	*	*	56%
English Learners	N	N	732	713	N	N	N	N	N	N	17%
Non-English Learners	78	766	754	751	*	*	17%	58%	13%	71%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	759	756	755	*	*	27%	49%	15%	65%	57%
White	53	754	755	763	*	*	28%	*	*	60%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	756	762	N	N	N	N	N	N	64%
Female	31	763	764	760	*	*	*	*	*	74%	62%
Male	40	756	750	750	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	15	744	731	725	*	*	*	*	*	40%	25%
Students without Disabilities	56	763	762	761	*	*	*	*	*	71%	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

2018-2019

Report Key:
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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.

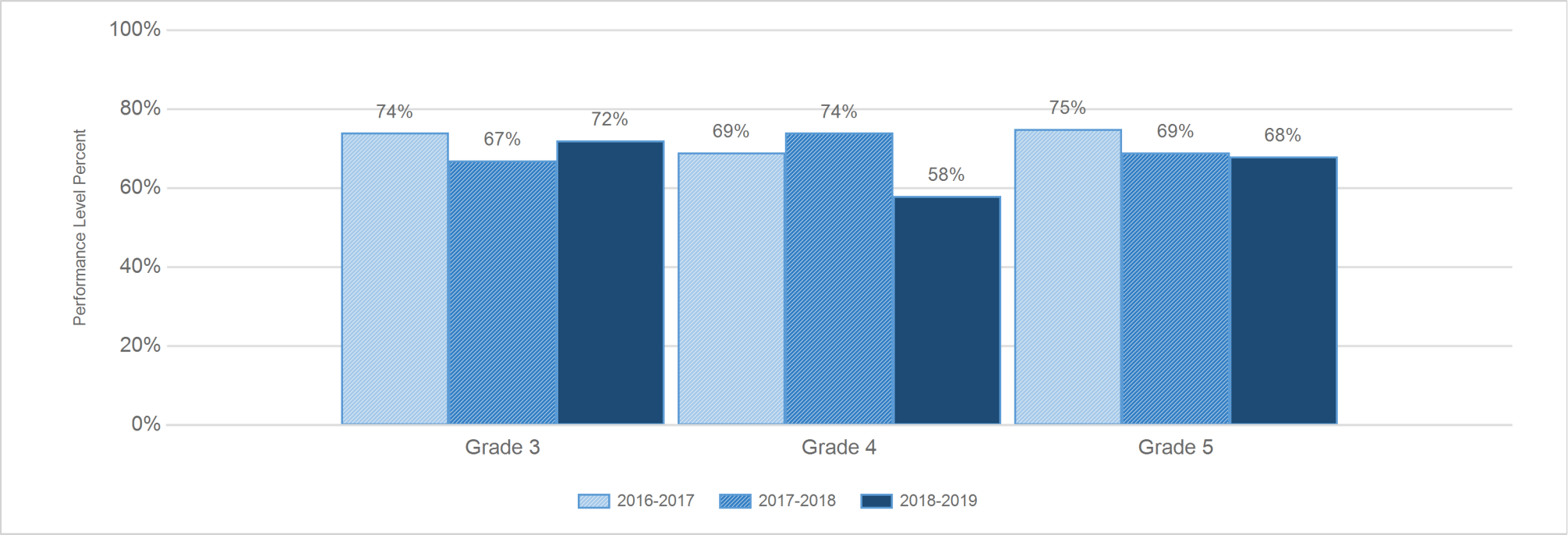| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	768	762	756	0%	*	25%	*	*	70%	58%
White	47	769	761	764	0%	*	26%	*	*	70%	68%
Hispanic	*	*	754	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	26	769	765	761	0%	*	*	*	*	62%	64%
Male	37	768	759	750	0%	*	*	*	*	76%	52%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	764	766	*	*	*	*	*	*	69%
Students with Disabilities	14	744	735	724	0%	*	*	*	*	43%	23%
Students without Disabilities	49	775	769	762	0%	*	*	*	*	78%	65%
English Learners	N	N	749	713	N	N	N	N	N	N	11%
Non-English Learners	63	768	762	758	0%	*	25%	*	*	70%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

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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	211	99.5	65.9	61.4	44.5	65.9	62.2	Met Target
White	167	100.0	67.1	60.7	54.1	67.1	63.9	Met Target
Hispanic	19	95.0	63.2	47.2	28.8	63.2	N	N
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	70.0	82.1	76.5	70.0	76.4	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	96	100.0	63.5	60.3	44.9	63.5		
Male	115	99.1	67.8	62.3	44.2	67.8		
Economically Disadvantaged Students	13	100.0	38.5	35.2	26.3	38.5	**	**
Non-Economically Disadvantaged Students	198	99.5	67.7	64.4	54.9	67.7		
Students with Disabilities	37	100.0	43.2	23.8	17.4	43.2	28.1	Met Target
Students without Disabilities	174	99.4	70.7	69.5	50.0	70.7		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	61.9	46.5	*		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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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	78	766	763	752	*	*	22%	51%	21%	72%	55%
White	67	766	763	760	*	*	19%	54%	21%	75%	66%
Hispanic	*	*	761	739	*	*	*	*	*	*	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	751	758	*	*	*	*	*	*	62%
Female	40	769	763	751	*	*	*	*	*	73%	54%
Male	38	762	763	752	*	*	*	*	*	71%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	765	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	744	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	N	N	742	728	N	N	N	N	N	N	26%
Non-English Learners	78	766	764	754	*	*	22%	51%	21%	72%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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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	71	758	758	749	*	*	30%	*	*	58%	51%
White	53	756	756	757	*	*	28%	*	*	55%	62%
Hispanic	*	*	750	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	761	754	N	N	N	N	N	N	58%
Female	31	758	758	749	*	*	*	*	*	58%	50%
Male	40	757	758	749	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	*	*	738	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	15	750	738	726	*	*	*	*	*	40%	25%
Students without Disabilities	56	760	762	754	*	*	*	*	*	63%	56%
English Learners	*	*	740	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	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.

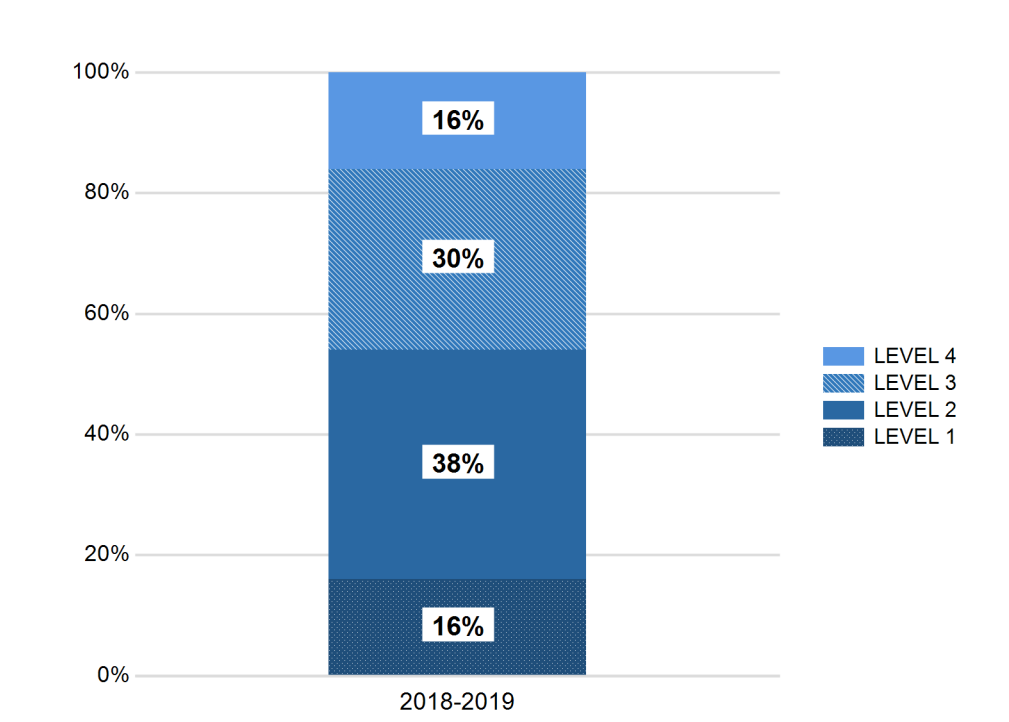| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	768	761	747	0%	*	*	41%	27%	68%	47%
White	47	768	760	755	0%	*	*	45%	26%	70%	58%
Hispanic	*	*	747	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	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	26	762	757	747	0%	*	*	*	*	58%	47%
Male	37	773	765	747	0%	*	*	*	*	76%	47%
Economically Disadvantaged Students	*	*	744	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	764	757	*	*	*	*	*	*	59%
Students with Disabilities	14	745	738	725	0%	*	*	*	*	43%	19%
Students without Disabilities	49	775	767	752	0%	*	*	*	*	76%	52%
English Learners	N	N	750	718	N	N	N	N	N	N	12%
Non-English Learners	63	768	762	749	0%	*	*	41%	27%	68%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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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	N	N
5	N	N

English Language Progress to Proficiency

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

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

† 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

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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	16	38	30	16
White	15	38	30	17
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	27	38	27	8
Male	8	38	32	22
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	43	43	14	0
Students without Disabilities	8	37	35	20
English Learners	N	N	N	N
Non-English Learners	16	38	30	16
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

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	16	4.0	8.9	Met
White	12	3.8	8.9	Met
Hispanic	3	6.8	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	3.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	8	4.1		
Male	8	3.8		
Economically Disadvantaged Students	4	15.4	8.9	Not Met
Students with Disabilities	8	11.9	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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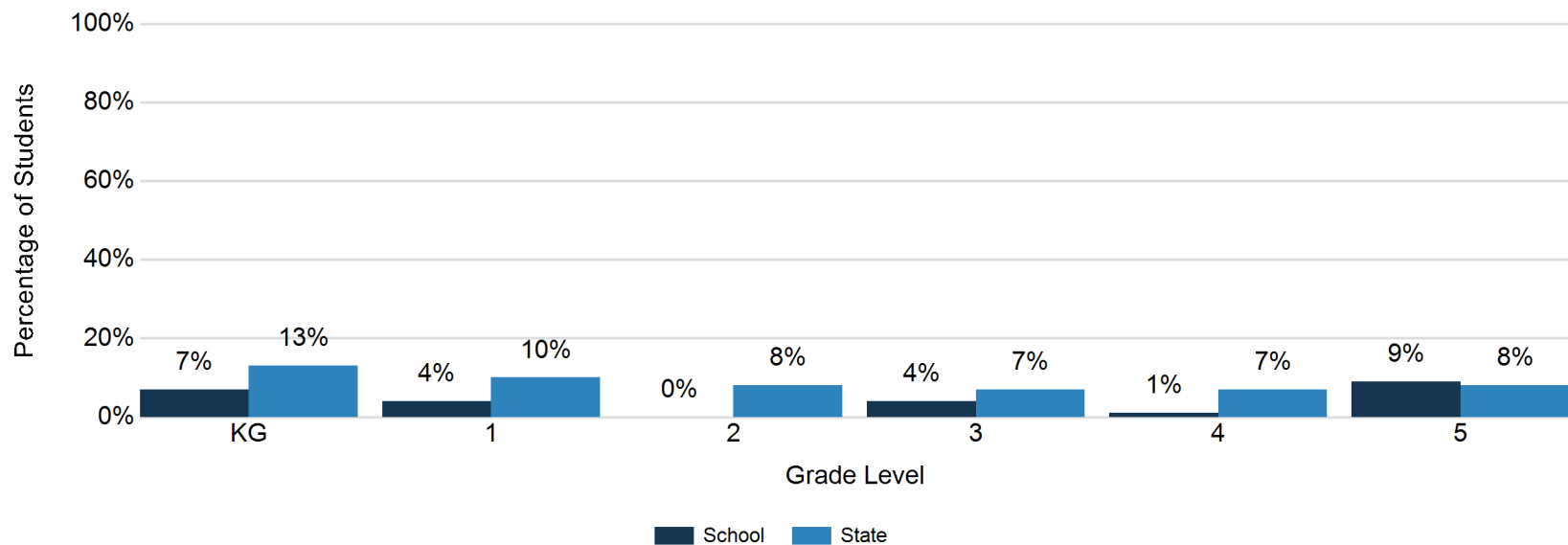
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0.26

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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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	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	14.6	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	89.7%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	380:1	176:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

2018-2019

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.2%	89.7%	0.0%	48.4%	77.1%	54.9%
Male	51.8%	10.3%	100.0%	51.6%	22.9%	45.1%
White	78.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.8%	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	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%

James Fallon Elementary School
(31-5570-085)
Grades Offered: KG-05
2018-2019

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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.
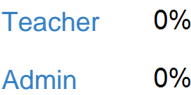
Bachelor's Degree

Teacher — 31%
Admin — N/A

Master's Degree

Teacher — 69%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.7%

James Fallon Elementary School

(31-5570-085)

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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.

James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.4%	64.1%	68.2%
Math Proficiency	72.2%	69.4%	65.9%
ELA Growth	55	50	57
Math Growth	66	56	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	1.4%	4.6%	4.0%

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

James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

2018-2019

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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.

James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

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 Target†	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	N	N	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	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	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

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James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

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 a Balanced Literacy framework, enVision Mathematics, and inquiry based science learning. • Technology-infused curriculum using Chromebooks, iPads, and desktop computers, and uses various web-based resources. • Extras - National School of Character Award 2015-2020; Sustainable Jersey Bronze Award. Blue Ribbon Award recipient 2018-2019.
Mission, Vision, Theme:	The James Fallon School features a committed staff, supportive parents, strong leadership, and a devoted network of PTO volunteers. Character Education is an import part of the Fallon culture as the school community works together on the five core values of Honesty, Integrity, Responsibility, Respect and Citizenship.James Fallon is now implementing the Schoolwide English Language Arts program and the Math EnVisions program which are aligned with the rigorous CCSS.
Awards, Recognition, Accomplishments:	The school earned bronze status with Sustainable Jersey for Schools, a certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future, one school at a time.In addition, it is an Asthma Friendly School.

James Fallon Elementary School

(31-5570-085)

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2018-2019

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Courses, Curriculum, Instruction:	The curricula are rooted in the NJSLS. Students learn within a Balanced Literacy framework of instruction, and students in grades K-2 receive a systematic program in critical foundational skills through the Fundations program. The math program emphasizes conceptual understanding, critical thinking, and problem solving. Our science program promotes critical thinking and communication through an inquiry-based approach and hands-on learning opportunities.
Clubs and Activities:	The Parent Teacher Organization provides after school club opportunities to all students in grades K-5. Our school promotes a love and appreciation of the arts by providing instrumental music, vocal music, and art opportunities during the school day.

NJ SCHOOL PERFORMANCE REPORT

James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

2018-2019

School Narrative

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Before and After School Programs:	Before care and after care are available through the Extended Day Program.
Staff and Professional Learning:	Teachers and administrators collaborate to ensure curricular consistency and a collegial climate for all. Professional learning opportunities are standards-aligned and include topics related to Readers'/Writers' Workshop, enVision Mathematics, Next Generation Science, and other areas of professional expertise. Teachers critically examine their instruction and discuss practices to nurture professional growth on a continual basis.

NJ SCHOOL PERFORMANCE REPORT

James Fallon Elementary School

(31-5570-085)

Grades Offered: KG-05

2018-2019

School Narrative

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Student Supports and Services:	Student support services such as Occupational Therapy, Physical Therapy, and speech are provided to identified students. Additional academic supports are provided to identified students in reading and math through instruction by the school's reading specialist and basic skills teacher. We also offer enrichment opportunities for all students and a gifted and talented program for identified students in grades 4 and 5.
Student Health and Wellness:	Our elementary nurse teaches grade level lessons focusing on health and wellness. Breakfast before the bell is offered each morning. Students are engaged in physical activities during their physical education classes and daily recess.
Parent and Community Involvement:	Our PTO work closely continually contribute to the school climate and well being of our students. They created an effective after school enrichment program which is taught by faculty members. The PTO is a very important part of our school community.

James Fallon Elementary School

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Other Information	Students are engaged in 21st century learning opportunities through the use of ipads, chromebooks, desktops, Smart Tables, and/or interactive whiteboards. Character education is an important part of our daily life as students learn social skills with emphasis on kindness and empathy so they may become contributing and capable members of our community.

NJ SCHOOL PERFORMANCE REPORT

John F. Kennedy Elementary School
(31-5570-087)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

NJ SCHOOL PERFORMANCE REPORT

John F. Kennedy Elementary School

(31-5570-087)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Wayne Township Public School District
Principal Name	Ms. Kolleen Myers
Address	1310 RATZER ROAD WAYNE, NJ 07470-5652
Phone Number	973-633-3160
Email Address	kmyers@wayneschools.com
Website	https://www.wayneschools.com/jfk
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

John F. Kennedy Elementary School

(31-5570-087)

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2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	46	45	39
1	75	74	74
2	73	65	65
3	76	82	62
4	75	82	78
5	71	70	80
Total	416	418	398

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	46.9%	45.2%	43.0%
Male	53.1%	54.8%	57.0%
Economically Disadvantaged Students	16.1%	15.6%	12.3%
Students with Disabilities	21.2%	21.8%	20.4%
English Learners	10.3%	10.0%	11.6%
Homeless Students	0.0%	0.5%	0.3%
Students in Foster Care	0.5%	0.2%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.2%	0.2%	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	54.8%	54.3%	52.8%
Hispanic	14.2%	14.4%	16.1%
Black or African American	2.2%	2.2%	2.5%
Asian	27.4%	26.8%	25.9%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	1.4%	2.2%	2.5%

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	40	41	33
KG - Full Day	6	4	6

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	75.6%
Arabic	3.3%
Telugu	3.3%
Spanish	2.3%
Hindi	2.0%
Other Languages	13.6%

John F. Kennedy Elementary School

(31-5570-087)

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

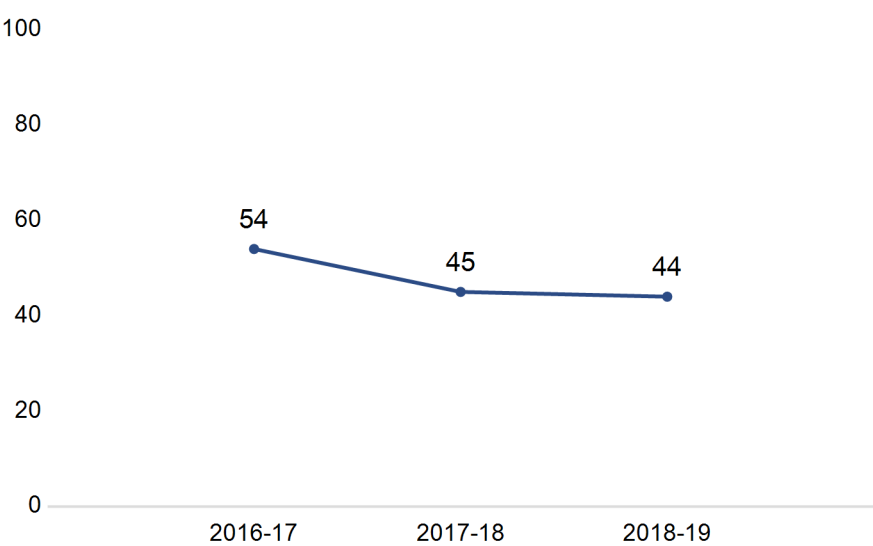| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	45	44	37	42	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

John F. Kennedy Elementary School

(31-5570-087)

Grades Offered: KG-05

2018-2019

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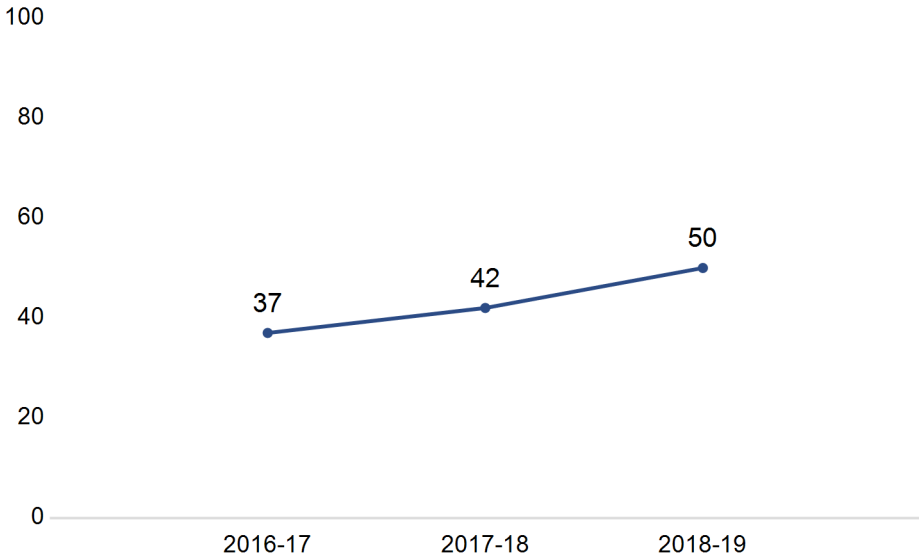* **†** This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	58	50	Met Standard	50	53	50	Met Standard
White	45.5	59	50	Met Standard	46	51	52	Met Standard
Hispanic	34	48	49	Not Met	47	52	47	Met Standard
Black or African American	*	66	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	37.5	59.5	59	Not Met	59.5	62	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51	49	**	*	59	52	**
Female	59	61	53	N	45	52	50	N
Male	38	54	47	N	52	55	51	N
Economically Disadvantaged Students	33	51.5	48	Not Met	52.5	50	46	Met Standard
Students with Disabilities	33	47	43	Not Met	48.5	50	45	Met Standard
English Learners	*	67	52	**	*	71.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

John F. Kennedy Elementary School

(31-5570-087)

Grades Offered: KG-05

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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.

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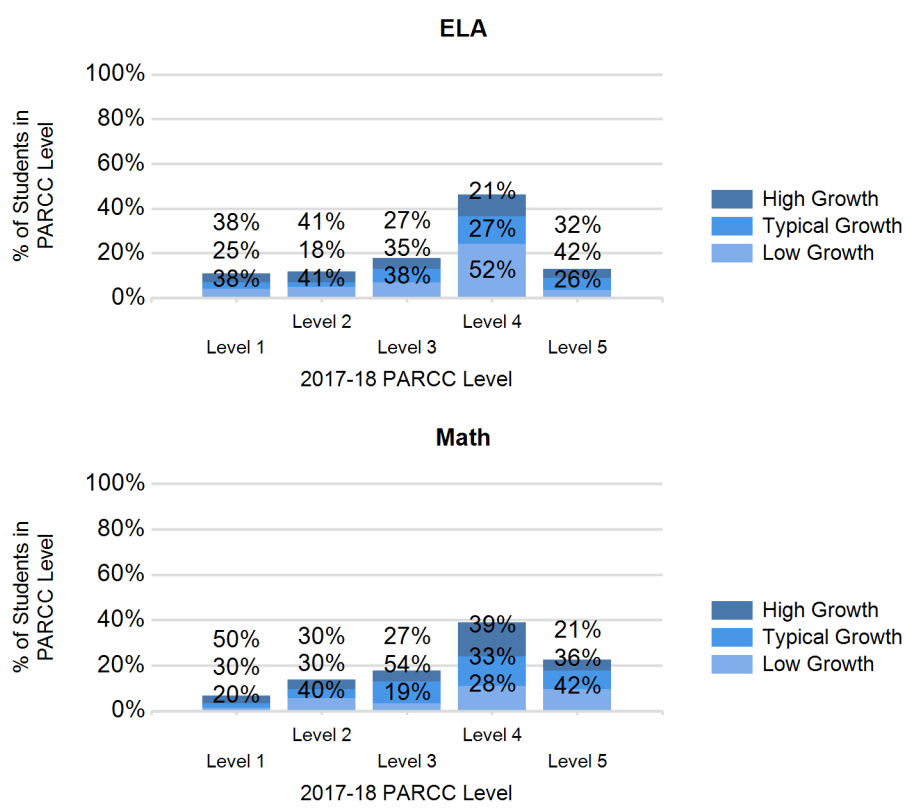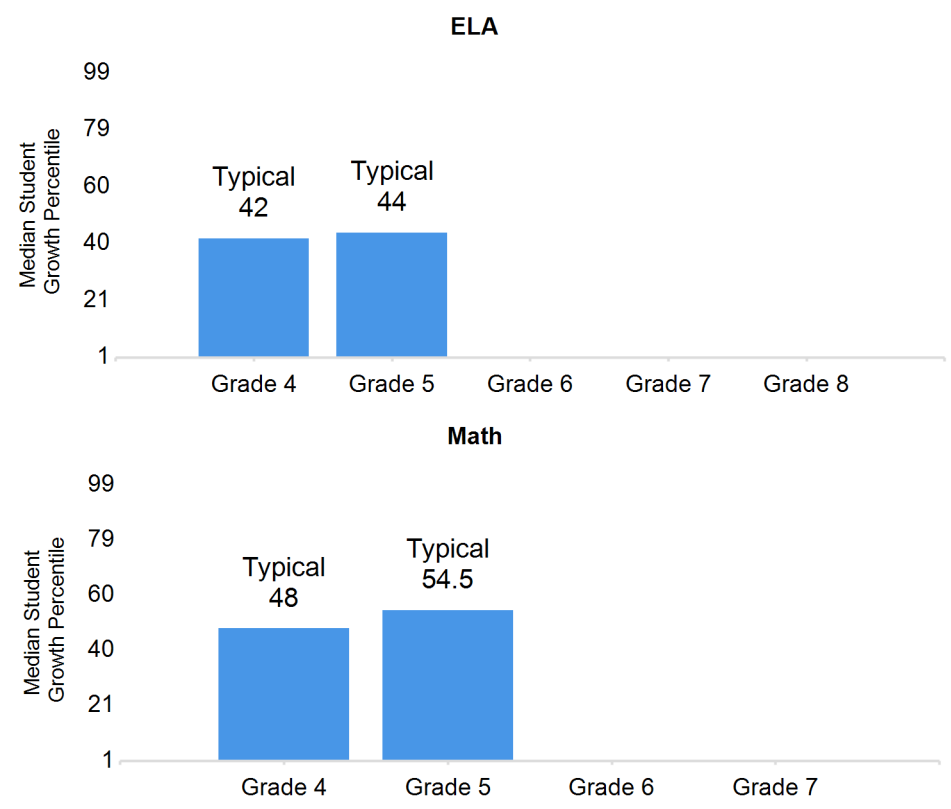**†** This indicates a table specific note,see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

61.6% 58.8% 52.3%

2016-17   2017-18   2018-19

Math Proficiency Rate for Federal Accountability

59.1%   59.3%   59.3%

2016-17   2017-18   2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.2%	96.6%	99.5%	98.2%	96.6%	99.6%
Proficiency Rate for Federal Accountability	61.6%	58.8%	52.3%	59.1%	59.3%	59.3%
Annual Target	66.9%	67.6%	68.3%	74.3%	74.6%	74.9%
Met Annual Target?	Met Target†	Not Met	Not Met	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.
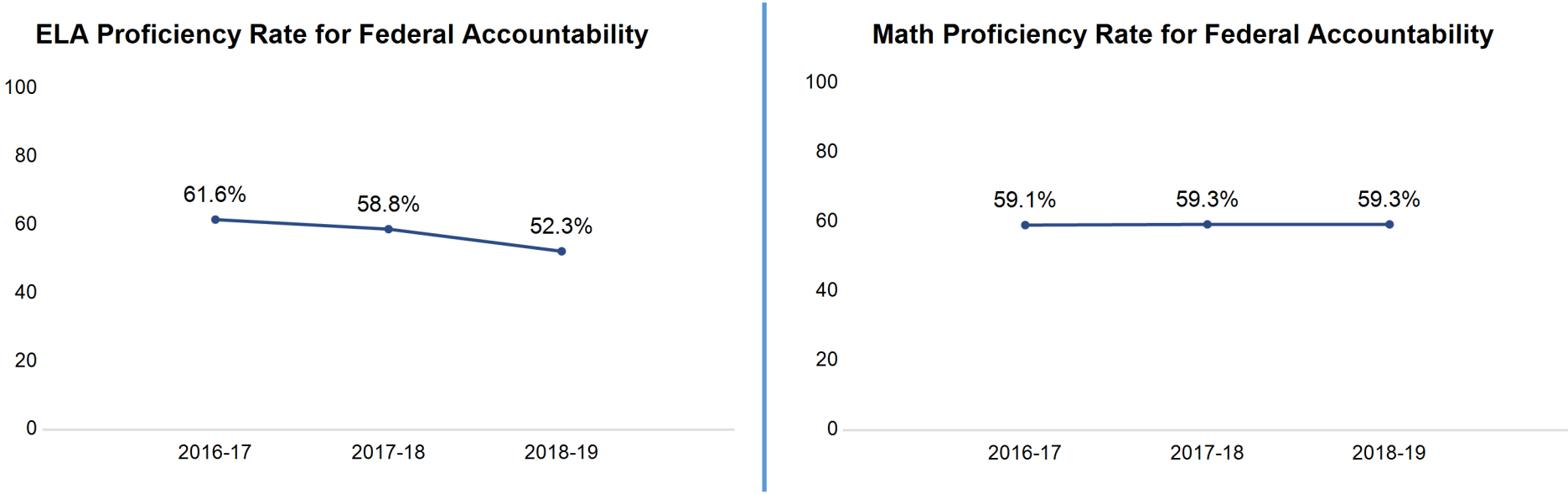
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English Language Arts Assessment - Participation and Performance

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	214	99.5	52.3	72.1	57.9	52.3	68.3	Not Met
White	111	99.1	46.8	72.3	66.9	46.8	71.1	Not Met
Hispanic	40	100.0	45.0	60.4	43.9	45.0	43.9	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	53	100.0	73.6	83.1	82.9	73.6	73.8	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	82	100.0	56.1	78.9	64.8	56.1		
Male	132	99.3	50.0	65.7	51.3	50.0		
Economically Disadvantaged Students	29	100.0	31.0	48.5	40.0	31.0	66.1	Not Met
Non-Economically Disadvantaged Students	185	99.5	55.7	74.7	67.9	55.7		
Students with Disabilities	53	100.0	17.0	29.2	22.7	17.0	37.8	Not Met
Students without Disabilities	161	99.4	64.0	81.3	65.1	64.0		
English Learners	11	100.0	54.5	35.4	29.3	54.5	**	**
Non-English Learners	203	99.5	52.2	72.8	60.6	52.2		
Homeless Students	*	*	*	30.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.
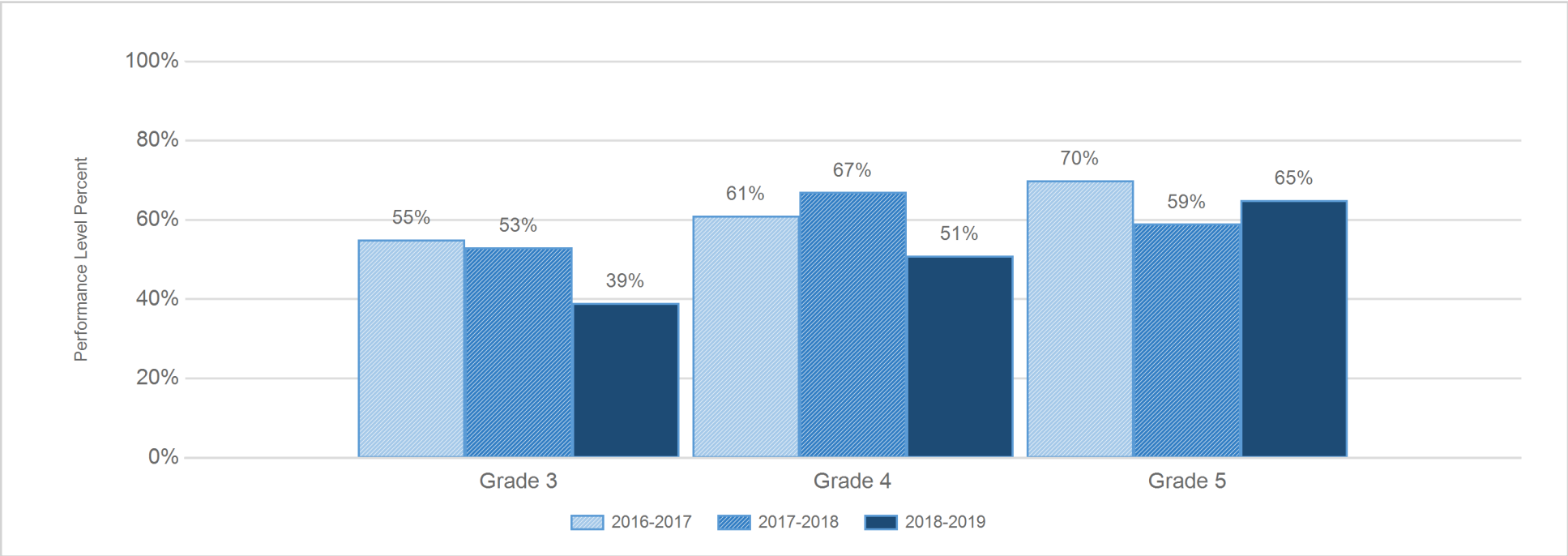
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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	741	753	748	18%	*	31%	*	*	39%	50%
White	30	723	752	757	33%	*	33%	*	*	20%	60%
Hispanic	*	*	752	734	*	*	*	*	*	*	36%
Black or African American	N	N	756	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	18	770	765	773	0%	*	*	*	*	78%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	734	756	*	*	*	*	*	*	58%
Female	27	747	758	753	*	*	*	*	*	41%	55%
Male	35	737	749	743	*	*	*	*	*	37%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	61%
Students with Disabilities	15	704	728	719	*	*	0%	*	*	13%	24%
Students without Disabilities	47	753	759	754	*	*	40%	*	*	47%	56%
English Learners	*	*	732	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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	77	752	756	755	*	*	32%	35%	16%	51%	57%
White	39	756	755	763	*	*	36%	*	*	54%	67%
Hispanic	12	740	748	743	*	*	*	*	*	33%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	21	760	769	779	*	*	*	*	*	62%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	30	753	764	760	*	*	*	*	*	53%	62%
Male	47	752	750	750	*	*	*	*	*	49%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	15	718	731	725	*	*	*	*	*	27%	25%
Students without Disabilities	62	761	762	761	*	*	*	*	*	56%	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	79	758	762	756	*	*	16%	49%	15%	65%	58%
White	42	752	761	764	*	*	*	*	*	60%	68%
Hispanic	18	759	754	743	*	*	*	*	*	56%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	16	773	781	781	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	27	772	765	761	*	*	*	*	*	74%	64%
Male	52	751	759	750	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	16	737	746	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	63	763	764	766	*	*	*	*	*	71%	69%
Students with Disabilities	21	719	735	724	*	*	*	*	*	10%	23%
Students without Disabilities	58	772	769	762	*	*	*	*	*	84%	65%
English Learners	*	*	749	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	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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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	216	99.6	59.3	61.4	44.5	59.3	74.9	Not Met
White	112	99.1	50.0	60.7	54.1	50.0	75.6	Not Met
Hispanic	40	100.0	62.5	47.2	28.8	62.5	58.1	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	54	100.0	81.5	82.1	76.5	81.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	83	100.0	60.2	60.3	44.9	60.2		
Male	133	99.3	58.6	62.3	44.2	58.6		
Economically Disadvantaged Students	29	100.0	31.0	35.2	26.3	31.0	70	Not Met
Non-Economically Disadvantaged Students	187	99.5	63.6	64.4	54.9	63.6		
Students with Disabilities	53	100.0	26.4	23.8	17.4	26.4	38.6	Not Met
Students without Disabilities	163	99.4	69.9	69.5	50.0	69.9		
English Learners	13	100.0	46.2	37.5	25.0	46.2	**	**
Non-English Learners	203	99.5	60.1	61.9	46.5	60.1		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
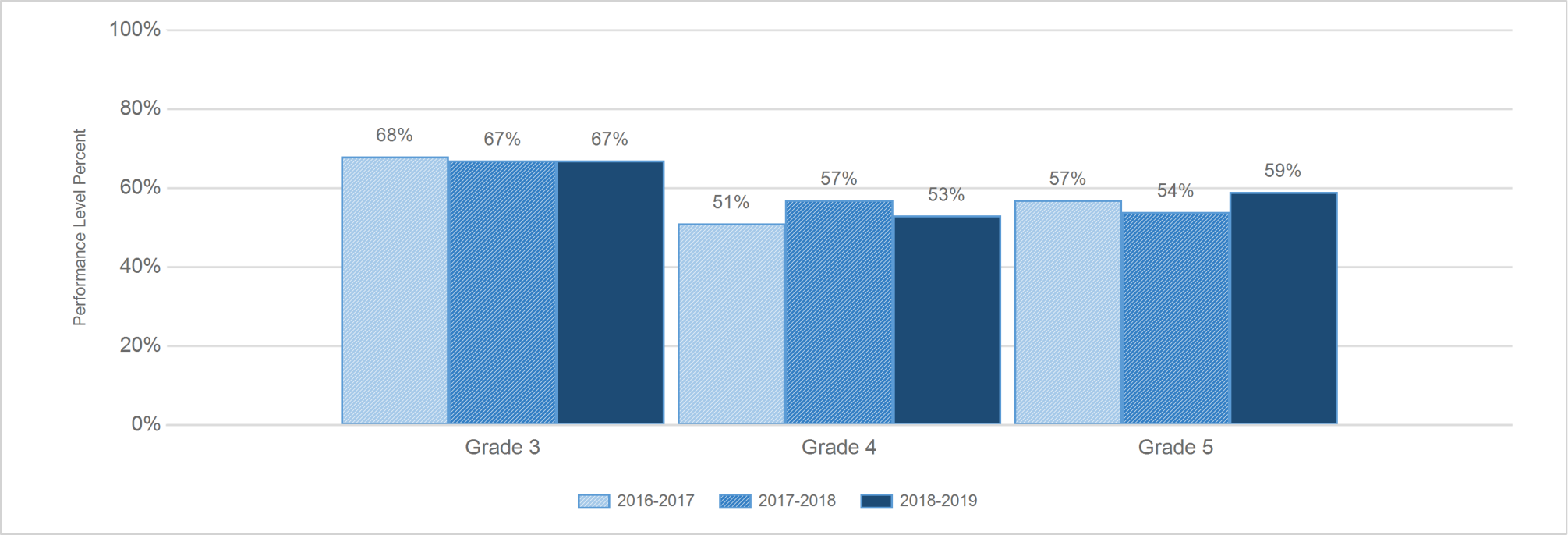
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Mathematics Assessment – Performance Trends

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.

Bar chart showing Performance Level Percent by grade:

- Grade 3: 2016-2017 = 68%, 2017-2018 = 67%, 2018-2019 = 67%
- Grade 4: 2016-2017 = 51%, 2017-2018 = 57%, 2018-2019 = 53%
- Grade 5: 2016-2017 = 57%, 2017-2018 = 54%, 2018-2019 = 59%

Legend: 2016-2017, 2017-2018, 2018-2019

† 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	63	762	763	752	*	*	21%	43%	24%	67%	55%
White	30	747	763	760	*	*	*	*	*	53%	66%
Hispanic	*	*	761	739	*	*	*	*	*	*	40%
Black or African American	N	N	751	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	19	783	776	778	0%	*	*	*	*	79%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	751	758	*	*	*	*	*	*	62%
Female	27	767	763	751	*	*	*	*	*	74%	54%
Male	36	759	763	752	*	*	*	*	*	61%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	765	761	*	*	*	*	*	*	67%
Students with Disabilities	15	725	744	731	*	*	*	*	*	27%	31%
Students without Disabilities	48	774	768	756	*	*	*	*	*	79%	60%
English Learners	*	*	742	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	764	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	756	758	749	*	*	28%	39%	14%	53%	51%
White	41	756	756	757	*	*	32%	*	*	51%	62%
Hispanic	12	749	750	737	0%	*	*	*	*	50%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	21	766	774	776	*	*	*	*	*	67%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	761	754	*	*	*	*	*	*	58%
Female	31	750	758	749	*	*	32%	*	*	48%	50%
Male	48	760	758	749	*	*	25%	*	*	56%	52%
Economically Disadvantaged Students	*	*	738	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	15	727	738	726	*	*	*	*	*	27%	25%
Students without Disabilities	64	763	762	754	*	*	*	*	*	59%	56%
English Learners	*	*	740	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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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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.

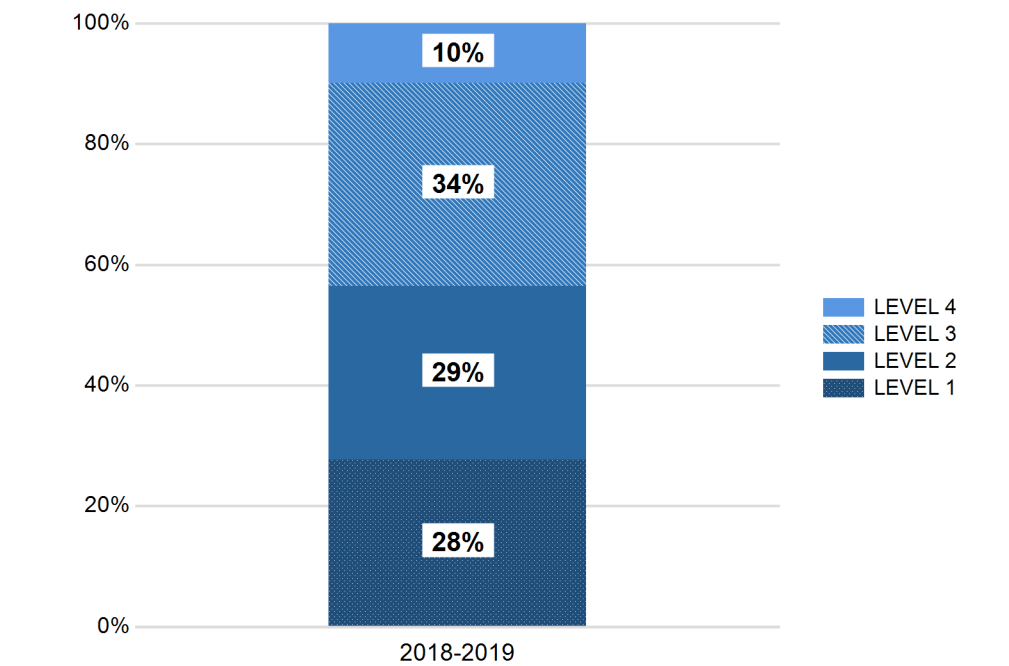| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	758	761	747	*	19%	*	35%	24%	59%	47%
White	42	752	760	755	*	24%	26%	*	*	45%	58%
Hispanic	18	750	747	735	*	*	*	*	*	56%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	17	784	787	775	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	28	761	757	747	*	*	*	*	*	61%	47%
Male	52	756	765	747	*	*	*	*	*	58%	47%
Economically Disadvantaged Students	16	737	744	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	64	763	764	757	*	*	*	*	*	67%	59%
Students with Disabilities	21	722	738	725	*	*	*	*	*	19%	19%
Students without Disabilities	59	771	767	752	*	*	*	*	*	73%	52%
English Learners	*	*	750	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	762	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	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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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	82.6%	56.6%	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	29	72.4%	27.6%
3-4	*	*	*
5 or more	*	*	*

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

NJSLA Science Assessment: Grade 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.

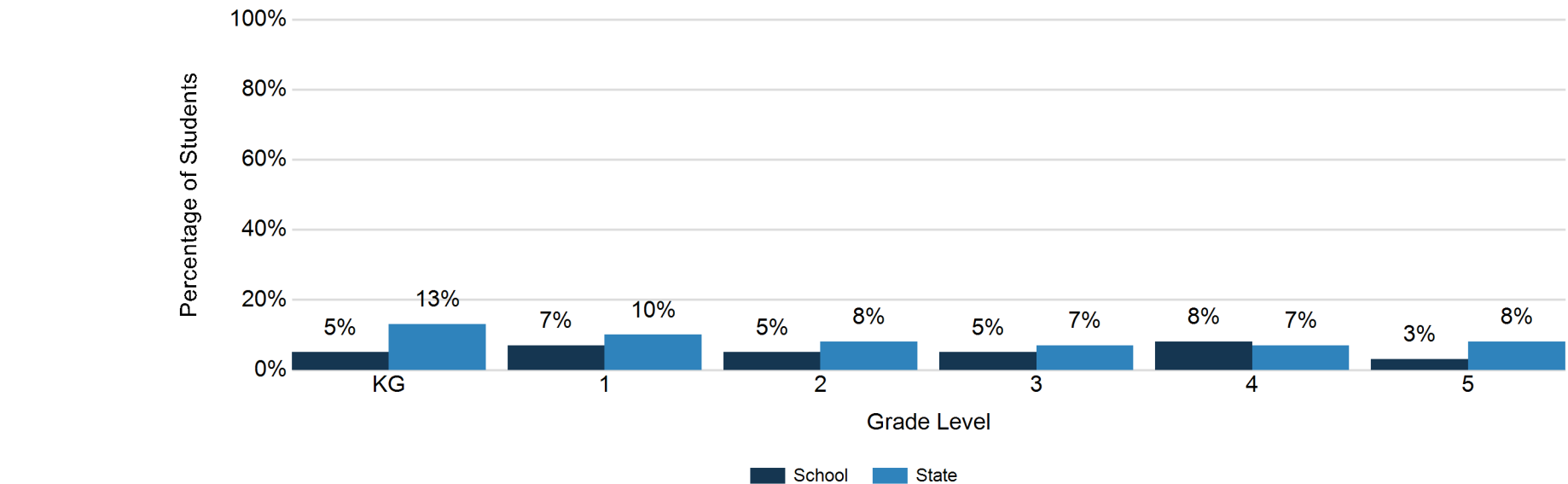| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	28	29	34	10
White	33	31	29	7
Hispanic	33	22	33	11
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	29	53	18
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	25	29	39	7
Male	29	29	31	12
Economically Disadvantaged Students	44	31	25	0
Non-Economically Disadvantaged Students	23	28	36	13
Students with Disabilities	71	19	10	0
Students without Disabilities	12	32	42	14
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	21	5.6	8.9	Met
White	9	4.7	8.9	Met
Hispanic	3	5.0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	6	5.8	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	9	5.6		
Male	12	5.7		
Economically Disadvantaged Students	6	13.6	8.9	Not Met
Students with Disabilities	9	15.3	8.9	Not Met
English Learners	2	4.4	8.9	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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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0.50

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

Student Disciplinary Removals

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

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

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

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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	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	14.0	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	77.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	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	12:1
Students to Administrators	398:1	176:1
Teachers to Administrators	35:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.0%	91.4%	100.0%	48.4%	77.1%	54.9%
Male	57.0%	8.6%	0.0%	51.6%	22.9%	45.1%
White	52.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	25.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	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

Teacher   46%

Admin   N/A

Master's Degree

Teacher   54%

Admin   100%

Doctoral Degree

Teacher   0%

Admin   0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	93.8%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	61.6%	58.8%	52.3%
Math Proficiency	59.1%	59.3%	59.3%
ELA Growth	54	45	44
Math Growth	37	42	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		74.3%	82.6%
Chronic Absenteeism	6.3%	8.3%	5.6%

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

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

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

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

John F. Kennedy Elementary School

(31-5570-087)

Grades Offered: KG-05

2018-2019

Report Key:
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School Narrative

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

Highlights:	• Curriculum includes a Balanced Literacy framework, enVision Mathematics, and inquiry based science learning. • Technology-infused curriculum uses Chromebooks, iPads, desktop computers, and various web-based resources. • JFK proudly celebrates its diverse population and emphasizes character education via the 6 Paws of Character initiative. We are also a proud No Place for Hate school.
Mission, Vision, Theme:	The mission of John F. Kennedy Elementary School is to ensure a safe, supportive, and nurturing learning environment that encourages students to develop a love of learning and lifts them to their greatest potential.Our goal is to provide a positive and interactive environment that supports our students' needs, creativity, and differences while fostering school pride and promoting respect for our diverse community.
Awards, Recognition, Accomplishments:	The school earned bronze status with Sustainable Jersey for Schools, a certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future, one school at a time.In addition, it is an Asthma Friendly School. We also have earned designation as a No Place for Hate school for two consecutive years.

John F. Kennedy Elementary School

(31-5570-087)

Grades Offered: KG-05

2018-2019

School Narrative

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Courses, Curriculum, Instruction:	The curricula are rooted in the NJSLS. Students learn within a Balanced Literacy framework of instruction, and students in grades K-2 receive a systematic program in critical foundational skills through the Fundations program. The math program emphasizes conceptual understanding, critical thinking, and problem solving. Our science program promotes critical thinking and communication through an inquiry-based approach and hands-on learning opportunities.
Clubs and Activities:	The Parent Teacher Organization provides after school club opportunities to all students in 1st-5th grades. Our school promotes a love and appreciation of the arts by providing instrumental music, vocal music, and art opportunities during the school day. Our Student Ambassadors annd S.T.A.R.S. programs provide leadership opportunities for 4th and 5th grade students and help them build strong relationships with others in the JFK community.

NJ SCHOOL PERFORMANCE REPORT

John F. Kennedy Elementary School

(31-5570-087)

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2018-2019

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School Narrative

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Before and After School Programs:	Before care and after care are available through the Extended Day Program.
Staff and Professional Learning:	Teachers and administrators collaborate to ensure curricular consistency and a collegial climate for all.Professional learning opportunities are standards-aligned and include topics related to Readers'/Writers' Workshop, enVision Mathematics, Next Generation Science, and other areas of professional expertise.Teachers critically examine their instruction and discuss practices to nurture professional growth on a continual basis.

John F. Kennedy Elementary School

(31-5570-087)

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2018-2019

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School Narrative

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Student Supports and Services:	Student support services such as Occupational Therapy, Physical Therapy, and speech are provided to identified students. Additional academic supports are provided to identified students in reading and math through instruction by the school's reading specialist and basic skills teacher. Enrichment opportunities are offered for all students as well as a gifted and talented program for identified students in grades 4 and 5.
Student Health and Wellness:	Our elementary nurse and school counselor teach grade level lessons focusing on health and wellness. Breakfast before the bell is offered each morning. Students are engaged in physical activities during their physical education classes and daily recess.
Parent and Community Involvement:	The PTO enriches the school and supports the efforts of staff and students. The Bulldog After School Clubs allow students to explore a variety of extracurricular areas. The year long drama club performs a new musical each spring. The JFK PTO holds family fun nights to bring the school community together. Some events include Family Movie Night, Bingo Night, the JFK Talent Show, and Sleepytime Story Hour. The positive parent-school partnership that JFK enjoys is vital to its success.

John F. Kennedy Elementary School

(31-5570-087)

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2018-2019

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School Narrative

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Other Information	Students are engaged in 21st century learning opportunities through the use of ipads, chromebooks, desktops, Smart Tables, and/or interactive whiteboards. Character education is an important part of our daily life as students learn social skills with emphasis on kindness and empathy so they may become contributing and capable members of our community. JFK's ESL program develops language acquisition and academic language skills through the use of sound instructional techniques. The goal of the ESL program is to help students develop language skills necessary to be successful students.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
(31-5570-090)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
(31-5570-090)
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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	Passaic
District	Wayne Township Public School District
Principal Name	Mr. Matthew Kriley
Address	100 LAAUWE AVENUE WAYNE, NJ 07470-2950
Phone Number	973-633-3165
Email Address	mkriley@wayneschools.com
Website	https://www.wayneschools.com/lf
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

NJ SCHOOL PERFORMANCE REPORT

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

Enrollment Trends by Grade

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	0	33	0
KG	56	59	46
1	47	49	49
2	47	51	49
3	44	54	47
4	70	48	56
5	70	74	49
Total	334	368	296

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.8%	45.1%	43.9%
Male	54.2%	54.9%	56.1%
Economically Disadvantaged Students	8.7%	8.4%	6.4%
Students with Disabilities	14.1%	21.2%	22.0%
English Learners	0.9%	0.8%	2.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	76.6%	70.7%	73.0%
Hispanic	9.0%	12.5%	12.2%
Black or African American	0.3%	1.1%	0.3%
Asian	12.3%	12.8%	11.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.6%	0.5%	0.7%
Two or More Races	1.2%	2.4%	2.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	28	0
PK - Full Day	0	5	0
KG - Half Day	56	59	46
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	90.2%
Arabic	1.7%
Polish	1.7%
Gujarati	1.0%
Chinese	1.0%
Other Languages	4.4%

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Lafayette Elementary School
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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

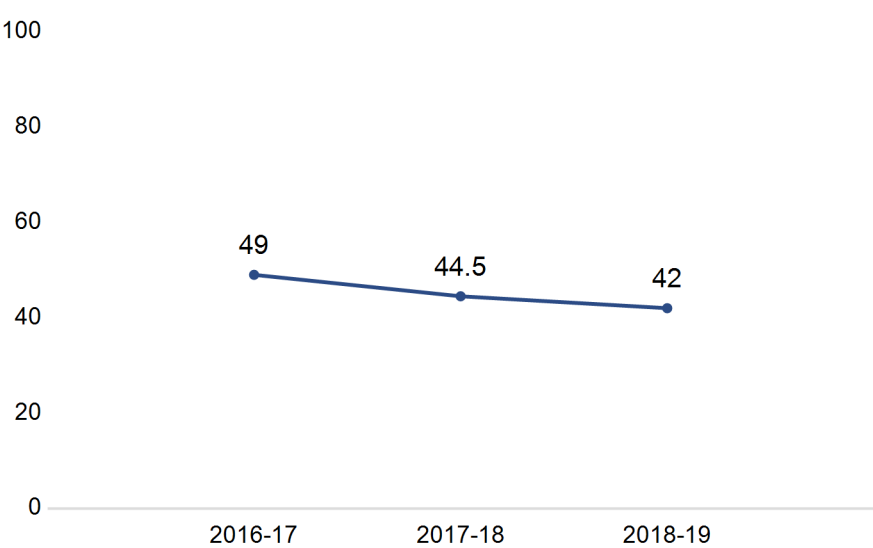| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	44.5	42	50	61	58
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(31-5570-090)

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2018-2019

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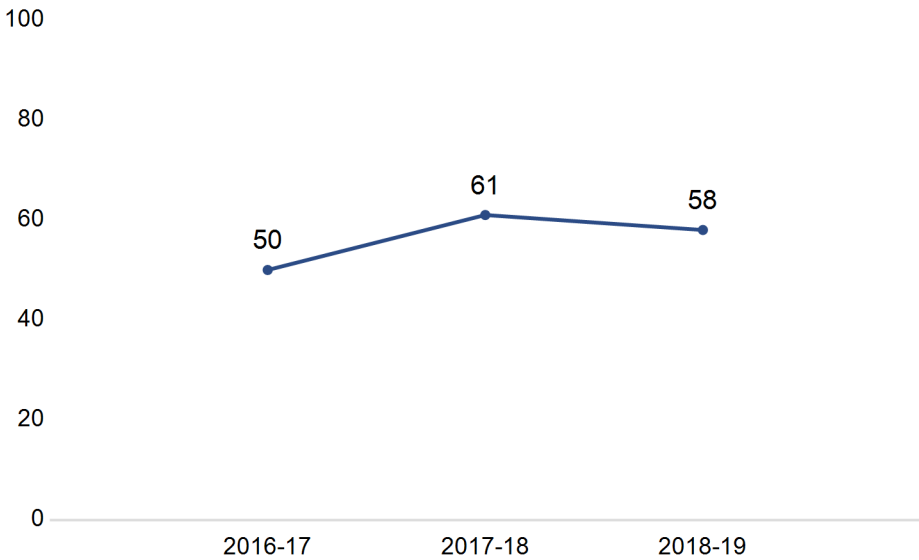**†** This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	42	58	50	Met Standard	58	53	50	Met Standard
White	48	59	50	Met Standard	56	51	52	Met Standard
Hispanic	37	48	49	**	76	52	47	**
Black or African American	N	66	45	**	N	46	43	**
Asian, Native Hawaiian, or Pacific Islander	39	59.5	59	**	49	62	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	51	49	**	*	59	52	**
Female	49	61	53	N	62.5	52	50	N
Male	39	54	47	N	57	55	51	N
Economically Disadvantaged Students	*	51.5	48	**	*	50	46	**
Students with Disabilities	39	47	43	Not Met	52.5	50	45	Met Standard
English Learners	*	67	52	**	*	71.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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NJ SCHOOL PERFORMANCE REPORT

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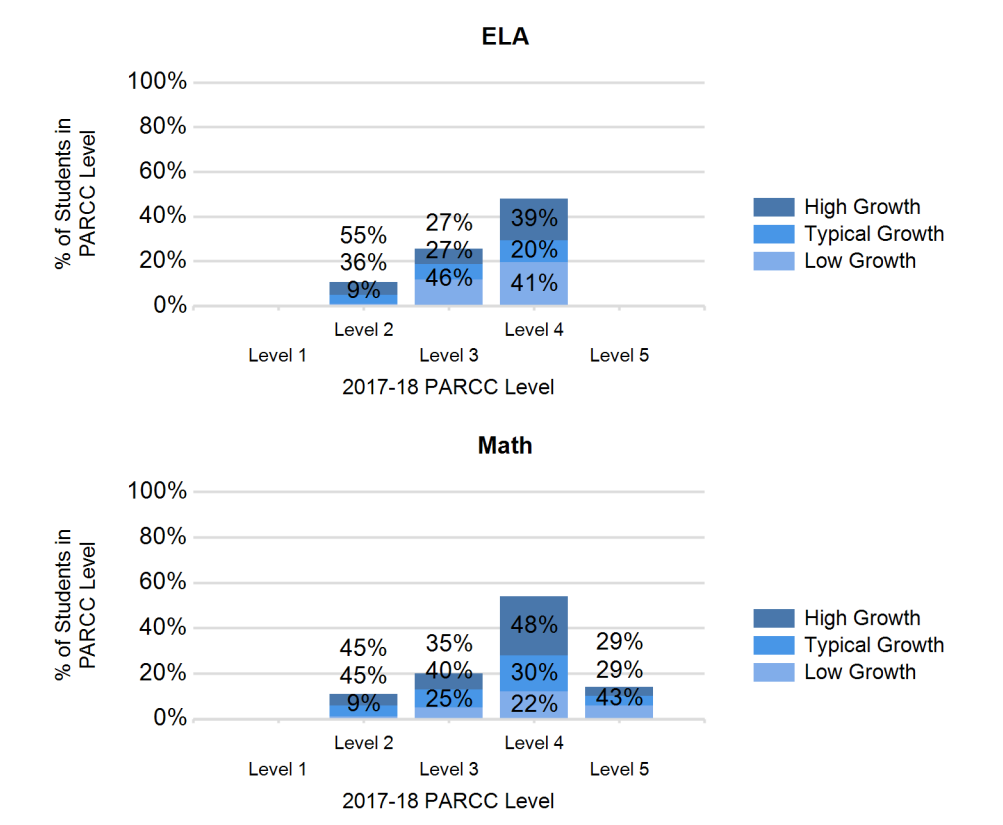 **†** This indicates a table specific note, see note below table

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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

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 2	9%	36%	55%
Level 3	46%	27%	27%
Level 4	41%	20%	39%

Math

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 2	9%	45%	45%
Level 3	25%	40%	35%
Level 4	22%	30%	48%
Level 5	43%	29%	29%

Student Growth by Grade

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

ELA

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Typical 39.5	Typical 42.5			

Math

	Grade 4	Grade 5	Grade 6	Grade 7
	Typical 60.5	Typical 57		

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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

Year	Rate
2016-17	62.2%
2017-18	60.0%
2018-19	58.0%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	62.7%
2017-18	69.4%
2018-19	65.3%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	97.2%	99.4%	97.3%	97.2%	98.1%
Proficiency Rate for Federal Accountability	62.2%	60.0%	58.0%	62.7%	69.4%	65.3%
Annual Target	56.8%	58.0%	59.3%	65.4%	66.1%	66.9%
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.

NJ SCHOOL PERFORMANCE REPORT

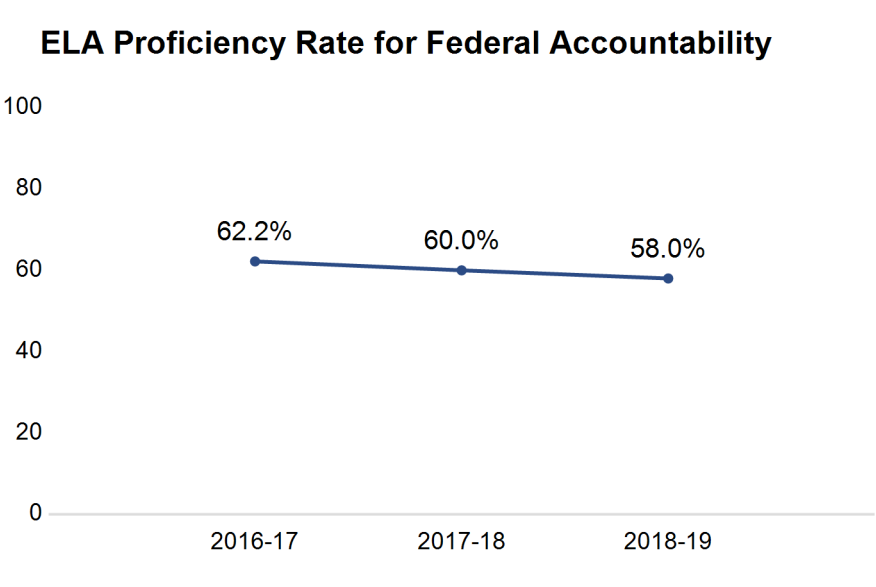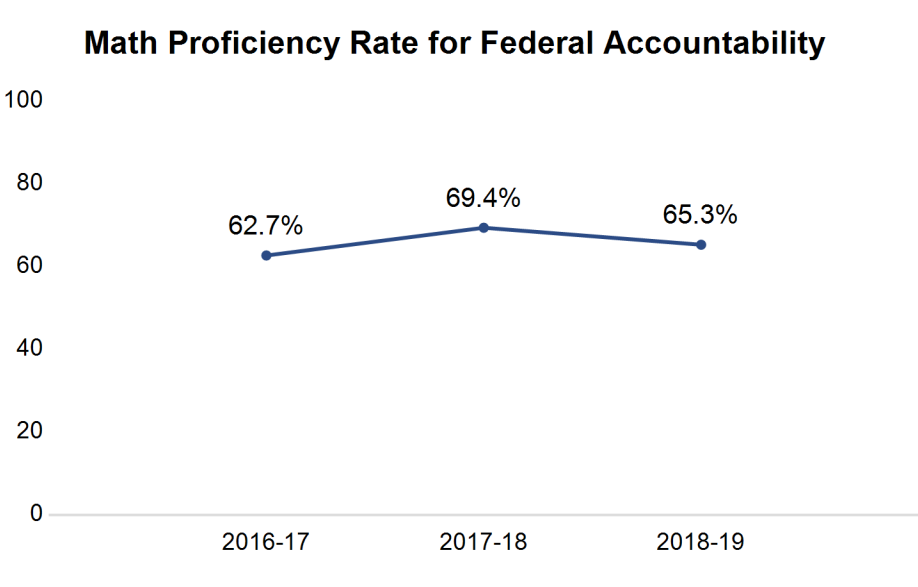**Lafayette Elementary School**
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English Language Arts Assessment - Participation and Performance

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	150	99.4	58.0	72.1	57.9	58.0	59.3	Met Target†
White	114	99.1	55.3	72.3	66.9	55.3	57.5	Met Target†
Hispanic	14	100.0	64.3	60.4	43.9	64.3	**	**
Black or African American	N	N	N	*	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	68.4	83.1	82.9	68.4	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	62	100.0	64.5	78.9	64.8	64.5		
Male	88	98.9	53.4	65.7	51.3	53.4		
Economically Disadvantaged Students	12	100.0	41.7	48.5	40.0	41.7	**	**
Non-Economically Disadvantaged Students	138	99.3	59.4	74.7	67.9	59.4		
Students with Disabilities	38	97.6	28.9	29.2	22.7	28.9	35	Met Target†
Students without Disabilities	112	100.0	67.9	81.3	65.1	67.9		
English Learners	*	*	*	35.4	29.3	*	**	**
Non-English Learners	*	*	*	72.8	60.6	*		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

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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.

Grade 3: 2016-2017 55%, 2017-2018 49%, 2018-2019 52%
Grade 4: 2016-2017 62%, 2017-2018 67%, 2018-2019 57%
Grade 5: 2016-2017 67%, 2017-2018 64%, 2018-2019 63%

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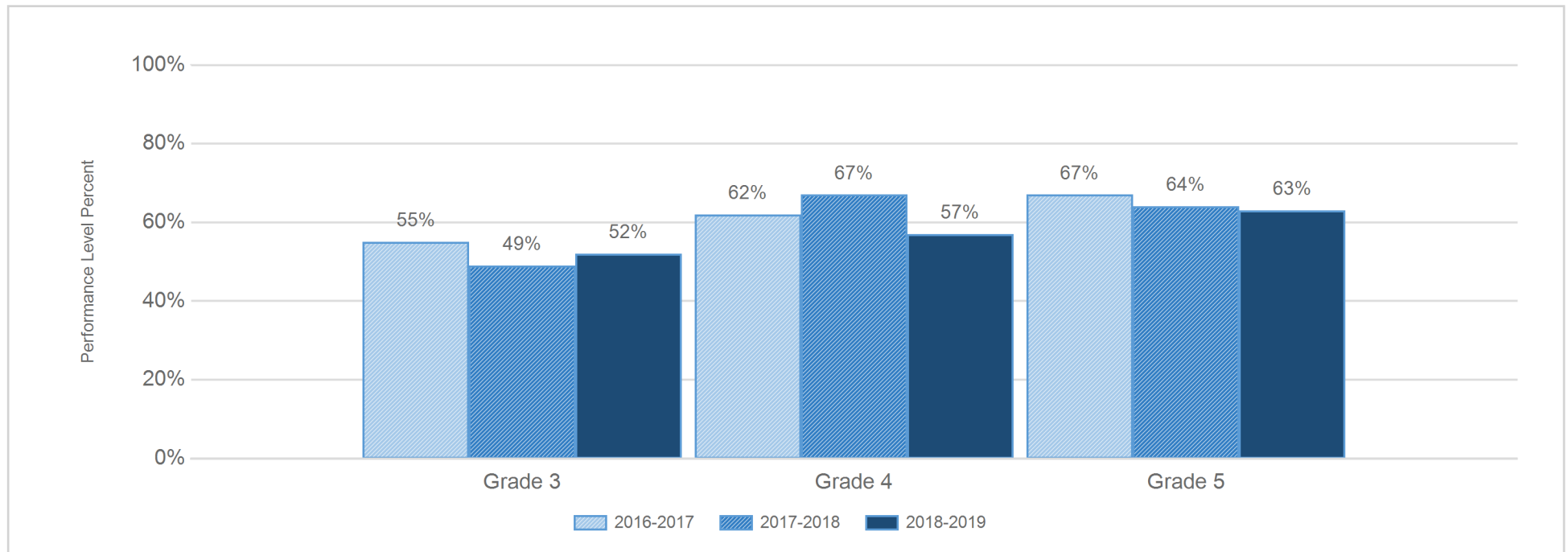 * Data is not displayed in order to protect student privacy
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English Language Arts Assessment - Performance by Grade: Grade 3

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	750	753	748	*	*	24%	*	*	52%	50%
White	36	750	752	757	*	*	*	*	*	53%	60%
Hispanic	*	*	752	734	*	*	*	*	*	*	36%
Black or African American	N	N	756	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	734	756	N	N	N	N	N	N	58%
Female	15	747	758	753	*	*	*	*	*	47%	55%
Male	31	751	749	743	*	*	*	*	*	55%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	61%
Students with Disabilities	16	729	728	719	*	*	*	*	*	31%	24%
Students without Disabilities	30	761	759	754	*	*	*	*	*	63%	56%
English Learners	N	N	732	713	N	N	N	N	N	N	17%
Non-English Learners	46	750	754	751	*	*	24%	*	*	52%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

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	56	756	756	755	*	*	20%	39%	18%	57%	57%
White	40	754	755	763	*	*	*	*	*	53%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	756	762	N	N	N	N	N	N	64%
Female	26	769	764	760	*	*	*	*	*	73%	62%
Male	30	745	750	750	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	10	720	731	725	*	*	0%	*	*	20%	25%
Students without Disabilities	46	764	762	761	*	*	24%	*	*	65%	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

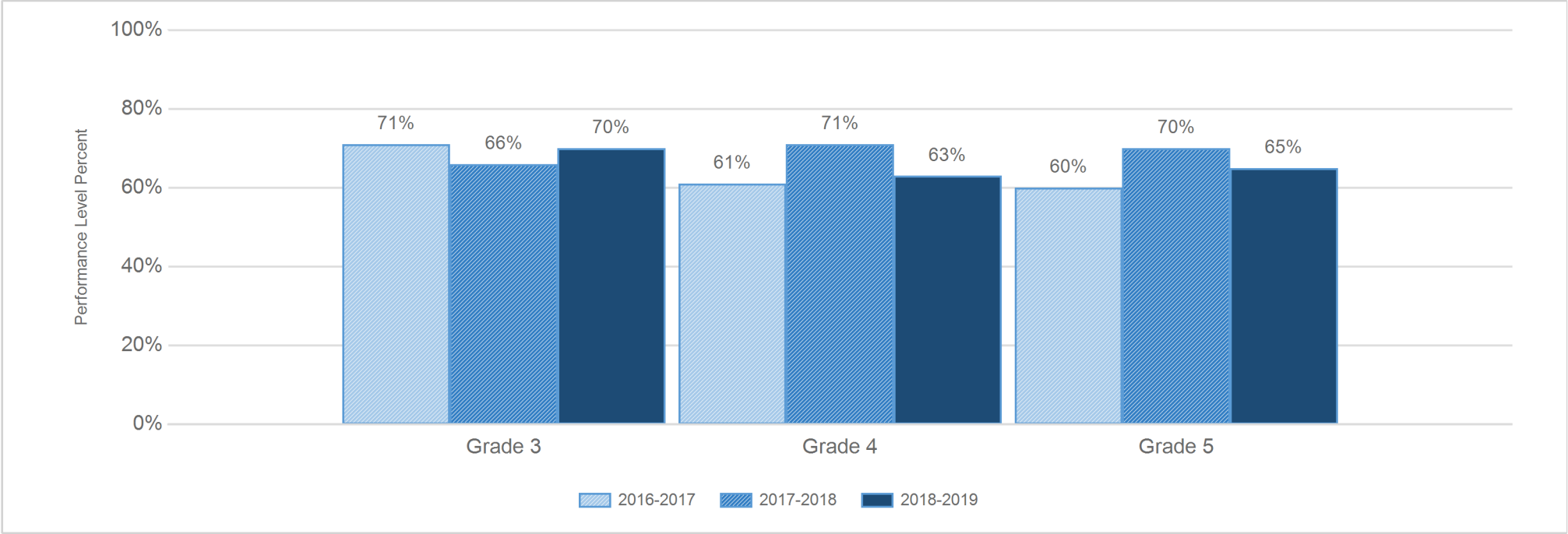| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	760	762	756	0%	*	27%	*	*	63%	58%
White	38	758	761	764	0%	*	29%	*	*	61%	68%
Hispanic	*	*	754	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	22	765	765	761	0%	*	*	*	*	64%	64%
Male	27	756	759	750	0%	*	*	*	*	63%	52%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	764	766	*	*	*	*	*	*	69%
Students with Disabilities	12	743	735	724	0%	*	*	*	*	33%	23%
Students without Disabilities	37	765	769	762	0%	*	*	*	*	73%	65%
English Learners	*	*	749	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	150	98.1	65.3	61.4	44.5	65.3	66.9	Met Target†
White	114	97.4	60.5	60.7	54.1	60.5	66.7	Met Target†
Hispanic	14	100.0	71.4	47.2	28.8	71.4	**	**
Black or African American	N	N	N	*	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	84.2	82.1	76.5	84.2	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	62	96.9	64.5	60.3	44.9	64.5		
Male	88	98.9	65.9	62.3	44.2	65.9		
Economically Disadvantaged Students	12	100.0	50.0	35.2	26.3	50.0	**	**
Non-Economically Disadvantaged Students	138	97.9	66.7	64.4	54.9	66.7		
Students with Disabilities	38	92.7	42.1	23.8	17.4	42.1	27.3	Met Target
Students without Disabilities	112	100.0	73.2	69.5	50.0	73.2		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	61.9	46.5	*		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

2018-2019

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.

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	766	763	752	*	*	*	*	*	70%	55%
White	36	764	763	760	*	*	*	*	*	67%	66%
Hispanic	*	*	761	739	*	*	*	*	*	*	40%
Black or African American	N	N	751	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	751	758	N	N	N	N	N	N	62%
Female	15	766	763	751	*	*	*	*	*	60%	54%
Male	31	766	763	752	*	*	*	*	*	74%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	765	761	*	*	*	*	*	*	67%
Students with Disabilities	16	747	744	731	*	*	*	*	*	44%	31%
Students without Disabilities	30	776	768	756	*	*	*	*	*	83%	60%
English Learners	N	N	742	728	N	N	N	N	N	N	26%
Non-English Learners	46	766	764	754	*	*	*	*	*	70%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	758	758	749	*	*	28%	*	*	63%	51%
White	38	756	756	757	*	*	29%	*	*	61%	62%
Hispanic	*	*	750	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	761	754	N	N	N	N	N	N	58%
Female	24	760	758	749	*	*	*	*	*	67%	50%
Male	30	757	758	749	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	*	*	738	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	738	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	740	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

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	49	761	761	747	0%	*	22%	*	*	65%	47%
White	38	754	760	755	0%	*	26%	*	*	58%	58%
Hispanic	*	*	747	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	22	764	757	747	0%	*	*	*	*	68%	47%
Male	27	758	765	747	0%	*	*	*	*	63%	47%
Economically Disadvantaged Students	*	*	744	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	764	757	*	*	*	*	*	*	59%
Students with Disabilities	12	742	738	725	0%	*	*	*	*	50%	19%
Students without Disabilities	37	767	767	752	0%	*	*	*	*	70%	52%
English Learners	*	*	750	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	762	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Lafayette Elementary School
(31-5570-090)
Grades Offered: PK-05
2018-2019

DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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.

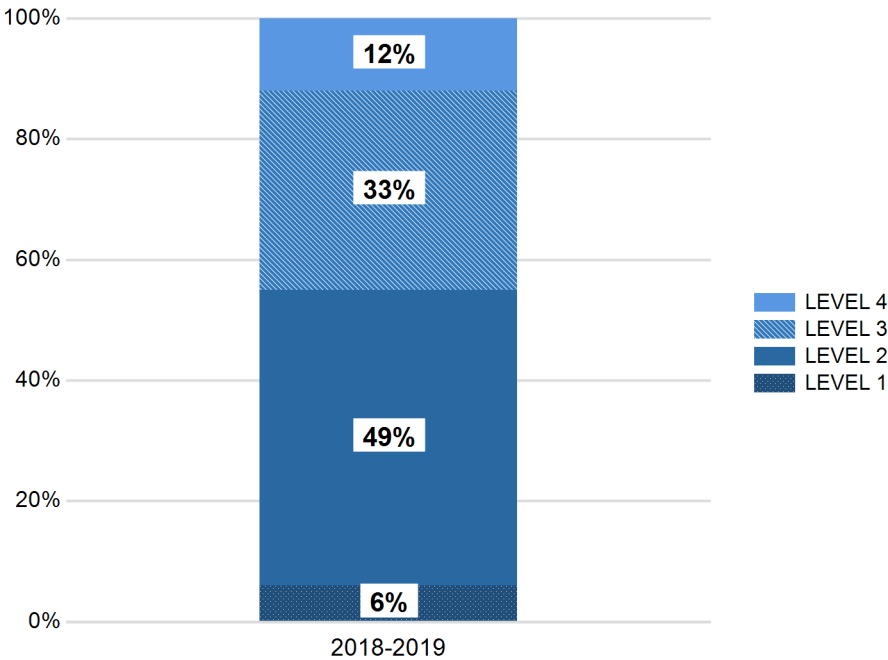| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

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	6	49	33	12
White	5	61	24	11
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	0	59	32	9
Male	11	41	33	15
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	17	58	17	8
Students without Disabilities	3	46	38	14
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

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
(31-5570-090)
Grades Offered: PK-05
2018-2019

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	21	6.7	8.9	Met
White	16	7.1	8.9	Met
Hispanic	2	5.4	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	3	7.3	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	11	8.3		
Male	10	5.6		
Economically Disadvantaged Students	3	13.6	8.9	Not Met
Students with Disabilities	5	6.5	8.9	Met
English Learners	1	10.0	**	**
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.

Days Absent graph — Percentage of Students by Number of Absences:
- 0: 3%
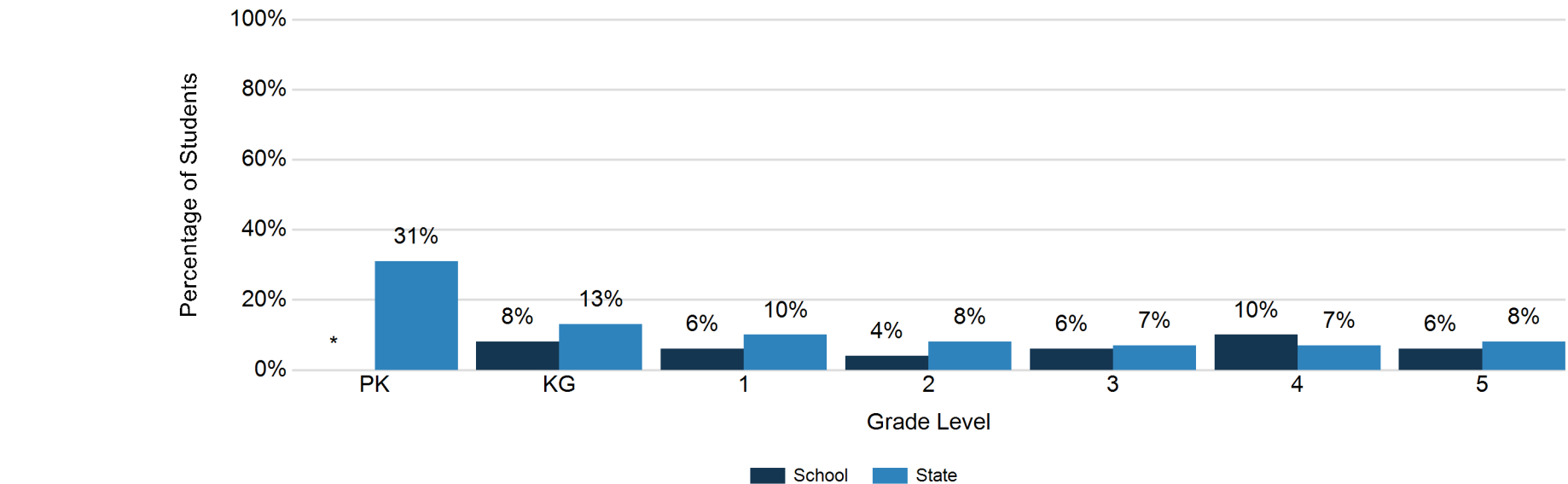- 1-5: 31%
- 6-10: 41%
- 11-15: 15%
- Over 15: 10%

Lafayette Elementary School

(31-5570-090)

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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.

Grade Level	School	State
PK	*	31%
KG	8%	13%
1	6%	10%
2	4%	8%
3	6%	7%
4	10%	7%
5	6%	8%

Lafayette Elementary School
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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0.34

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	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
*

Lafayette Elementary School
(31-5570-090)
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2018-2019

School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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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NJ SCHOOL PERFORMANCE REPORT

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.
Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	89.3%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	296:1	176:1
Teachers to Administrators	28:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

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	43.9%	96.4%	0.0%	48.4%	77.1%	54.9%
Male	56.1%	3.6%	100.0%	51.6%	22.9%	45.1%
White	73.0%	92.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	11.5%	7.1%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%

Lafayette Elementary School

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2018-2019

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Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 43%

Admin N/A

Master's Degree

Teacher 57%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	93.7%

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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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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

Lafayette Elementary 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.

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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.2%	60.0%	58.0%
Math Proficiency	62.7%	69.4%	65.3%
ELA Growth	49	44	42
Math Growth	50	61	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.9%	5.4%	6.7%

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

Lafayette Elementary School

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2018-2019

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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.

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

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 Target†	Met Target†	Met Standard	Met Standard	**	Met	No
White	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	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	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	Not Met	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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

Lafayette Elementary School
(31-5570-090)
Grades Offered: PK-05
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 a Balanced Literacy framework, enVision Mathematics, and inquiry based science learning. • Technology-infused curriculum using Chromebooks, iPads, and desktop computers, and uses various web-based resources. • Sustainable Jersey Bronze Award.
Mission, Vision, Theme:	Lafayette Elementary School is a safe, supportive, and accepting community of learners that promotes social, emotional, and academic growth through creativity, collaboration, and innovation. Every individual is challenged to perform to their fullest potential while encouraging each unique personality to flourish.
Awards, Recognition, Accomplishments:	The school earned bronze status with Sustainable Jersey for Schools, a certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future, one school at a time.In addition, it is an Asthma Friendly School. Lafayette was also featured on Classroom CloseUp NJ.

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

2018-2019

School Narrative

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Courses, Curriculum, Instruction:	The curricula are rooted in the NJSLS. Students learn within a Balanced Literacy framework of instruction, and students in grades K-2 receive a systematic program in critical foundational skills through the Fundations program. The math program emphasizes conceptual understanding, critical thinking, and problem solving. Our science program promotes critical thinking and communication through an inquiry-based approach and hands-on learning opportunities.
Clubs and Activities:	The Parent Teacher Organization provides after school club opportunities to all students in grades PreK through 5.Our school promotes a love and appreciation of the arts by providing instrumental music, vocal music, and art opportunities during the school day.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
(31-5570-090)
Grades Offered: PK-05
2018-2019

School Narrative

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Before and After School Programs:	Before care and after care are available through the Extended Day Program.
Staff and Professional Learning:	Teachers and administrators collaborate to ensure curricular consistency and a collegial climate for all. Professional learning opportunities are standards-aligned and include topics related to Readers' Writers' Workshop, enVision Mathematics, Next Generation Science, and other areas of professional expertise. Teachers critically examine their instruction and discuss practices to nurture professional growth on a continual basis.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

2018-2019

School Narrative

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Student Supports and Services:	Student support services such as Occupational Therapy, Physical Therapy, and speech are provided to identified students. Additional academic supports are provided to identified students in reading and math through instruction by the school's reading specialist and basic skills teacher. We also offer enrichment opportunities for all students and a gifted and talented program for identified students in grades 4 and 5.
Student Health and Wellness:	Our elementary nurse teaches grade level lessons focusing on health and wellness. Breakfast before the bell is offered each morning. Students are engaged in physical activities during their physical education classes and daily recess.
Parent and Community Involvement:	The PTO exists to promote collaboration between parents and teachers to foster student learning. PTO members assist through activities such as the Book Fair, after school clubs facilitated by teachers, and evening activities for students that raise funds for the school. Funds go towards educational field trips, classroom technology, character education, and school beautification. The PTO also supports Lafayette's partnership with local law enforcement, veterans, and local food banks.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(31-5570-090)

Grades Offered: PK-05

2018-2019

School Narrative

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Other Information	Students are engaged in 21st century learning opportunities through the use of ipads, chromebooks, desktops, Smart Tables, and/or interactive whiteboards. Character education is an important part of our daily life as students learn social skills with emphasis on kindness and empathy so they may become contributing and capable members of our community.

NJ SCHOOL PERFORMANCE REPORT

Packanack Elementary School
(31-5570-110)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Packanack Elementary School

(31-5570-110)

Grades Offered: PK-05

2018-2019

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	Passaic
District	Wayne Township Public School District
Principal Name	Mr. Roger Rogalin
Address	190 OAKWOOD DRIVE WAYNE, NJ 07470-5652
Phone Number	973-633-3170
Email Address	rrogalin@wayneschools.com
Website	https://www.wayneschools.com/pk
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

NJ SCHOOL PERFORMANCE REPORT

Packanack Elementary School

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

Enrollment Trends by Grade

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	101	61	69
KG	26	54	57
1	52	51	65
2	58	64	55
3	70	61	67
4	67	72	65
5	69	68	74
Total	443	431	452

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.1%	48.7%	52.2%
Male	51.9%	51.3%	47.8%
Economically Disadvantaged Students	3.6%	3.9%	3.3%
Students with Disabilities	26.0%	23.7%	20.8%
English Learners	0.0%	0.2%	0.4%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.2%	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	80.1%	80.5%	76.8%
Hispanic	8.4%	8.6%	10.6%
Black or African American	0.5%	0.7%	0.9%
Asian	9.3%	8.6%	10.0%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.6%	1.4%	1.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	94	56	60
PK - Full Day	7	5	9
KG - Half Day	26	54	57
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	90.7%
Arabic	1.5%
Spanish	1.1%
Other Languages	6.6%

Packanack Elementary School

(31-5570-110)

Grades Offered: PK-05

2018-2019

Report Key:
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† This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	38	48	42	45.5	44
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

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

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

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

Student Growth

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

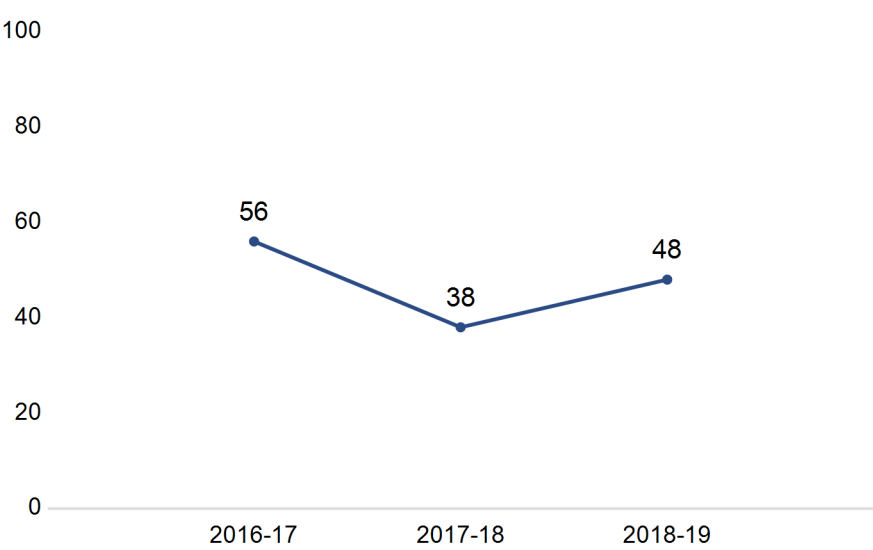| Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	58	50	Met Standard	44	53	50	Met Standard
White	48.5	59	50	Met Standard	45.5	51	52	Met Standard
Hispanic	*	48	49	**	*	52	47	**
Black or African American	N	66	45	**	N	46	43	**
Asian, Native Hawaiian, or Pacific Islander	53.5	59.5	59	**	42.5	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51	49	**	*	59	52	**
Female	49	61	53	N	39	52	50	N
Male	45.5	54	47	N	50	55	51	N
Economically Disadvantaged Students	*	51.5	48	**	*	50	46	**
Students with Disabilities	46	47	43	Met Standard	49	50	45	Met Standard
English Learners	N	67	52	**	*	71.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

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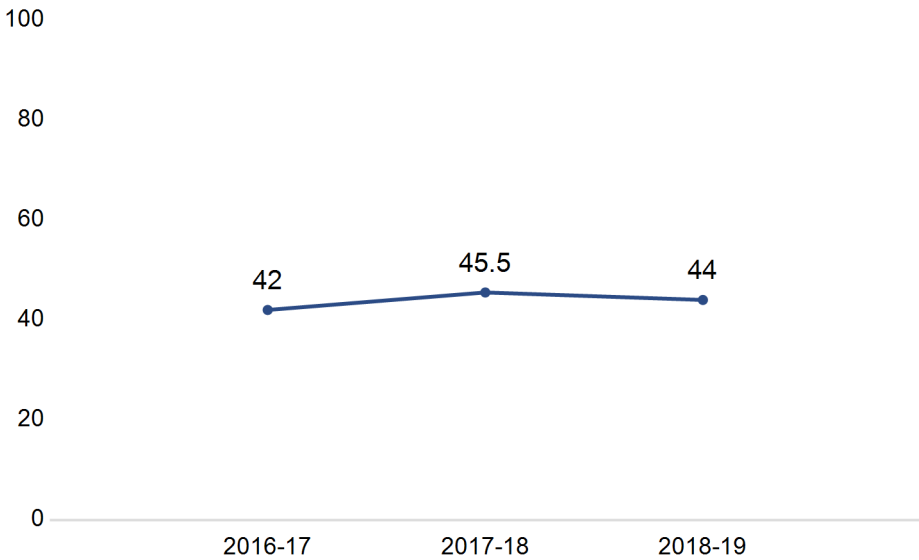**†** This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

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

ELA — 2017-18 PARCC Level

- Level 1: 0%
- Level 2: 47% / 41% / 12%
- Level 3: 37% / 37% / 27%
- Level 4: 15% / 45% / 39%
- Level 5: 10% / 35% / 55%

High Growth / Typical Growth / Low Growth

Math — 2017-18 PARCC Level

- Level 1: (no data)
- Level 2: 36% / 46% / 18%
- Level 3: (no data)
- Level 4: 22% / 40% / 38%
- Level 5: 24% / 31% / 45%

High Growth / Typical Growth / Low Growth

Student Growth by Grade

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

ELA

- Grade 4: Typical 40
- Grade 5: Typical 50.5

Math

- Grade 4: Typical 40
- Grade 5: Typical 48

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NJ SCHOOL PERFORMANCE REPORT

Packanack Elementary School
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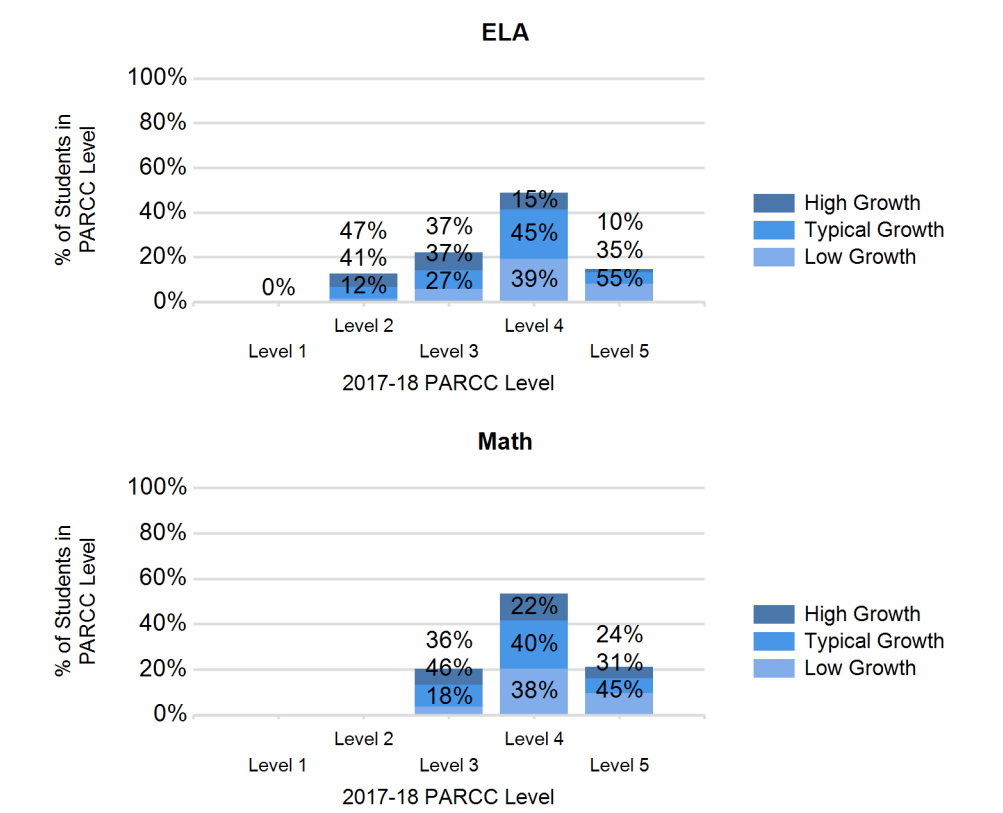 † This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

Year	Rate
2016-17	75.6%
2017-18	68.9%
2018-19	68.0%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	73.2%
2017-18	75.2%
2018-19	69.5%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	98.5%	99.0%	98.6%	99.0%	99.0%
Proficiency Rate for Federal Accountability	75.6%	68.9%	68.0%	73.2%	75.2%	69.5%
Annual Target	74.5%	74.8%	75.1%	73.3%	73.6%	74.0%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

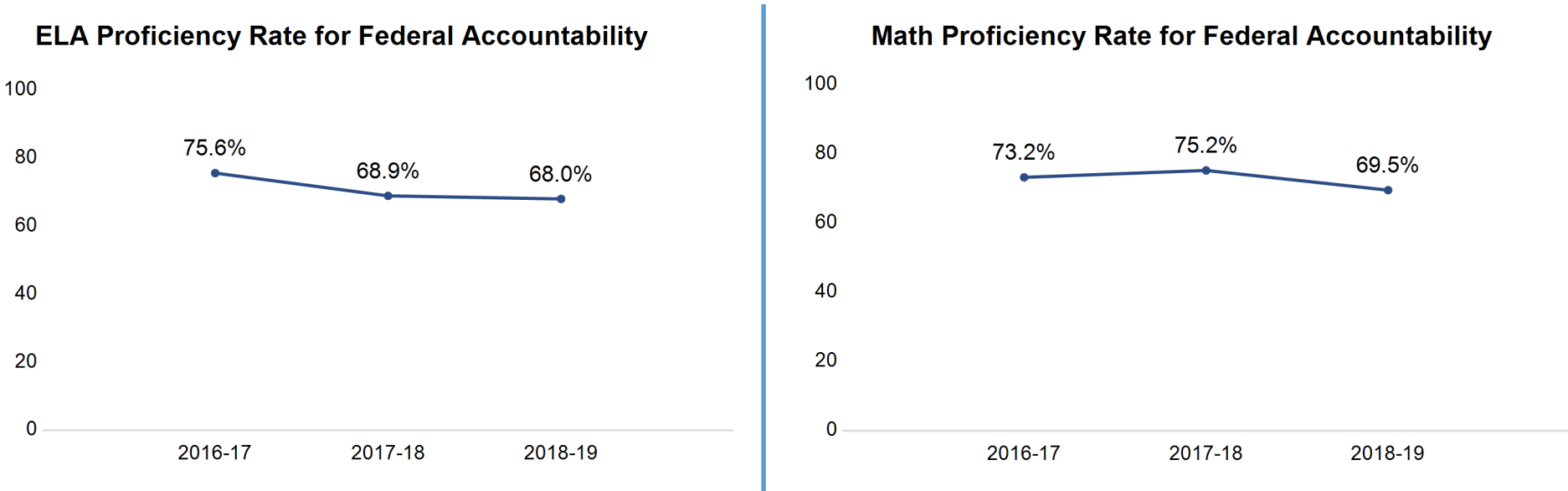† Target was met within a confidence interval.

Packanack Elementary School

(31-5570-110)

Grades Offered: PK-05

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	203	99.0	68.0	72.1	57.9	68.0	75.1	Not Met
White	171	98.9	69.0	72.3	66.9	69.0	76.1	Not Met
Hispanic	13	100.0	46.2	60.4	43.9	46.2	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.3	83.1	82.9	64.3	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	102	99.0	73.5	78.9	64.8	73.5		
Male	101	99.0	62.4	65.7	51.3	62.4		
Economically Disadvantaged Students	*	*	*	48.5	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	74.7	67.9	*		
Students with Disabilities	42	95.6	45.2	29.2	22.7	45.2	57.7	Met Target†
Students without Disabilities	161	100.0	73.9	81.3	65.1	73.9		
English Learners	*	*	*	35.4	29.3	*	**	**
Non-English Learners	*	*	*	72.8	60.6	*		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Packanack Elementary School

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Grades Offered: PK-05

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.

Grade	2016-2017	2017-2018	2018-2019
Grade 3	68%	68%	59%
Grade 4	72%	62%	68%
Grade 5	88%	77%	74%

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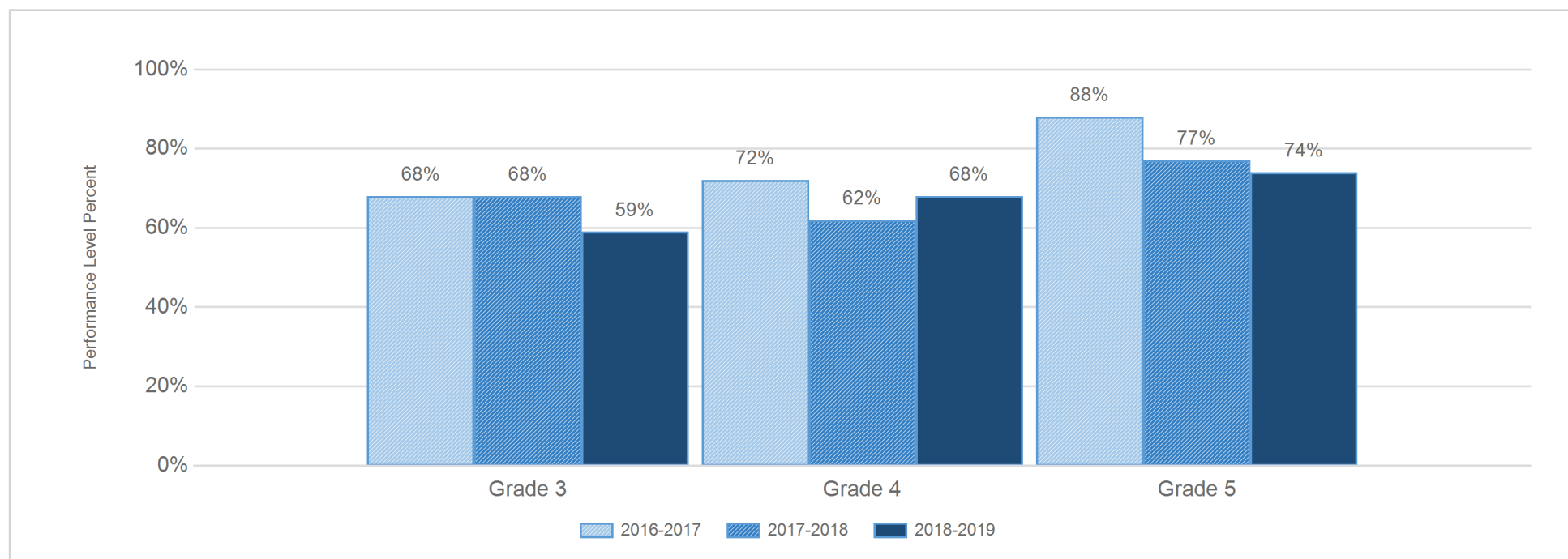 * Data is not displayed in order to protect student privacy
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English Language Arts Assessment - Performance by Grade: Grade 3

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	68	757	753	748	*	16%	24%	*	*	59%	50%
White	57	757	752	757	*	*	21%	*	*	61%	60%
Hispanic	*	*	752	734	*	*	*	*	*	*	36%
Black or African American	*	*	756	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	734	756	*	*	*	*	*	*	58%
Female	36	768	758	753	*	*	*	*	*	72%	55%
Male	32	745	749	743	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	61%
Students with Disabilities	15	750	728	719	*	*	*	*	*	47%	24%
Students without Disabilities	53	759	759	754	*	*	*	*	*	62%	56%
English Learners	N	N	732	713	N	N	N	N	N	N	17%
Non-English Learners	68	757	754	751	*	16%	24%	*	*	59%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Packanack Elementary School
(31-5570-110)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	762	756	755	*	*	21%	51%	17%	68%	57%
White	51	764	755	763	*	*	24%	*	*	71%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	29	767	764	760	*	*	*	*	*	72%	62%
Male	34	758	750	750	*	*	*	*	*	65%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	12	745	731	725	*	*	*	*	*	42%	25%
Students without Disabilities	51	767	762	761	*	*	*	*	*	75%	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	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%

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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.

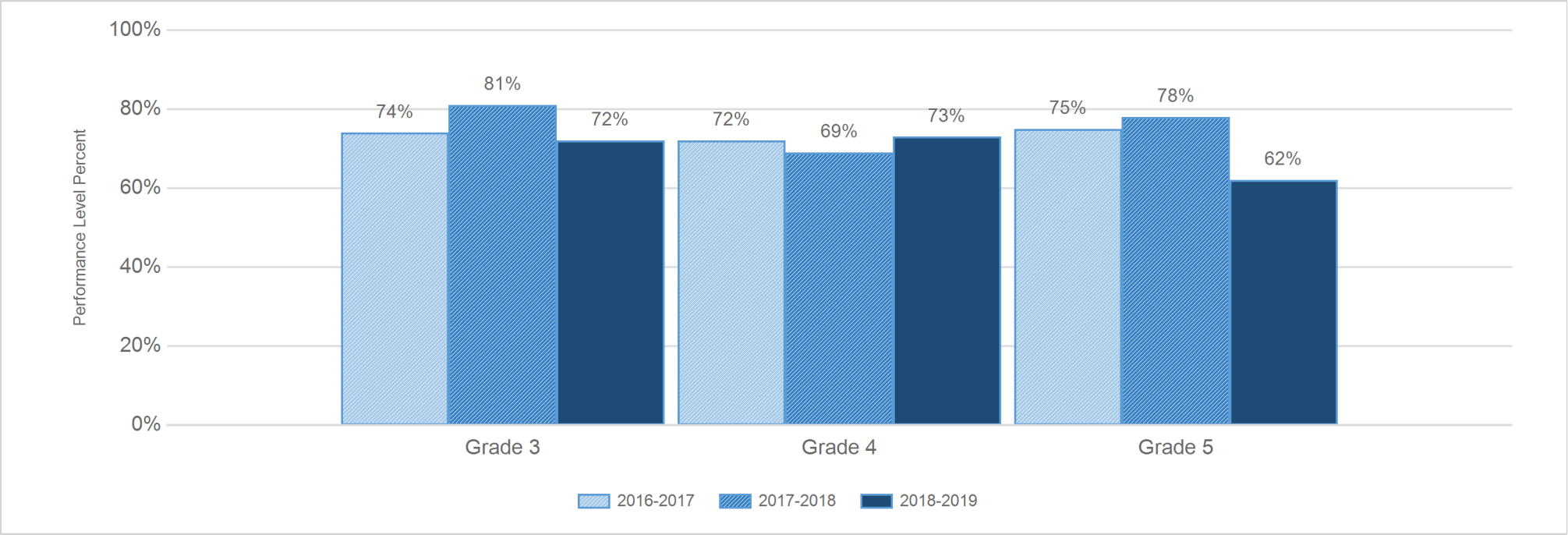| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	761	762	756	0%	*	18%	*	*	74%	58%
White	64	761	761	764	0%	*	19%	*	*	73%	68%
Hispanic	*	*	754	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	37	765	765	761	0%	*	*	*	*	76%	64%
Male	37	757	759	750	0%	*	*	*	*	73%	52%
Economically Disadvantaged Students	N	N	746	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	74	761	764	766	0%	*	18%	*	*	74%	69%
Students with Disabilities	16	747	735	724	0%	*	*	*	*	44%	23%
Students without Disabilities	58	765	769	762	0%	*	*	*	*	83%	65%
English Learners	N	N	749	713	N	N	N	N	N	N	11%
Non-English Learners	74	761	762	758	0%	*	18%	*	*	74%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

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(31-5570-110)
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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	203	99.0	69.5	61.4	44.5	69.5	74	Met Target†
White	171	98.9	71.3	60.7	54.1	71.3	74.1	Met Target†
Hispanic	13	100.0	30.8	47.2	28.8	30.8	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	78.6	82.1	76.5	78.6	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	102	99.0	66.7	60.3	44.9	66.7		
Male	101	99.0	72.3	62.3	44.2	72.3		
Economically Disadvantaged Students	*	*	*	35.2	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	64.4	54.9	*		
Students with Disabilities	42	95.6	50.0	23.8	17.4	50.0	54.5	Met Target†
Students without Disabilities	161	100.0	74.5	69.5	50.0	74.5		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	61.9	46.5	*		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Packanack Elementary School
(31-5570-110)
Grades Offered: PK-05
2018-2019

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.

Packanack Elementary School

(31-5570-110)

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2018-2019

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N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	765	763	752	*	*	22%	57%	15%	72%	55%
White	57	767	763	760	0%	*	23%	*	*	74%	66%
Hispanic	*	*	761	739	*	*	*	*	*	*	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	751	758	*	*	*	*	*	*	62%
Female	36	770	763	751	*	*	*	*	*	78%	54%
Male	32	760	763	752	*	*	*	*	*	66%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	765	761	*	*	*	*	*	*	67%
Students with Disabilities	15	765	744	731	*	*	*	*	*	53%	31%
Students without Disabilities	53	765	768	756	*	*	*	*	*	77%	60%
English Learners	N	N	742	728	N	N	N	N	N	N	26%
Non-English Learners	68	765	764	754	*	*	22%	57%	15%	72%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Packanack Elementary School

(31-5570-110)

Grades Offered: PK-05

2018-2019

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	63	766	758	749	0%	*	22%	*	*	73%	51%
White	51	767	756	757	0%	*	20%	*	*	76%	62%
Hispanic	*	*	750	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	761	754	*	*	*	*	*	*	58%
Female	29	761	758	749	0%	*	*	*	*	66%	50%
Male	34	770	758	749	0%	*	*	*	*	79%	52%
Economically Disadvantaged Students	*	*	738	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	12	750	738	726	0%	*	*	*	*	33%	25%
Students without Disabilities	51	770	762	754	0%	*	*	*	*	82%	56%
English Learners	*	*	740	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	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%

NJ SCHOOL PERFORMANCE REPORT

Packanack Elementary School

(31-5570-110)

Grades Offered: PK-05

2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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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	74	761	761	747	0%	*	30%	*	*	62%	47%
White	64	762	760	755	0%	*	28%	*	*	64%	58%
Hispanic	*	*	747	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	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	37	757	757	747	0%	*	30%	*	*	57%	47%
Male	37	764	765	747	0%	*	30%	*	*	68%	47%
Economically Disadvantaged Students	N	N	744	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	74	761	764	757	0%	*	30%	*	*	62%	59%
Students with Disabilities	16	753	738	725	0%	*	*	*	*	56%	19%
Students without Disabilities	58	763	767	752	0%	*	*	*	*	64%	52%
English Learners	N	N	750	718	N	N	N	N	N	N	12%
Non-English Learners	74	761	762	749	0%	*	30%	*	*	62%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Packanack Elementary School
(31-5570-110)
Grades Offered: PK-05
2018-2019

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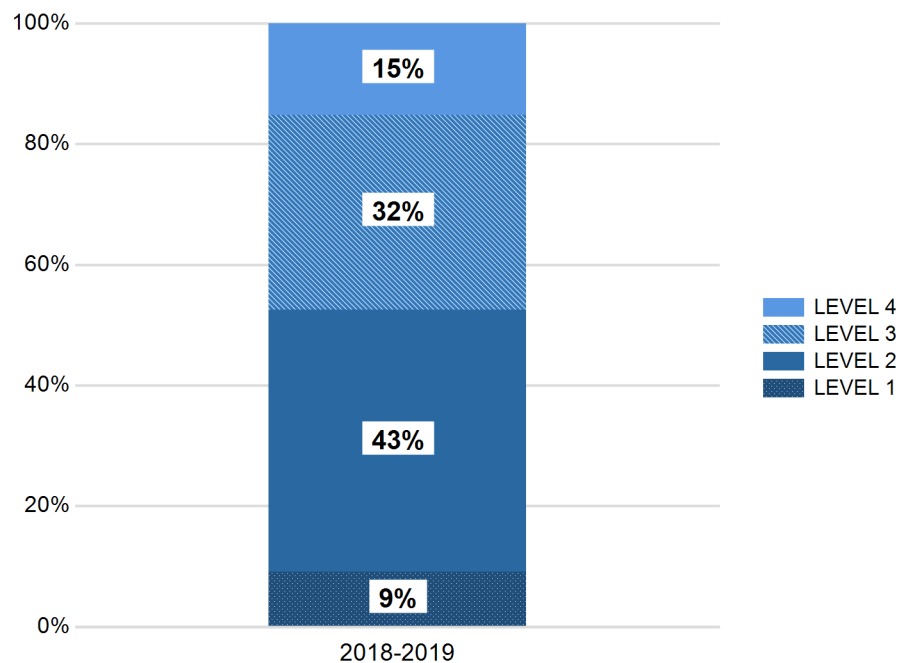** Accountability calculations require 20 or more students
N No Data is available to display
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DLM Alternate Assessment - Participation

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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Grades Offered: PK-05

2018-2019

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.

Legend:
- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

2018-2019

Bar values: 15%, 32%, 43%, 9%

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	9	43	32	15
White	9	42	33	16
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	8	49	30	14
Male	11	38	35	16
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	9	43	32	15
Students with Disabilities	25	44	25	6
Students without Disabilities	5	43	34	17
English Learners	N	N	N	N
Non-English Learners	9	43	32	15
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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(31-5570-110)
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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.
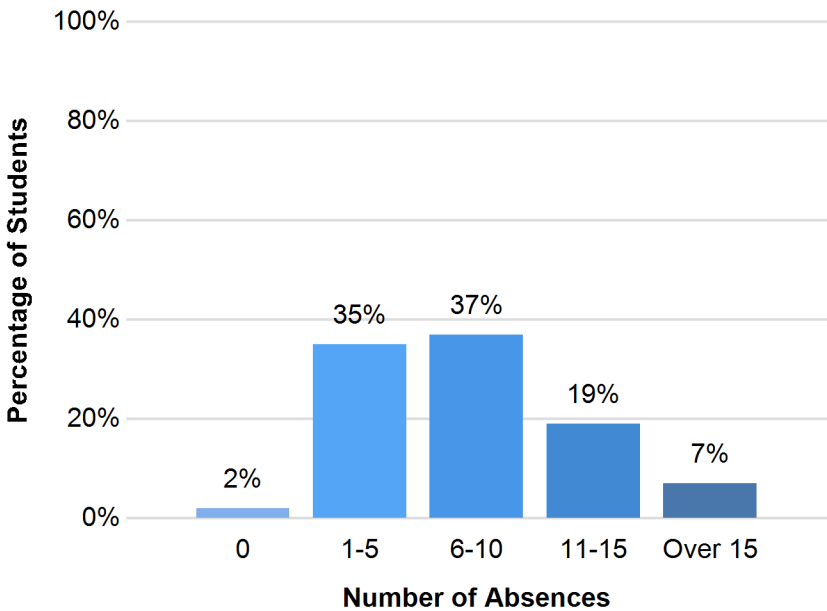
Chronic Absenteeism

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	18	4.7	8.9	Met
White	17	5.4	8.9	Met
Hispanic	1	2.8	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	12	5.9		
Male	6	3.3		
Economically Disadvantaged Students	1	8.3	**	**
Students with Disabilities	4	6.3	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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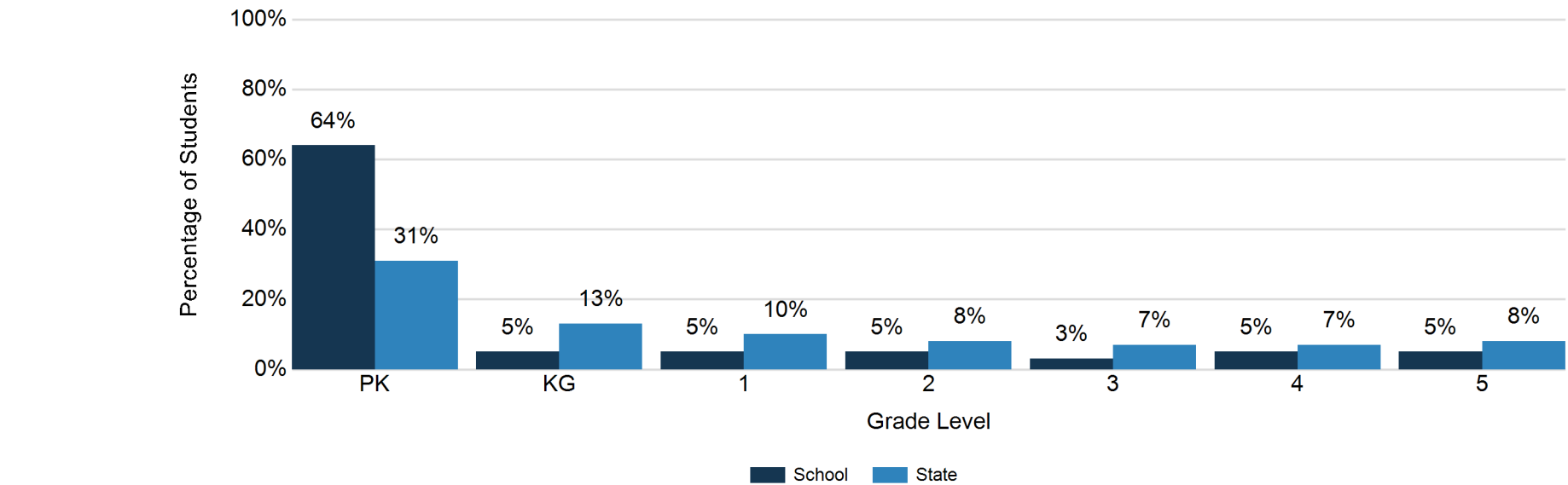

Percentage of Students by Number of Absences:
- 0: 2%
- 1-5: 35%
- 6-10: 37%
- 11-15: 19%
- Over 15: 7%

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Packanack Elementary School

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Grades Offered: PK-05

2018-2019

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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Grades Offered: PK-05

2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note,see note below table

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	0	1
No Identified Nature	1		1

Student Disciplinary Removals

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

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

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

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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	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

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

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2018-2019

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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.
Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	82.9%	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	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	452:1	176:1
Teachers to Administrators	35:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

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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	52.2%	94.3%	0.0%	48.4%	77.1%	54.9%
Male	47.8%	5.7%	100.0%	51.6%	22.9%	45.1%
White	76.8%	97.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.0%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%

Packanack Elementary School
(31-5570-110)
Grades Offered: PK-05
2018-2019

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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

Teacher   29%
Admin   N/A

Master's Degree

Teacher   71%
Admin   100%

Doctoral Degree

Teacher   0%
Admin   0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.1%

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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.

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.6%	68.9%	68.0%
Math Proficiency	73.2%	75.2%	69.5%
ELA Growth	56	38	48
Math Growth	42	46	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	3.2%	4.3%	4.7%

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

Packanack Elementary School

(31-5570-110)

Grades Offered: PK-05

2018-2019

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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.

NJ SCHOOL PERFORMANCE REPORT

Packanack Elementary School

(31-5570-110)

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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	Not Met	Met Target†	Met Standard	Met Standard	**	Met	No
White	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	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	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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

Packanack Elementary School
(31-5570-110)
Grades Offered: PK-05
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 a Balanced Literacy framework, enVision Mathematics, and inquiry based science learning.

• Students engage in 21st century learning through the use of ipads, chromebooks and/or interactive whiteboards.

• Through our HERO initiative (Help Everyone Respect Others) character education is part of our daily life as students learn social skills with emphasis on kindness and empathy. Packanack is a Gold Star

Mission, Vision, Theme:

At Packanack our mission is to provide an environment where every child can be successful to his/her full potential. We strive to develop the whole child by providing dynamic lessons in physical education, art, choral music, instrumental music, media and technology.All participants are respected for who they are. Students are expected to reach their full academic potential as life-long learners.

Awards, Recognition, Accomplishments:

The school earned bronze status with Sustainable Jersey for Schools, a certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future, one school at a time. Packanack won a grant from Lowe's corporation for its efforts in environmental education through its year-round edible garden.

Packanack Elementary School

(31-5570-110)

Grades Offered: PK-05

2018-2019

School Narrative

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Courses, Curriculum, Instruction:	The curricula are rooted in the NJSLS. Students learn within a Balanced Literacy framework of instruction, and students in grades K-2 receive a systematic program in critical foundational skills through the Fundations program. The math program emphasizes conceptual understanding, critical thinking, and problem solving. Our science program promotes critical thinking and communication through an inquiry-based approach and hands-on learning opportunities.
Clubs and Activities:	The Parent Teacher Organization provides after school enrichmentopportunities to all students in grades K-5 that includes dance, drama, study skills, and physical education/sports programs. .As a school that nurtures the talents of students, we also provide extracurricular activities, such as a variety of recess clubs, our Student Government, Talent Show, and the very popular Safety Patrol program.

Packanack Elementary School

(31-5570-110)

Grades Offered: PK-05

2018-2019

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Before and After School Programs:	Before care and after care are available through the Extended Day Program. An enrichment program is offered after school
Staff and Professional Learning:	Teachers and administrators collaborate to ensure curricular consistency and a collegial climate for all. Professional learning opportunities are standards-aligned and include topics related to Readers'/Writers' Workshop, enVision Mathematics, Next Generation Science, and other areas of professional expertise.Teachers critically examine their instruction and discuss practices to nurture professional growth on a continual basis.

NJ SCHOOL PERFORMANCE REPORT

Packanack Elementary School
(31-5570-110)
Grades Offered: PK-05
2018-2019

School Narrative

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Student Supports and Services:	Student support services such as Occupational Therapy, Physical Therapy, and speech are provided to identified students. Additional academic supports are provided to identified students in reading and math through instruction by the school's reading specialist and basic skills teacher. We also offer enrichment opportunities for all students and a gifted and talented program for identified students in grades 4 and 5.
Student Health and Wellness:	Our elementary nurse and school counselor teach grade level lessons focusing on health and wellness. Breakfast before the bell is offered each morning. Students are engaged in physical activities during their physical education classes and daily recess.
Parent and Community Involvement:	Packanack Parent Teacher Organization serves as a vibrant, energetic force that binds this remarkable school community. Parents are key partners in their children's education.

Packanack Elementary School

(31-5570-110)

Grades Offered: PK-05

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.

Other Information	Students are engaged in 21st century learning opportunities through the use of ipads, chromebooks, desktops, Smart Tables, and/or interactive whiteboards. Character education is an important part of our daily life as students learn social skills with emphasis on kindness and empathy so they may become contributing and capable members of our community.

NJ SCHOOL PERFORMANCE REPORT

Pines Lake Elementary School
(31-5570-120)
Grades Offered: KG-05
2018-2019

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:

Pines Lake Elementary School
(31-5570-120)
Grades Offered: KG-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Wayne Township Public School District
Principal Name	Mr. Jose Celis
Address	511 PINES LAKE DRIVE WAYNE, NJ 07470
Phone Number	973-633-3175
Email Address	jcelis@wayneschools.com
Website	https://www.wayneschools.com/pl
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

Pines Lake Elementary School

(31-5570-120)

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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	76	54	64
1	58	57	60
2	60	62	54
3	65	66	58
4	65	67	67
5	74	69	63
Total	398	375	366

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	42.2%	45.1%	48.1%
Male	57.8%	54.9%	51.9%
Economically Disadvantaged Students	11.8%	9.6%	9.8%
Students with Disabilities	24.9%	28.3%	25.4%
English Learners	12.3%	12.8%	12.3%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.4%	68.5%	68.6%
Hispanic	13.3%	15.5%	15.0%
Black or African American	1.0%	1.9%	2.5%
Asian	11.6%	12.3%	12.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	1.8%	1.9%	1.6%

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	65	49	61
KG - Full Day	11	5	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	82.8%
Turkish	2.7%
Arabic	2.7%
Russian	1.9%
Spanish	1.9%
Other Languages	7.9%

Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

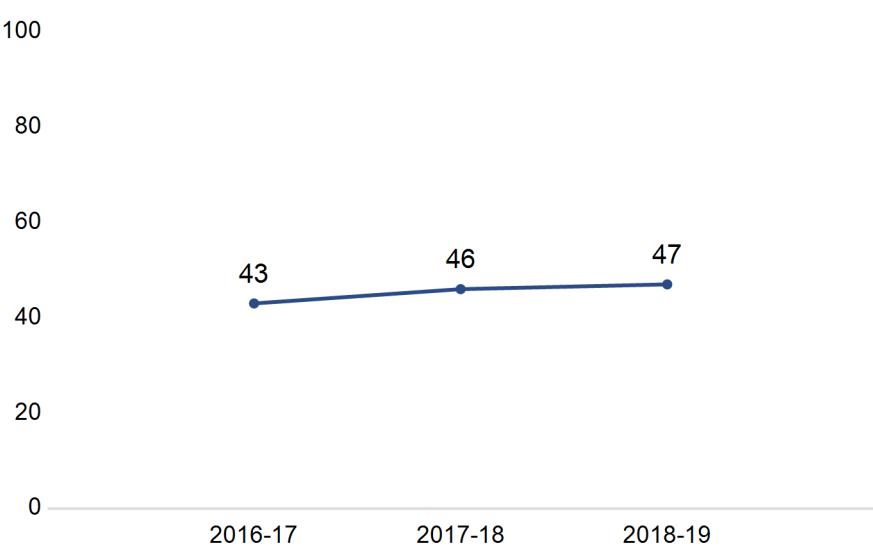| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	46	47	48	47	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Pines Lake Elementary School

(31-5570-120)

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2018-2019

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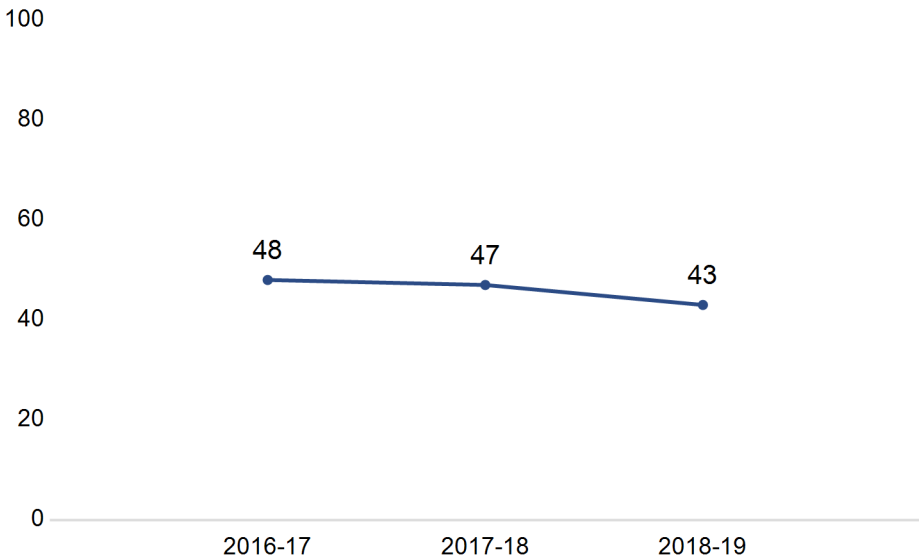- **†** This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	58	50	Met Standard	43	53	50	Met Standard
White	44	59	50	Met Standard	40.5	51	52	Met Standard
Hispanic	52	48	49	**	54	52	47	**
Black or African American	*	66	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	41	59.5	59	**	59.5	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51	49	**	*	59	52	**
Female	52	61	53	N	45	52	50	N
Male	41	54	47	N	42	55	51	N
Economically Disadvantaged Students	47.5	51.5	48	**	28.5	50	46	**
Students with Disabilities	45.5	47	43	Met Standard	39.5	50	45	Not Met
English Learners	*	67	52	**	70	71.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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Pines Lake Elementary School

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2018-2019

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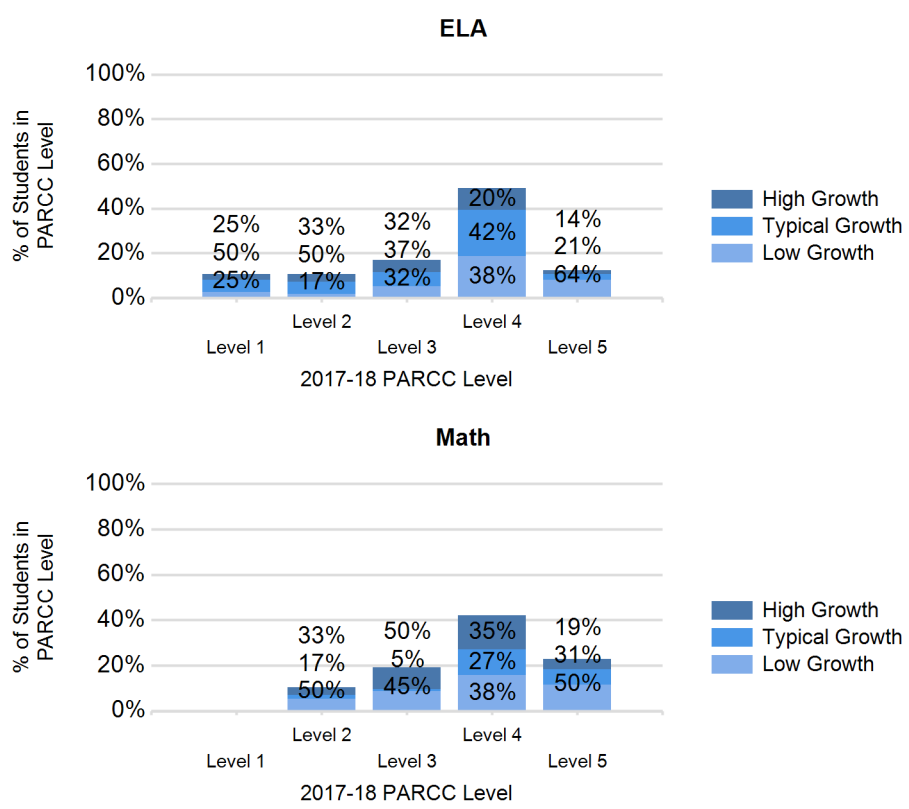* **†** This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

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

ELA — % of Students in PARCC Level by 2017-18 PARCC Level

Level	Low Growth	Typical Growth	High Growth
Level 1	25%	50%	25%
Level 2	17%	50%	33%
Level 3	32%	37%	32%
Level 4	38%	42%	20%
Level 5	64%	21%	14%

Math — % of Students in PARCC Level by 2017-18 PARCC Level

Level	Low Growth	Typical Growth	High Growth
Level 2	50%	17%	33%
Level 3	45%	5%	50%
Level 4	38%	27%	35%
Level 5	50%	31%	19%

Student Growth by Grade

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

ELA — Median Student Growth Percentile

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Typical 45.5	Typical 46.5			

Math — Median Student Growth Percentile

Grade 4	Grade 5	Grade 6	Grade 7
Low 31.5	Typical 48		

NJ SCHOOL PERFORMANCE REPORT

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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 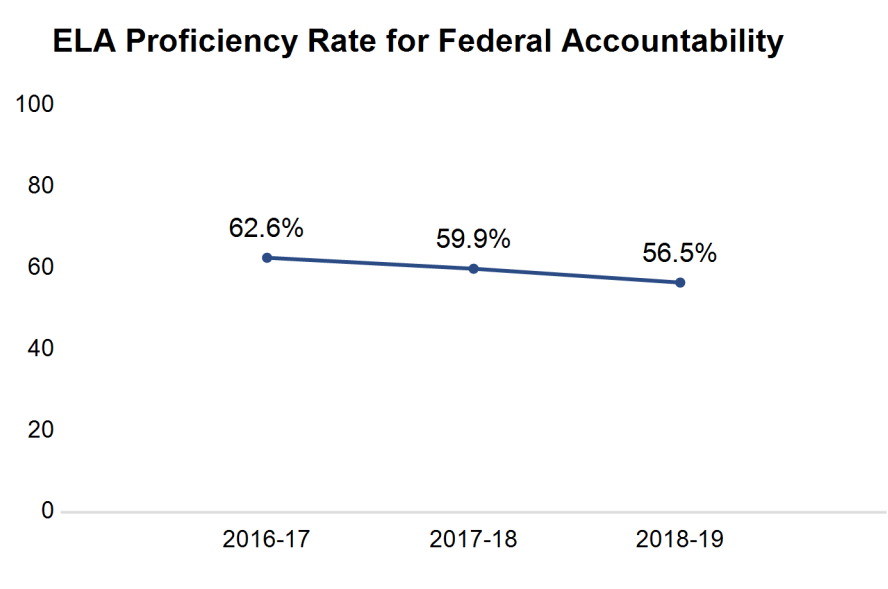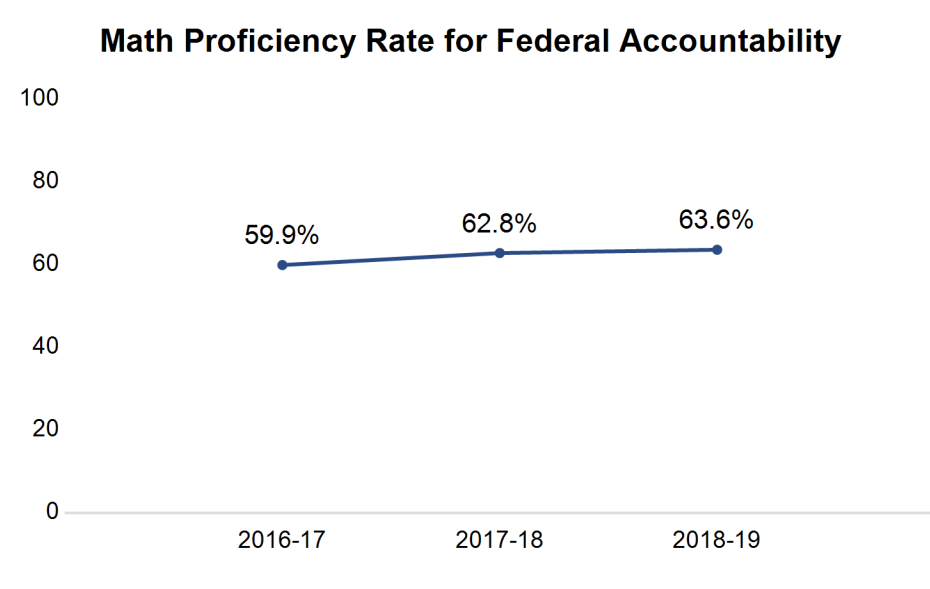or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year 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

- 2016-17: 62.6%
- 2017-18: 59.9%
- 2018-19: 56.5%

Math Proficiency Rate for Federal Accountability

- 2016-17: 59.9%
- 2017-18: 62.8%
- 2018-19: 63.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.4%	95.5%	95.9%	96.5%	94.6%	95.9%
Proficiency Rate for Federal Accountability	62.6%	59.9%	56.5%	59.9%	62.8%	63.6%
Annual Target	67.0%	67.7%	68.4%	68.1%	68.8%	69.4%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	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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NJ SCHOOL PERFORMANCE REPORT

Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

2018-2019

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	184	95.9	56.5	72.1	57.9	56.5	68.4	Not Met
White	125	95.5	54.4	72.3	66.9	54.4	68.4	Not Met
Hispanic	31	97.0	54.8	60.4	43.9	54.8	69.3	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	95.2	73.7	83.1	82.9	73.7	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	85	94.5	60.0	78.9	64.8	59.6		
Male	99	97.1	53.5	65.7	51.3	53.5		
Economically Disadvantaged Students	17	85.0	52.9	48.5	40.0	47.4	N	N
Non-Economically Disadvantaged Students	167	97.1	56.9	74.7	67.9	56.9		
Students with Disabilities	49	89.3	18.4	29.2	22.7	17.2	35	Not Met
Students without Disabilities	135	98.6	70.4	81.3	65.1	70.4		
English Learners	16	100.0	37.5	35.4	29.3	37.5	**	**
Non-English Learners	168	95.5	58.3	72.8	60.6	58.3		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Pines Lake Elementary School
(31-5570-120)
Grades Offered: KG-05
2018-2019

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.
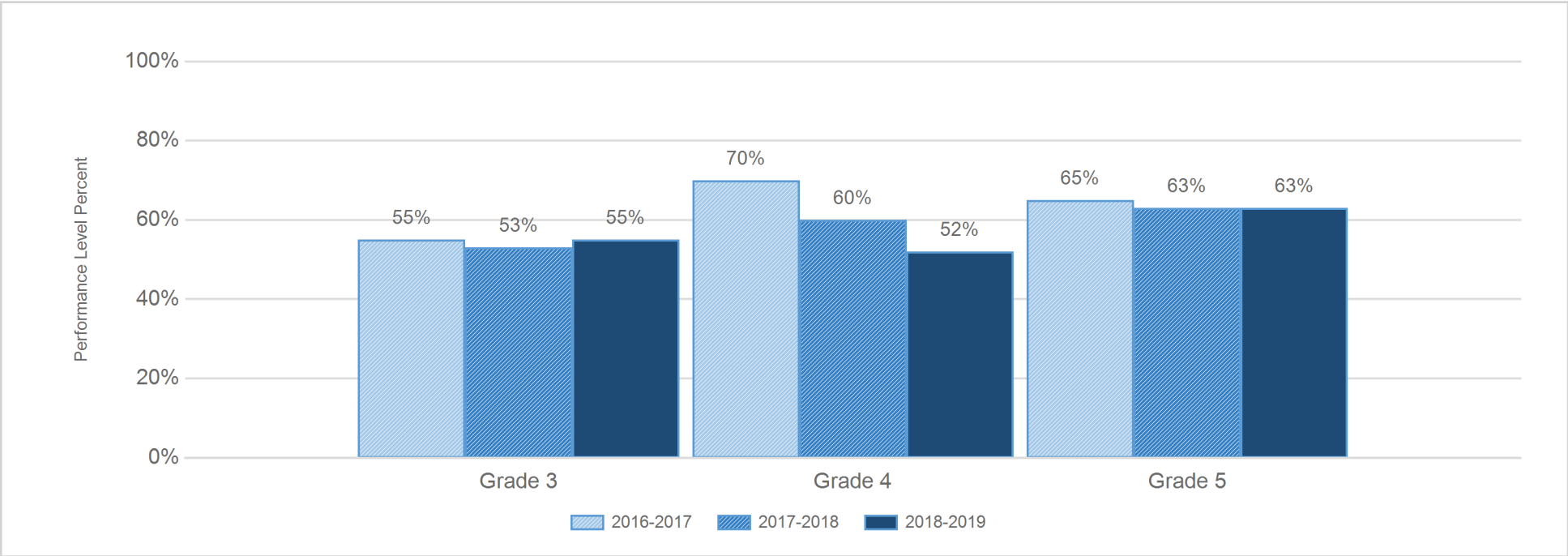
NJ SCHOOL PERFORMANCE REPORT

Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	754	753	748	*	*	22%	*	*	55%	50%
White	39	753	752	757	*	*	*	*	*	54%	60%
Hispanic	12	756	752	734	0%	*	*	*	*	58%	36%
Black or African American	*	*	756	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	734	756	*	*	*	*	*	*	58%
Female	32	754	758	753	*	*	*	*	*	50%	55%
Male	28	754	749	743	*	*	*	*	*	61%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	61%
Students with Disabilities	14	716	728	719	*	*	*	*	*	14%	24%
Students without Disabilities	46	765	759	754	*	*	*	*	*	67%	56%
English Learners	*	*	732	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Pines Lake Elementary School
(31-5570-120)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	749	756	755	*	*	23%	36%	16%	52%	57%
White	44	747	755	763	*	*	*	*	*	50%	67%
Hispanic	10	759	748	743	0%	0%	*	*	*	60%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	756	762	N	N	N	N	N	N	64%
Female	23	766	764	760	*	*	*	*	*	65%	62%
Male	38	739	750	750	*	*	*	*	*	45%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	14	710	731	725	*	*	*	*	*	14%	25%
Students without Disabilities	47	761	762	761	*	*	*	*	*	64%	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

2018-2019

Report Key:
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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	62	754	762	756	*	*	24%	*	*	63%	58%
White	41	753	761	764	*	*	24%	*	*	61%	68%
Hispanic	10	743	754	743	*	0%	*	*	*	50%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	31	758	765	761	*	*	*	*	*	68%	64%
Male	31	749	759	750	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	764	766	*	*	*	*	*	*	69%
Students with Disabilities	18	728	735	724	*	*	*	*	*	17%	23%
Students without Disabilities	44	764	769	762	*	*	*	*	*	82%	65%
English Learners	*	*	749	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	184	95.9	63.6	61.4	44.5	63.6	69.4	Met Target†
White	125	95.5	62.4	60.7	54.1	62.4	66.9	Met Target†
Hispanic	31	97.0	54.8	47.2	28.8	54.8	57.1	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	95.2	84.2	82.1	76.5	84.2	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	85	94.5	65.9	60.3	44.9	65.5		
Male	99	97.1	61.6	62.3	44.2	61.6		
Economically Disadvantaged Students	17	85.0	35.3	35.2	26.3	31.6	N	N
Non-Economically Disadvantaged Students	167	97.1	66.5	64.4	54.9	66.5		
Students with Disabilities	49	89.3	22.4	23.8	17.4	21.0	41.8	Not Met
Students without Disabilities	135	98.6	78.5	69.5	50.0	78.5		
English Learners	16	100.0	43.8	37.5	25.0	43.8	**	**
Non-English Learners	168	95.5	65.5	61.9	46.5	65.5		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

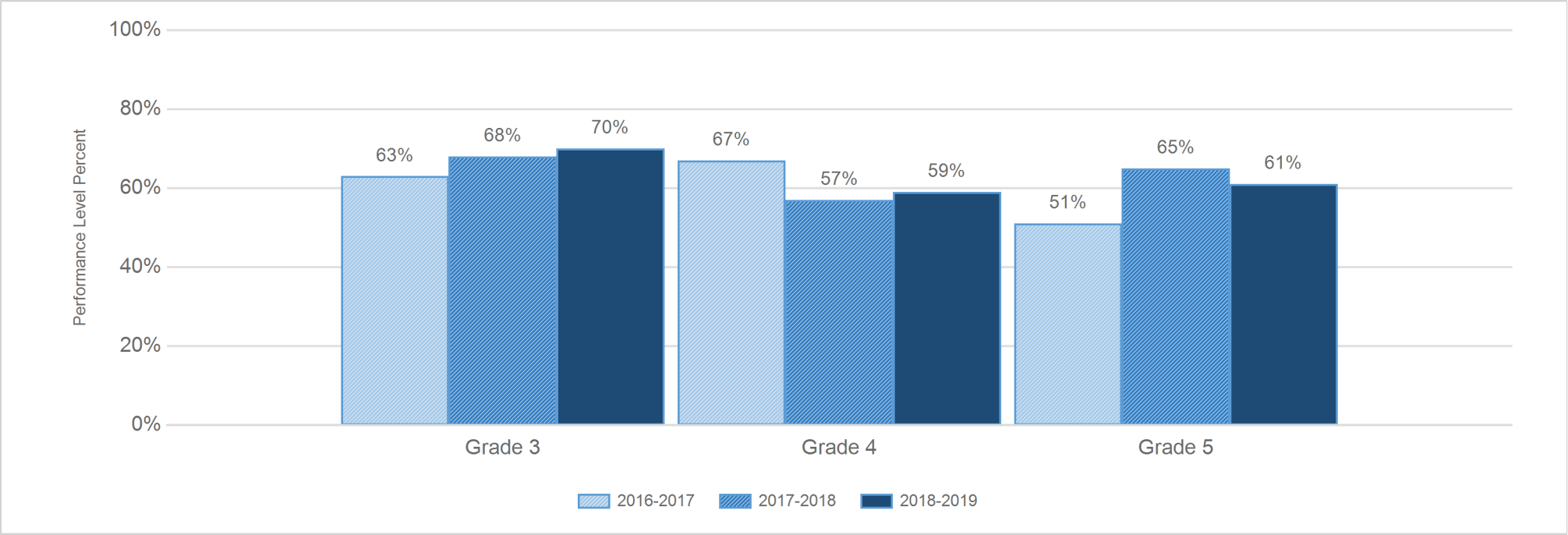† Target was met within a confidence interval.

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Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

2018-2019

Report Key:
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NJ SCHOOL PERFORMANCE REPORT

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.

Grade	2016-2017	2017-2018	2018-2019
Grade 3	63%	68%	70%
Grade 4	67%	57%	59%
Grade 5	51%	65%	61%

† 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.

Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	763	763	752	*	*	*	50%	20%	70%	55%
White	39	763	763	760	*	*	*	*	*	69%	66%
Hispanic	12	761	761	739	0%	*	*	*	*	75%	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	751	758	*	*	*	*	*	*	62%
Female	32	757	763	751	*	*	*	*	*	66%	54%
Male	28	769	763	752	*	*	*	*	*	75%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	765	761	*	*	*	*	*	*	67%
Students with Disabilities	14	728	744	731	*	*	*	*	*	29%	31%
Students without Disabilities	46	774	768	756	*	*	*	*	*	83%	60%
English Learners	*	*	742	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	764	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	754	758	749	*	*	18%	*	*	59%	51%
White	44	751	756	757	*	*	*	*	*	55%	62%
Hispanic	10	764	750	737	0%	*	*	*	*	60%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	761	754	N	N	N	N	N	N	58%
Female	23	765	758	749	*	*	*	*	*	74%	50%
Male	38	747	758	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	*	*	738	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	14	719	738	726	*	*	*	*	*	14%	25%
Students without Disabilities	47	765	762	754	*	*	*	*	*	72%	56%
English Learners	*	*	740	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	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%

NJ SCHOOL PERFORMANCE REPORT

Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

2018-2019

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	62	756	761	747	*	*	23%	*	*	61%	47%
White	41	755	760	755	*	*	*	*	*	63%	58%
Hispanic	10	742	747	735	0%	*	*	*	*	30%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	31	758	757	747	*	*	*	*	*	58%	47%
Male	31	755	765	747	*	*	*	*	*	65%	47%
Economically Disadvantaged Students	*	*	744	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	764	757	*	*	*	*	*	*	59%
Students with Disabilities	18	733	738	725	*	*	*	*	*	17%	19%
Students without Disabilities	44	766	767	752	*	*	*	*	*	80%	52%
English Learners	*	*	750	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	762	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Pines Lake Elementary School
(31-5570-120)
Grades Offered: KG-05
2018-2019

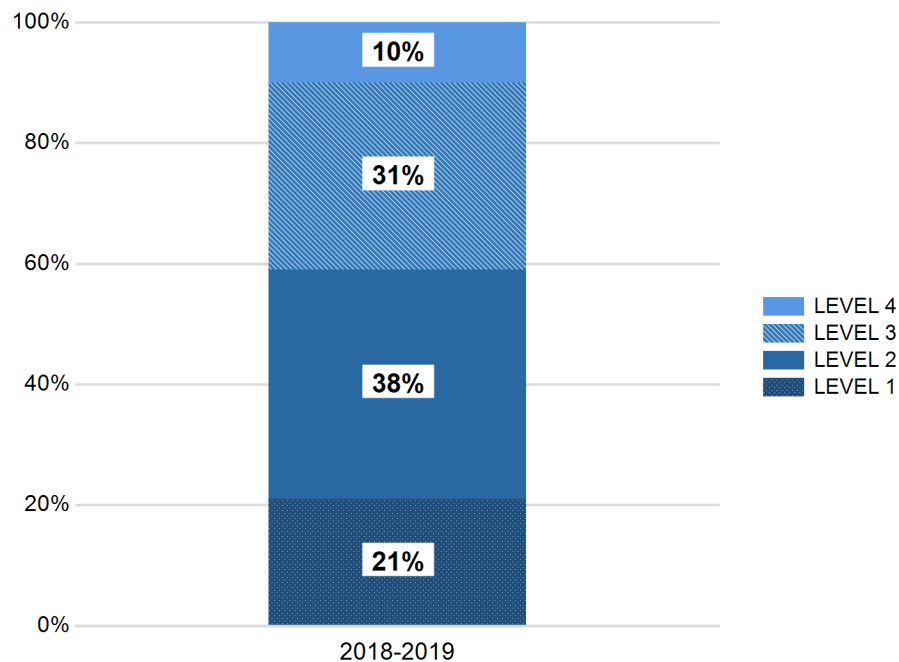**Report Key:**
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	72.4%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	*	*
3-4	11	72.7%	27.3%
5 or more	*	*	*

Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

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	21	38	31	10
White	18	38	38	8
Hispanic	40	40	10	10
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	19	42	29	10
Male	23	33	33	10
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	59	29	6	6
Students without Disabilities	7	41	41	11
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

NJ SCHOOL PERFORMANCE REPORT

Pines Lake Elementary School
(31-5570-120)
Grades Offered: KG-05
2018-2019

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	45	14.1	8.9	Not Met
White	21	9.5	8.9	Not Met
Hispanic	12	24.0	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	8	24.2	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	25	15.7		
Male	20	12.5		
Economically Disadvantaged Students	8	30.8	8.9	Not Met
Students with Disabilities	12	16.9	8.9	Not Met
English Learners	2	11.8	**	**
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.

NJ SCHOOL PERFORMANCE REPORT

Pines Lake Elementary School
(31-5570-120)
Grades Offered: KG-05
2018-2019

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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Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

2018-2019

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

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	78.4%	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	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	366:1	176:1
Teachers to Administrators	37:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

Pines Lake Elementary School

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Grades Offered: KG-05

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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	48.1%	91.9%	0.0%	48.4%	77.1%	54.9%
Male	51.9%	8.1%	100.0%	51.6%	22.9%	45.1%
White	68.6%	97.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	15.0%	0.0%	100.0%	29.9%	7.3%	7.2%
Black or African American	2.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	12.0%	2.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.1%	0.2%	0.2%

Pines Lake Elementary School
(31-5570-120)
Grades Offered: KG-05
2018-2019

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
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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 32%
Admin N/A

Master's Degree

Teacher 68%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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%

Pines Lake Elementary School

(31-5570-120)

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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.

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

Pines Lake Elementary 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.

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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.6%	59.9%	56.5%
Math Proficiency	59.9%	62.8%	63.6%
ELA Growth	43	46	47
Math Growth	48	47	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		80.6%	72.4%
Chronic Absenteeism	12.6%	14.1%	14.1%

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

Pines Lake Elementary School

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2018-2019

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

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(31-5570-120)

Grades Offered: KG-05

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Pines Lake Elementary 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:	• Pines Lake creates an inclusive learning environment where diverse students are encouraged to develop meaningful relationships with one another. • Curriculum includes a Balanced Literacy framework, enVision Mathematics, and Next Generation Science Standards learning. • Technology-infused curriculum using Chromebooks, iPads, and desktop computers, and uses various web-based resources.
Mission, Vision, Theme:	The mission of Pines Lake Elementary School is to prepare students to function in a global society; to reach their academic and social potential; to become lifelong learners, and to build strong character through an emphasis on honesty, responsibility, caring and respect for self and others.
Awards, Recognition, Accomplishments:	The school has been designated a No Place for Hate School by the Anti-defimation League, receiving the Gold distinction by the organization. The school earned bronze status with Sustainable Jersey for Schools, a certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future, one school at a time. In addition, it is an Asthma Friendly School.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Courses, Curriculum, Instruction:	The curricula are rooted in the NJSLS. Students learn within a Balanced Literacy framework of instruction, and students in grades K-2 receive a systematic program in critical foundational skills through the Fundations program. The math program emphasizes conceptual understanding, critical thinking, and problem solving. Our science program promotes critical thinking and communication through an inquiry-based approach and hands-on learning opportunities.
Clubs and Activities:	The Parent Teacher Organization provides after school club opportunities to all students in Kindergarten through 5th grade. Clubs include Lego Robotics, Cooking, Sports and Games, Music, and Theater among other options. Students are able to join our Kids Care Club, where they invest their time to help others.In addition, the PTO organizes an annual Talent Show.

Pines Lake Elementary School

(31-5570-120)

Grades Offered: KG-05

2018-2019

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Before and After School Programs:	Before care and after care are available through the Extended Day Program.
Staff and Professional Learning:	Teachers and administrators collaborate to ensure curricular consistency and a collegial climate for all. Professional learning opportunities are standards-aligned and include topics related to Readers'/Writers' Workshop, enVision Mathematics, Next Generation Science, and other areas of professional expertise. Teachers critically examine their instruction and discuss practices to nurture professional growth on a continual basis.

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2018-2019

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NJ SCHOOL PERFORMANCE REPORT

School Narrative

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Student Supports and Services:	Student support services such as Occupational Therapy, Physical Therapy, and speech are provided to identified students. Academic supports are provided to identified students in reading and math through instruction by the school's reading specialist and basic skills teacher. We also offer enrichment opportunities for all students and a gifted and talented program for identified students in grades 4 and 5.
Student Health and Wellness:	Our elementary nurse teaches grade level lessons focusing on health and wellness. Breakfast before the bell is offered each morning. Students are engaged in physical activities during their physical education classes and daily recess.A full time school counselor is also available to work with students to support their socio-emotional well-being.
Parent and Community Involvement:	Our PTO work closely continually contribute to the school climate and well being of our students. They created an effective after school enrichment program which is taught by faculty members. The PTO is a very important part of our school community.

Pines Lake Elementary School

(31-5570-120)

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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.

Other Information	Pines Lake School Students are engaged in 21st century learning opportunities through the use of ipads, chromebooks, desktops, Smart Tables, and/or interactive whiteboards. Character education is an important part of our daily life as students learn social skills with emphasis on kindness and empathy so they may become contributing and capable members of our community.

NJ SCHOOL PERFORMANCE REPORT

Randall Carter Elementary School
(31-5570-135)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Randall Carter Elementary School

(31-5570-135)

Grades Offered: PK-05

2018-2019

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	Passaic
District	Wayne Township Public School District
Principal Name	Mr. Jeff Wojcik
Address	531 ALPS ROAD WAYNE, NJ 07470-4672
Phone Number	973-633-3145
Email Address	jwojcik@wayneschools.com
Website	https://www.wayneschools.com/rc
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

NJ SCHOOL PERFORMANCE REPORT

Randall Carter Elementary School

(31-5570-135)

Grades Offered: PK-05

2018-2019

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

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	65	48	47
1	55	40	39
2	45	56	50
3	56	46	57
4	57	57	51
5	58	55	64
Total	336	302	345

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	44.9%	46.7%	46.4%
Male	55.1%	53.3%	53.6%
Economically Disadvantaged Students	9.2%	12.6%	10.7%
Students with Disabilities	17.6%	16.2%	18.3%
English Learners	0.9%	2.0%	2.3%
Homeless Students	0.0%	0.0%	0.3%
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	72.0%	69.9%	67.5%
Hispanic	16.1%	17.9%	18.3%
Black or African American	1.2%	1.0%	1.2%
Asian	7.7%	8.6%	9.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.6%	0.7%	0.6%
Two or More Races	2.4%	2.0%	3.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	48	37	47
KG - Full Day	17	11	0

Enrollment by Home Language

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

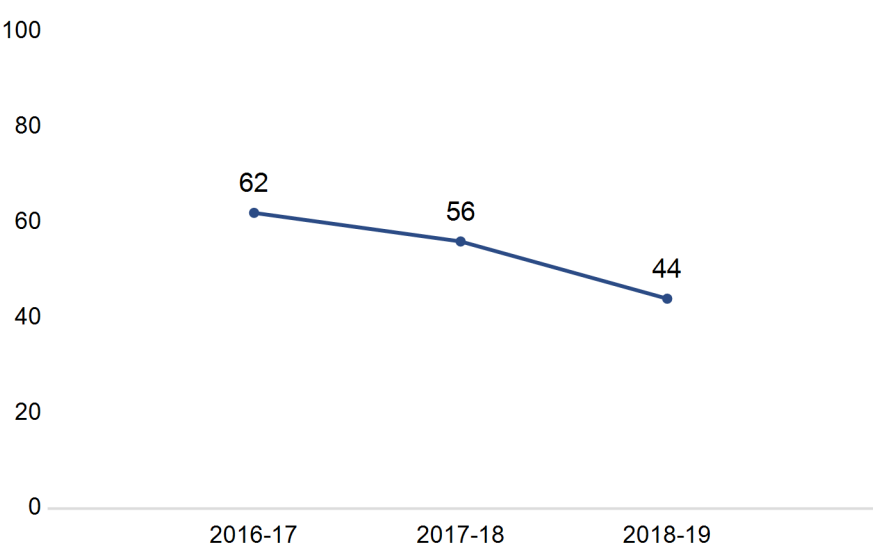| Home Language	% of Students
English	89.3%
Spanish	3.2%
Polish	1.2%
Arabic	1.2%
Other Languages	5.2%

Randall Carter Elementary School

(31-5570-135)

Grades Offered: PK-05

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	56	44	59	54	42
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

Randall Carter Elementary School

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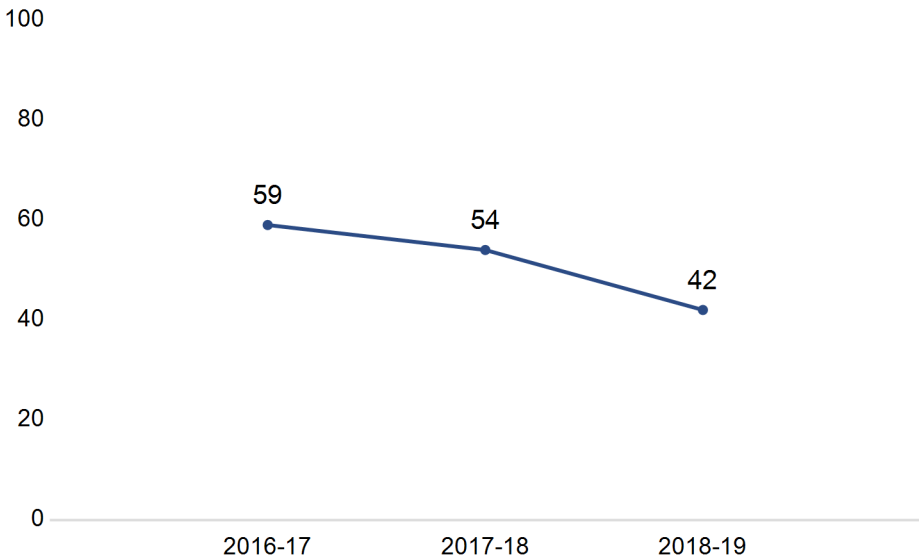* **†** This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	58	50	Met Standard	42	53	50	Met Standard
White	45	59	50	Met Standard	46	51	52	Met Standard
Hispanic	26.5	48	49	Not Met	26	52	47	Not Met
Black or African American	*	66	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59.5	59	**	*	62	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	51	49	**	*	59	52	**
Female	43.5	61	53	N	42	52	50	N
Male	44.5	54	47	N	42	55	51	N
Economically Disadvantaged Students	42	51.5	48	**	27	50	46	**
Students with Disabilities	40	47	43	Met Standard	49.5	50	45	Met Standard
English Learners	N	67	52	**	N	71.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Randall Carter Elementary School
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2018-2019

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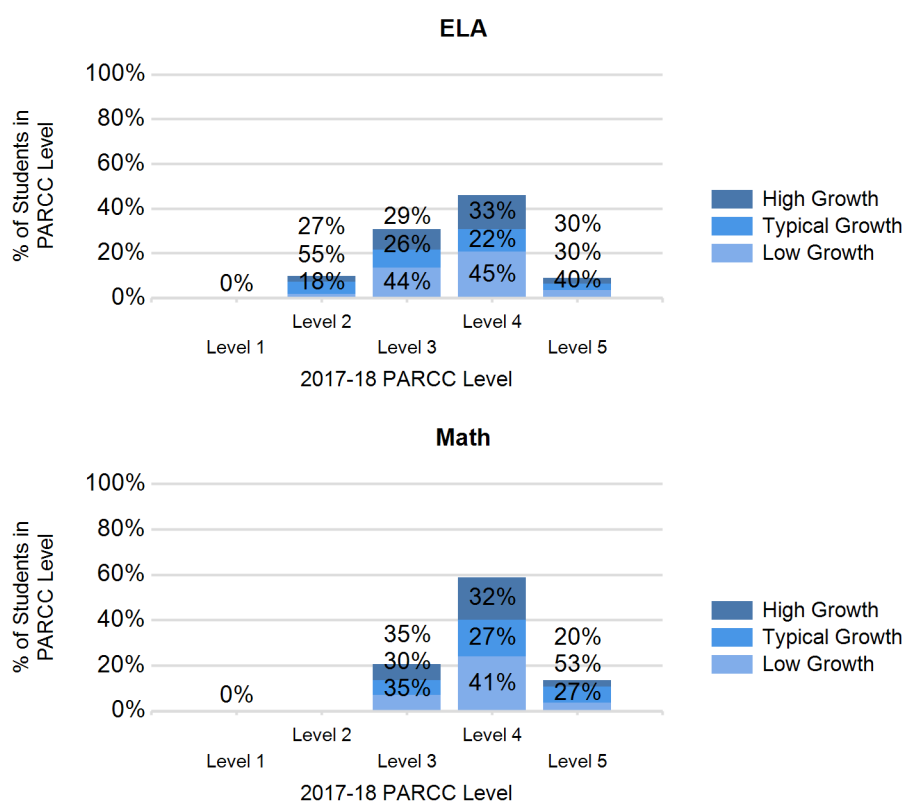**†** This indicates a table specific note, see note below table

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

A student's SGP falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35	Typical Growth: Between 35 and 65	High Growth: Greater than 65

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

Student Growth by Performance Level

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

ELA — % of Students in PARCC Level, 2017-18 PARCC Level

High Growth / Typical Growth / Low Growth

- Level 1: 0%
- Level 2: 27% / 55% / 18%
- Level 3: 29% / 26% / 44%
- Level 4: 33% / 22% / 45%
- Level 5: 30% / 30% / 40%

Math — % of Students in PARCC Level, 2017-18 PARCC Level

High Growth / Typical Growth / Low Growth

- Level 1: 0%
- Level 2: 35% / 30% / 35%
- Level 3: (Level 4) 32% / 27% / 41%
- Level 5: 20% / 53% / 27%

Student Growth by Grade

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

ELA — Median Student Growth Percentile

- Grade 4: Low 21
- Grade 5: Typical 61
- Grade 6, Grade 7, Grade 8

Math — Median Student Growth Percentile

- Grade 4: Low 25
- Grade 5: Typical 60
- Grade 6, Grade 7

NJ SCHOOL PERFORMANCE REPORT

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(31-5570-135)

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2018-2019

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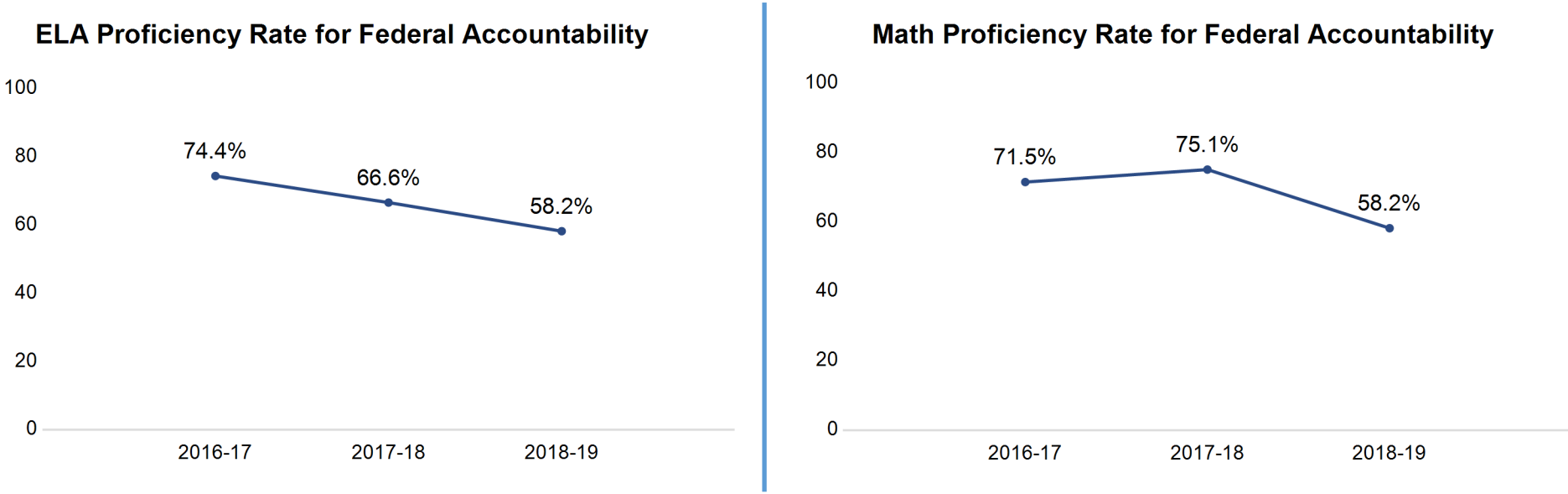† This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.4%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	74.4%	66.6%	58.2%	71.5%	75.1%	58.2%
Annual Target	72.5%	72.9%	73.3%	66.1%	66.9%	67.6%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	170	100.0	58.2	72.1	57.9	58.2	73.3	Not Met
White	112	100.0	57.1	72.3	66.9	57.1	73.5	Not Met
Hispanic	35	100.0	54.3	60.4	43.9	54.3	70.3	Not Met
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	86.7	83.1	82.9	86.7	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	76	100.0	69.7	78.9	64.8	69.7		
Male	94	100.0	48.9	65.7	51.3	48.9		
Economically Disadvantaged Students	20	100.0	55.0	48.5	40.0	55.0	46.8	Met Target
Non-Economically Disadvantaged Students	150	100.0	58.7	74.7	67.9	58.7		
Students with Disabilities	30	100.0	30.0	29.2	22.7	30.0	45.9	Not Met
Students without Disabilities	140	100.0	64.3	81.3	65.1	64.3		
English Learners	*	*	*	35.4	29.3	*	**	**
Non-English Learners	*	*	*	72.8	60.6	*		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

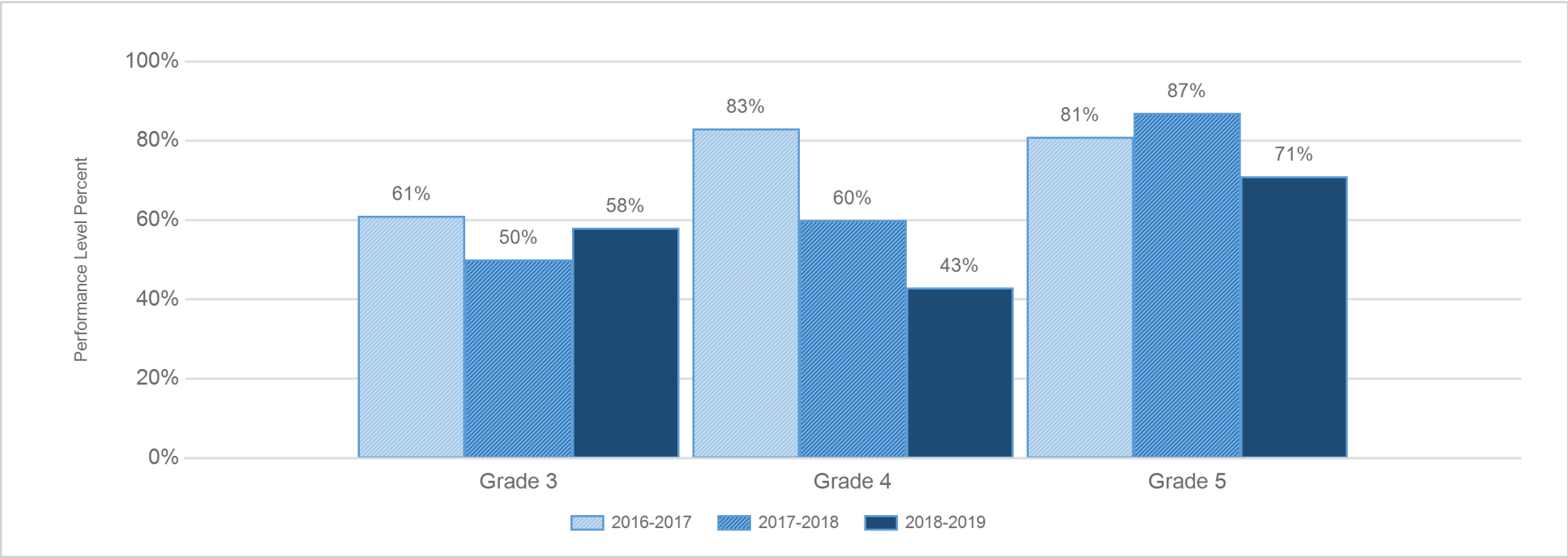† Target was met within a confidence interval.

Randall Carter Elementary School

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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.

Grade 3: 2016-2017 61%, 2017-2018 50%, 2018-2019 58%
Grade 4: 2016-2017 83%, 2017-2018 60%, 2018-2019 43%
Grade 5: 2016-2017 81%, 2017-2018 87%, 2018-2019 71%

NJ SCHOOL PERFORMANCE REPORT

Randall Carter Elementary School

(31-5570-135)

Grades Offered: PK-05

2018-2019

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	57	754	753	748	*	*	26%	*	*	58%	50%
White	39	754	752	757	*	*	*	*	*	62%	60%
Hispanic	*	*	752	734	*	*	*	*	*	*	36%
Black or African American	*	*	756	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	734	756	*	*	*	*	*	*	58%
Female	25	761	758	753	*	*	*	*	*	68%	55%
Male	32	749	749	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	728	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	759	754	*	*	*	*	*	*	56%
English Learners	*	*	732	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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	51	742	756	755	*	*	31%	*	*	43%	57%
White	30	744	755	763	*	*	40%	*	*	37%	67%
Hispanic	15	730	748	743	*	*	*	*	*	40%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	756	762	N	N	N	N	N	N	64%
Female	20	750	764	760	*	*	*	*	*	55%	62%
Male	31	737	750	750	*	*	*	*	*	35%	53%
Economically Disadvantaged Students	10	727	734	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	41	746	759	765	*	*	*	*	*	44%	69%
Students with Disabilities	*	*	731	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	761	*	*	*	*	*	*	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	762	762	756	*	*	17%	*	*	71%	58%
White	45	761	761	764	*	*	*	*	*	67%	68%
Hispanic	12	763	754	743	0%	0%	*	*	*	83%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	32	767	765	761	*	*	*	*	*	81%	64%
Male	33	757	759	750	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	764	766	*	*	*	*	*	*	69%
Students with Disabilities	13	730	735	724	*	*	*	*	*	31%	23%
Students without Disabilities	52	770	769	762	*	*	*	*	*	81%	65%
English Learners	N	N	749	713	N	N	N	N	N	N	11%
Non-English Learners	65	762	762	758	*	*	17%	*	*	71%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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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	170	100.0	58.2	61.4	44.5	58.2	67.6	Not Met
White	112	100.0	60.7	60.7	54.1	60.7	68.9	Not Met
Hispanic	35	100.0	31.4	47.2	28.8	31.4	66.9	Not Met
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	100.0	82.1	76.5	100.0	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	76	100.0	50.0	60.3	44.9	50.0		
Male	94	100.0	64.9	62.3	44.2	64.9		
Economically Disadvantaged Students	20	100.0	35.0	35.2	26.3	35.0	65.8	Not Met
Non-Economically Disadvantaged Students	150	100.0	61.3	64.4	54.9	61.3		
Students with Disabilities	30	100.0	26.7	23.8	17.4	26.7	39.8	Met Target†
Students without Disabilities	140	100.0	65.0	69.5	50.0	65.0		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	61.9	46.5	*		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

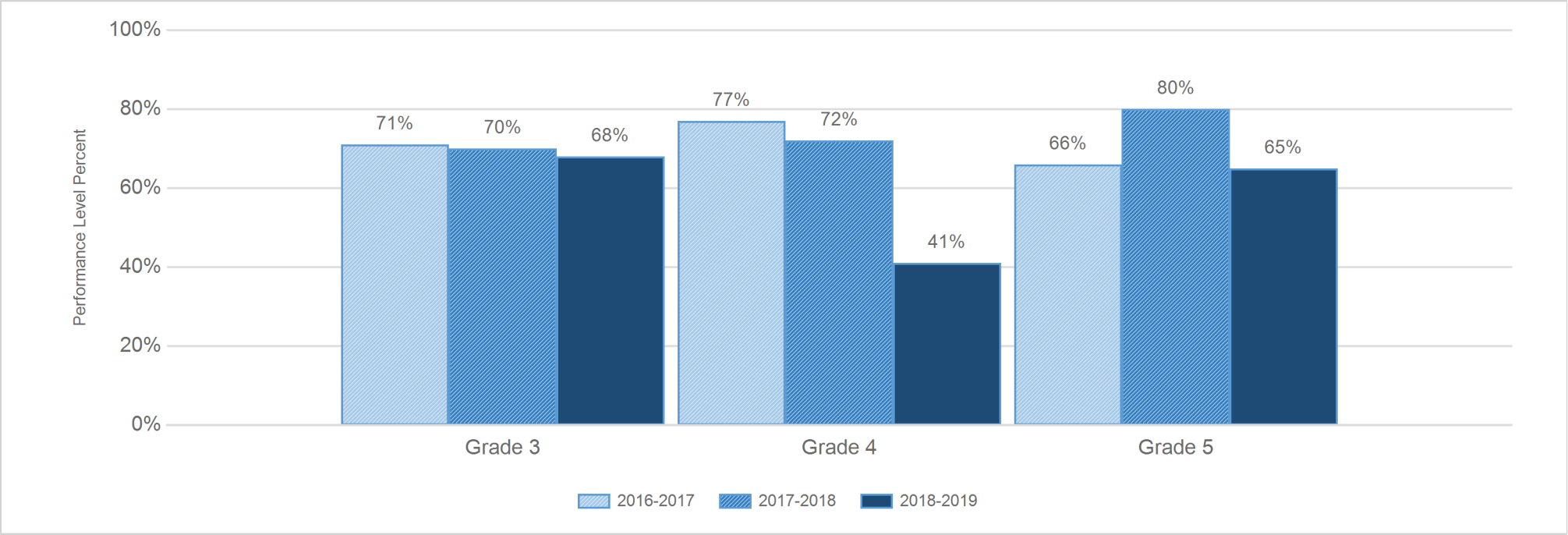**NJ SCHOOL PERFORMANCE REPORT**

Randall Carter Elementary School

(31-5570-135)

Grades Offered: PK-05

2018-2019

Report Key:
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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.

Grade 3: 2016-2017 71%, 2017-2018 70%, 2018-2019 68%
Grade 4: 2016-2017 77%, 2017-2018 72%, 2018-2019 41%
Grade 5: 2016-2017 66%, 2017-2018 80%, 2018-2019 65%

Legend: 2016-2017 | 2017-2018 | 2018-2019

† 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.

Randall Carter Elementary School

(31-5570-135)

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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	57	760	763	752	*	*	21%	*	*	68%	55%
White	39	758	763	760	*	*	*	*	*	67%	66%
Hispanic	*	*	761	739	*	*	*	*	*	*	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	751	758	*	*	*	*	*	*	62%
Female	25	758	763	751	*	*	*	*	*	60%	54%
Male	32	761	763	752	*	*	*	*	*	75%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	765	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	744	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	*	*	742	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	764	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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(31-5570-135)

Grades Offered: PK-05

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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	747	758	749	0%	25%	33%	*	*	41%	51%
White	30	748	756	757	0%	*	33%	*	*	47%	62%
Hispanic	15	735	750	737	0%	*	*	*	*	20%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	761	754	N	N	N	N	N	N	58%
Female	20	742	758	749	0%	*	*	*	*	30%	50%
Male	31	750	758	749	0%	*	*	*	*	48%	52%
Economically Disadvantaged Students	10	734	738	734	0%	*	*	*	*	30%	32%
Non-Economically Disadvantaged Students	41	750	760	759	0%	*	*	*	*	44%	63%
Students with Disabilities	*	*	738	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	740	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	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%

NJ SCHOOL PERFORMANCE REPORT

Randall Carter Elementary School

(31-5570-135)

Grades Offered: PK-05

2018-2019

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	65	764	761	747	*	*	32%	45%	20%	65%	47%
White	45	762	760	755	0%	*	33%	*	*	64%	58%
Hispanic	12	758	747	735	0%	0%	*	*	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	32	760	757	747	*	*	*	*	*	53%	47%
Male	33	767	765	747	*	*	*	*	*	76%	47%
Economically Disadvantaged Students	*	*	744	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	764	757	*	*	*	*	*	*	59%
Students with Disabilities	13	740	738	725	*	*	*	*	*	15%	19%
Students without Disabilities	52	770	767	752	*	*	*	*	*	77%	52%
English Learners	N	N	750	718	N	N	N	N	N	N	12%
Non-English Learners	65	764	762	749	*	*	32%	45%	20%	65%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

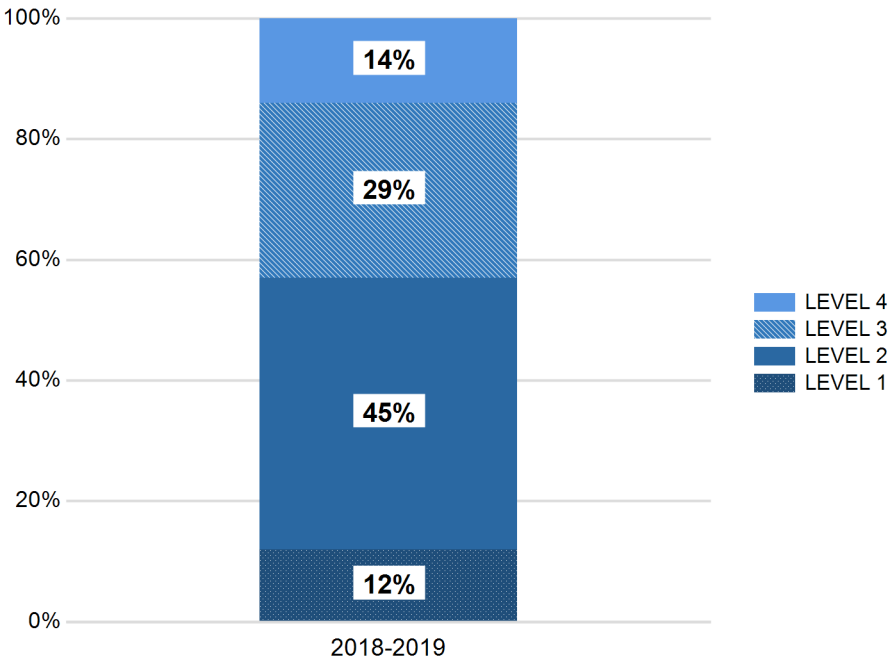**Randall Carter Elementary School**
(31-5570-135)
Grades Offered: PK-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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2018-2019

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.

2018-2019

- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

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	12	45	29	14
White	13	44	31	11
Hispanic	8	67	17	8
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	13	47	22	19
Male	12	42	36	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	38	54	8	0
Students without Disabilities	6	42	35	17
English Learners	N	N	N	N
Non-English Learners	12	45	29	14
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

Randall Carter Elementary School
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Grades Offered: PK-05

2018-2019

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	6.2	8.9	Met
White	14	6.5	8.9	Met
Hispanic	5	8.1	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	13	8.8		
Male	7	4.0		
Economically Disadvantaged Students	4	10.5	8.9	Not Met
Students with Disabilities	4	7.0	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
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.

Days Absent bar chart — Percentage of Students vs. Number of Absences:
- 0: 6%
- 1-5: 38%
- 6-10: 34%
- 11-15: 14%
- Over 15: 8%

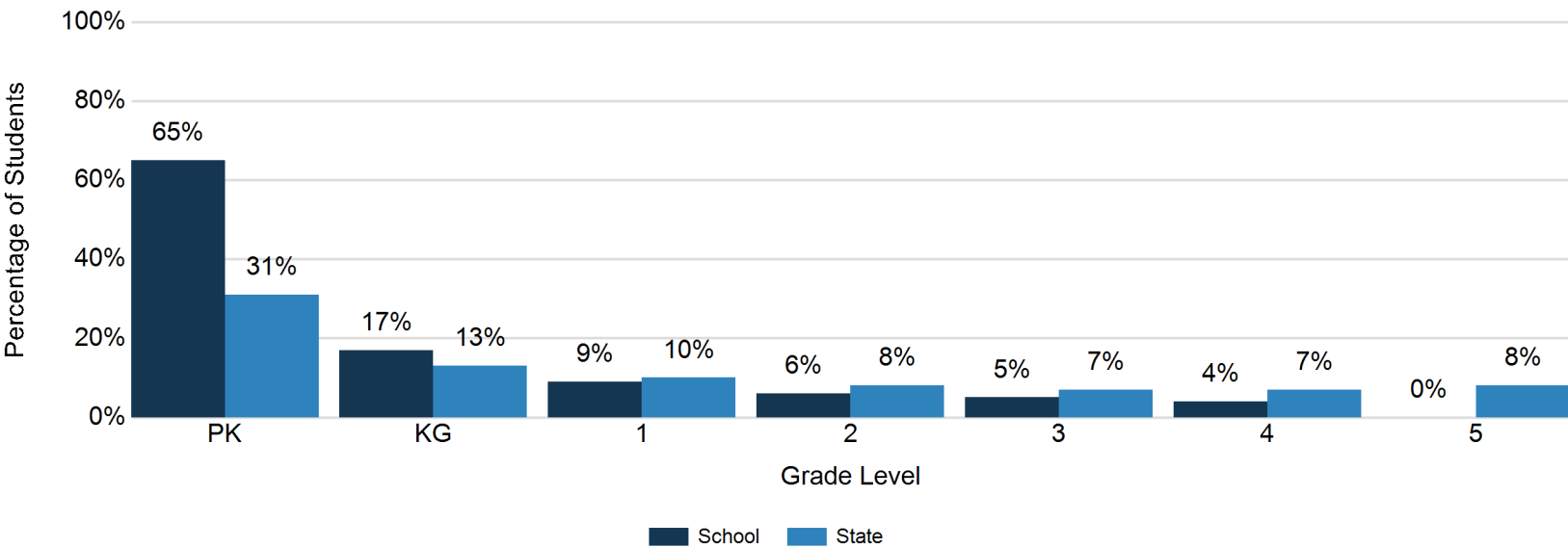**NJ SCHOOL PERFORMANCE REPORT**

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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	3.48

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	6	6
Religion	0	0	0
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	0		0

Student Disciplinary Removals

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

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

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

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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	8:55 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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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2018-2019

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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	14.1	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	85.2%	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	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	345:1	176:1
Teachers to Administrators	27:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

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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 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	46.4%	88.9%	0.0%	48.4%	77.1%	54.9%
Male	53.6%	11.1%	100.0%	51.6%	22.9%	45.1%
White	67.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	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	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher ████████ 37%

Admin   N/A

Master's Degree

Teacher ████████████ 63%

Admin   ████████████████ 100%

Doctoral Degree

Teacher 0%

Admin   0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	96.4%

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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.

Randall Carter Elementary School

(31-5570-135)

Grades Offered: PK-05

2018-2019

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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

NJ SCHOOL PERFORMANCE REPORT

Randall Carter Elementary School

(31-5570-135)

Grades Offered: PK-05

2018-2019

Report Key:
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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	74.4%	66.6%	58.2%
Math Proficiency	71.5%	75.1%	58.2%
ELA Growth	62	56	44
Math Growth	59	54	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.8%	4.3%	6.2%

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

Randall Carter Elementary School

(31-5570-135)

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2018-2019

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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.

NJ SCHOOL PERFORMANCE REPORT

Randall Carter Elementary School

(31-5570-135)

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Randall Carter Elementary School
(31-5570-135)
Grades Offered: PK-05
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:	• Dodge Foundation and Princeton University grant to implement an Arts Integration Projects for the school and in all classes. • Worked to bring in a theater group to work with kindergarten and first grade students on reading, writing, and social emotional learning. • Sustainable Jersey Bronze Award.
Mission, Vision, Theme:	Randall Carter Elementary School is dedicated to providing a learning environment in which children are safe, secure, and enriched through a variety of learning experiences from Kindergarten through Grade 5. Our success is a result of a collaborative relationship between our staff and our community. We work to accomplish this goal by encouraging our students to become creative life-long learners while preparing them to be socially responsible citizens and contributing members of our society.
Awards, Recognition, Accomplishments:	Randall Carter designated a No Place for Hate School by the Anti-Defamation League, receiving the Gold distinction by the organization. In addition, it is an Asthma Friendly School. Randall Carter has also been awarded numerous grants, including the Dodge Arts Integration grant.

Randall Carter Elementary School

(31-5570-135)

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2018-2019

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Courses, Curriculum, Instruction:	The curricula are rooted in the NJSLS. Students learn within a Balanced Literacy framework of instruction, and students in grades K-2 receive a systematic program in critical foundational skills through the Fundations program. The math program emphasizes conceptual understanding, critical thinking, and problem solving. Our science program promotes critical thinking and communication through an inquiry-based approach and hands-on learning opportunities.
Clubs and Activities:	The Parent Teacher Organization provides after school club opportunities to all students in grades K-5.

NJ SCHOOL PERFORMANCE REPORT

Randall Carter Elementary School

(31-5570-135)

Grades Offered: PK-05

2018-2019

School Narrative

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Before and After School Programs:	Before care and after care are available through the Extended Day Program.
Staff and Professional Learning:	Teachers and administrators collaborate to ensure curricular consistency and a collegial climate for all. Professional learning opportunities are standards-aligned and include topics related to Readers'/Writers' Workshop, enVision Mathematics, Next Generation Science, and other areas of professional expertise. Teachers critically examine their instruction and discuss practices to nurture professional growth on a continual basis.

NJ SCHOOL PERFORMANCE REPORT

Randall Carter Elementary School

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2018-2019

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Student Supports and Services:	Student support services such as Occupational Therapy, Physical Therapy, and speech are provided to identified students. Additional academic supports are provided to identified students in reading and math through instruction by the school's reading specialist and basic skills teacher. We also offer enrichment opportunities for all students and a gifted and talented program for identified students in grades 4 and 5.
Student Health and Wellness:	Our elementary nurse teaches grade level lessons focusing on health and wellness. Breakfast before the bell is offered each morning. Students are engaged in physical activities during their physical education classes and daily recess.
Parent and Community Involvement:	Our PTO work closely continually contribute to the school climate and well being of our students. They created an effective after school enrichment program which is taught by faculty members. The PTO is a very important part of our school community.

Randall Carter Elementary School

(31-5570-135)

Grades Offered: PK-05

2018-2019

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Other Information	Students are engaged in 21st century learning opportunities through the use of ipads, chromebooks, desktops, Smart Tables, and/or interactive whiteboards. Character education is an important part of our daily life as students learn social skills with emphasis on kindness and empathy so they may become contributing and capable members of our community.

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School
(31-5570-140)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Ryerson Elementary School
(31-5570-140)
Grades Offered: PK-05
2018-2019

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	Passaic
District	Wayne Township Public School District
Principal Name	Ms. Debora Foti
Address	30 MC CLELLAND AVENUE WAYNE, NJ 07470-7411
Phone Number	973-633-3180
Email Address	dfoti@wayneschools.com
Website	https://www.wayneschools.com/ry
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

NJ SCHOOL PERFORMANCE REPORT

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

Enrollment Trends by Grade

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	29	38	32
KG	39	48	48
1	38	32	45
2	42	45	35
3	42	46	44
4	48	42	44
5	41	52	41
Total	279	303	289

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%	45.5%	46.0%
Male	49.1%	54.5%	54.0%
Economically Disadvantaged Students	49.5%	46.2%	46.4%
Students with Disabilities	26.5%	25.1%	27.7%
English Learners	8.6%	12.2%	11.8%
Homeless Students	0.0%	0.0%	0.3%
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	63.4%	60.1%	62.6%
Hispanic	23.7%	25.7%	25.6%
Black or African American	3.6%	4.0%	2.4%
Asian	8.2%	8.9%	7.6%
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	1.1%	1.3%	1.7%

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	23	31	26
PK - Full Day	6	7	6
KG - Half Day	13	13	15
KG - Full Day	26	35	33

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	77.2%
Arabic	5.5%
Turkish	4.8%
Spanish	3.5%
Albanian	2.1%
Other Languages	6.9%

Ryerson Elementary School

(31-5570-140)

Grades Offered: PK-05

2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

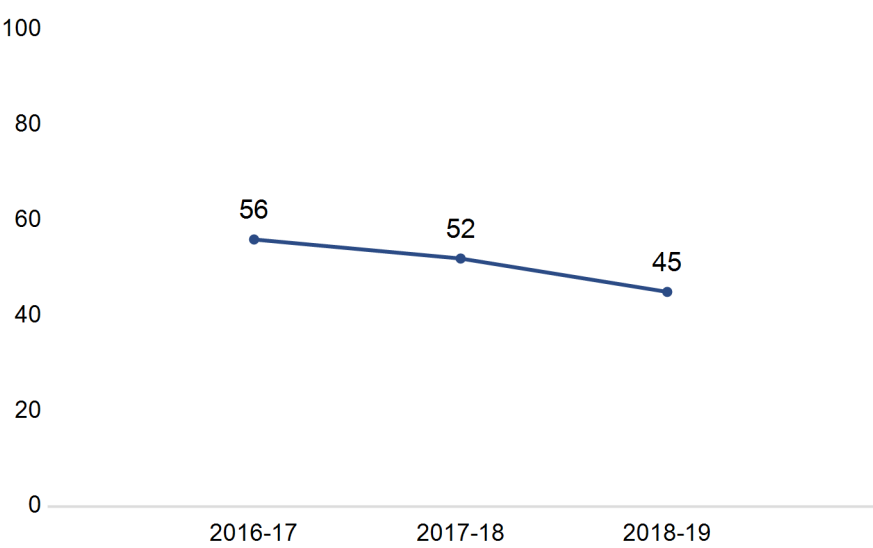| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	52	45	60.5	40	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School

(31-5570-140)

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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	45	58	50	Met Standard	50	53	50	Met Standard
White	40	59	50	Met Standard	47	51	52	Met Standard
Hispanic	46	48	49	Met Standard	53.5	52	47	Met Standard
Black or African American	*	66	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51	49	**	*	59	52	**
Female	44.5	61	53	N	50	52	50	N
Male	49	54	47	N	50	55	51	N
Economically Disadvantaged Students	41.5	51.5	48	Met Standard	53.5	50	46	Met Standard
Students with Disabilities	59	47	43	**	58	50	45	**
English Learners	*	67	52	**	*	71.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

Ryerson Elementary School
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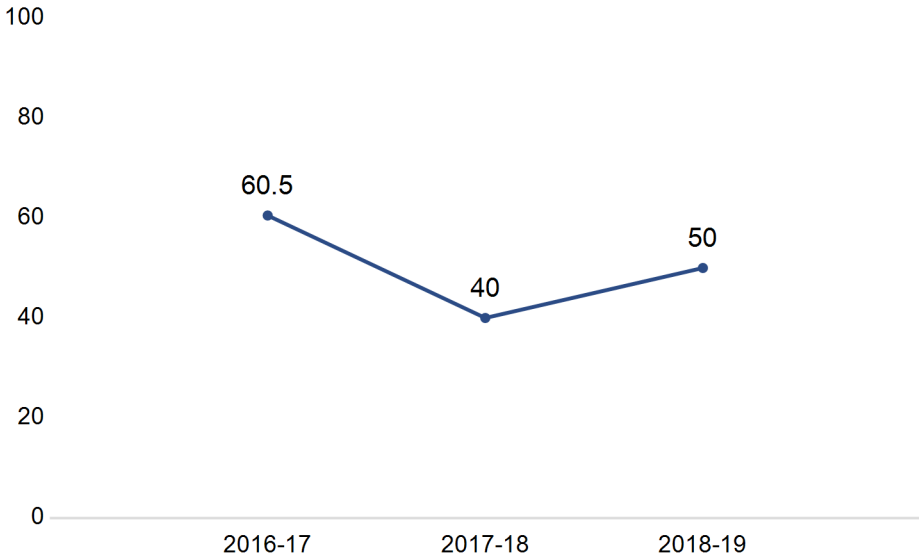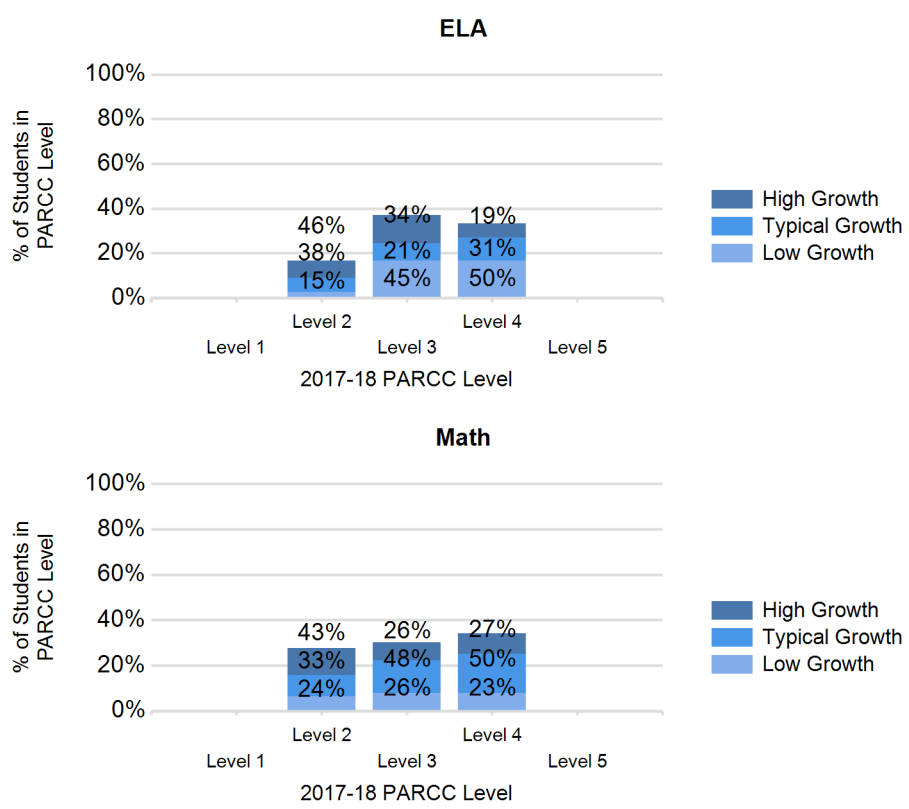† This indicates a table specific note, see note below table

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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

Level 2: 46% / 38% / 15%
Level 3: 34% / 21% / 45%
Level 4: 19% / 31% / 50%

High Growth
Typical Growth
Low Growth

2017-18 PARCC Level

Math

Level 2: 43% / 33% / 24%
Level 3: 26% / 48% / 26%
Level 4: 27% / 50% / 23%

High Growth
Typical Growth
Low Growth

2017-18 PARCC Level

Student Growth by Grade

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

ELA

Grade 4: Typical 50
Grade 5: Typical 39

Math

Grade 4: Typical 47
Grade 5: Typical 54

NJ SCHOOL PERFORMANCE REPORT

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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

- 2016-17: 55.1%
- 2017-18: 43.3%
- 2018-19: 47.6%

Math Proficiency Rate for Federal Accountability

- 2016-17: 44.2%
- 2017-18: 38.8%
- 2018-19: 40.3%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	99.3%	99.2%	98.5%	98.6%	97.7%
Proficiency Rate for Federal Accountability	55.1%	43.3%	47.6%	44.2%	38.8%	40.3%
Annual Target	50.7%	52.3%	53.8%	45.2%	47.1%	48.9%
Met Annual Target?	Met Target	Not Met	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.
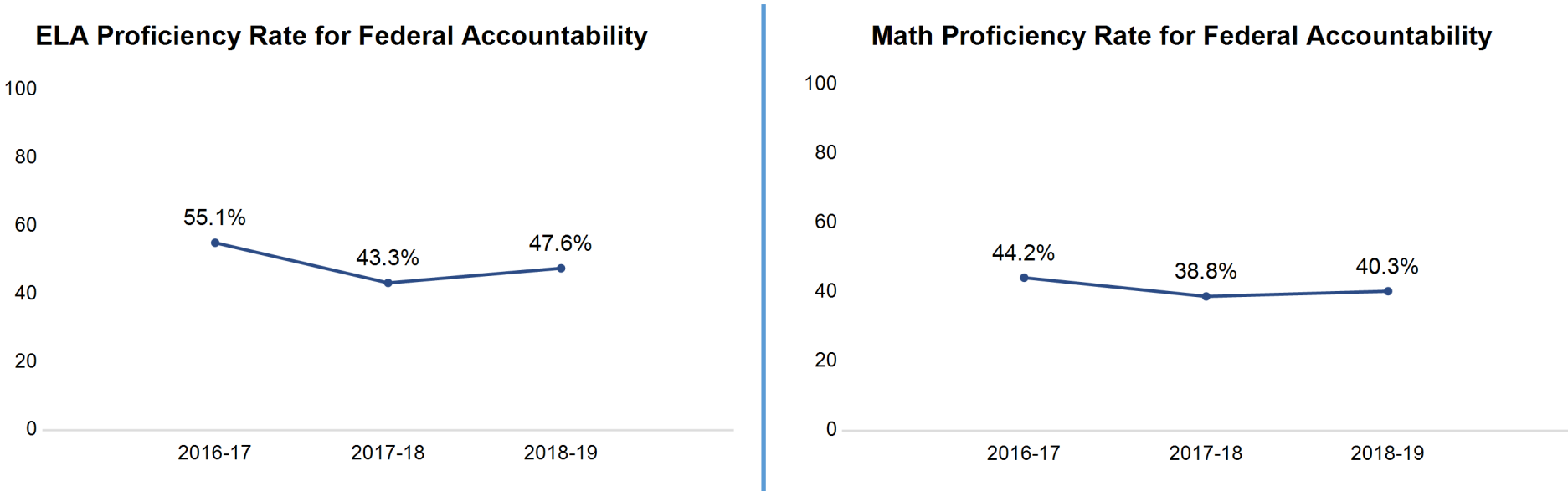
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English Language Arts Assessment - Participation and Performance

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	124	99.2	47.6	72.1	57.9	47.6	53.8	Met Target†
White	67	98.6	55.2	72.3	66.9	55.2	56.5	Met Target†
Hispanic	38	100.0	44.7	60.4	43.9	44.7	43.9	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	36.4	83.1	82.9	36.4	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	65	98.5	52.3	78.9	64.8	52.3		
Male	59	100.0	42.4	65.7	51.3	42.4		
Economically Disadvantaged Students	62	98.5	35.5	48.5	40.0	35.5	44.1	Met Target†
Non-Economically Disadvantaged Students	62	100.0	59.7	74.7	67.9	59.7		
Students with Disabilities	23	96.2	13.0	29.2	22.7	13.0	21.3	Met Target†
Students without Disabilities	101	100.0	55.4	81.3	65.1	55.4		
English Learners	13	100.0	*	35.4	29.3	*	**	**
Non-English Learners	111	99.2	*	72.8	60.6	*		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School
(31-5570-140)
Grades Offered: PK-05
2018-2019

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.

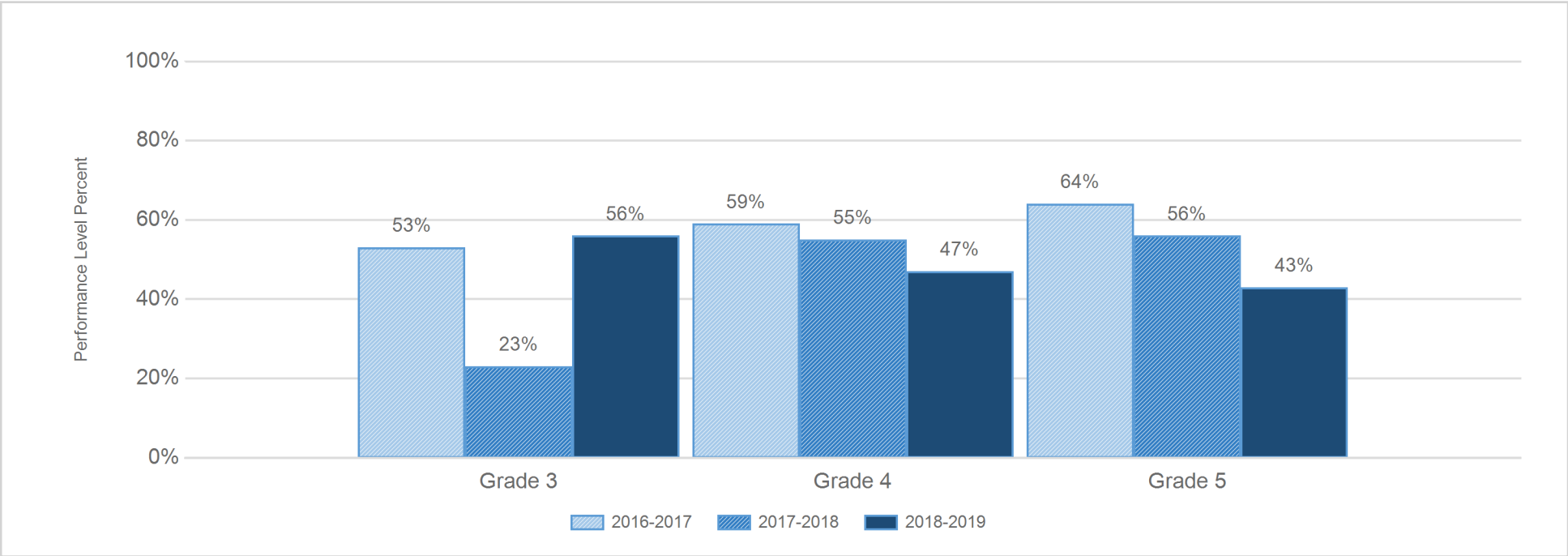| Grade	2016-2017	2017-2018	2018-2019
Grade 3	53%	23%	56%
Grade 4	59%	55%	47%
Grade 5	64%	56%	43%

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School

(31-5570-140)

Grades Offered: PK-05

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	746	753	748	27%	*	*	*	*	56%	50%
White	21	746	752	757	*	*	*	*	*	57%	60%
Hispanic	13	753	752	734	*	*	*	*	*	62%	36%
Black or African American	*	*	756	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	734	756	*	*	*	*	*	*	58%
Female	20	746	758	753	*	*	*	*	*	55%	55%
Male	21	745	749	743	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	20	733	739	731	*	*	*	*	*	45%	33%
Non-Economically Disadvantaged Students	21	758	754	759	*	*	*	*	*	67%	61%
Students with Disabilities	*	*	728	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	759	754	*	*	*	*	*	*	56%
English Learners	*	*	732	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School
(31-5570-140)
Grades Offered: PK-05
2018-2019

Report Key:
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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	43	745	756	755	*	*	30%	*	*	47%	57%
White	24	749	755	763	*	*	*	*	*	54%	67%
Hispanic	14	740	748	743	*	*	*	*	*	50%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	756	762	N	N	N	N	N	N	64%
Female	19	756	764	760	*	*	*	*	*	58%	62%
Male	24	737	750	750	*	*	*	*	*	38%	53%
Economically Disadvantaged Students	18	741	734	740	*	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	25	748	759	765	*	*	*	*	*	52%	69%
Students with Disabilities	*	*	731	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	761	*	*	*	*	*	*	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School

(31-5570-140)

Grades Offered: PK-05

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

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	42	749	762	756	*	*	38%	*	*	43%	58%
White	23	754	761	764	0%	*	*	57%	0%	57%	68%
Hispanic	14	735	754	743	*	*	*	*	*	21%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	27	752	765	761	*	*	*	*	*	52%	64%
Male	15	743	759	750	*	*	*	*	*	27%	52%
Economically Disadvantaged Students	26	745	746	740	*	*	*	*	*	31%	39%
Non-Economically Disadvantaged Students	16	754	764	766	*	*	*	*	*	63%	69%
Students with Disabilities	*	*	735	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	769	762	*	*	*	*	*	*	65%
English Learners	*	*	749	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School

(31-5570-140)

Grades Offered: PK-05

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	124	97.7	40.3	61.4	44.5	40.3	48.9	Not Met
White	68	97.3	42.6	60.7	54.1	42.6	54.5	Not Met
Hispanic	37	97.6	45.9	47.2	28.8	45.9	30.6	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	36.4	82.1	76.5	36.4	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	65	98.5	40.0	60.3	44.9	40.0		
Male	59	96.9	40.7	62.3	44.2	40.7		
Economically Disadvantaged Students	61	97.0	36.1	35.2	26.3	36.1	35	Met Target
Non-Economically Disadvantaged Students	63	98.5	44.4	64.4	54.9	44.4		
Students with Disabilities	22	92.3	*	23.8	17.4	*	24.3	Not Met
Students without Disabilities	102	99.1	*	69.5	50.0	*		
English Learners	15	100.0	26.7	37.5	25.0	26.7	**	**
Non-English Learners	109	97.5	42.2	61.9	46.5	42.2		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

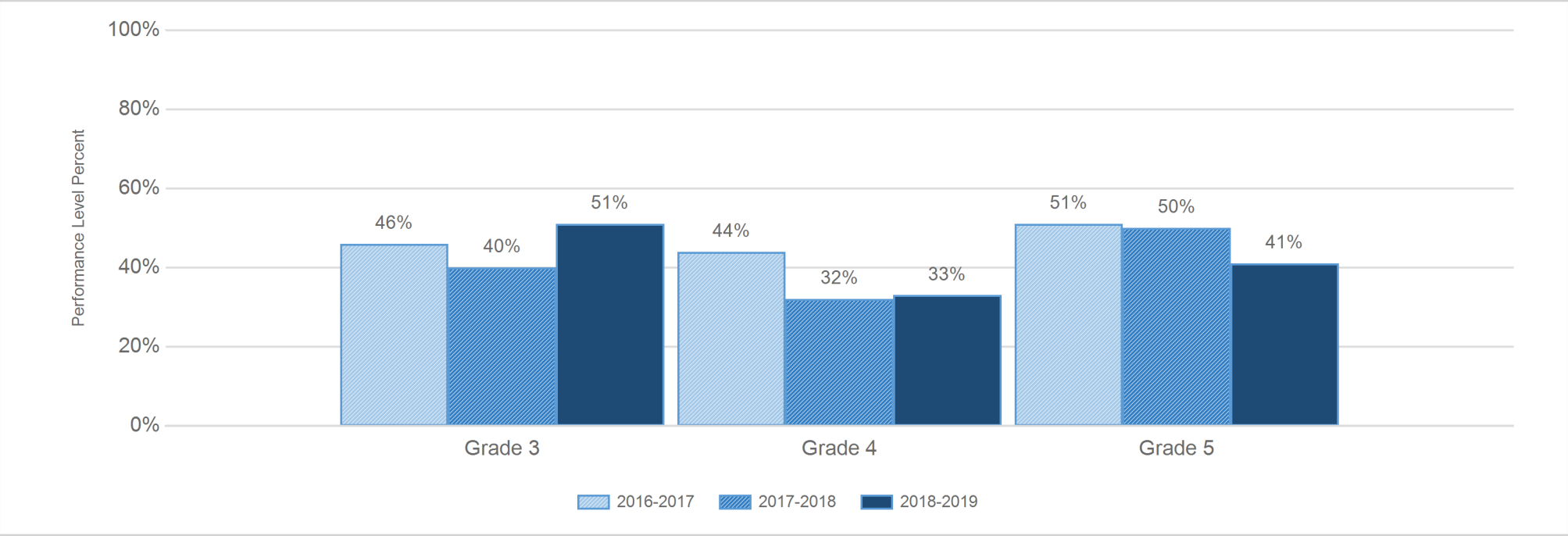† Target was met within a confidence interval.

Ryerson Elementary School

(31-5570-140)

Grades Offered: PK-05

2018-2019

Report Key:
- ***** Data is not displayed in order to protect student privacy
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- **N** No Data is available to display
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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.

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School
(31-5570-140)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
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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	43	748	763	752	*	*	26%	*	*	51%	55%
White	23	750	763	760	*	*	*	*	*	52%	66%
Hispanic	13	755	761	739	*	*	*	*	*	69%	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	751	758	*	*	*	*	*	*	62%
Female	20	752	763	751	*	*	*	*	*	50%	54%
Male	23	745	763	752	*	*	*	*	*	52%	56%
Economically Disadvantaged Students	20	738	747	737	*	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	23	757	765	761	*	*	*	*	*	61%	67%
Students with Disabilities	*	*	744	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	*	*	742	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	764	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School

(31-5570-140)

Grades Offered: PK-05

2018-2019

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	42	742	758	749	*	*	45%	*	*	33%	51%
White	24	747	756	757	0%	*	54%	*	*	33%	62%
Hispanic	13	736	750	737	*	*	*	*	*	38%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	761	754	N	N	N	N	N	N	58%
Female	19	740	758	749	*	*	*	*	*	32%	50%
Male	23	744	758	749	*	*	*	*	*	35%	52%
Economically Disadvantaged Students	17	738	738	734	*	*	*	*	*	29%	32%
Non-Economically Disadvantaged Students	25	745	760	759	*	*	*	*	*	36%	63%
Students with Disabilities	*	*	738	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	740	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	759	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School

(31-5570-140)

Grades Offered: PK-05

2018-2019

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.

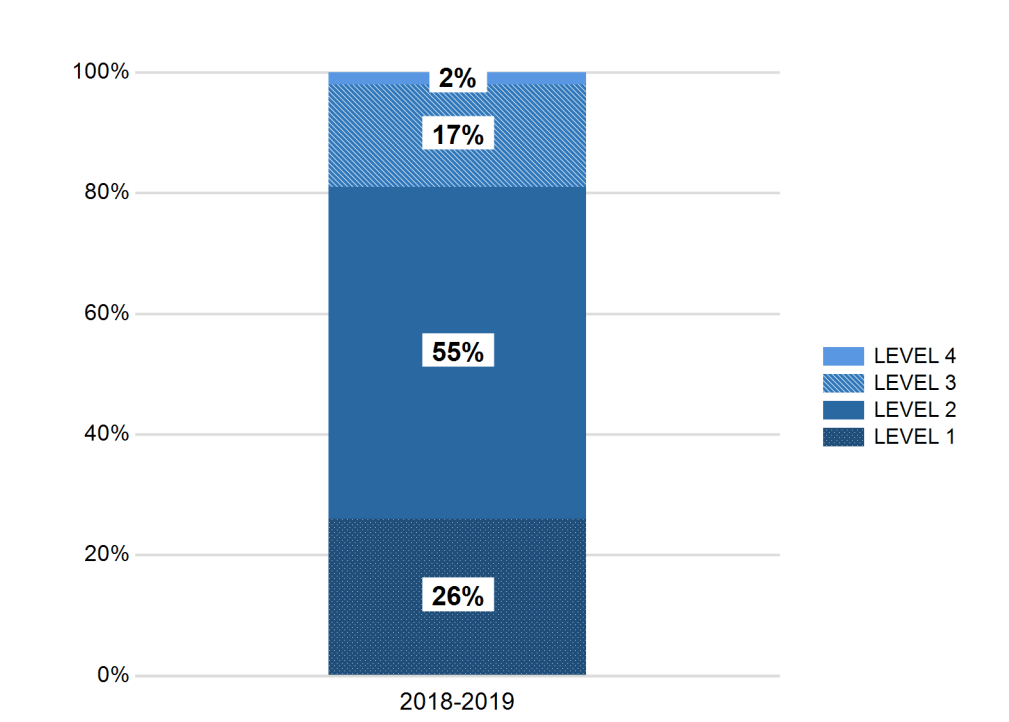| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	742	761	747	*	*	32%	*	*	41%	47%
White	22	748	760	755	*	*	*	*	*	45%	58%
Hispanic	14	733	747	735	*	*	*	*	*	36%	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	27	743	757	747	*	*	*	*	*	44%	47%
Male	14	740	765	747	*	*	*	*	*	36%	47%
Economically Disadvantaged Students	26	743	744	732	*	*	*	*	*	46%	27%
Non-Economically Disadvantaged Students	15	740	764	757	*	*	*	*	*	33%	59%
Students with Disabilities	*	*	738	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	767	752	*	*	*	*	*	*	52%
English Learners	*	*	750	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	762	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Ryerson Elementary School
(31-5570-140)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
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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	N	N
5	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.4%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	23	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School
(31-5570-140)
Grades Offered: PK-05
2018-2019

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.

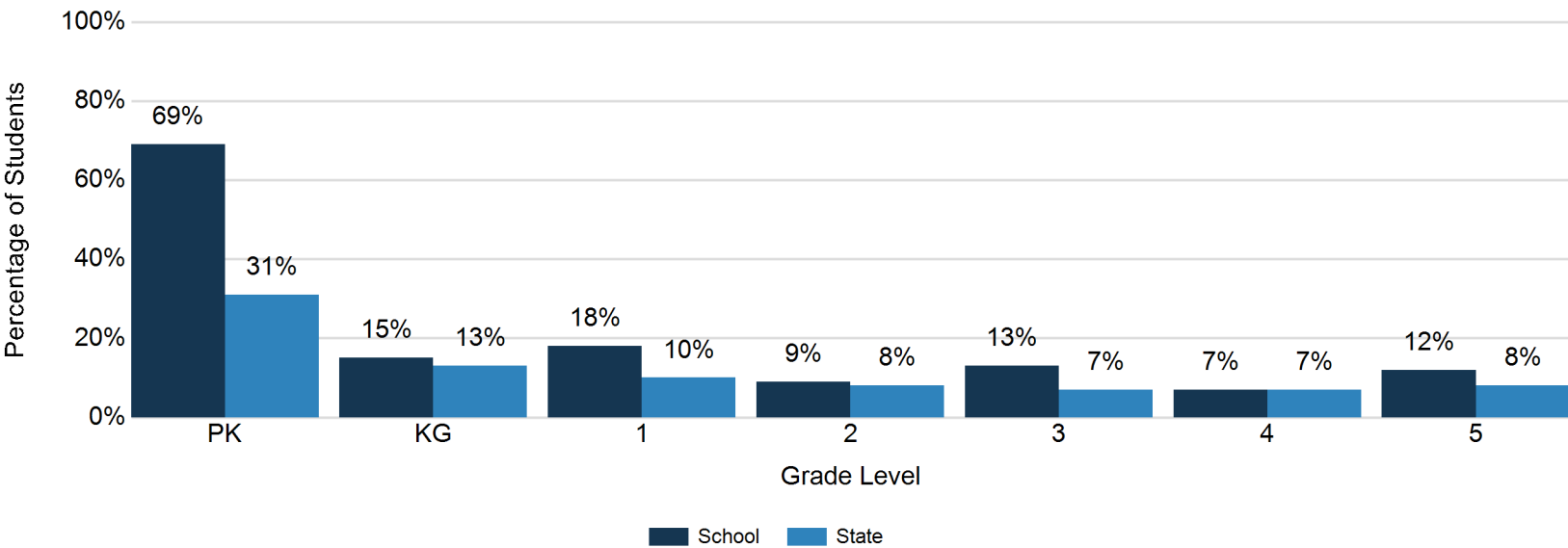| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	26	55	17	2
White	17	57	22	4
Hispanic	43	50	7	0
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	30	52	19	0
Male	20	60	13	7
Economically Disadvantaged Students	31	50	15	4
Non-Economically Disadvantaged Students	19	63	19	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

NJ SCHOOL PERFORMANCE REPORT

Ryerson Elementary School
(31-5570-140)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	12.2	8.9	Not Met
White	17	11.8	8.9	Not Met
Hispanic	7	10.4	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	15.4	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	13	11.6		
Male	16	12.8		
Economically Disadvantaged Students	17	13.7	8.9	Not Met
Students with Disabilities	12	20.7	8.9	Not Met
English Learners	3	14.3	8.9	Not Met
Homeless Students	*	*		
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.

Ryerson Elementary School

(31-5570-140)

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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.

Chart: Percentage of Students by Grade Level (School vs State)

Grade Level	School	State
PK	69%	31%
KG	15%	13%
1	18%	10%
2	9%	8%
3	13%	7%
4	7%	7%
5	12%	8%

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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0.69

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
10

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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	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	9.0	10.8
Percentage of Teachers with 4 or more years experience in the district	72.4%	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	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	289:1	176:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

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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	46.0%	89.7%	100.0%	48.4%	77.1%	54.9%
Male	54.0%	10.3%	0.0%	51.6%	22.9%	45.1%
White	62.6%	96.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	25.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.4%	3.4%	0.0%	15.0%	6.6%	13.9%
Asian	7.6%	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	1.7%	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

Teacher — 45%
Admin — N/A

Master's Degree

Teacher — 55%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.2%

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2018-2019

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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.1%	43.3%	47.6%
Math Proficiency	44.2%	38.8%	40.3%
ELA Growth	56	52	45
Math Growth	60	40	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.1%	47.4%
Chronic Absenteeism	7.8%	11.3%	12.2%

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

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

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Standard	Met Standard	**	Not Met	No
White	Met Target†	Not Met	Met Standard	Met Standard	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/a	**	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	Met Target†	Not Met	**	**	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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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 a Balanced Literacy framework, enVision Mathematics, and Next Generation Science Standards learning. • Technology-infused curriculum uses Chromebooks, iPads, desktop computers, and various web-based resources. • James Patterson Partnership Grant 2016, Sustainable Jersey Bronze Award; Schoolwide Title 1 Grant; STEM Grant Recipient 2019
Mission, Vision, Theme:	Ryerson Elementary School is an exemplary school consisting of students in grades Preschool to 5. Our teachers use multiple instructional strategies, consisting of data, benchmarks, and formative assessments to drive instruction. Students at Ryerson Elementary School are immersed in an educational setting which allows them to work independently and cooperatively while focusing on academic and social/emotional growth. As a Schoolwide Title 1 Grant recipient, students at Ryerson Elementary School receive additional support and access to extracurricular activities.
Awards, Recognition, Accomplishments:	Ryerson Elementary School received a grant from James Patterson and Scholastic Reading Club in the amount of $3000 for the 2016-2917 school year. Also, Ryerson earned bronze status with Sustainable Jersey for Schools, a certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future, one school at a time. Ryerson has also been a recipeint of the Schoolwide Title 1 Grant for the 2018-2019 and 2019-2020 school years. In addition, Ryerson is an Asthma Friendly School.

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Courses, Curriculum, Instruction:	The curricula are rooted in the NJSLS. Students learn within a Balanced Literacy framework of instruction, and students in grades K-2 receive a systematic program in critical foundational skills through the Fundations program. The math program emphasizes conceptual understanding, critical thinking, and problem solving. Our science program promotes critical thinking and communication through an inquiry-based approach and hands-on learning opportunities. As a recipient of the Schoolwide Title 1 Grant and the STEM Grant, students have been given opportunities within and outside of the school day to help strenthen their knowledge of the curriclulum.
Clubs and Activities:	The Parent Teacher Organization provides after school club opportunities to all students in grades K-5.Our school promotes a love and appreciation of the arts by providing instrumental music, vocal music, and art opportunities during the school day.

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Before and After School Programs:	Before care and after care are available through the Extended Day Program.
Staff and Professional Learning:	Teachers and administrators collaborate to ensure curricular consistency and a collegial climate for all. Professional learning opportunities are standards-aligned and include topics related to Readers'/Writers' Workshop, enVision Mathematics, Next Generation Science, and other areas of professional expertise. Teachers critically examine their instruction and discuss practices to nurture professional growth on a continual basis.

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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.

Student Supports and Services:	Student support services such as Occupational Therapy, Physical Therapy, and speech are provided to identified students. Additional academic supports are provided to identified students in reading and math through instruction by the school's reading specialist and basic skills teacher. We also offer enrichment opportunities for all students and a gifted and talented program for identified students in grades 4 and 5.
Student Health and Wellness:	Our elementary nurse and school counselor teach grade level lessons focusing on health and wellness. Breakfast before the bell is offered each morning. Students are engaged in physical activities during their physical education classes and daily recess.
Parent and Community Involvement:	The Ryerson staff and parents work closely in various aspects to best support the students. Ryerson has an active Parent Teacher Organization and support student programs and school initiatives. Parents are informed by administration of school events, activities and important information through the district's School Messenger System. The PTO sends emails and fliers on a weekly basis to keep parents informed.

Ryerson Elementary School

(31-5570-140)

Grades Offered: PK-05

2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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School Narrative

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Other Information	Students are engaged in 21st century learning opportunities through the use of ipads, chromebooks, desktops, Smart Tables, and/or interactive whiteboards. Also, haracter education is an important part of our daily life as students learn social skills with emphasis on kindness and empathy so they may become contributing and capable members of our community. In addition, Ryerson's ESL program develops language acquisition and academic language skills through the use of sound instructional techniques. The goal of the ESL program is to help students develop language skills necessary to be successful students.

NJ SCHOOL PERFORMANCE REPORT

Schuyler Colfax Middle School
(31-5570-145)
Grades Offered: 06-08
2018-2019

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:

Schuyler Colfax Middle School

(31-5570-145)

Grades Offered: 06-08

2018-2019

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	Passaic
District	Wayne Township Public School District
Principal Name	Mr. Matt Mignanelli
Address	1500 HAMBURG TURNPIKE WAYNE, NJ 07470-4024
Phone Number	973-633-3130
Email Address	mmignanelli@wayneschools.com
Website	https://www.wayneschools.com/sc
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

Schuyler Colfax Middle School

(31-5570-145)

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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	233	236	220
7	279	240	235
8	247	275	222
Total	759	751	677

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	49.0%	48.6%	49.5%
Male	51.0%	51.4%	50.5%
Economically Disadvantaged Students	7.0%	8.3%	9.6%
Students with Disabilities	17.7%	19.4%	17.9%
English Learners	0.0%	0.4%	0.4%
Homeless Students	0.3%	0.4%	0.1%
Students in Foster Care	0.1%	0.3%	0.1%
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	78.4%	75.2%	74.9%
Hispanic	8.3%	9.5%	10.5%
Black or African American	1.4%	2.1%	1.3%
Asian	10.8%	11.9%	12.0%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.8%	1.2%	1.3%

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	85.4%
Arabic	2.7%
Spanish	2.2%
Korean	1.8%
Albanian	1.2%
Other Languages	6.8%

Schuyler Colfax Middle School

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

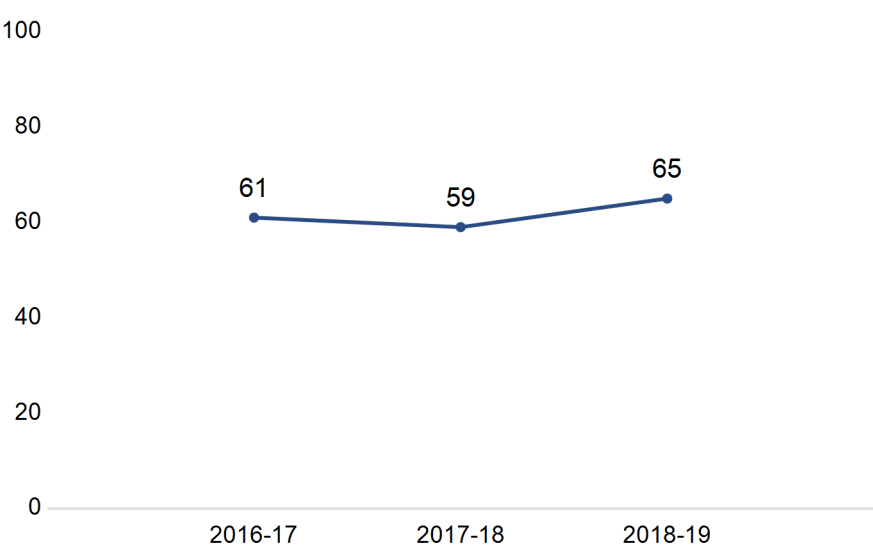| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	61	59	65	58	53	47.5
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

Schuyler Colfax Middle School

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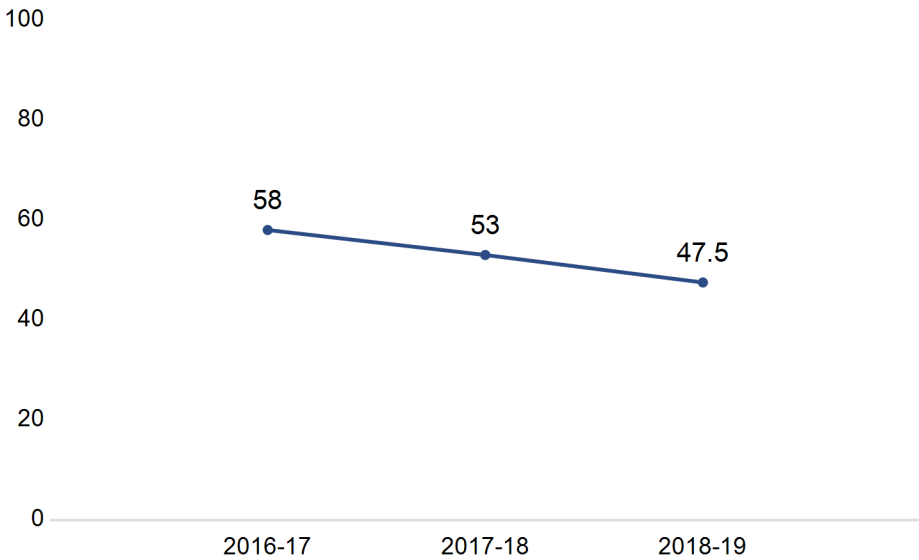† This indicates a table specific note, see note below table

NJ SCHOOL PERFORMANCE REPORT

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	65	58	50	Exceeds Standard	47.5	53	50	Met Standard
White	67	59	50	Exceeds Standard	48.5	51	52	Met Standard
Hispanic	54	48	49	Met Standard	42.5	52	47	Met Standard
Black or African American	*	66	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	62	59.5	59	Exceeds Standard	42.5	62	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51	49	**	*	59	52	**
Female	66	61	53	N	46	52	50	N
Male	64	54	47	N	50	55	51	N
Economically Disadvantaged Students	67	51.5	48	Exceeds Standard	44	50	46	Met Standard
Students with Disabilities	61	47	43	Exceeds Standard	52	50	45	Met Standard
English Learners	*	67	52	**	*	71.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

Schuyler Colfax Middle School
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2018-2019

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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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Schuyler Colfax Middle School

(31-5570-145)

Grades Offered: 06-08

2018-2019

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

- 2016-17: 74.8%
- 2017-18: 77.2%
- 2018-19: 81.2%

Math Proficiency Rate for Federal Accountability

- 2016-17: 57.1%
- 2017-18: 59.0%
- 2018-19: 57.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	98.7%	98.0%	97.3%	98.7%	98.0%
Proficiency Rate for Federal Accountability	74.8%	77.2%	81.2%	57.1%	59.0%	57.6%
Annual Target	72.6%	73.0%	73.4%	54.2%	55.5%	56.9%
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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NJ SCHOOL PERFORMANCE REPORT

Schuyler Colfax Middle School

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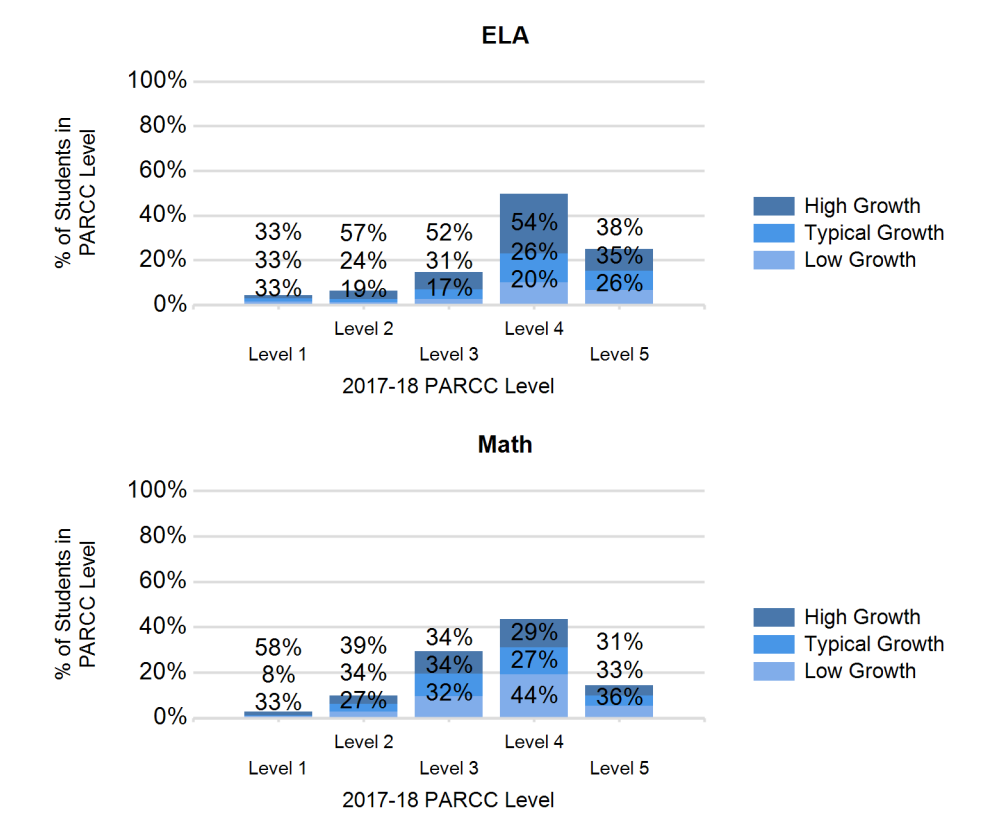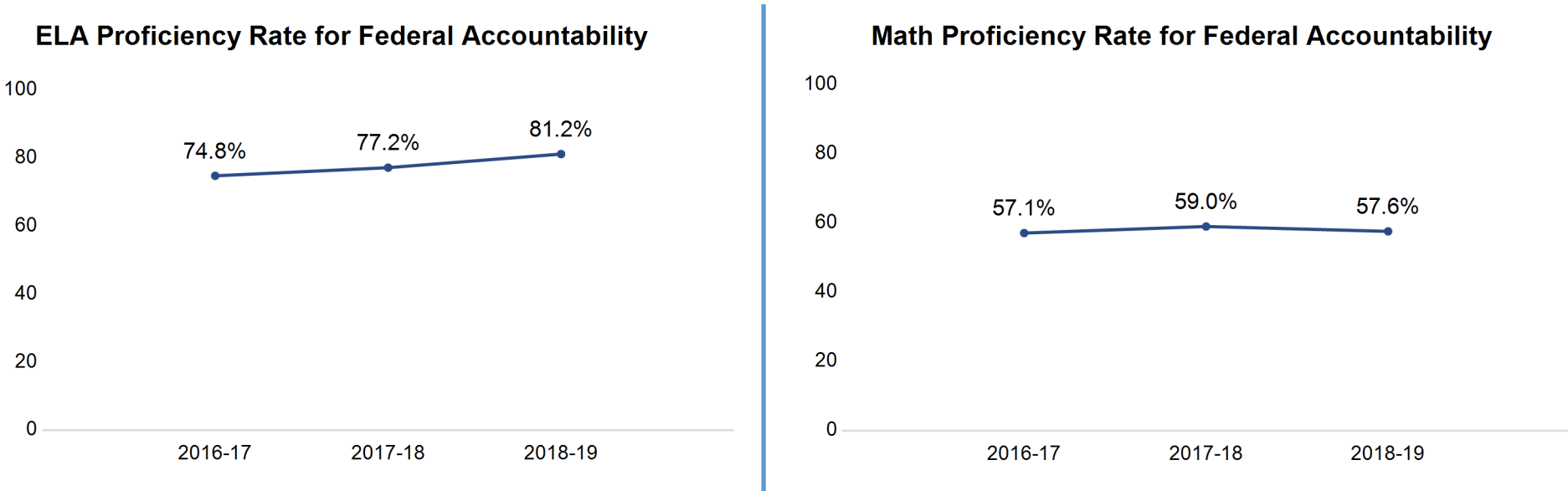**†** This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	680	98.0	81.2	72.1	57.9	81.2	73.4	Met Goal
White	511	97.5	81.6	72.3	66.9	81.6	73.5	Met Goal
Hispanic	70	98.6	67.1	60.4	43.9	67.1	60.8	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	83	100.0	89.2	83.1	82.9	89.2	79.6	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	337	97.7	86.4	78.9	64.8	86.4		
Male	343	98.3	76.1	65.7	51.3	76.1		
Economically Disadvantaged Students	58	96.9	70.7	48.5	40.0	70.7	36.4	Met Target
Non-Economically Disadvantaged Students	622	98.1	82.2	74.7	67.9	82.2		
Students with Disabilities	123	95.4	32.5	29.2	22.7	32.5	38.4	Met Target†
Students without Disabilities	557	98.6	91.9	81.3	65.1	91.9		
English Learners	*	*	*	35.4	29.3	*	**	**
Non-English Learners	*	*	*	72.8	60.6	*		
Homeless Students	*	*	*	30.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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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.

Grade 6: 2016-2017 73%, 2017-2018 72%, 2018-2019 79%
Grade 7: 2016-2017 71%, 2017-2018 81%, 2018-2019 82%
Grade 8: 2016-2017 81%, 2017-2018 79%, 2018-2019 83%

Legend: 2016-2017, 2017-2018, 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	216	774	768	754	*	*	15%	50%	29%	79%	56%
White	157	773	769	762	*	*	17%	53%	25%	78%	65%
Hispanic	29	772	759	743	*	*	*	41%	34%	76%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	25	788	*	780	0%	*	*	40%	48%	88%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	107	779	775	762	*	*	12%	53%	33%	86%	64%
Male	109	770	762	748	*	*	18%	46%	26%	72%	48%
Economically Disadvantaged Students	17	758	751	740	*	*	*	65%	0%	65%	39%
Non-Economically Disadvantaged Students	199	776	771	763	*	*	*	48%	32%	80%	67%
Students with Disabilities	37	746	732	722	*	*	*	*	*	41%	19%
Students without Disabilities	179	780	775	761	*	*	*	*	*	87%	64%
English Learners	*	*	719	710	*	*	*	*	*	*	*
Non-English Learners	*	*	769	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

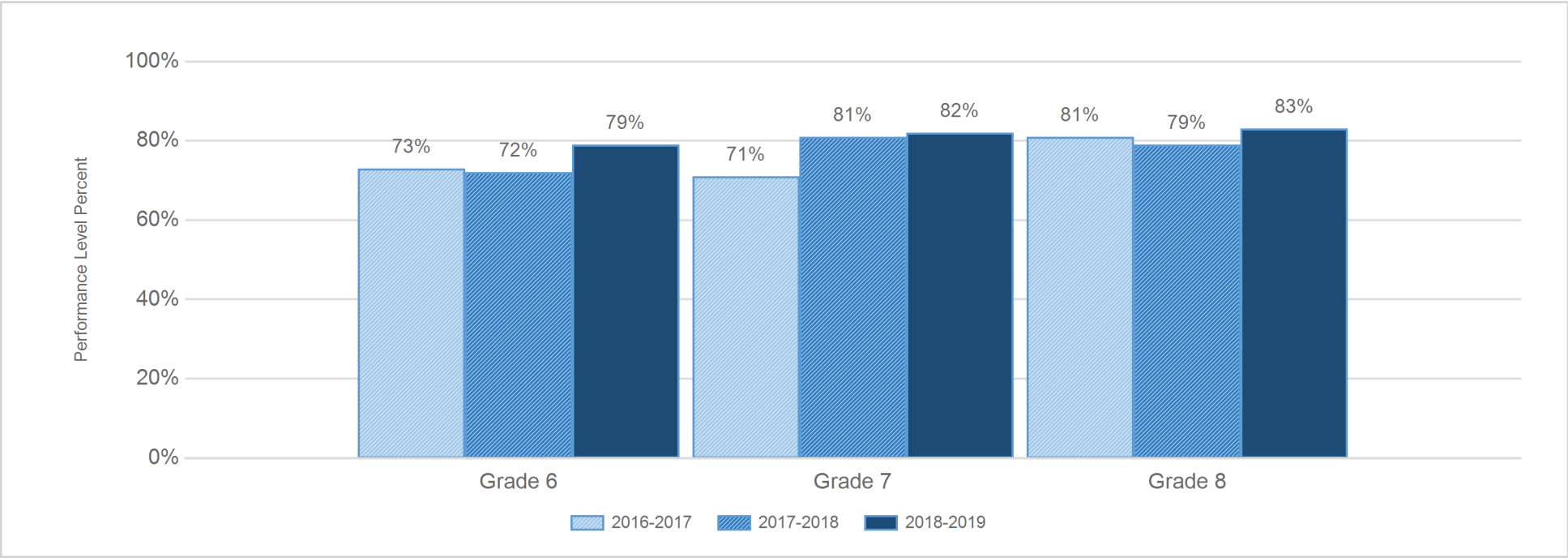**NJ SCHOOL PERFORMANCE REPORT**

Schuyler Colfax Middle School

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	236	780	779	761	*	*	10%	34%	48%	82%	63%
White	179	781	779	769	*	*	9%	34%	50%	84%	72%
Hispanic	21	755	763	747	*	*	*	*	*	57%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	26	800	*	790	0%	0%	*	*	*	92%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	112	785	790	769	*	*	9%	35%	50%	85%	71%
Male	124	776	769	753	*	*	10%	33%	47%	80%	55%
Economically Disadvantaged Students	30	762	752	743	*	*	*	*	*	70%	45%
Non-Economically Disadvantaged Students	206	783	783	771	*	*	*	*	*	84%	73%
Students with Disabilities	46	735	731	720	22%	*	*	*	*	37%	22%
Students without Disabilities	190	791	789	769	0%	*	*	*	*	93%	71%
English Learners	*	*	736	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	780	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	233	780	785	762	8%	*	*	40%	43%	83%	63%
White	174	779	786	770	7%	*	*	43%	40%	83%	72%
Hispanic	23	765	765	747	*	*	*	*	*	70%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	32	799	*	794	*	0%	*	*	*	88%	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	119	789	793	771	*	*	*	40%	48%	88%	71%
Male	114	772	778	753	*	*	*	39%	38%	77%	55%
Economically Disadvantaged Students	16	754	761	743	*	*	*	*	*	75%	45%
Non-Economically Disadvantaged Students	217	782	788	772	*	*	*	*	*	83%	72%
Students with Disabilities	38	713	730	721	47%	*	*	*	*	24%	22%
Students without Disabilities	195	793	795	770	0%	*	*	*	*	94%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	233	780	*	764	8%	*	*	40%	43%	83%	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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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	680	98.0	57.6	61.4	44.5	57.6	56.9	Met Target
White	512	97.7	57.4	60.7	54.1	57.4	55.5	Met Target
Hispanic	70	98.6	34.3	47.2	28.8	34.3	42.9	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	82	98.8	80.5	82.1	76.5	80.5	76.3	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	337	97.7	55.8	60.3	44.9	55.8		
Male	343	98.3	59.5	62.3	44.2	59.5		
Economically Disadvantaged Students	58	96.9	31.0	35.2	26.3	31.0	28.2	Met Target
Non-Economically Disadvantaged Students	622	98.1	60.1	64.4	54.9	60.1		
Students with Disabilities	122	94.6	18.0	23.8	17.4	17.9	24.5	Not Met
Students without Disabilities	558	98.8	66.3	69.5	50.0	66.3		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	61.9	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT
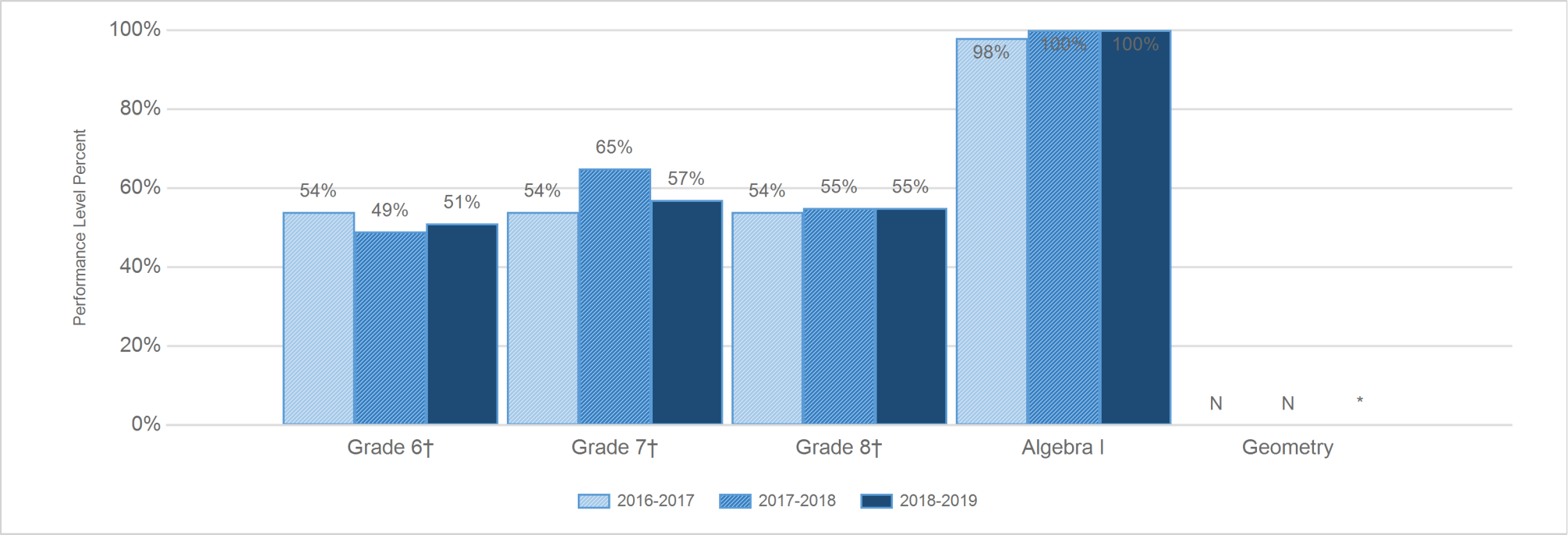
Schuyler Colfax Middle School

(31-5570-145)

Grades Offered: 06-08

2018-2019

Report Key:
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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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Schuyler Colfax Middle School

(31-5570-145)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	752	752	741	*	*	38%	*	*	51%	41%
White	157	752	752	749	*	*	41%	40%	9%	49%	51%
Hispanic	29	745	739	729	0%	*	34%	*	*	41%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	25	766	*	769	0%	0%	*	*	*	80%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	107	749	751	742	*	*	36%	*	*	50%	42%
Male	109	756	753	740	*	*	40%	*	*	52%	40%
Economically Disadvantaged Students	17	733	734	726	*	*	59%	*	*	12%	21%
Non-Economically Disadvantaged Students	199	754	755	750	*	*	36%	*	*	54%	53%
Students with Disabilities	37	738	729	716	*	*	54%	*	*	22%	12%
Students without Disabilities	179	755	757	746	*	*	35%	*	*	57%	46%
English Learners	*	*	705	709	*	*	*	*	*	*	*
Non-English Learners	*	*	753	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

Schuyler Colfax Middle School

(31-5570-145)

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2018-2019

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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	236	755	761	744	*	*	26%	41%	16%	57%	42%
White	180	756	760	751	*	*	26%	46%	14%	59%	53%
Hispanic	21	729	749	733	*	*	*	*	*	14%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	25	777	*	768	*	*	*	*	*	76%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	112	752	762	744	*	*	27%	*	*	54%	42%
Male	124	758	760	743	*	*	26%	*	*	59%	42%
Economically Disadvantaged Students	30	739	740	731	*	*	40%	*	*	37%	24%
Non-Economically Disadvantaged Students	206	758	764	751	*	*	24%	*	*	60%	53%
Students with Disabilities	45	726	729	718	*	*	*	*	*	24%	13%
Students without Disabilities	191	762	768	749	*	*	*	*	*	64%	48%
English Learners	*	*	735	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	762	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

Schuyler Colfax Middle School

(31-5570-145)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	750	755	728	11%	13%	21%	*	*	55%	29%
White	147	751	755	737	10%	13%	20%	*	*	56%	38%
Hispanic	20	732	741	722	*	*	*	*	*	30%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	17	766	*	747	0%	*	*	*	*	71%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	102	752	757	731	*	10%	26%	*	*	56%	31%
Male	85	747	753	726	*	18%	14%	*	*	53%	27%
Economically Disadvantaged Students	16	732	737	719	*	*	*	*	*	31%	20%
Non-Economically Disadvantaged Students	171	751	757	735	*	*	*	*	*	57%	36%
Students with Disabilities	37	709	718	707	*	*	*	*	*	*	10%
Students without Disabilities	150	760	763	734	*	*	*	*	*	*	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	187	750	*	730	11%	13%	21%	*	*	55%	30%
Homeless Students	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%

NJ SCHOOL PERFORMANCE REPORT

Schuyler Colfax Middle School

(31-5570-145)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	809	762	744	0%	0%	0%	44%	56%	100%	42%
White	27	810	762	752	0%	0%	0%	41%	59%	100%	53%
Hispanic	*	*	743	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	14	812	778	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	17	800	760	745	0%	0%	0%	*	*	100%	44%
Male	28	814	763	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	N	N	738	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	45	809	764	752	0%	0%	0%	44%	56%	100%	52%
Students with Disabilities	*	*	725	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	769	748	*	*	*	*	*	*	47%
English Learners	N	N	733	710	N	N	N	N	N	N	*
Non-English Learners	45	809	762	745	0%	0%	0%	44%	56%	100%	*
Homeless Students	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	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Schuyler Colfax Middle School

(31-5570-145)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

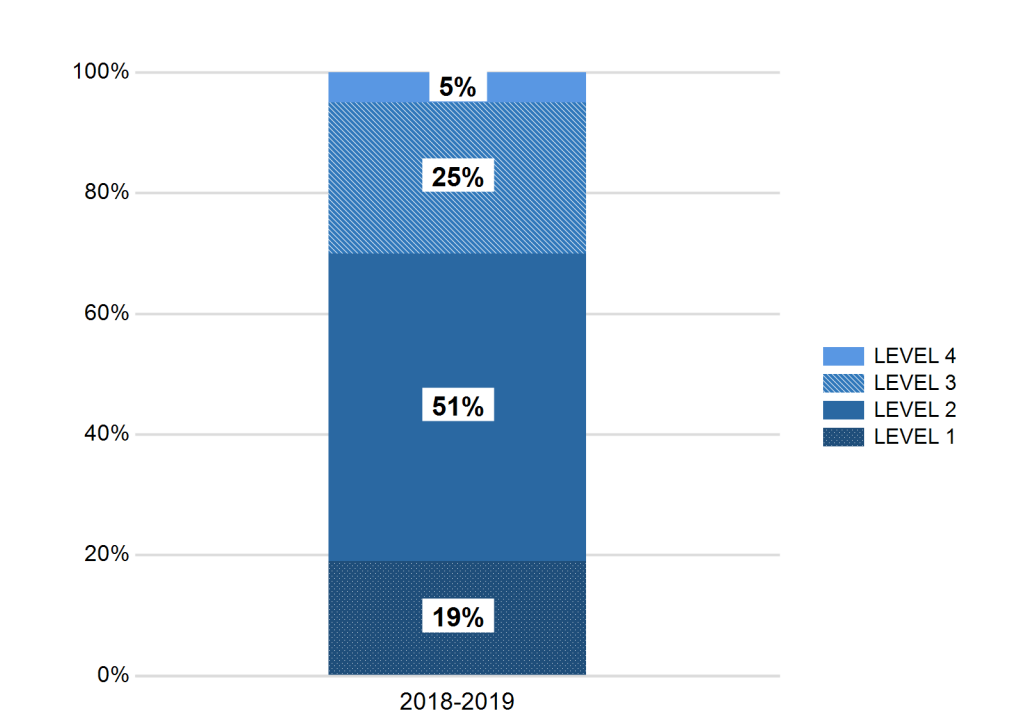| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	746	737	*	*	*	*	*	*	35%
White	N	N	745	743	N	N	N	N	N	N	43%
Hispanic	N	N	737	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	N	N	745	738	N	N	N	N	N	N	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	732	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	721	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

Schuyler Colfax Middle School

(31-5570-145)

Grades Offered: 06-08

2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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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.

Stacked bar chart for 2018-2019:
- LEVEL 4: 5%
- LEVEL 3: 25%
- LEVEL 2: 51%
- LEVEL 1: 19%

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	19	51	25	5
White	19	52	25	4
Hispanic	30	57	9	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	9	44	34	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	16	66	16	2
Male	22	35	34	9
Economically Disadvantaged Students	38	63	0	0
Non-Economically Disadvantaged Students	18	50	27	5
Students with Disabilities	66	26	8	0
Students without Disabilities	10	56	28	6
English Learners	N	N	N	N
Non-English Learners	19	51	25	5
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

Schuyler Colfax Middle School
(31-5570-145)
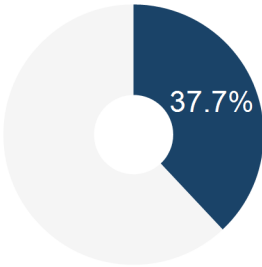Grades Offered: 06-08
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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	222
7	0	0	241
8	46	1	194
Total	46	1	657

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	57	21	13	0	0	0	0
Total	57	21	13	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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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: 37.7%

State: 90.9%

Students enrolled in one or more classes by discipline:

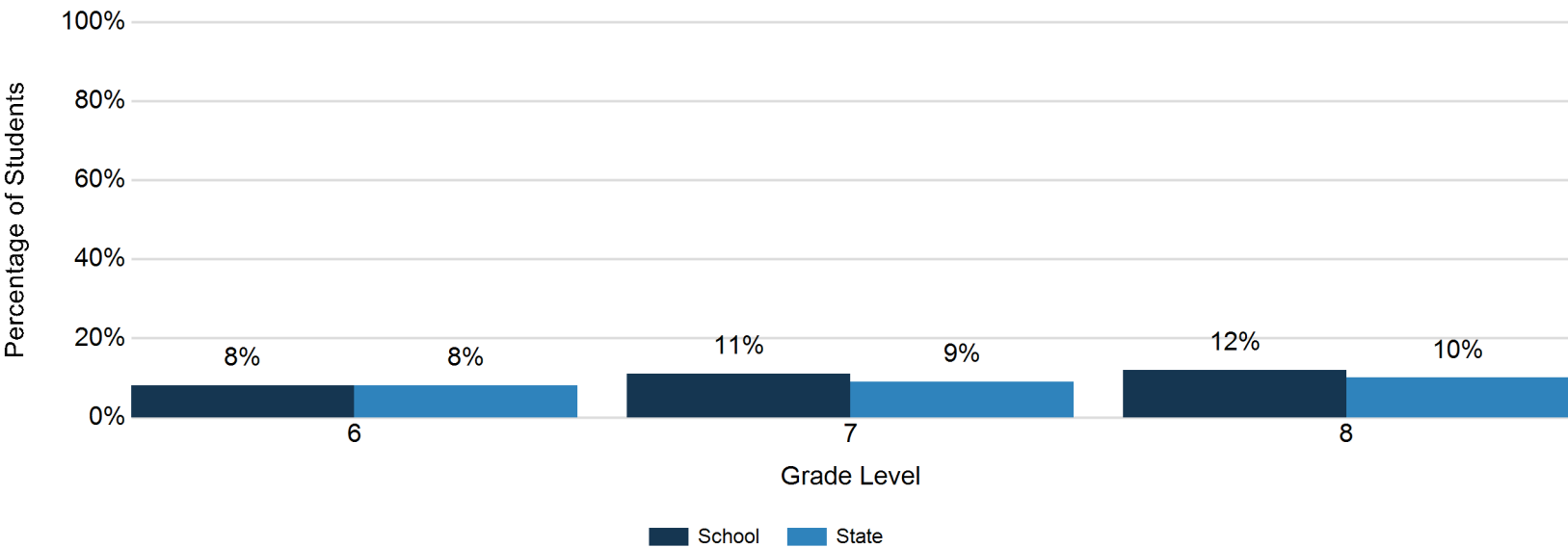| Discipline		Percentage
MUSIC	School	31.2%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	6.6%
	State	70.0%

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	71	10.4	9.1	Not Met
White	54	10.5	9.1	Not Met
Hispanic	13	18.3	9.1	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	3	3.6	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	34	10.0		
Male	37	10.8		
Economically Disadvantaged Students	18	28.6	9.1	Not Met
Students with Disabilities	16	12.8	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
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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Schuyler Colfax Middle School

(31-5570-145)

Grades Offered: 06-08

2018-2019

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.

Grade Level	School	State
6	8%	8%
7	11%	9%
8	12%	10%

25

Schuyler Colfax Middle School

(31-5570-145)

Grades Offered: 06-08

2018-2019

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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)	13
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.92

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	3	3
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	7	7
No Identified Nature	7		7

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	14	2.1%
Out-of-School Suspensions	0	0.0%
Any Suspension	14	2.1%
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

Overview	Demographic	Student Growth	Academic Achievement	College and Career Readiness	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

Schuyler Colfax Middle School

(31-5570-145)

Grades Offered: 06-08

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	8:00 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

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

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	67	118,214
Average years experience in public schools	14.0	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	89.6%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	169:1	176:1
Teachers to Administrators	17:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

Schuyler Colfax Middle School

(31-5570-145)

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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	49.5%	71.6%	75.0%	48.4%	77.1%	54.9%
Male	50.5%	28.4%	25.0%	51.6%	22.9%	45.1%
White	74.9%	98.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.5%	1.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	12.0%	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	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

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(31-5570-145)

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2018-2019

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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

Teacher — 27%

Admin — N/A

Master's Degree

Teacher — 73%

Admin — 100%

Doctoral Degree

Teacher — 0%

Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	96.4%

Schuyler Colfax Middle School

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2018-2019

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.

Schuyler Colfax Middle School

(31-5570-145)

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	74.8%	77.2%	81.2%
Math Proficiency	57.1%	59.0%	57.6%
ELA Growth	61	59	65
Math Growth	58	53	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.5%	13.2%	10.4%

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

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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 Goal	Met Target	Exceeds Standard	Met Standard	**	Not Met	No
White	Met Goal	Met Target	Exceeds Standard	Met Standard	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 Goal	Met Goal	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†	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• SCMS provides a year-round engaging character ed program that focuses on developing students socially and emotionally. • SCMS houses a 21st century STEAM lab and interactive VR programming room that engages students across all curriculums. • Schuyler-Colfax is one-to-one in terms of the technology that is provided to studetns on a regular basis.
Mission, Vision, Theme:	Schuyler-Colfax Middle School Mission is dedicated to providing an exceptional learning environment filled with experiences that enhance our students' growth. SCMS is comprised of passionate educators that are dedicated to ensuring that our students are responsible citizens and lifelong learners.
Awards, Recognition, Accomplishments:	Schuyler-Colfax Middle School was recognized as a top fundraising school for raising $27,000 for the Pennies for Patients Foundation, an organization that works to cure leukemia, lymphoma, Hodgkin's disease and myeloma, and improve the quality of life of patients and their families. Schuyler finished as second highest fundraising school in the state of New Jersey.

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Courses, Curriculum, Instruction:	SCMS courses are rigorous, standard-based, student-centered and focus on providing the knowledge and skills necessary for our students to be successful and responsible citizens. Beyond the core academic classes, classes are offered that extend to all levels of interest. SCMS offers cycle course in which students participate in STEM education, art, Spanish, and computer application. SCMS will now house "STEAM Row", a series of learning environments that will enhance the educational experiences in Science, Technology, Engineering, Art, and Mathematics. Schuyler has also introduced zSpace technology: an all-in-one computer with virtual and augmented reality components that engages students in exploratory and experimental learning. SCMS also has a STEM classroom that will expose students to the design and problem solving process with a focus on creativity, teamwork, practicality, implementation, and reflection. Our goal is to create 21st century problem solvers who are prepared for the fut
Clubs and Activities:	Schuyler-Colfax is not simply a school; it is an educational cocmmunity. In addition to academics, students are engaged in extra-ccurricular activities, such as Student Council, National Junior Honor Society, and Service Club that allow them to become active, responsible members of the community. Students may also participate in such clubs as Chess club, VIPS, creative writing, SCTV and TREP$.

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Staff and Professional Learning:	Educators are consistently offered the opportunity to receive professional development to enhance their instructional, assessment, and content knowledge. Academic grade levels are organized into teams so that teachers may collaborate and discuss student progress and curriculum.

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2018-2019

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Student Supports and Services:	Schuyler-Colfax has an on-site child study team that is dedicated to ensuring that students are being offered programming that will allow each student to be successful.
Student Health and Wellness:	For three of the marking periods, students participate in an engaging physical education program which is facilitated by dedicated educators. For one marking period, students participate in health education. This course provides students with a pertinent, age-appropriate program that shapes values and beliefs that support healthy behaviors. In addition, SCMS has committed itself to student and staff wellness, incorporating meditation and other strategies to alleviate stress and anxiety within the school.
Parent and Community Involvement:	Schuyler-Colfax's success is directly related to the strong support that the school receives from the surrounding community. Parents continuously contribute to the school's positive culture through their involvement in such organization as the PTO and the School Safety Team.

Schuyler Colfax Middle School

(31-5570-145)

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2018-2019

School Narrative

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Facilities:	Schuyler-Colfax provides a variety of educational resources to teachers and students so as to enhance the learning process. Each corridor within the building has numerous chromebook carts and access to iPads. Classrooms are equipped with Brightlinks, LCD presentation systems, and hover cams. SCMS boasts a state of the art Media Center which also has a frequently utilized MakerSpace. SCMS also houses a student-centered, inquiry-based Innovation lab that includes state of the art technology and resources that takes learning to another level. The school also includes a z-Space facility that allows for students to delve deeper into class concepts through the use of virtual reality programming.

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School Narrative

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Other Information	Students also participate regularly in Character Education activities to promote a positive school climate, sharpen conflict resolution skills, and increase upstander behavior.Throughout their three years at Schuyler-Colfax, students are supported by academic teams, Guidance Counselors, and other support services. In short, our goal is to educate the whole child.

NJ SCHOOL PERFORMANCE REPORT

Theunis Dey Elementary School
(31-5570-150)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

NJ SCHOOL PERFORMANCE REPORT

Theunis Dey Elementary School
(31-5570-150)
Grades Offered: PK-05
2018-2019

Report Key:
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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	Passaic
District	Wayne Township Public School District
Principal Name	Ms. Necole Jadick
Address	55 WEBSTER DRIVE WAYNE, NJ 07470-5353
Phone Number	973-633-3155
Email Address	njadick@wayneschools.com
Website	https://www.wayneschools.com/td
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

NJ SCHOOL PERFORMANCE REPORT

Theunis Dey Elementary School
(31-5570-150)
Grades Offered: PK-05
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	33	44	39
KG	45	40	43
1	78	63	60
2	66	83	62
3	68	67	84
4	75	69	66
5	77	77	70
Total	442	443	424

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	49.3%	48.8%	45.8%
Male	50.7%	51.2%	54.2%
Economically Disadvantaged Students	4.3%	2.5%	2.1%
Students with Disabilities	17.4%	17.8%	18.6%
English Learners	0.0%	0.0%	0.7%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.2%
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	79.2%	79.0%	77.6%
Hispanic	10.6%	11.3%	11.8%
Black or African American	1.1%	0.7%	1.2%
Asian	7.5%	7.9%	8.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	1.6%	1.1%	1.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	28	36	31
PK - Full Day	5	8	8
KG - Half Day	45	40	43
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	93.4%
Spanish	1.9%
Other Languages	4.7%

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Theunis Dey Elementary 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 measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

2016-17: 46
2017-18: 41
2018-19: 57

Math Median Student Growth Percentile

2016-17: 56
2017-18: 50
2018-19: 56

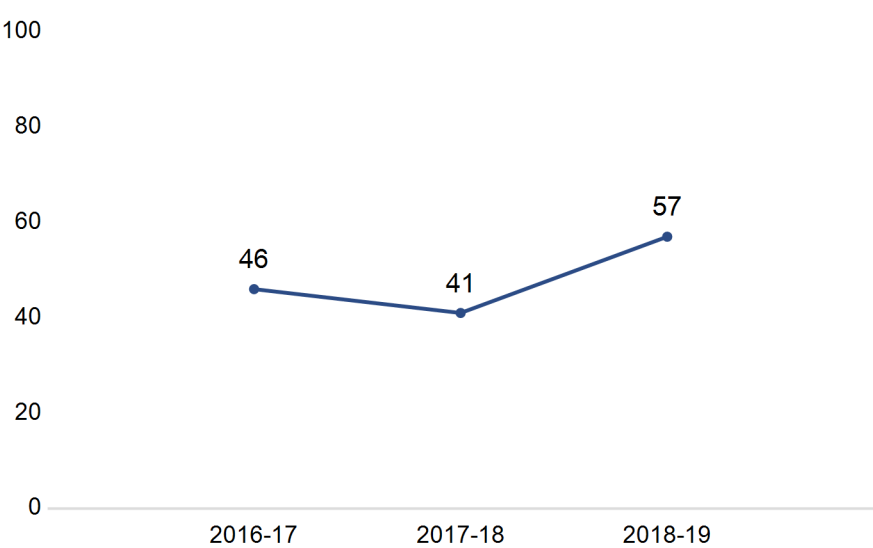| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	41	57	56	50	56
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

Theunis Dey Elementary School

(31-5570-150)

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2018-2019

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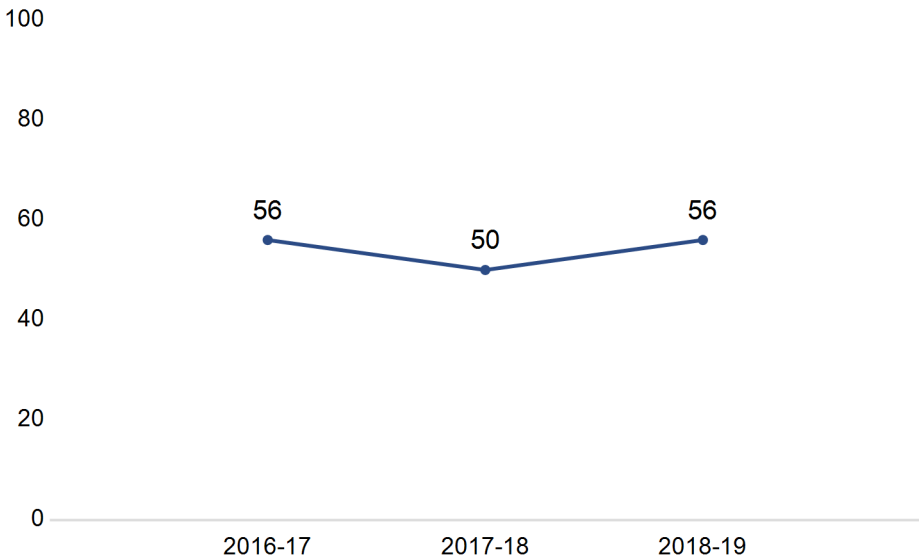* **†** This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	57	58	50	Met Standard	56	53	50	Met Standard
White	57	59	50	Met Standard	48	51	52	Met Standard
Hispanic	53	48	49	**	73	52	47	**
Black or African American	N	66	45	**	N	46	43	**
Asian, Native Hawaiian, or Pacific Islander	67	59.5	59	**	70	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51	49	**	*	59	52	**
Female	62	61	53	N	47	52	50	N
Male	53	54	47	N	57	55	51	N
Economically Disadvantaged Students	*	51.5	48	**	*	50	46	**
Students with Disabilities	53	47	43	Met Standard	50	50	45	Met Standard
English Learners	N	67	52	**	N	71.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

Theunis Dey Elementary School

(31-5570-150)

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2018-2019

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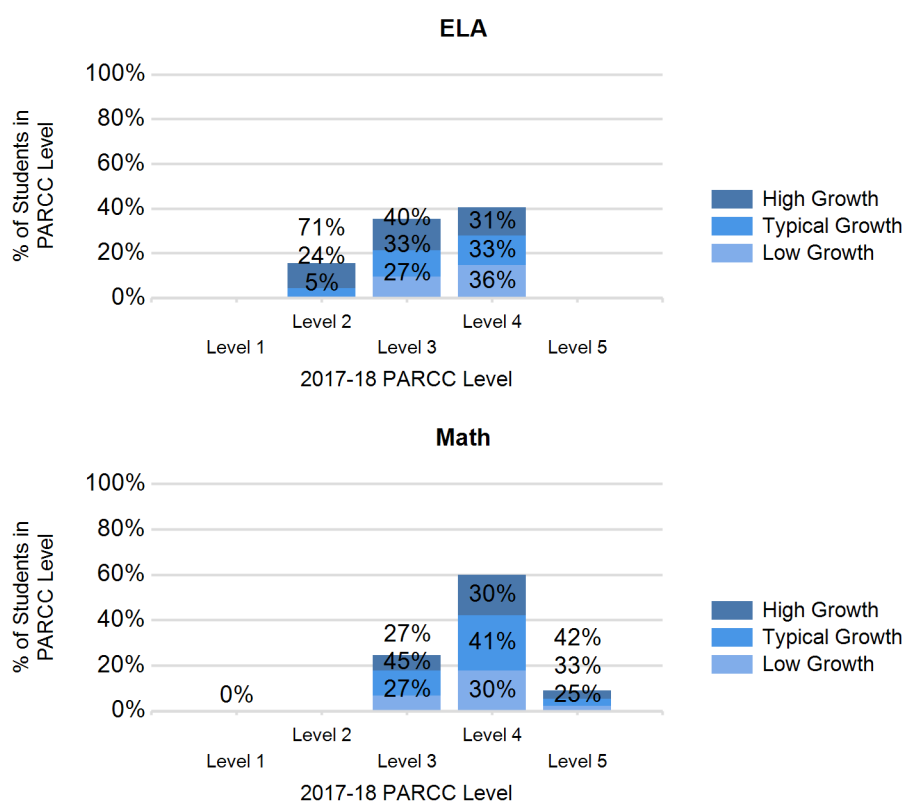- **†** This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

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

Student Growth by Grade

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

ELA (Student Growth by Performance Level)

- Level 2: 71%, 24%, 5%
- Level 3: 40%, 33%, 27%
- Level 4: 31%, 33%, 36%

Legend: High Growth, Typical Growth, Low Growth

2017-18 PARCC Level

Math (Student Growth by Performance Level)

- Level 2: 0%
- Level 3: 27%, 45%, 27%
- Level 4: 30%, 41%, 30%
- Level 5: 42%, 33%, 25%

Legend: High Growth, Typical Growth, Low Growth

2017-18 PARCC Level

ELA (Student Growth by Grade)

- Grade 4: Typical 54
- Grade 5: Typical 59

Math (Student Growth by Grade)

- Grade 4: Typical 47
- Grade 5: Typical 60

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NJ SCHOOL PERFORMANCE REPORT
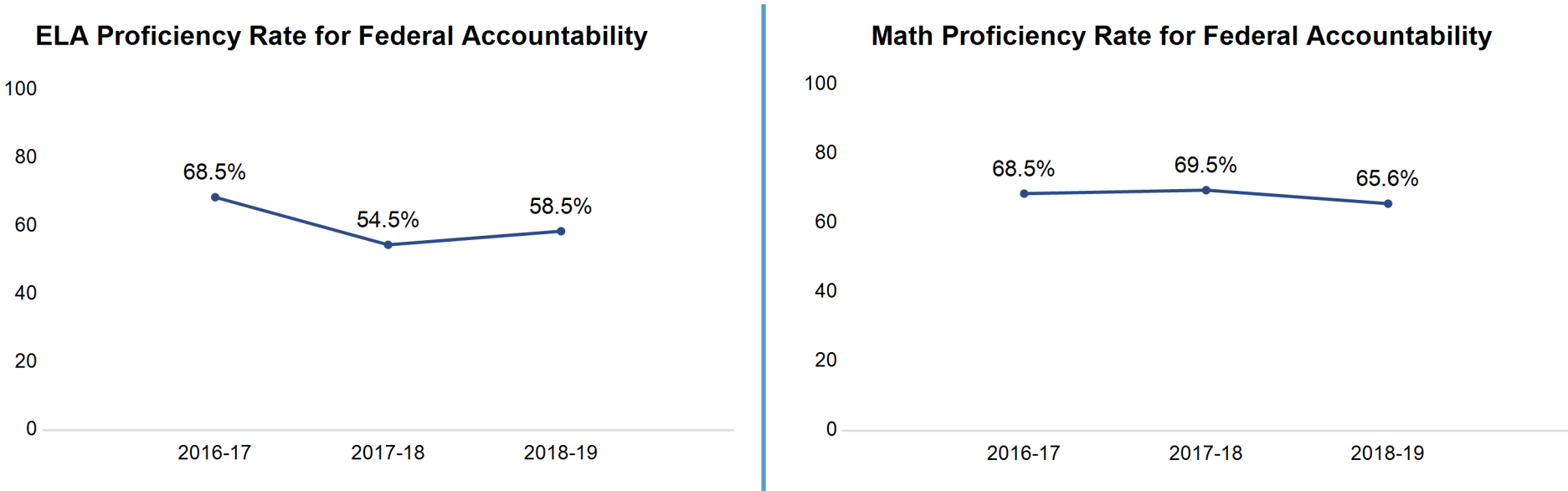
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English Language Arts and Mathematics Performance Trends

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

- 2016-17: 68.5%
- 2017-18: 54.5%
- 2018-19: 58.5%

Math Proficiency Rate for Federal Accountability

- 2016-17: 68.5%
- 2017-18: 69.5%
- 2018-19: 65.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	99.5%	100.0%	97.7%	99.1%	100.0%
Proficiency Rate for Federal Accountability	68.5%	54.5%	58.5%	68.5%	69.5%	65.6%
Annual Target	69.1%	69.7%	70.2%	69.5%	70.0%	70.6%
Met Annual Target?	Met Target†	Not Met	Not Met	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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Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

2018-2019

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	224	100.0	58.5	72.1	57.9	58.5	70.2	Not Met
White	174	100.0	55.2	72.3	66.9	55.2	70.6	Not Met
Hispanic	25	100.0	60.0	60.4	43.9	60.0	61.2	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	85.0	83.1	82.9	85.0	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	113	100.0	62.8	78.9	64.8	62.8		
Male	111	100.0	54.1	65.7	51.3	54.1		
Economically Disadvantaged Students	*	*	*	48.5	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	74.7	67.9	*		
Students with Disabilities	40	100.0	30.0	29.2	22.7	30.0	39.7	Met Target†
Students without Disabilities	184	100.0	64.7	81.3	65.1	64.7		
English Learners	*	*	*	35.4	29.3	*	**	**
Non-English Learners	*	*	*	72.8	60.6	*		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

2018-2019

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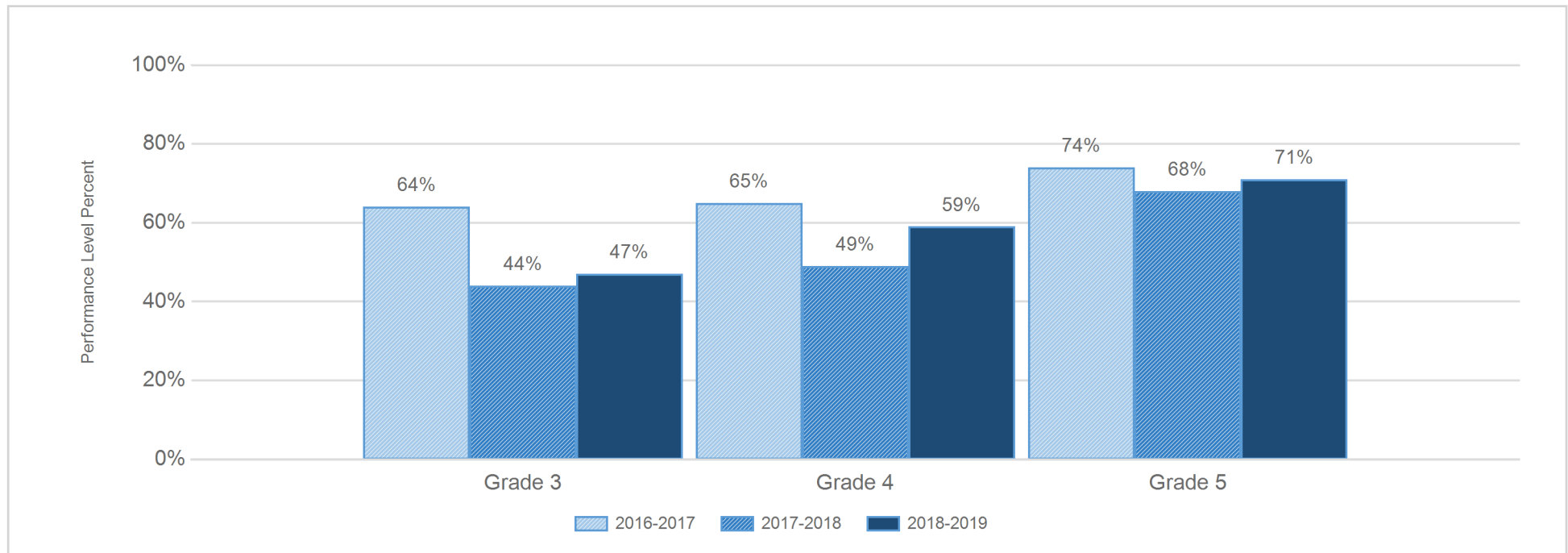
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English Language Arts Assessment - Performance by Grade: Grade 3

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	88	745	753	748	*	19%	24%	*	*	47%	50%
White	69	744	752	757	*	22%	23%	*	*	45%	60%
Hispanic	11	746	752	734	*	*	*	*	*	55%	36%
Black or African American	*	*	756	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	734	756	*	*	*	*	*	*	58%
Female	47	749	758	753	*	*	21%	*	*	51%	55%
Male	41	740	749	743	*	*	27%	*	*	41%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	61%
Students with Disabilities	19	725	728	719	*	*	*	*	*	26%	24%
Students without Disabilities	69	750	759	754	*	*	*	*	*	52%	56%
English Learners	*	*	732	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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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	757	756	755	*	*	32%	*	*	59%	57%
White	56	755	755	763	*	*	34%	*	*	55%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	33	759	764	760	*	*	*	*	*	67%	62%
Male	35	755	750	750	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	12	740	731	725	*	*	*	*	*	33%	25%
Students without Disabilities	56	761	762	761	*	*	*	*	*	64%	64%
English Learners	N	N	730	720	N	N	N	N	N	N	17%
Non-English Learners	68	757	757	758	*	*	32%	*	*	59%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	72	762	762	756	0%	*	19%	*	*	71%	58%
White	53	760	761	764	0%	*	26%	*	*	66%	68%
Hispanic	*	*	754	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	35	766	765	761	0%	*	*	*	*	74%	64%
Male	37	758	759	750	0%	*	*	*	*	68%	52%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	764	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	735	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	769	762	*	*	*	*	*	*	65%
English Learners	N	N	749	713	N	N	N	N	N	N	11%
Non-English Learners	72	762	762	758	0%	*	19%	*	*	71%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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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.

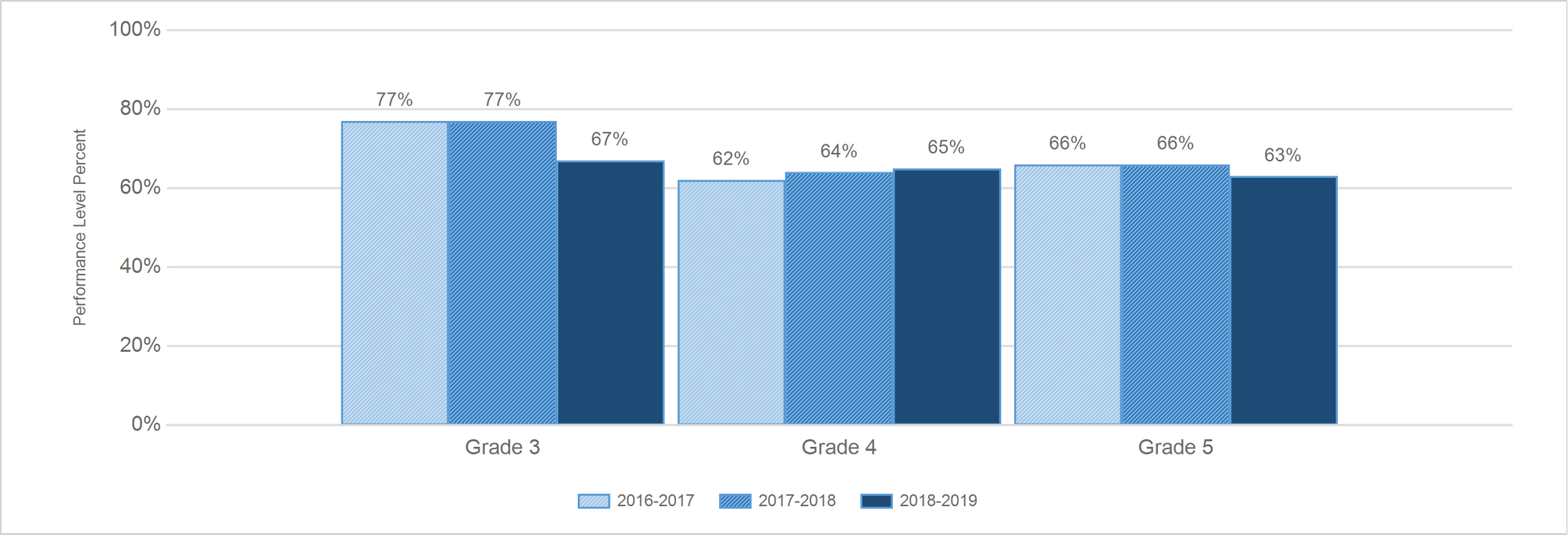| Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	224	100.0	65.6	61.4	44.5	65.6	70.6	Met Target†
White	174	100.0	63.2	60.7	54.1	63.2	70.9	Not Met
Hispanic	25	100.0	64.0	47.2	28.8	64.0	50.3	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	85.0	82.1	76.5	85.0	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	113	100.0	63.7	60.3	44.9	63.7		
Male	111	100.0	67.6	62.3	44.2	67.6		
Economically Disadvantaged Students	*	*	*	35.2	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	64.4	54.9	*		
Students with Disabilities	40	100.0	35.0	23.8	17.4	35.0	37.6	Met Target†
Students without Disabilities	184	100.0	72.3	69.5	50.0	72.3		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	61.9	46.5	*		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

2018-2019

Report Key:
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- **N** No Data is available to display
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Mathematics Assessment – Performance Trends

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

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

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(31-5570-150)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	761	763	752	0%	*	25%	*	*	67%	55%
White	69	761	763	760	0%	*	25%	*	*	67%	66%
Hispanic	11	761	761	739	0%	*	*	*	*	73%	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	751	758	*	*	*	*	*	*	62%
Female	47	760	763	751	0%	*	23%	*	*	68%	54%
Male	41	762	763	752	0%	*	27%	*	*	66%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	765	761	*	*	*	*	*	*	67%
Students with Disabilities	19	743	744	731	0%	*	*	*	*	32%	31%
Students without Disabilities	69	766	768	756	0%	*	*	*	*	77%	60%
English Learners	*	*	742	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	764	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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(31-5570-150)

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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	68	757	758	749	*	*	29%	*	*	65%	51%
White	56	754	756	757	*	*	36%	*	*	57%	62%
Hispanic	*	*	750	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	761	754	*	*	*	*	*	*	58%
Female	33	755	758	749	*	*	*	*	*	64%	50%
Male	35	759	758	749	*	*	*	*	*	66%	52%
Economically Disadvantaged Students	*	*	738	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	12	741	738	726	*	*	*	*	*	42%	25%
Students without Disabilities	56	761	762	754	*	*	*	*	*	70%	56%
English Learners	N	N	740	722	N	N	N	N	N	N	18%
Non-English Learners	68	757	759	751	*	*	29%	*	*	65%	54%
Homeless Students	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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(31-5570-150)

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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	72	759	761	747	0%	*	26%	*	*	63%	47%
White	53	758	760	755	0%	*	25%	*	*	62%	58%
Hispanic	*	*	747	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	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	35	752	757	747	0%	*	*	*	*	54%	47%
Male	37	766	765	747	0%	*	*	*	*	70%	47%
Economically Disadvantaged Students	*	*	744	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	764	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	738	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	767	752	*	*	*	*	*	*	52%
English Learners	N	N	750	718	N	N	N	N	N	N	12%
Non-English Learners	72	759	762	749	0%	*	26%	*	*	63%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Theunis Dey Elementary School
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NJ SCHOOL PERFORMANCE REPORT
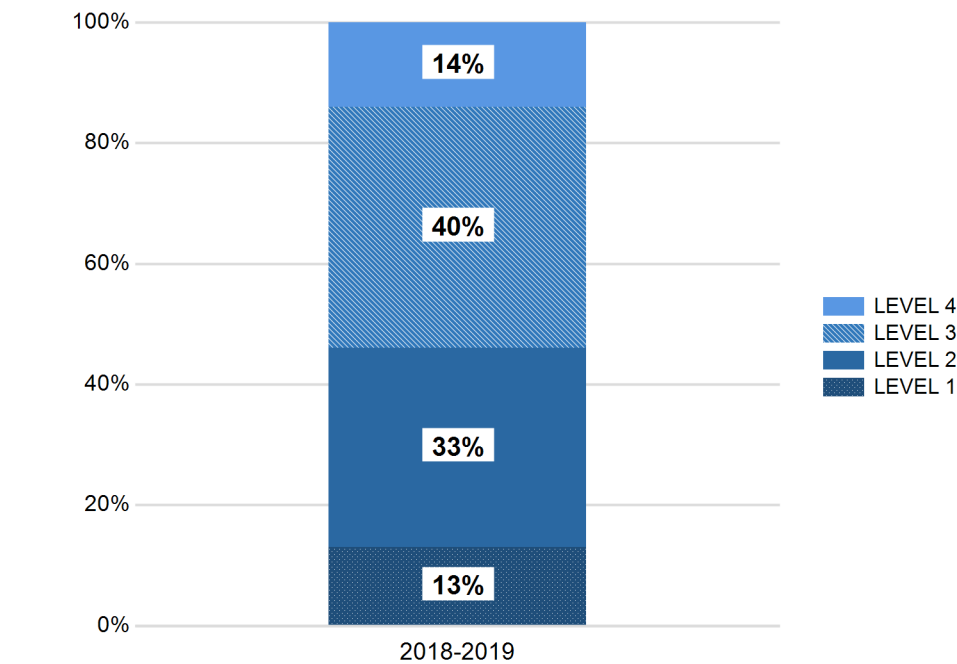
Report Key:
 * Data is not displayed in order to protect student privacy
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DLM Alternate Assessment - Participation

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

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

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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.

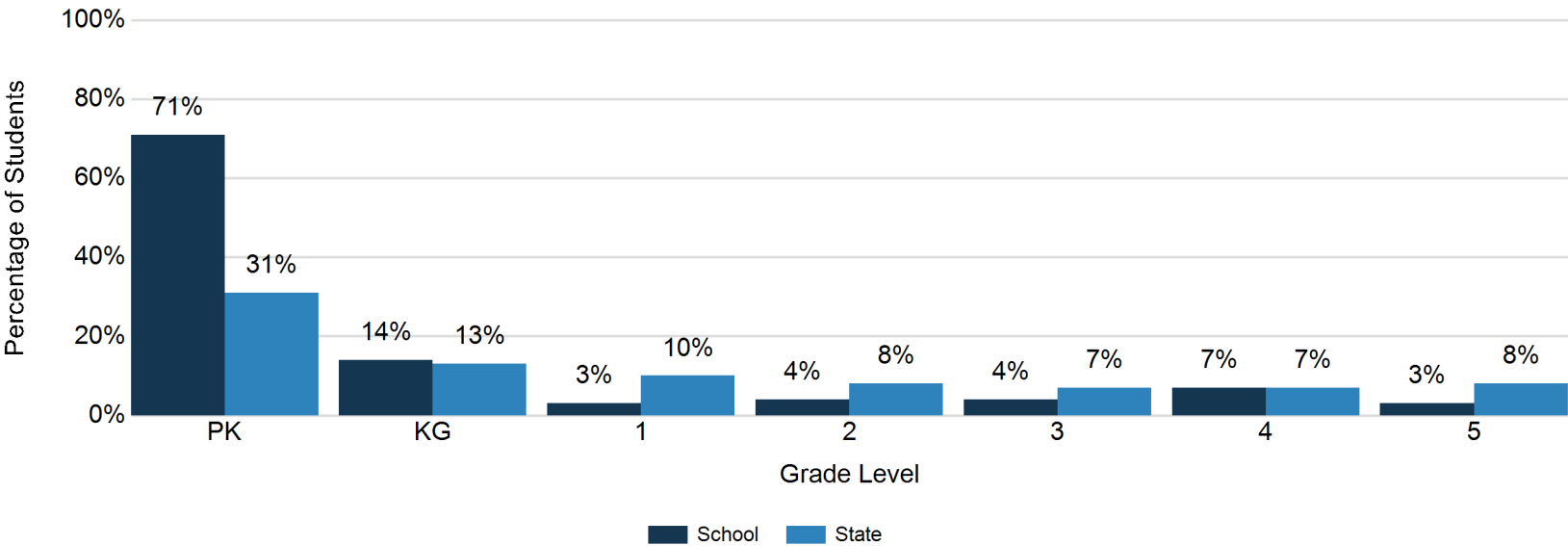| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	13	33	40	14
White	13	30	42	15
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	14	43	34	9
Male	11	24	46	19
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	13	33	40	14
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	21	5.2	8.9	Met
White	15	4.7	8.9	Met
Hispanic	5	10.4	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	3.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	7	3.8		
Male	14	6.3		
Economically Disadvantaged Students	2	13.3	**	**
Students with Disabilities	8	10.7	8.9	Not Met
English Learners	1	9.1	**	**
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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Chronic Absenteeism by Grade

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

Chronic Absenteeism by Grade — bar chart of Percentage of Students vs Grade Level (School vs State):

Grade Level	School	State
PK	71%	31%
KG	14%	13%
1	3%	10%
2	4%	8%
3	4%	7%
4	7%	7%
5	3%	8%

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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	1	0	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	0	2
No Identified Nature	5		5

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	**	0.0%
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	8:55 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

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

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
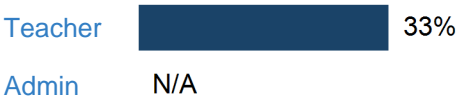**Teachers**: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	11.4	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	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	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	12:1
Students to Administrators	212:1	176:1
Teachers to Administrators	18:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

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2018-2019

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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 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	45.8%	91.7%	100.0%	48.4%	77.1%	54.9%
Male	54.2%	8.3%	0.0%	51.6%	22.9%	45.1%
White	77.6%	97.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	8.0%	2.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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(31-5570-150)
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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

Teacher 33%
Admin N/A

Master's Degree

Teacher 67%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.4%

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

2018-2019

Report Key:
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 † This indicates a table specific note, see note below table

Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

2018-2019

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NJ SCHOOL PERFORMANCE REPORT

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).

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	68.5%	54.5%	58.5%
Math Proficiency	68.5%	69.5%	65.6%
ELA Growth	46	41	57
Math Growth	56	50	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	6.8%	5.3%	5.2%

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

NJ SCHOOL PERFORMANCE REPORT

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

2018-2019

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).

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

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

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

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

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

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

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

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 a Balanced Literacy framework, enVision Mathematics, and inquiry based science learning. • Technology-infused curriculum uses Chromebooks, iPads, desktop computers, and various web-based resources. • National School of Character Award 2015-2020; Sustainable Jersey Grant Award.
Mission, Vision, Theme:	Theunis Dey Elementary School is committed to working together to meet students' social, emotional, and academic needs so that all students are capable, connected, and contributing to their community. Our five core values are Respect, Individuality, Responsibility, Citizenship, and Teamwork. These values are infused into everything we do at Theunis Dey, and we strive to be respectful to each other and to the world around us.
Awards, Recognition, Accomplishments:	Theunis Dey educators were awarded a grant from Sustainable Jersey and NJEA toward enhancing our STEAM initiatives and providing teachers with materials and resources to support STEAM learning in their classrooms. We are an Asthma Friendly School, supporting students with asthma in a comprehensive manner. Lastly, we were named a National School of Character in 2015, and we will hold that designation through 2020. We will be applying for a renewal of this designation during the 2019-2020 school year.

NJ SCHOOL PERFORMANCE REPORT

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

2018-2019

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Courses, Curriculum, Instruction:	The curricula are rooted in the NJSLS. Students learn within a Balanced Literacy framework of instruction, and students in Grades K-2 receive a systematic program in critical foundational skills through the FUNdations program. The math program emphasizes conceptual understanding, critical thinking, and problem solving. Our science program promotes critical thinking and communication through an inquiry-based approach and hands-on learning opportunities, and our social studies explorations allow us to examine our communities, past and present, and how to be successful in them - now and in the future. We integrate facets of STEAM learning in all areas of learning, creating a holistic learning environment for all.
Clubs and Activities:	The Parent Teacher Organization provides after school club opportunities to all students in grades K-5 for fall and spring seasons.Topics range from cooking and web design to subject area support.Our school promotes a love and appreciation of the arts by providing instrumental music, vocal music, and art opportunities during the school day.

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

2018-2019

School Narrative

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Before and After School Programs:	Before care and after care are available through the Extended Day Program.
Staff and Professional Learning:	Teachers and administrators collaborate to ensure curricular consistency and a collegial climate for all. Professional learning opportunities are standards-aligned and include topics related to Readers'/Writers' Workshop, enVision Mathematics, Next Generation Science, and other areas of professional expertise. Teachers critically examine their instruction and discuss practices to nurture professional growth on a continual basis.

NJ SCHOOL PERFORMANCE REPORT

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

2018-2019

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Student Supports and Services:	Student support services such as Occupational Therapy, Physical Therapy, and Speech are provided to identified students. Additional academic supports are provided to identified students in Reading and Math through instruction by the school's Reading Specialist and Basic Skills teacher. We also offer enrichment opportunities for all students and a gifted and talented program for identified students in grades 4 and 5.
Student Health and Wellness:	Our elementary nurse and school counselor teach grade level lessons focusing on health and wellness. Breakfast before the bell is offered each morning. Students are engaged in physical activities during their physical education classes and daily recess.
Parent and Community Involvement:	Our Parent-Teacher Organization has an active membership roster, and they continually contribute positively to our school's climate and culture. They work collaboratively with staff to help with our Social-Emotional Character Education initiatives, and they provide enrichment through after-school programs. They provide enhancements to our building and support initiatives that foster a strong sense of school spirit. Our PTO remains an integral and essential component of our learning community.

Theunis Dey Elementary School

(31-5570-150)

Grades Offered: PK-05

2018-2019

School Narrative

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Other Information	Students are engaged in 21st century learning opportunities through the use of ipads, chromebooks, desktops, Smart Tables, and/or interactive whiteboards. Character education is an integral part of our daily life as students learn social skills with emphasis on kindness and empathy so they may become contributing and capable members of our community.

NJ SCHOOL PERFORMANCE REPORT

Wayne Hills High School
(31-5570-055)
Grades Offered: 09-12
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:

Wayne Hills High School

(31-5570-055)

Grades Offered: 09-12

2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Wayne Township Public School District
Principal Name	Mr. Michael Rewick
Address	272 BERDAN AVENUE WAYNE, NJ 07470
Phone Number	973-317-2000
Email Address	mrewick@WAYNESCHOOLS.COM
Website	https://www.wayneschools.com/wh
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

Wayne Hills High School

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Grades Offered: 09-12

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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	305	315	338
10	329	308	303
11	366	329	305
12	329	369	332
Total	1,329	1,321	1,278

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.9%	48.1%	46.9%
Male	52.1%	51.9%	53.1%
Economically Disadvantaged Students	8.8%	8.8%	9.1%
Students with Disabilities	15.4%	16.2%	16.9%
English Learners	1.7%	2.1%	2.1%
Homeless Students	0.2%	0.2%	0.3%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	79.5%	79.1%	76.4%
Hispanic	7.2%	7.7%	8.3%
Black or African American	2.0%	1.4%	2.0%
Asian	10.8%	11.0%	12.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.2%	0.5%	0.9%

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	1,329	1,321	1,278
Shared Time Students	0	0	0
Full Time Equivalent	1,329	1,321	1,278

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.

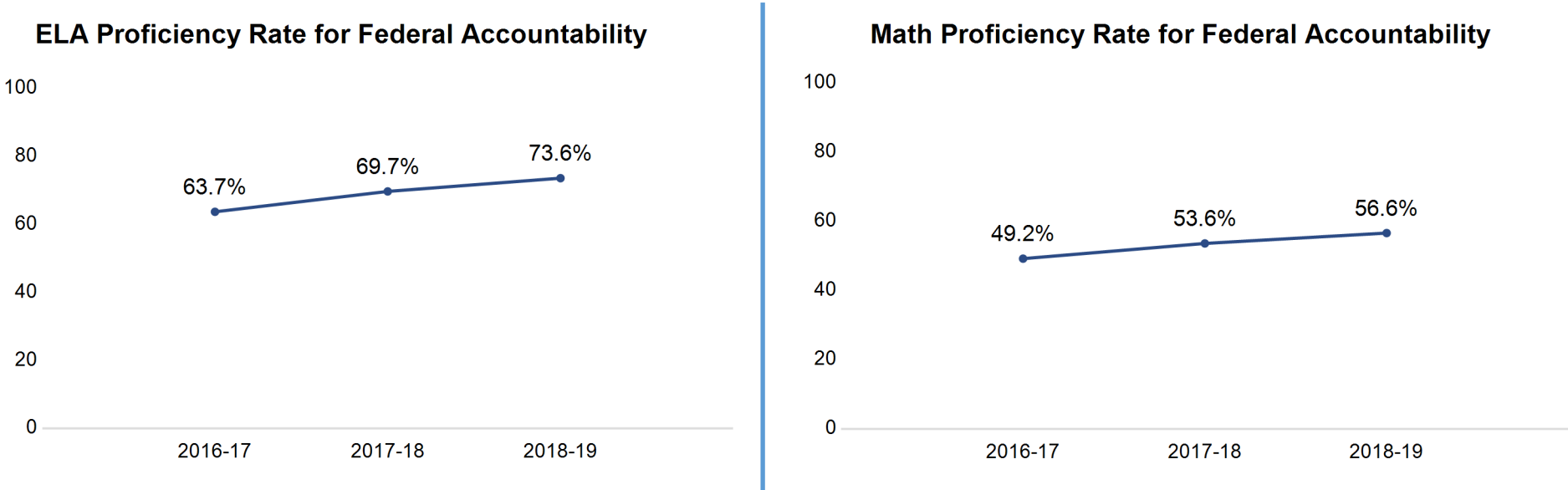| Home Language	% of Students
English	78.5%
Arabic	4.3%
Spanish	3.1%
Korean	2.5%
Russian	1.6%
Other Languages	10.0%

Wayne Hills High School

(31-5570-055)

Grades Offered: 09-12

2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 63.7%
- 2017-18: 69.7%
- 2018-19: 73.6%

Math Proficiency Rate for Federal Accountability

- 2016-17: 49.2%
- 2017-18: 53.6%
- 2018-19: 56.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.5%	99.5%	98.9%	96.8%	97.1%	98.3%
Proficiency Rate for Federal Accountability	63.7%	69.7%	73.6%	49.2%	53.6%	56.6%
Annual Target	57.4%	58.6%	59.8%	49.6%	51.2%	52.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

4

NJ SCHOOL PERFORMANCE REPORT

Wayne Hills High School

(31-5570-055)

Grades Offered: 09-12

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.

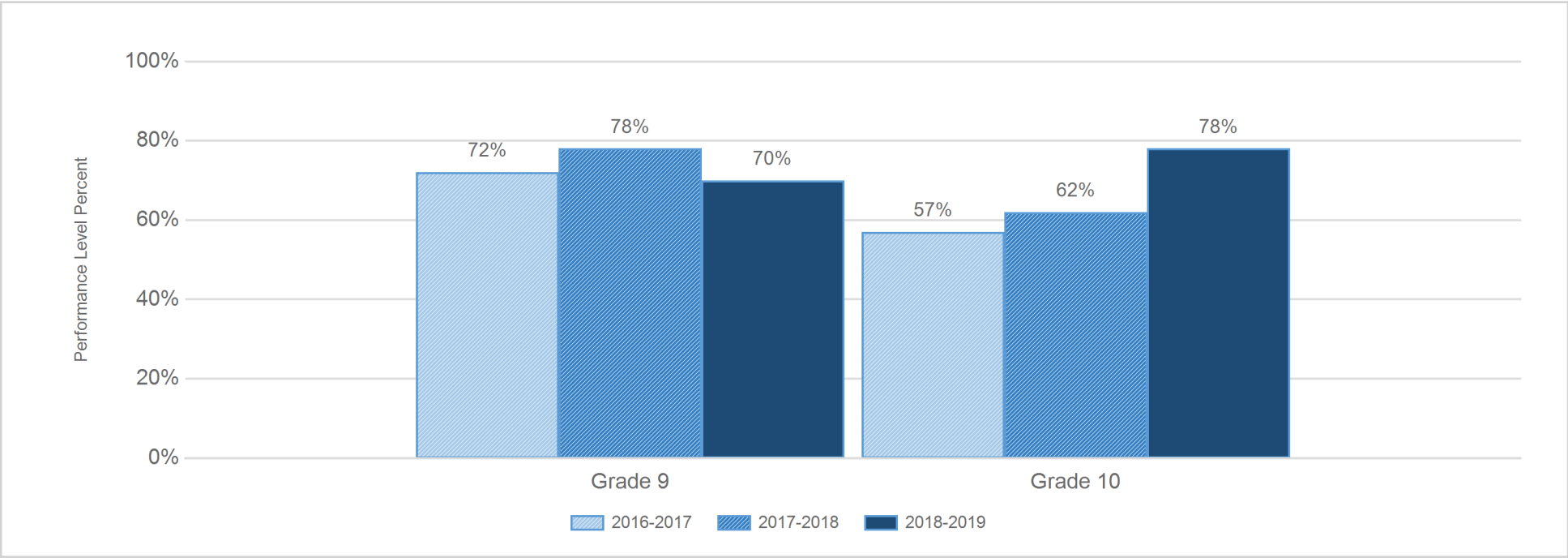| Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	628	98.9	73.6	72.1	57.9	73.6	59.8	Met Target
White	489	98.6	73.8	72.3	66.9	73.8	57.5	Met Target
Hispanic	50	100.0	54.0	60.4	43.9	54.0	50.7	Met Target
Black or African American	11	100.0	45.5	*	38.5	45.5	**	**
Asian, Native Hawaiian, or Pacific Islander	71	100.0	88.7	83.1	82.9	88.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	294	99.7	80.3	78.9	64.8	80.3		
Male	334	98.3	67.7	65.7	51.3	67.7		
Economically Disadvantaged Students	43	97.9	39.5	48.5	40.0	39.5	46.4	Met Target†
Non-Economically Disadvantaged Students	585	99.0	76.1	74.7	67.9	76.1		
Students with Disabilities	110	100.0	25.5	29.2	22.7	25.5	24.5	Met Target
Students without Disabilities	518	98.7	83.8	81.3	65.1	83.8		
English Learners	12	100.0	*	35.4	29.3	*	**	**
Non-English Learners	616	98.9	*	72.8	60.6	*		
Homeless Students	*	*	*	30.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Wayne Hills High School

(31-5570-055)

Grades Offered: 09-12

2018-2019

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English Language Arts Assessment - Performance Trends

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

Wayne Hills High School
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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	335	768	770	753	5%	7%	18%	39%	30%	70%	56%
White	246	768	768	762	4%	7%	18%	42%	28%	70%	65%
Hispanic	31	747	755	737	*	*	*	*	*	45%	40%
Black or African American	*	*	751	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	46	792	790	783	*	*	*	35%	54%	89%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	165	775	778	760	*	*	18%	37%	38%	75%	63%
Male	170	762	761	746	*	*	18%	42%	24%	65%	49%
Economically Disadvantaged Students	28	745	747	734	*	*	*	*	*	46%	36%
Non-Economically Disadvantaged Students	307	771	772	762	*	*	*	*	*	72%	65%
Students with Disabilities	61	727	729	717	*	*	41%	*	*	18%	17%
Students without Disabilities	274	778	778	760	*	*	13%	*	*	81%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Wayne Hills High School
(31-5570-055)
Grades Offered: 09-12
2018-2019

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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.

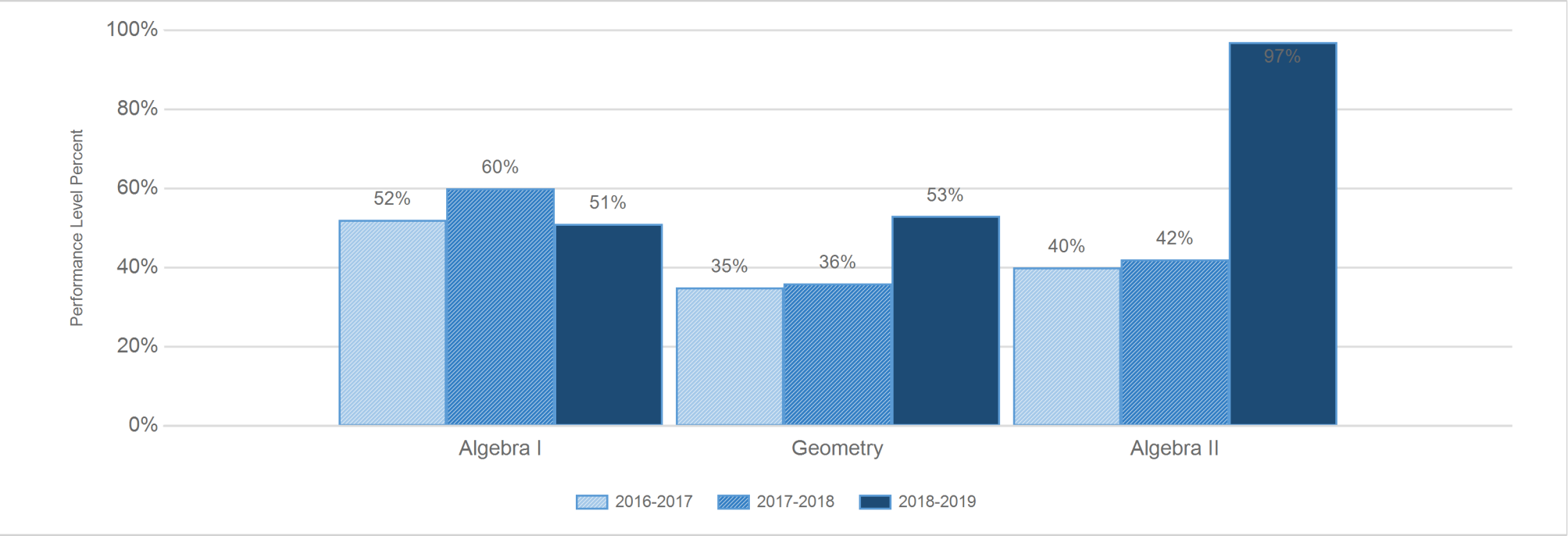| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	298	785	785	757	6%	3%	13%	31%	47%	78%	58%
White	246	784	785	767	*	*	13%	32%	46%	78%	67%
Hispanic	21	761	764	738	*	*	*	*	*	62%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	25	808	805	792	0%	*	*	*	*	88%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	133	796	793	766	*	*	10%	29%	58%	86%	66%
Male	165	776	777	749	*	*	16%	32%	39%	71%	51%
Economically Disadvantaged Students	18	733	745	735	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	280	788	788	767	*	*	*	*	*	81%	67%
Students with Disabilities	44	735	734	711	*	*	32%	*	*	39%	19%
Students without Disabilities	254	793	792	765	*	*	10%	*	*	85%	65%
English Learners	*	*	692	687	*	*	*	*	*	*	*
Non-English Learners	*	*	786	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%

Wayne Hills High School

(31-5570-055)

Grades Offered: 09-12

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	624	98.3	56.6	61.4	44.5	56.6	52.8	Met Target
White	487	98.0	55.0	60.7	54.1	55.0	51.5	Met Target
Hispanic	50	100.0	42.0	47.2	28.8	42.0	35.2	Met Target
Black or African American	11	100.0	45.5	*	23.0	45.5	**	**
Asian, Native Hawaiian, or Pacific Islander	69	98.6	79.7	82.1	76.5	79.7	76.3	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	292	99.7	55.1	60.3	44.9	55.1		
Male	332	97.1	57.8	62.3	44.2	57.8		
Economically Disadvantaged Students	43	95.8	30.2	35.2	26.3	30.2	26.2	Met Target
Non-Economically Disadvantaged Students	581	98.5	58.5	64.4	54.9	58.5		
Students with Disabilities	110	99.1	16.4	23.8	17.4	16.4	21.3	Met Target†
Students without Disabilities	514	98.1	65.2	69.5	50.0	65.2		
English Learners	12	93.3	33.3	37.5	25.0	32.3	**	**
Non-English Learners	612	98.4	57.0	61.9	46.5	57.0		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

Wayne Hills High School

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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	276	748	762	744	5%	21%	23%	*	*	51%	42%
White	206	748	762	752	5%	19%	25%	*	*	51%	53%
Hispanic	30	738	743	728	*	37%	*	43%	0%	43%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	29	763	778	775	0%	*	*	*	*	66%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	138	748	760	745	*	18%	28%	*	*	50%	44%
Male	138	749	763	743	*	23%	19%	*	*	52%	41%
Economically Disadvantaged Students	28	733	738	727	*	*	36%	*	*	25%	23%
Non-Economically Disadvantaged Students	248	750	764	752	*	*	22%	*	*	54%	52%
Students with Disabilities	61	722	725	717	*	49%	20%	*	*	15%	12%
Students without Disabilities	215	756	769	748	*	13%	24%	*	*	61%	47%
English Learners	*	*	733	710	*	*	*	*	*	*	*
Non-English Learners	*	*	762	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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(31-5570-055)

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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	287	748	746	737	*	12%	33%	*	*	53%	35%
White	234	747	745	743	*	12%	35%	*	*	50%	43%
Hispanic	20	740	737	724	0%	*	*	*	*	30%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	28	765	*	762	0%	*	*	*	*	86%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	122	747	745	738	*	15%	37%	*	*	48%	36%
Male	165	749	*	736	*	10%	30%	*	*	56%	34%
Economically Disadvantaged Students	18	741	732	722	*	*	*	*	*	33%	16%
Non-Economically Disadvantaged Students	269	749	*	743	*	*	*	*	*	54%	43%
Students with Disabilities	44	724	721	712	*	*	30%	*	*	20%	*
Students without Disabilities	243	752	*	741	*	*	33%	*	*	58%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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Wayne Hills High School

(31-5570-055)

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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	65	796	783	755	0%	0%	*	*	*	97%	58%
White	49	794	782	758	0%	0%	*	*	*	96%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	12	811	798	777	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	36	784	778	752	0%	0%	*	*	*	94%	55%
Male	29	810	789	758	0%	0%	*	*	*	100%	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	65	796	*	761	0%	0%	*	*	*	97%	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	65	796	*	756	0%	0%	*	*	*	97%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	65	796	783	755	0%	0%	*	*	*	97%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

Wayne Hills High School
(31-5570-055)
Grades Offered: 09-12
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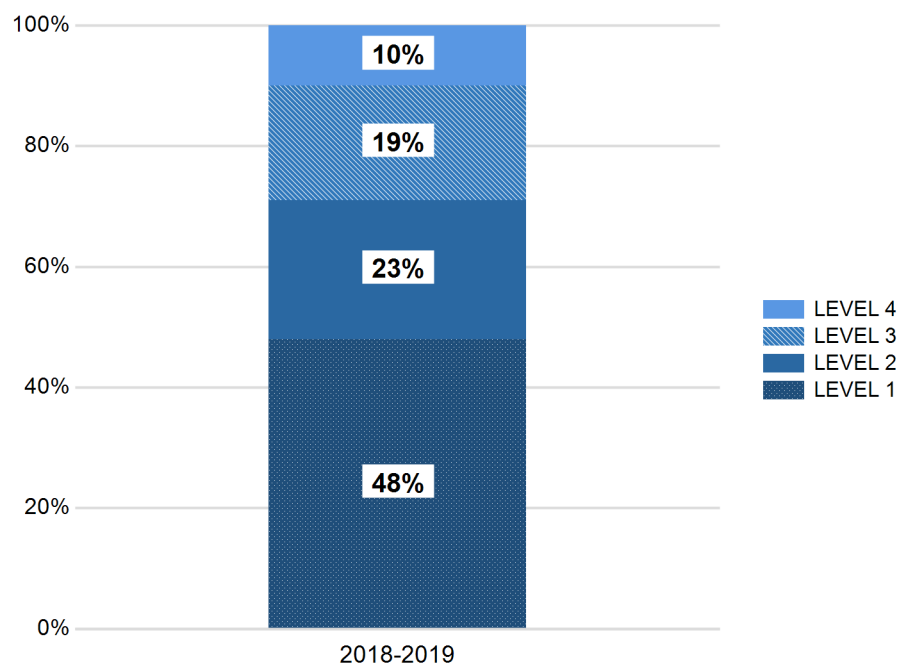
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DLM Alternate Assessment - Participation

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	50.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	18	83.3%	16.7%
3-4	*	*	*
5 or more	*	*	*

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

NJSLA Science Assessment: Grade 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	48	23	19	10
White	52	22	18	8
Hispanic	68	13	10	10
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	21	36	26
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	44	25	21	11
Male	52	21	18	10
Economically Disadvantaged Students	68	10	13	10
Non-Economically Disadvantaged Students	46	24	20	10
Students with Disabilities	85	11	2	2
Students without Disabilities	41	25	22	12
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

NJ SCHOOL PERFORMANCE REPORT

Wayne Hills High School
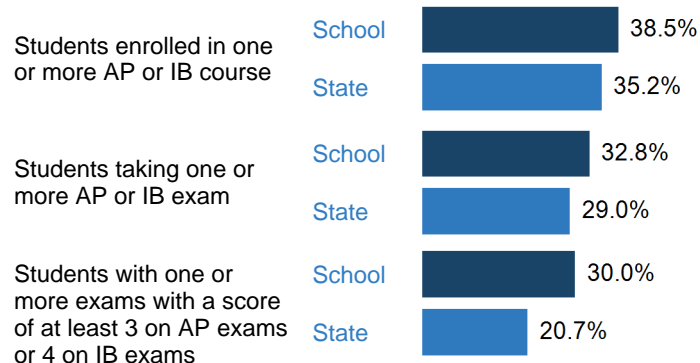(31-5570-055)
Grades Offered: 09-12
2018-2019

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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 in2018-19. 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	94.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	82.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	36.7%	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	504	476	Grade 10: 430 Grade 11: 460	72%	61%
PSAT 10/NMSQT - Math	515	477	Grade 10: 480 Grade 11: 510	58%	43%
SAT - Reading and Writing	569	539	480	82%	70%
SAT - Math	584	541	530	68%	53%
ACT - Reading	23	25	22	59%	66%
ACT - English	23	24	18	72%	81%
ACT - Math	23	24	22	53%	65%
ACT - Science	23	24	23	47%	57%

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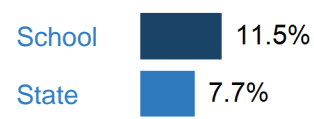
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

Students enrolled in one or more AP or IB course
- School 38.5%
- State 35.2%

Students taking one or more AP or IB exam
- School 32.8%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 30.0%
- State 20.7%

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.

Students enrolled in one or more dual enrollment course
- School 46.5%
- State 19.0%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	24	18
AP Biology	31	30
AP Calculus AB	64	60
AP Calculus BC	36	33
AP Chemistry	11	11
AP Chinese Language and Culture	0	1
AP Computer Science A	22	19
AP Computer Science Principles	45	36
AP English Language and Composition	16	15
AP English Literature and Composition	42	31
AP Environmental Science	21	15
AP European History	6	5
AP Macroeconomics	23	14
AP Microeconomics	0	15
AP Music Theory	11	4
AP Physics 1	52	48

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	38	35
AP Physics C	7	0
AP Physics C: Electricity and Magnetism	0	6
AP Physics C: Mechanics	0	6
AP Psychology	37	29
AP Statistics	49	36
AP Studio Art—Drawing Portfolio	11	9
AP Studio Art—Two-Demensional	20	21
AP U.S. Government and Politics	18	14
AP U.S. History	37	33
Total Exams taken		544
Exams with scores of at least 3 on AP exams or 4 on IB exams		483

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2018-2019

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)

School	11.5%
State	7.7%

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

School	2.0%
State	10.3%

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

School	1.6%
State	3.3%

Wayne Hills High School

(31-5570-055)

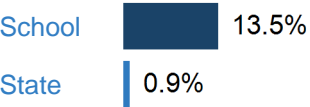Grades Offered: 09-12

2018-2019

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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	11.5%	2.0%	7.7%	10.3%
White	11.5%	2.0%	6.1%	9.6%
Hispanic	9.4%	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	12.7%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	7.3%	*	7.3%	10.6%
Male	15.2%	*	8.0%	10.1%
Economically Disadvantaged Students	10.3%	0.0%	10.4%	11.8%
Students with Disabilities	7.4%	*	6.6%	9.2%
English Learners	0.0%	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%	*

Wayne Hills High School

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Grades Offered: 09-12

2018-2019

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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 13.5%

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
Finance	116	116	116
Transportation, Distribution & Logistics	56	56	56
Total (All Clusters)	172	172	172

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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	273	65	0	0	0	0	46
10	9	241	68	2	0	8	10
11	3	4	218	54	28	17	7
12	0	1	8	97	79	24	134
Total	285	311	294	153	107	49	197
Enrolled in AP/IB Course					100	49	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	307	27	0	0	0	27
10	15	261	0	0	37	5
11	32	18	0	89	187	37
12	111	6	0	27	48	85
Total	465	312	0	116	272	154
Enrolled in AP/IB Course	31	11		21	95	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	47

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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	329	8	0	0	0	19
10	1	310	0	1	0	19
11	0	305	0	56	50	29
12	0	10	23	92	66	136
Total	330	633	23	149	116	203
Enrolled in AP/IB Course	0	37	23	37		24
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	202	37	46	0	0	0	0
10	208	37	53	0	0	0	0
11	136	32	35	0	0	0	0
12	63	33	23	0	0	0	0
Total	609	139	157	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	180	92	74	0	0	0	0

Wayne Hills High School
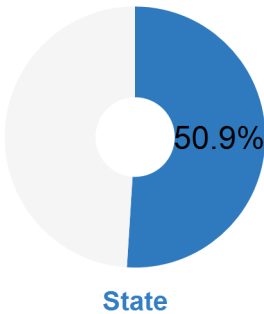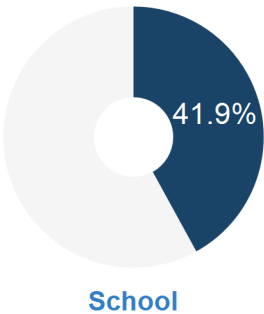(31-5570-055)
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Computer Science and Information Technology – Course Participation

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.

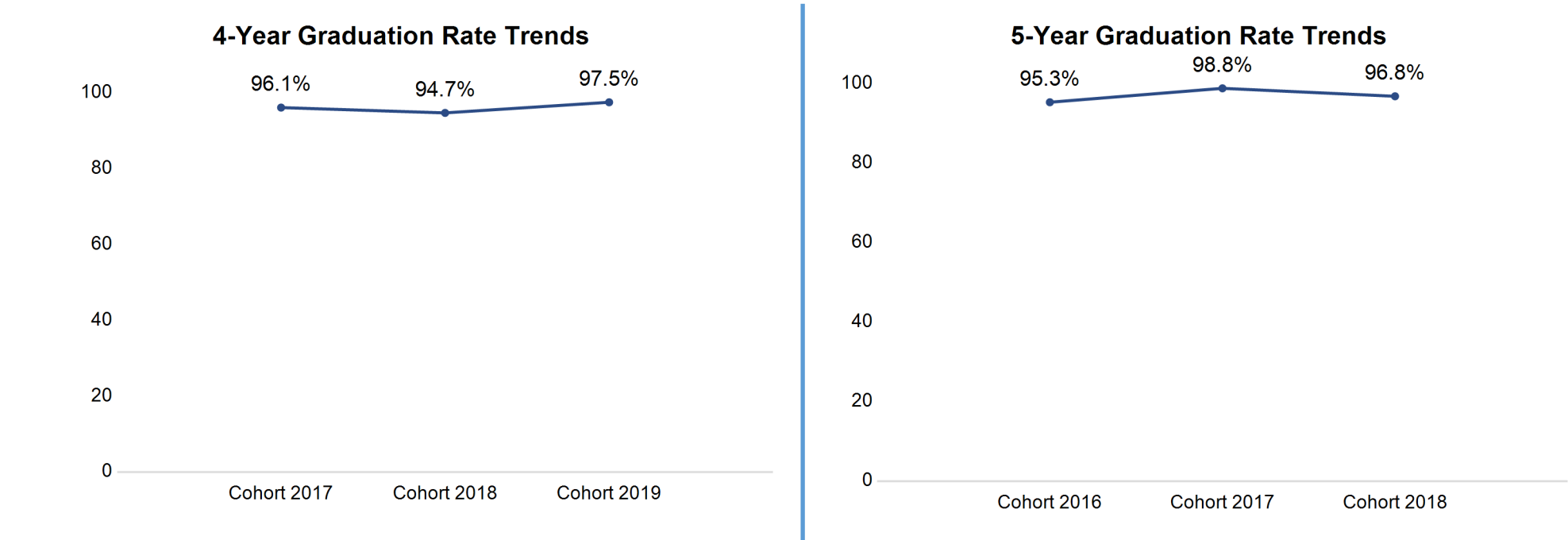| Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	42	0	0	0	0	0
10	45	0	13	0	0	0
11	36	0	11	0	0	0
12	34	0	21	0	0	0
Total	157	0	45	0	0	0
Enrolled in AP/IB Course	22		45			0
Enrolled in Dual Enrollment Course	73	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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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

41.9% School

50.9% State

Students enrolled in one or more classes by discipline:

MUSIC
School 11.0%
State 17.6%

DANCE
School 0.0%
State 2.3%

DRAMA
School 1.3%
State 3.9%

VISUAL ARTS
School 31.7%
State 32.9%

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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

	Cohort 2017	Cohort 2018	Cohort 2019
	96.1%	94.7%	97.5%

5-Year Graduation Rate Trends

	Cohort 2016	Cohort 2017	Cohort 2018
	95.3%	98.8%	96.8%

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	96.1%	94.7%	97.5%	95.3%	98.8%	96.8%
Annual Target	N	95.0%		N	N	
Met Annual Target?	Met Goal	Not Met		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Wayne Hills High School
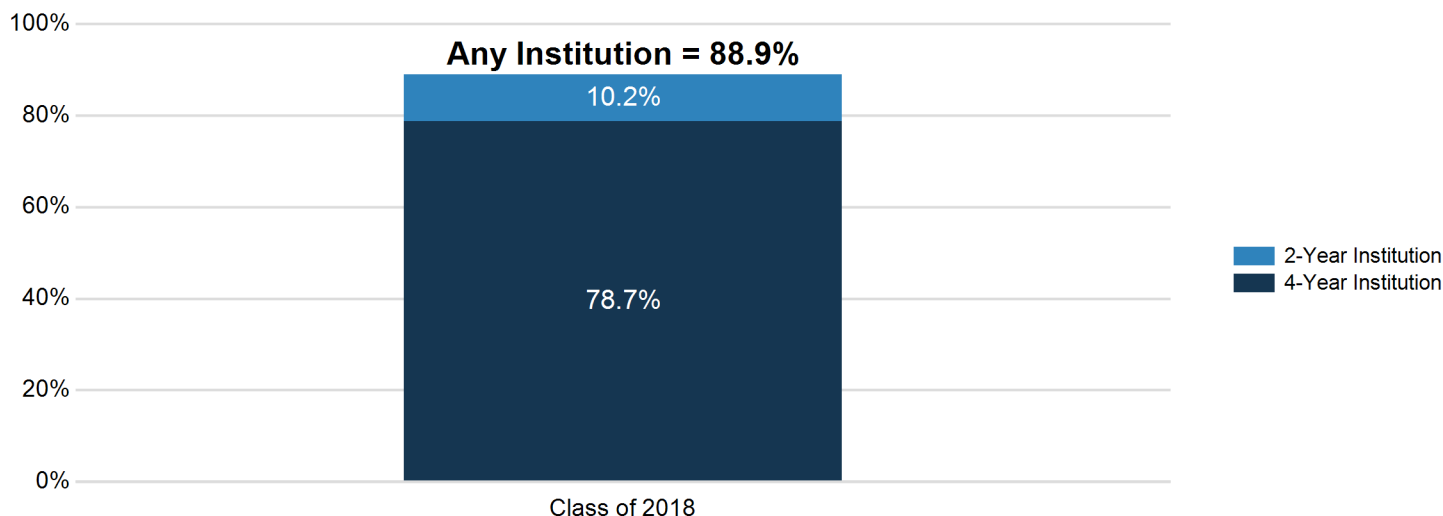
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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.5%	90.6%	96.8%	92.5%	94.7%	95.0%	Not Met	98.8%	N	Met Goal
White	97.6%	94.9%	97.1%	95.9%	94.9%	95.0%	Not Met	98.9%	N	Met Goal
Hispanic	100.0%	84.5%	*	87.3%	*	91.2%	Not Met	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	97.6%	96.9%	97.0%	97.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	98.7%	92.8%	97.3%	94.4%	96.8%			98.7%		
Male	96.5%	88.5%	96.3%	90.8%	92.7%			98.9%		
Economically Disadvantaged Students	96.2%	84.0%	100.0%	87.3%	97.1%	N	Met Goal	100.0%	N	Met Goal
Students with Disabilities	93.8%	79.2%	85.0%	83.8%	76.6%	86.3%	Not Met	93.9%	87.2%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	100.0%	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	*	85.0%	*			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	71.5%	70.6%
Substitute Competency Test	24.4%	23.4%
Portfolio Appeals Process	0.0%	1.3%
Alternate Requirements specified in IEP	4.1%	4.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.4%	1.2%
2016-2017	0.1%	1.1%

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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

Any Institution = 88.9%

- 2-Year Institution: 10.2%
- 4-Year Institution: 78.7%

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	10.2%
% Enrolled in 4-Year Institution	78.7%
% Enrolled in Any Postsecondary Institution	89.0%

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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	85.1%	9.5%	90.5%
White	86.4%	8.8%	91.2%
Hispanic	81%	29.4%	70.6%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	81.4%	2.9%	97.1%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	70.8%	29.4%	70.6%
Students with Disabilities	71.2%	16.2%	83.8%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

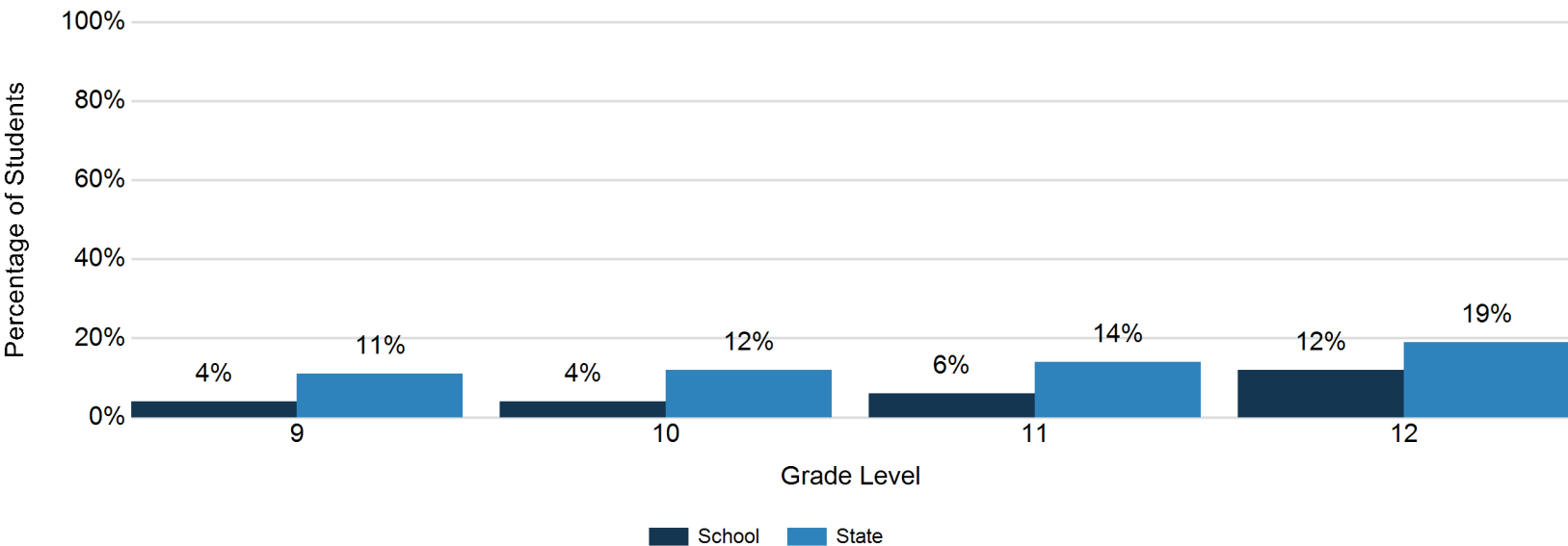| Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	89%	11.5%	88.5%	71.4%	28.6%	57.1%	42.9%
White	88.4%	10.2%	89.8%	70.7%	29.3%	56%	44%
Hispanic	83.3%	30%	70%	80%	20%	75%	25%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	96.9%	6.5%	93.5%	74.2%	25.8%	51.6%	48.4%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	78.1%	44%	56%	64%	36%	68%	32%
Students with Disabilities	72.5%	32.4%	67.6%	81.1%	18.9%	75.7%	24.3%
English Learners	*	*	*	*	*	*	*

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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	87	6.8	14.2	Met
White	65	6.6	14.2	Met
Hispanic	11	10.8	14.2	Met
Black or African American	0	0	14.2	Met
Asian, Native Hawaiian, or Pacific	11	7.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	44	7.4		
Male	43	6.3		
Economically Disadvantaged Students	16	14.8	14.2	Not Met
Students with Disabilities	33	14.0	14.2	Met
English Learners	4	25.0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 3%
- 1-5: 30%
- 6-10: 35%
- 11-15: 21%
- Over 15: 11%

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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	8
Weapons	0
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	1.49

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
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	40	3.1%
Out-of-School Suspensions	23	1.8%
Any Suspension	54	4.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
137

Wayne Hills High School
(31-5570-055)
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	7:20 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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

NJ SCHOOL PERFORMANCE REPORT

Wayne Hills High School
(31-5570-055)
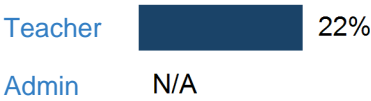Grades Offered: 09-12
2018-2019

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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.
Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	128	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	79.7%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	213:1	176:1
Teachers to Administrators	21:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	59.4%	33.3%	48.4%	77.1%	54.9%
Male	53.1%	40.6%	66.7%	51.6%	22.9%	45.1%
White	76.4%	97.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.3%	0.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.0%	1.6%	0.0%	15.0%	6.6%	13.9%
Asian	12.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%

Wayne Hills High 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

Teacher 22%

Admin N/A

Master's Degree

Teacher 77%

Admin 100%

Doctoral Degree

Teacher 1%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.7%

Wayne Hills High School
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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

Wayne Hills High School

(31-5570-055)

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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:

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.7%	69.7%	73.6%
Math Proficiency	49.2%	53.6%	56.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.1%	94.7%	97.5%
5-Year Graduation Rate†	95.3%	98.8%	96.8%
Progress toward English Language Proficiency		50.0%	50.0%
Chronic Absenteeism	7.2%	8.7%	6.8%

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

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
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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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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	Met Target	Not Met	Met Goal	**	Met	No
White	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	Not Met	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	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†	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Not Met	Met Target	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• 39 AP Scholars, 21 AP Scholars with Honor, 57 AP Scholars with Distinction, 15 National AP Scholars • 13 students were Commended by the National Merit Scholarship Program; 3 National Merit Semi-Finalists and 6 National Merit Commended • All students use 1:1 personal Chromebooks in each grade.
Mission, Vision, Theme:	Wayne Hills High School serves an increasingly diverse suburban population by offering a comprehensive education. Our goal is to inspire individual success by creating a safe educational environment that promotes tolerance and respect for others while finding the best in ourselves. By working together with a concerned and dedicated community, we provide students with the educational means to reach their goals.
Awards, Recognition, Accomplishments:	Our Math League team is currently in 1st place in Passaic County and the Computer Science League team has two teams in separate divisions currently tied for first place in international competition in the American Computer Science league. Wayne Hills hosts the American Computer Science League All-Star contest featuring the best programming teams from around the world.

Wayne Hills High School

(31-5570-055)

Grades Offered: 09-12

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NJ SCHOOL PERFORMANCE REPORT

School Narrative

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Courses, Curriculum, Instruction:	We offer a curriculum rich in college preparatory topics and skills from General and Enriched Courses to Honors and Advanced Placement. Our curriculum includes 23 AP courses, our award winning Music program, and our CTE subjects College Accounting, Marketing and Auto, our Dual Enrollment in Child Development III, Photography III, Accounting I and II, College Business I and II, and Marketing I and II. We now offer Mobile APPs as well as many career focused pathways such as Television, Graphic Arts, Family and Consumer Sciences, Robotics, CAD, Photography and Auto Occupations. Students may earn college credits in multiple courses from Accounting to English Composition or get credits for work in our SLE Program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) We offer 17 female and 17 male Varsity sports with 373 females and 497 males participating. Our athletic teams took home 12 Division Titles, 7 County Titles, and 2 Sectional State Titles . We won sectional championships in Boys Bowling and Football. We offer Project Adventure classes, CPR, and health and family education. Physical Education classes include Cardio and Weight Rooms, two gyms, padded wrestling room, six tennis courts, and turf and grass facilities.
Clubs and Activities:	There is truly something for everyone in our clubs and activities. They include Academic Competition, Marching Band, Color Guard,Drill Team, Choral Music, Drama and Theater Arts, FBLA, Interact, Jazz Band, Literary Review, NHS, Patriot Press Newspaper, Peer Leaders, Student Dance Association, Social Eyes, Student Council, Video Club, Winter Guard, Yearbook, String Ensemble, Robotics.

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Wayne Hills High School
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	Staff and Professional Learning:	Our Tech Team Teacher Leaders are working on designing curriculum and lessons with teachers in order to support our District 1:1 computer initiative. Multiple staff members are Google certified.
	Postsecondary Information:	79% of our students will attend a 4 year college, 11% a 2 year college, with 7% entering the workforce, other educational programs, or the armed services. The PSAT is offered to 10th and 11th graders during the school day once a year. Each Spring, we offer a financial aid presentation for parents. Students work one-on-one with their school counselors to develop graduation plans as well as post-secondary plans.

Overview	Demographic	Academic Achievement	College and Career Readiness	Grad/ Postsecondary	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

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Student Supports and Services:	Students are supported by a safety net of professionals, such as; guidance counselors, Child Study Team, nurses, Student Assistance Counselor, custodians, and administrative assistants. Our ELL program is designed to further develop student's comprehension, speaking, reading, and writing skills. Student are placed in appropriate settings within the least restrictive environment.
Student Health and Wellness:	Students in the Federal School Lunch Program receive free and reduced breakfast and lunch. Qualifying families are also offered assistance for some events/ programs in school such as Thanksgiving Baskets, food bank, class dues and college applications. All students receive annual health screenings. Bulletin Boards reflect the importance of school attendance, nutrition, drug/tobacco and emotional health information.
Parent and Community Involvement:	Our PTO supports the students with $20,000 in scholarships every year. Special Education Parent Advisory Group (SEPAG) gives parents opportunities to speak about school or district related issues. WEF donated this year $5,000 to Robotics, and bought several items for music. Every year, students raise food and thousands of dollars to donate to local families in Wayne with much going to Eva's Kitchen in Paterson where students volunteer.

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School Narrative

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Facilities:	We are renovating the science labs to help students access learning environments that stimulate strong growth in scientific thinking and understanding through hands-on learning. These new labs will be bright and spacious and are designed to promote flexible delivery of the Next Generation Science Standards (NGSS). A key component of the instructional delivery platform is the use of the latest generation of flat screen interactive video displays (two per room) featuring touch screen input.

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School Narrative

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Other Information

Wayne Hills High School serves 1330 students, spanning grades 9-12 with a gender enrollment of 52% male and 48% female. The student population ethnicity breakdown is 79.8% white, 11.0% Asian, 7.2% Hispanic, 1.5% black, with .5% other. 16.2% of the student population is classifed as Students with Disabilities and 6.8% are identified as Economically Challenged. The length of the school day is 6 hours an 56 minutes and of that time 5 hours and 36 minutes are identified as instructional time. The student to staff ration is 10.6 to 1, the student to administrator ratio is 221 to 1, and the student to counselor ratio is approximately 221 to 1.

NJ SCHOOL PERFORMANCE REPORT

Wayne Valley High School
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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:

Wayne Valley High School
(31-5570-050)
Grades Offered: 09-12
2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note,see note below table

School 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	Passaic
District	Wayne Township Public School District
Principal Name	Mr. Kenneth Palczewski
Address	551 VALLEY ROAD WAYNE, NJ 07470
Phone Number	973-317-2200
Email Address	kpalczewski@wayneschools.com
Website	https://www.wayneschools.com/wv
Facebook	https://www.facebook.com/WaynePublicSchools
Twitter	https://twitter.com/WayneSchoolsNJ

NJ SCHOOL PERFORMANCE REPORT

Wayne Valley High 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
9	307	337	256
10	341	309	341
11	316	339	304
12	331	327	358
Total	1,295	1,312	1,259

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	49.9%	52.4%	51.8%
Male	50.1%	47.6%	48.2%
Economically Disadvantaged Students	11.0%	9.8%	8.7%
Students with Disabilities	11.7%	12.0%	12.9%
English Learners	0.0%	0.0%	0.2%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.1%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.1%	0.1%	0.1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	82.1%	79.9%	78.1%
Hispanic	10.0%	10.7%	11.5%
Black or African American	1.4%	1.9%	2.0%
Asian	6.3%	7.2%	7.9%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.2%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.1%	0.2%	0.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,295	1,312	1,259
Shared Time Students	0	0	0
Full Time Equivalent	1,295	1,312	1,259

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.

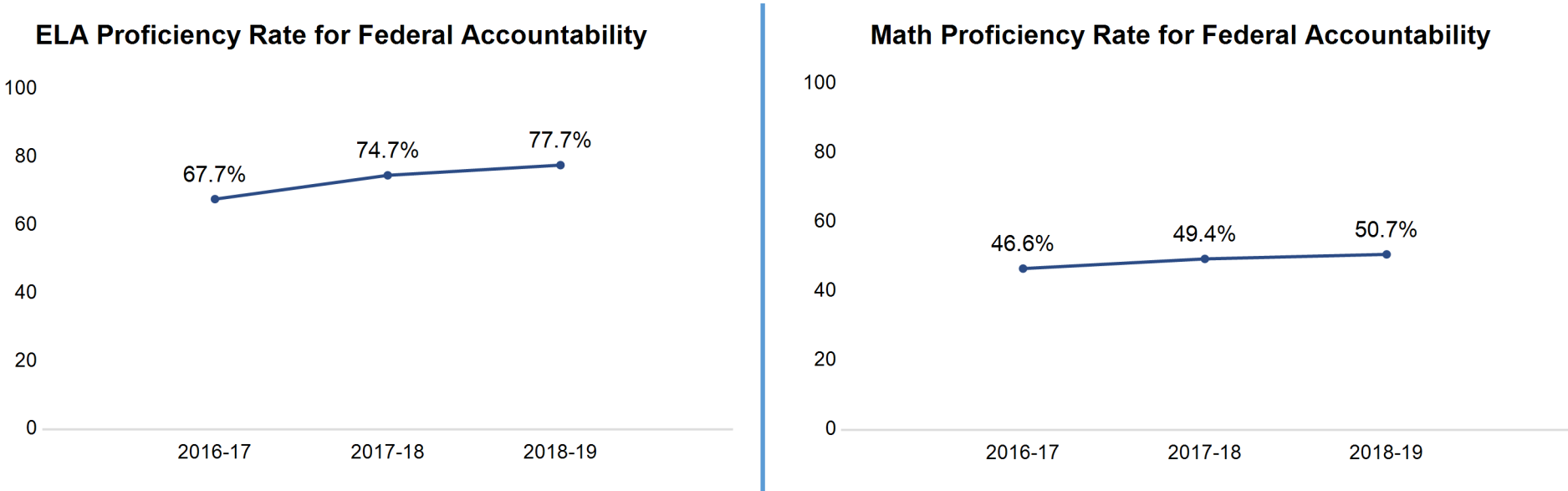| Home Language	% of Students
English	79.2%
Spanish	4.8%
Arabic	2.7%
Albanian	2.1%
Italian	1.3%
Other Languages	9.9%

Wayne Valley High School

(31-5570-050)

Grades Offered: 09-12

2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 67.7%
- 2017-18: 74.7%
- 2018-19: 77.7%

Math Proficiency Rate for Federal Accountability

- 2016-17: 46.6%
- 2017-18: 49.4%
- 2018-19: 50.7%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	99.2%	99.8%	98.5%	99.1%	99.8%
Proficiency Rate for Federal Accountability	67.7%	74.7%	77.7%	46.6%	49.4%	50.7%
Annual Target	59.2%	60.3%	61.4%	49.8%	51.4%	53.0%
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.
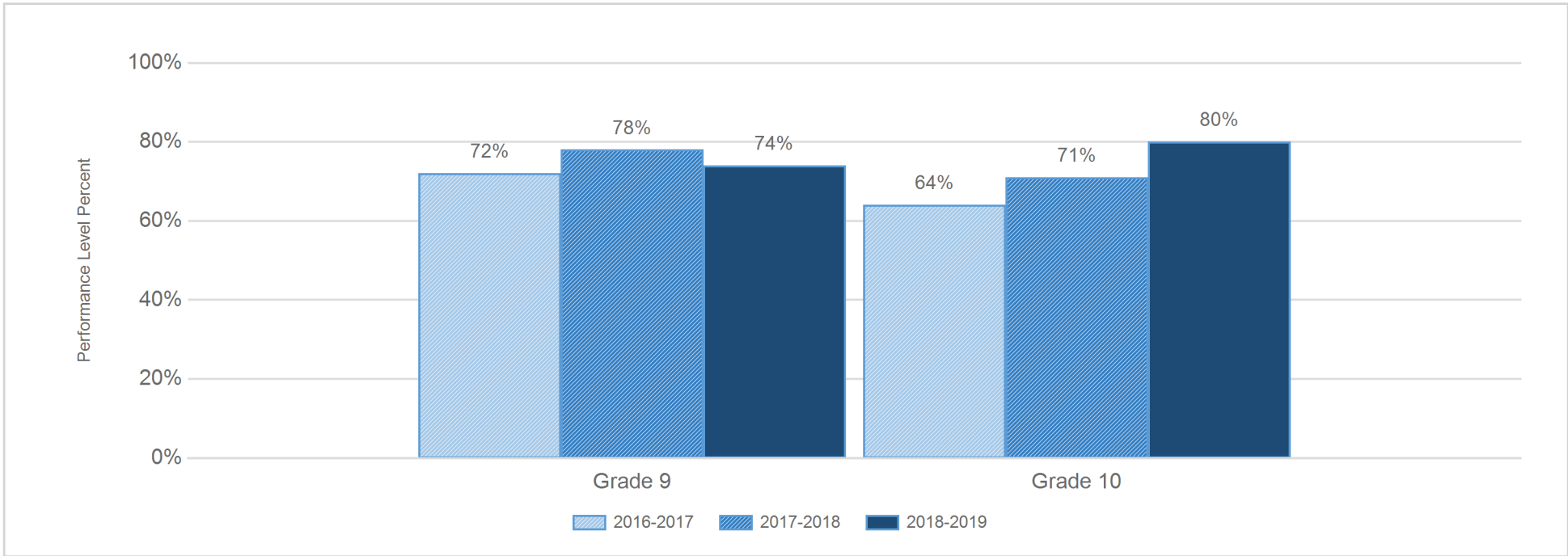
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NJ SCHOOL PERFORMANCE REPORT

Wayne Valley High School
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Grades Offered: 09-12
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	593	99.8	77.7	72.1	57.9	77.7	61.4	Met Target
White	461	99.8	77.9	72.3	66.9	77.9	62.5	Met Target
Hispanic	65	100.0	67.7	60.4	43.9	67.7	48.8	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	56	100.0	85.7	83.1	82.9	85.7	68.7	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	321	99.7	83.5	78.9	64.8	83.5		
Male	272	100.0	71.0	65.7	51.3	71.0		
Economically Disadvantaged Students	59	100.0	40.7	48.5	40.0	40.7	44.5	Met Target†
Non-Economically Disadvantaged Students	534	99.8	81.8	74.7	67.9	81.8		
Students with Disabilities	75	100.0	32.0	29.2	22.7	32.0	30.4	Met Target
Students without Disabilities	518	99.8	84.4	81.3	65.1	84.4		
English Learners	*	*	*	35.4	29.3	*	**	**
Non-English Learners	*	*	*	72.8	60.6	*		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Wayne Valley High School
(31-5570-050)
Grades Offered: 09-12
2018-2019

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	260	771	770	753	*	*	15%	43%	31%	74%	56%
White	197	770	768	762	*	*	16%	47%	27%	74%	65%
Hispanic	32	763	755	737	*	*	*	34%	31%	66%	40%
Black or African American	*	*	751	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	28	788	790	783	0%	*	*	*	*	86%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	132	781	778	760	*	*	15%	41%	40%	81%	63%
Male	128	761	761	746	*	*	15%	45%	21%	66%	49%
Economically Disadvantaged Students	25	750	747	734	*	*	*	*	*	40%	36%
Non-Economically Disadvantaged Students	235	773	772	762	*	*	*	*	*	77%	65%
Students with Disabilities	38	732	729	717	*	*	45%	*	*	24%	17%
Students without Disabilities	222	778	778	760	*	*	10%	*	*	82%	63%
English Learners	N	N	*	693	N	N	N	N	N	N	*
Non-English Learners	260	771	*	755	*	*	15%	43%	31%	74%	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	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.

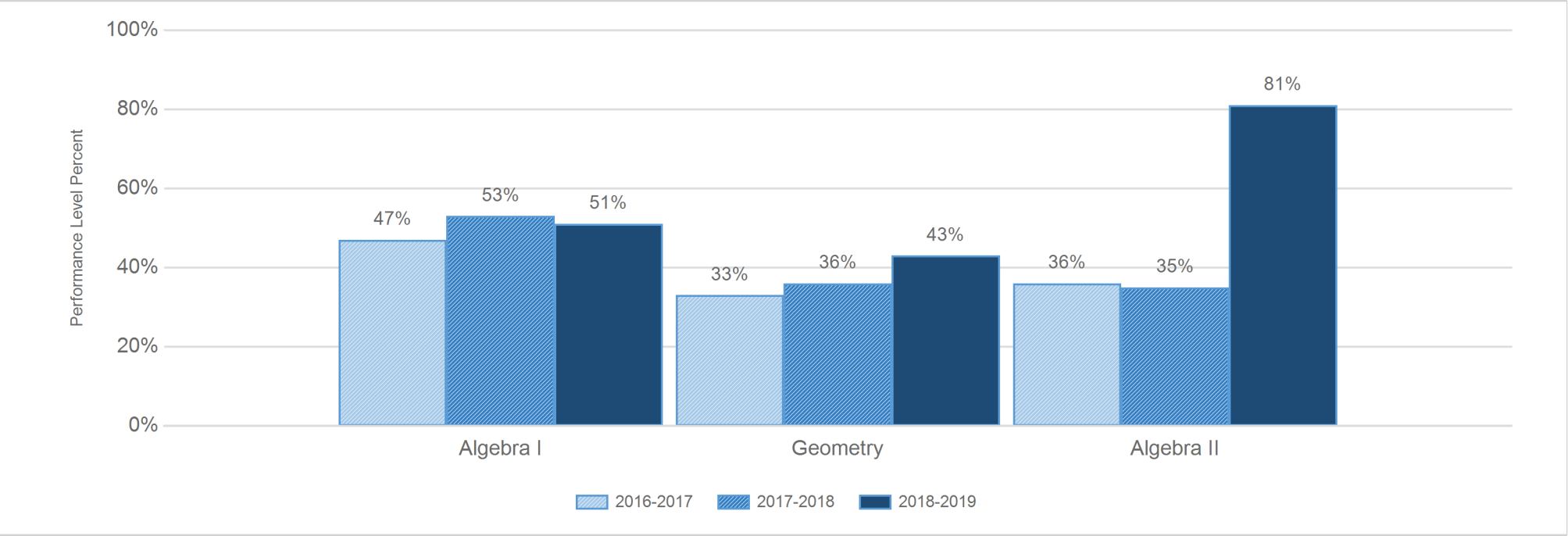| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	342	785	785	757	3%	6%	11%	33%	47%	80%	58%
White	265	785	785	767	*	*	11%	34%	47%	81%	67%
Hispanic	41	766	764	738	*	*	*	32%	34%	66%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	28	802	805	792	*	*	0%	*	*	86%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	191	790	793	766	*	*	9%	31%	54%	85%	66%
Male	151	777	777	749	*	*	13%	36%	38%	74%	51%
Economically Disadvantaged Students	37	750	745	735	*	*	30%	*	*	38%	40%
Non-Economically Disadvantaged Students	305	789	788	767	*	*	8%	*	*	85%	67%
Students with Disabilities	36	734	734	711	*	*	31%	39%	0%	39%	19%
Students without Disabilities	306	791	792	765	*	*	8%	33%	52%	85%	65%
English Learners	*	*	692	687	*	*	*	*	*	*	*
Non-English Learners	*	*	786	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%

Wayne Valley High School

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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	596	99.8	50.7	61.4	44.5	50.7	53	Met Target†
White	463	99.8	50.1	60.7	54.1	50.1	53.2	Met Target†
Hispanic	67	100.0	38.8	47.2	28.8	38.8	41.2	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	55	100.0	70.9	82.1	76.5	70.9	72	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	65.2	53.3	*	**	**
Female	320	99.7	49.7	60.3	44.9	49.7		
Male	276	100.0	51.8	62.3	44.2	51.8		
Economically Disadvantaged Students	60	100.0	23.3	35.2	26.3	23.3	44.5	Not Met
Non-Economically Disadvantaged Students	536	99.8	53.7	64.4	54.9	53.7		
Students with Disabilities	76	100.0	*	23.8	17.4	*	25.6	Not Met
Students without Disabilities	520	99.8	*	69.5	50.0	*		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	61.9	46.5	*		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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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.

Wayne Valley High School

(31-5570-050)

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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	200	746	762	744	6%	17%	27%	*	*	51%	42%
White	150	747	762	752	*	19%	25%	*	*	52%	53%
Hispanic	31	735	743	728	*	*	*	39%	0%	39%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	97	749	760	745	*	15%	33%	*	*	49%	44%
Male	103	743	763	743	*	17%	21%	*	*	51%	41%
Economically Disadvantaged Students	27	727	738	727	*	*	41%	*	*	22%	23%
Non-Economically Disadvantaged Students	173	749	764	752	*	*	25%	*	*	55%	52%
Students with Disabilities	38	721	725	717	*	50%	26%	*	*	11%	12%
Students without Disabilities	162	752	769	748	*	9%	27%	*	*	60%	47%
English Learners	*	*	733	710	*	*	*	*	*	*	*
Non-English Learners	*	*	762	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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NJ SCHOOL PERFORMANCE REPORT

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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	319	743	746	737	4%	18%	36%	39%	4%	43%	35%
White	249	743	745	743	*	18%	38%	*	*	42%	43%
Hispanic	37	735	737	724	*	*	32%	*	*	32%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	25	756	*	762	*	*	*	*	*	72%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	187	744	745	738	*	18%	36%	*	*	43%	36%
Male	132	742	*	736	*	17%	36%	*	*	42%	34%
Economically Disadvantaged Students	33	727	732	722	*	30%	39%	*	*	18%	16%
Non-Economically Disadvantaged Students	286	745	*	743	*	16%	35%	*	*	45%	43%
Students with Disabilities	36	717	721	712	*	*	*	*	*	*	*
Students without Disabilities	283	747	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	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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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	85	774	783	755	*	*	14%	65%	16%	81%	58%
White	65	773	782	758	*	*	17%	*	*	80%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	12	786	798	777	0%	*	0%	*	*	92%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	37	772	778	752	*	*	*	*	*	84%	55%
Male	48	776	789	758	*	*	*	*	*	79%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	85	774	783	755	*	*	14%	65%	16%	81%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

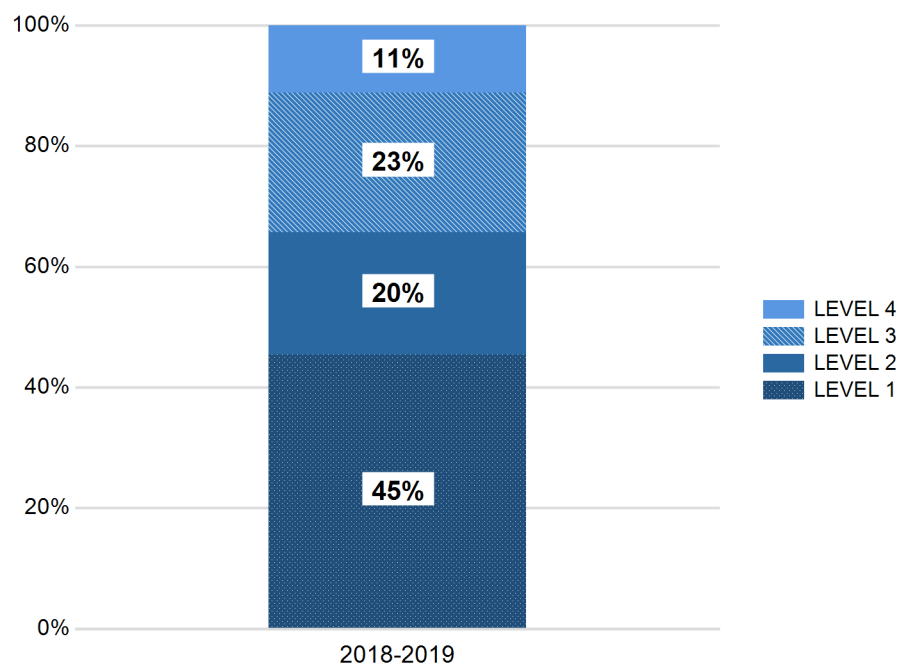**Wayne Valley High School**
(31-5570-050)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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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.

	2018-2019
LEVEL 4	11%
LEVEL 3	23%
LEVEL 2	20%
LEVEL 1	45%

NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	45	20	23	11
White	46	20	23	11
Hispanic	54	19	22	5
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	46	21	22	11
Male	45	20	25	10
Economically Disadvantaged Students	67	17	17	0
Non-Economically Disadvantaged Students	44	21	24	11
Students with Disabilities	81	9	9	0
Students without Disabilities	41	22	25	12
English Learners	N	N	N	N
Non-English Learners	45	20	23	11
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

NJ SCHOOL PERFORMANCE REPORT

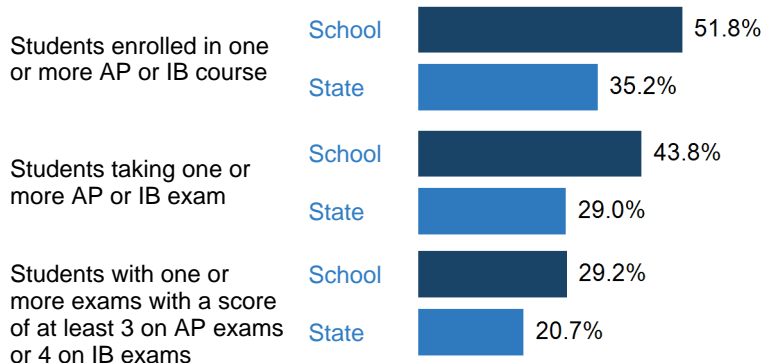**Wayne Valley High School**
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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

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	90.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	83.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	28.8%	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	503	476	Grade 10: 430 Grade 11: 460	77%	61%
PSAT 10/NMSQT - Math	498	477	Grade 10: 480 Grade 11: 510	52%	43%
SAT - Reading and Writing	569	539	480	84%	70%
SAT - Math	569	541	530	61%	53%
ACT - Reading	24	25	22	67%	66%
ACT - English	24	24	18	86%	81%
ACT - Math	23	24	22	61%	65%
ACT - Science	23	24	23	51%	57%

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
- School 51.8%
- State 35.2%

Students taking one or more AP or IB exam
- School 43.8%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 29.2%
- State 20.7%

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.

Students enrolled in one or more dual enrollment course
- School 30.2%
- State 19.0%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	8	7
AP Biology	36	36
AP Calculus AB	81	72
AP Calculus BC	33	32
AP Chemistry	15	15
AP Computer Science A	26	20
AP Computer Science Principles	27	18
AP English Language and Composition	37	32
AP English Literature and Composition	19	14
AP Environmental Science	44	35
AP European History	16	14
AP Human Geography	56	46
AP Macroeconomics	29	24
AP Microeconomics	0	24
AP Music Theory	4	4
AP Physics 1	77	61

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	29	19
AP Physics C	15	0
AP Physics C: Electricity and Magnetism	0	11
AP Physics C: Mechanics	0	14
AP Psychology	80	70
AP Statistics	35	29
AP Studio Art—Drawing Portfolio	13	14
AP U.S. Government and Politics	48	38
AP U.S. History	72	35
Total Exams taken		684
Exams with scores of at least 3 on AP exams or 4 on IB exams		468

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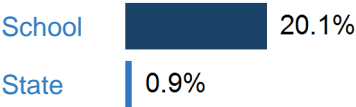(31-5570-050)
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and 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)

School   11.5%

State   7.7%

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

School   8.6%

State   10.3%

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

School   1.7%

State   3.3%

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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	11.5%	8.6%	7.7%	10.3%
White	11.3%	9.9%	6.1%	9.6%
Hispanic	11.0%	*	10.3%	11.3%
Black or African American	*	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	13.7%	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	8.7%	2.9%	7.3%	10.6%
Male	14.5%	14.7%	8.0%	10.1%
Economically Disadvantaged Students	12.8%	*	10.4%	11.8%
Students with Disabilities	8.6%	8.6%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	*	*	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   20.1%

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
Finance	190	190	190
Transportation, Distribution & Logistics	63	63	63
Total (All Clusters)	253	253	253

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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	197	64	0	0	0	0	54
10	5	269	86	1	0	4	8
11	1	5	216	59	27	10	7
12	0	0	5	122	102	21	87
Total	203	338	307	182	129	35	156
Enrolled in AP/IB Course					114	35	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	237	22	0	0	0	13
10	14	300	0	3	35	7
11	42	14	0	173	103	30
12	64	10	0	20	49	67
Total	357	346	0	196	187	117
Enrolled in AP/IB Course	36	15		44	121	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	58

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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	259	1	0	0	0	24
10	6	342	0	3	4	39
11	1	305	8	57	44	94
12	0	11	21	99	48	189
Total	266	659	29	159	96	346
Enrolled in AP/IB Course	0	72	29	80		118
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	202	23	22	0	0	0	0
10	268	33	39	0	0	0	0
11	139	17	22	0	0	0	0
12	58	11	7	0	0	0	0
Total	667	84	90	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	227	45	39	0	0	0	0

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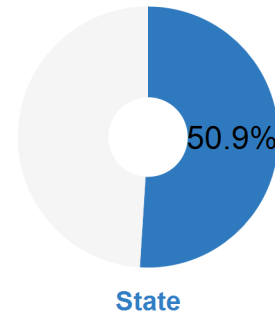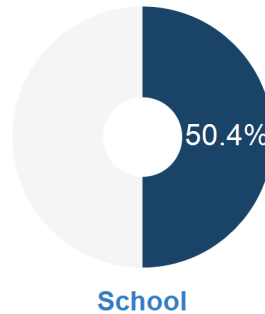(31-5570-050)
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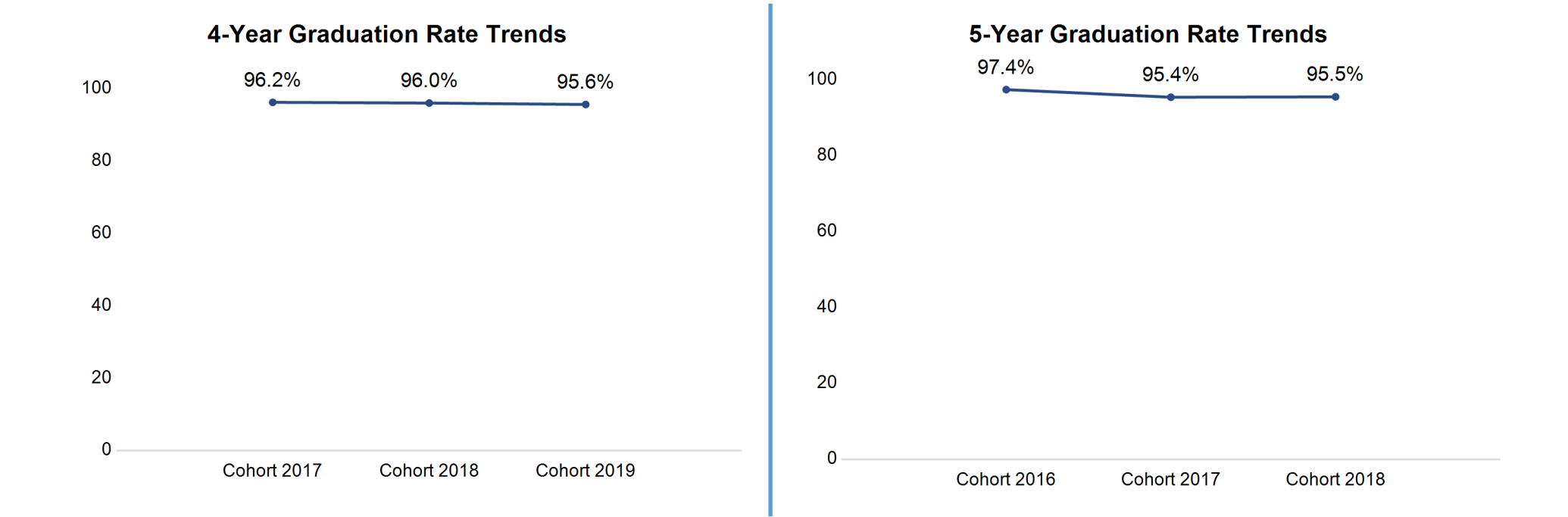 **†** This indicates a table specific note,see note below table

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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	25	0	4	0	0	0
11	37	0	7	0	0	0
12	28	0	16	0	0	0
Total	90	0	27	0	0	0
Enrolled in AP/IB Course	26		27			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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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: 50.4%
State: 50.9%

Students enrolled in one or more classes by discipline:

MUSIC
School: 17.2%
State: 17.6%

DANCE
School: 0.0%
State: 2.3%

DRAMA
School: 0.6%
State: 3.9%

VISUAL ARTS
School: 37.9%
State: 32.9%

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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

96.2%   96.0%   95.6%

Cohort 2017   Cohort 2018   Cohort 2019

5-Year Graduation Rate Trends

97.4%   95.4%   95.5%

Cohort 2016   Cohort 2017   Cohort 2018

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	96.2%	96.0%	95.6%	97.4%	95.4%	95.5%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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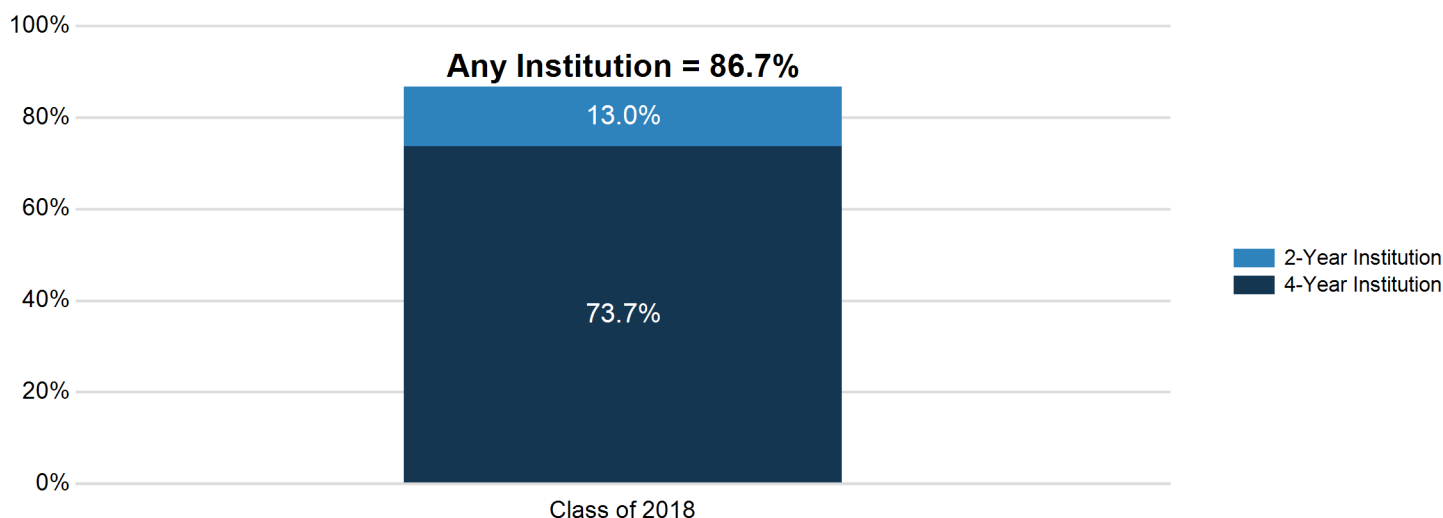Grades Offered: 09-12
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

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	95.6%	90.6%	95.5%	92.5%	96.0%	N	Met Goal	95.4%	N	Met Goal
White	95.7%	94.9%	96.3%	95.9%	96.6%	N	Met Goal	96.2%	N	Met Goal
Hispanic	92.5%	84.5%	89.2%	87.3%	91.7%	92.4%	Not Met	90.9%	96.0%	Not Met
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	*	97.8%	*	N	Met Goal	90.5%	96.0%	Not Met
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	96.2%	92.8%	97.1%	94.4%	97.7%			96.2%		
Male	95.0%	88.5%	93.5%	90.8%	94.1%			94.6%		
Economically Disadvantaged Students	87.2%	84.0%	90.0%	87.3%	90.0%	85.1%	Met Target	95.1%	N	Met Goal
Students with Disabilities	81.5%	79.2%	78.6%	83.8%	86.5%	87.1%	Not Met	85.7%	92.8%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	*	83.3%	N	85.0%	N			N		

Wayne Valley High School
(31-5570-050)
Grades Offered: 09-12
2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	69.5%	70.1%
Substitute Competency Test	26.1%	22.7%
Portfolio Appeals Process	0.0%	2.3%
Alternate Requirements specified in IEP	4.3%	4.9%
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	0.3%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.4%	1.1%

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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

Any Institution = 86.7%

- 2-Year Institution: 13.0%
- 4-Year Institution: 73.7%

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	13.0%
% Enrolled in 4-Year Institution	73.7%
% Enrolled in Any Postsecondary Institution	86.7%

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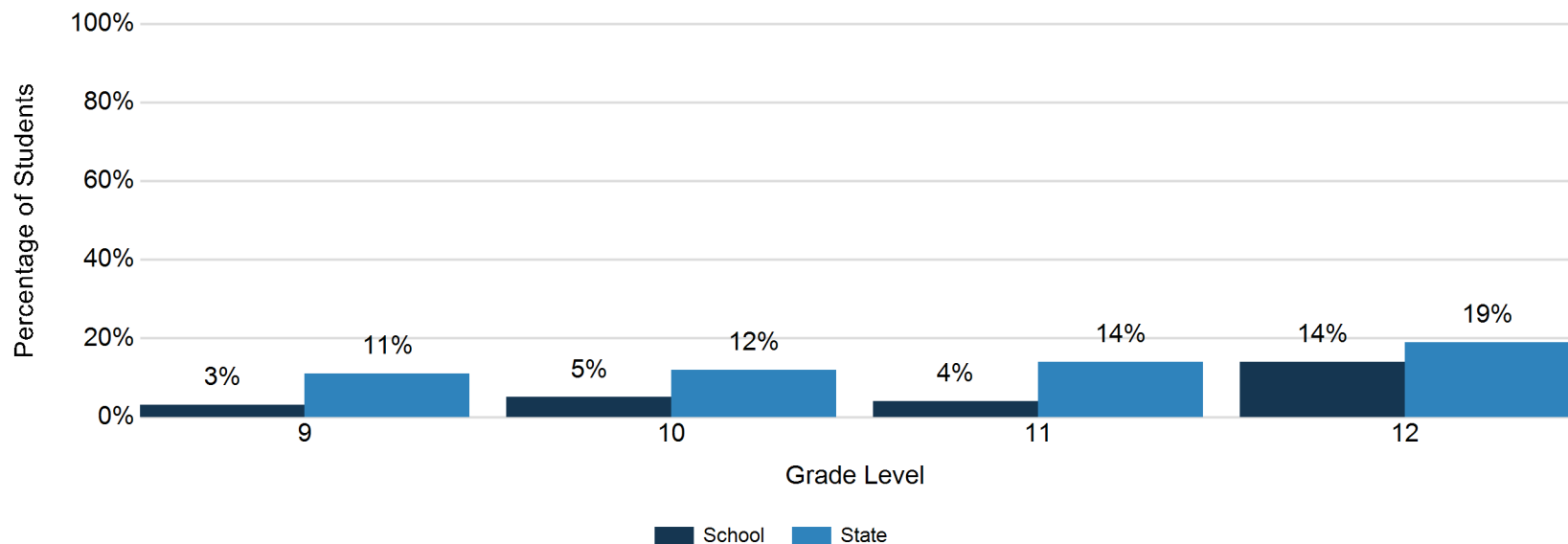** Accountability calculations require 20 or more students
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Postsecondary Enrollment Rates: Fall

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	78.3%	9.5%	90.5%
White	80.8%	8.2%	91.8%
Hispanic	67.6%	20%	80%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	75%	8.3%	91.7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	62.5%	30%	70%
Students with Disabilities	60%	26.7%	73.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	86.7%	15%	85%	73%	27%	60.6%	39.4%
White	86.2%	14.3%	85.7%	71.4%	28.6%	57.6%	42.4%
Hispanic	81.8%	25.9%	74.1%	81.5%	18.5%	77.8%	22.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	79.3%	39.1%	60.9%	87%	13%	91.3%	8.7%
Students with Disabilities	77.1%	44.4%	55.6%	88.9%	11.1%	66.7%	33.3%
English Learners	N	N	N	N	N	N	N

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	89	6.9	14.2	Met
White	61	6.1	14.2	Met
Hispanic	19	12.1	14.2	Met
Black or African American	*	*	14.2	Met
Asian, Native Hawaiian, or Pacific	6	5.8	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	30	4.5		
Male	59	9.3		
Economically Disadvantaged Students	22	18.3	14.2	Not Met
Students with Disabilities	31	16.1	14.2	Not Met
English Learners	2	14.3	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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

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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	18
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	2.07

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	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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	41	3.3%
Any Suspension	43	3.4%
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
268

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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	7:20 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	119	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	77.3%	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	44	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	7.8	12.0
Percentage of Administrators with 4 or more years experience in the district	70.5%	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	12:1
Students to Administrators	210:1	176:1
Teachers to Administrators	20:1	15:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		485:1
Students to Counselors		250:1
Students to Child Study Team Members		242:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.8%	64.7%	16.7%	48.4%	77.1%	54.9%
Male	48.2%	35.3%	83.3%	51.6%	22.9%	45.1%
White	78.1%	95.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.5%	0.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.0%	3.4%	0.0%	15.0%	6.6%	13.9%
Asian	7.9%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 36%
Admin — N/A

Master's Degree

Teacher — 63%
Admin — 100%

Doctoral Degree

Teacher — 1%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	94.8%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	67.7%	74.7%	77.7%
Math Proficiency	46.6%	49.4%	50.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.2%	96.0%	95.6%
5-Year Graduation Rate†	97.4%	95.4%	95.5%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	9.3%	12.3%	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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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.

NJ SCHOOL PERFORMANCE REPORT

Wayne Valley High School
(31-5570-050)
Grades Offered: 09-12
2018-2019

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

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• 44 AP Scholars, 19 AP Scholars with Honor, 40 AP Scholars with Distinction, 8 National AP Scholars and two students achieved honors by the National Hispanic Recognition Program. • 8 students were Commended by the National Merit Scholarship Program. • Technology is part of each school day with the completion of our 1:1 Chromebook initiative.
Mission, Vision, Theme:	Wayne Valley students are challenged daily to become independent thinkers and discerning learners. At the heart of this positive learning environment are the following core beliefs:1) that education should foster respect for self and others.2) open communication between students, parents, and staff is essential for student success.3) all students are capable of learning and can achieve success.
Awards, Recognition, Accomplishments:	The awards, recognition, and/or accomplishments our school have garnered in recent years are numerous. Among the most prestigious have been our inclusion to the Washington Post's "America's Most Challenging High School's" list, U.S. News and World Report's "America's Best High Schools" list, and being named to College Board's A.P. Honor Roll. Our most recent accolade is being named to Newsweek magazine's Top STEM High Schools 2020 list. The list ranks the top 5,000 STEM High Schools in the country and our ranking of #1951 places among the top 10% of STEM high schools nationally.

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Courses, Curriculum, Instruction:	Our school offers a rigorous program of study in the curricular areas of college preparatory, occupational/career training and business. Over 125 faculty members deliver the curricula of 150 courses. We are extremely prideful of our offerings in the area of Advanced Placement where we currently offer 24 classes.This coupled with the a multitude of dual courses with various local colleges such as F.D.U., Seton Hall, and PCCC provide our students an opportunity to gain a plethora of college credits prior to graduation. All our students are offered the opportunity to participate in career related fields of study such as Auto, Accounting, Marketing, Photography, Graphic Design, TV Production, and Engineering. Wayne Valley has also expanded the participation in our SLE program for all our students.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) Wayne Valley has 836 student/athletes partcipating in 34 Varsity sports and 42 JV/Freshman programs. 70% of our students are involved in a at least one sport and many participate in multiple sports. Our programs routinely compete at a high level that is affirmed by our numerous Conference, County, and State Championships. Over the last three years we have won 56 Championships including State Championships in Girls Volleyball, Wrestling, Boys Bowling and Girls Ski Racing.All of our Teams are involved in Community Service Activities such as Go4TheGoal, HeadStrong, Born to Run 5K Benefiting the Bruce Eckrote Memorial Fund, Atheletes in Action, and Pink Out for Breast Cancer. Our Captain's Council has visited elementary schools in the district with our Second and Seven initiative that promotes reading by providing positive role models.

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Clubs and Activities:	Ninety percent of our students are involved in co-curricular activities encompassing a variety of areas, such as the National Honor Society, Student Council, Fine and Performing Arts, Culinary Competitions, Math and Science Leagues, FBLA, Peer Leaders, Auto Program, Video Club and our State and Nationally recognized Marching Band.Our SciTech Student Association and Robotics Club continue to bring awareness and focus on the development of STEAM and CTE programs.

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	Staff and Professional Learning:	The Wayne Township Learning Center (WTLC) continues to support our staff by providing varied professional development opportunities, such as digital assessments and Google Applications for Education workshops.Technology Trainer Teacher Leaders continue to support teachers by developing best practices and the development of technology enhanced assessments in our 1:1 environment.
	Postsecondary Information:	92% of students are accepted to college where 79% percent attend a 4-year college and 13% attend a 2-year college. An additional 5% of our students choose to start a career, enter the military or pursue other forms of training. Career exploration, Parent/Financial nights, and counselor round tables provide varying means of support. PSAT testing is provided to both 10th and 11th grade students. Wayne Valley students are also provided opportunities to access other free testing opportunities and webinars, an extensive use of Naviance supports our students routine acceptances to some of the most prestigious colleges and university across the country. Each fall, we offer a financial aid presentation for parents and in the spring we host a college panel of admission reps from a variety of 4-year institutions. Students work one-on-one with their school counselors to develop graduation plans as well as post-secondary plans.

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Student Supports and Services:	Our STARS program trains Gen. Ed. students in gaining an understanding of working with special needs students by pairing them in the areas of reading, writing, and physical activities. Additionally, our I&RS committee works with faculty and staff to identify students who are at-risk and collaborate with parents to develop strategies to address the individual needs of students. Finally, NHS students offer tutoring during lunch and after school to help those in need.
Student Health and Wellness:	Staff, students, and community members collaborat yearly to develop andhost our annual Wellness Fair. The Fair includes various activities that focus students on making positive and healthy choices. Some of the areas explored include guided meditation, healthy sleep habits, benefits of physical activity and exercise.This is an interactive experience as students participate in various fun outdoor style games.
Parent and Community Involvement:	Wayne Valley hosts several community based groups which include various clubs and activities, but chief among them is an active PTO. Special Education Parent Advisory Group (SEPAG) gives parents opportunities to speak about school or district related issues. In addition to those groups, the CTE programs have advisory board committees, which involves community members, parents, teachers, students and administrators. The committee provides our staff with insight to employment trends, job shadowing opportunities and recommendations for activities to be integrated into the curriculum.

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Facilities:	Our school, which was built in 1955, has undergone several renovations and additions.We recently concluded a 3-year renovation to our Media Center bringing our students a true 21st Century Learning environment.Currently we are undergoing a multi-million dollar, multi-year project to add new Life and Physical Science Labs, as well as, renovate existing ones which will provide our teachers and students a state of the art environment for learning.

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Other Information

Our senior class has achieved the distinction of possessing eight National Merit Commended students, twenty-one AP Scholars, eight AP Scholars with Honor, ten AP Scholars with Distinction, and two students achieve recognition by the National Hispanic Recognition Program.Our faculty continues to prepare our students for the future by incorporating the use of online assessments across the curricula with NJSLA-like questions on assessments in all content areas. The Wayne Township Learning Center (WTLC) supports our staff by providing varied professional development opportunities, such as, digital assessments and Google Applications for Education workshops. To advance our students' skills in the area of college and career readiness, we have developed partnerships with several colleges and universities to offer dual-enrollment courses in the areas of English, Science, Mathematics, Business, and Music. Furthermore, we have established structured learning experiences in the multiple areas for both special education and general education students. Of additional interest is our NATEF auto certification program which accommodates an important segment of our non-college bound student body. Many of our Art, Music and English students participate in state and/or National competitions and were publicly recognized for their accomplishments. In fact, we have had several of our Art students' work nationally recognized and placed on display in Washington D.C. Lastly, our school has completed our 1:1 Chromebook initiative for all students which enables us to further prepare our students' for 21st century Life and Careers.