

**Cambridge Park Elementary School**

(25-3040-040)

Grades Offered: PK-PK

2018-2019

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
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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
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**Other Resources:**

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- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
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**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	Monmouth
District	Matawan-Aberdeen Regional School District
Principal Name	Mrs. Maggie Lazur
Address	One Crest Way Aberdeen, NJ 07747
Phone Number	732-705-4000
Email Address	<a href="mailto:mlazur@marsd.org">mlazur@marsd.org</a>
Website	<a href="https://www.marsd.org/cambridgepark">https://www.marsd.org/cambridgepark</a>
Facebook	<a href="https://www.facebook.com/cambridgeparkpreschool">https://www.facebook.com/cambridgeparkpreschool</a>



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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	97	98	100
Total	97	98	100

### 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	35.1%	28.6%	42.0%
Male	64.9%	71.4%	58.0%
Economically Disadvantaged Students	18.6%	28.6%	35.0%
Students with Disabilities	63.9%	65.3%	54.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	1.0%	1.0%
Students in Foster Care	3.1%	2.0%	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	63.9%	59.2%	51.0%
Hispanic	19.6%	19.4%	18.0%
Black or African American	3.1%	6.1%	10.0%
Asian	6.2%	6.1%	10.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	2.1%	3.1%	2.0%
Two or More Races	5.2%	6.1%	9.0%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	97	19	24
PK - Full Day	0	79	76

### 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	90.0%
Spanish	4.0%
Nepali	1.0%
Ukrainian	1.0%
Tigrinya	1.0%
Other Languages	3.0%



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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.

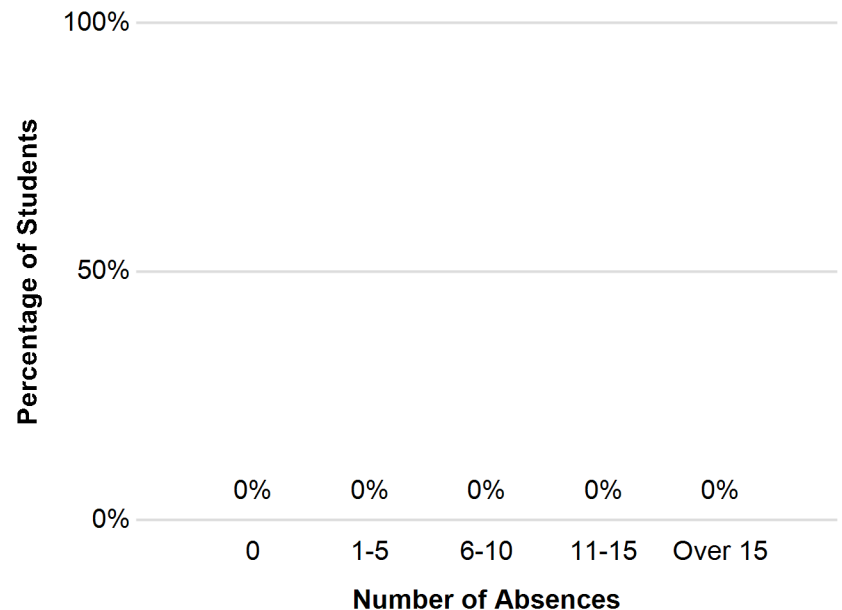
### Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	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.





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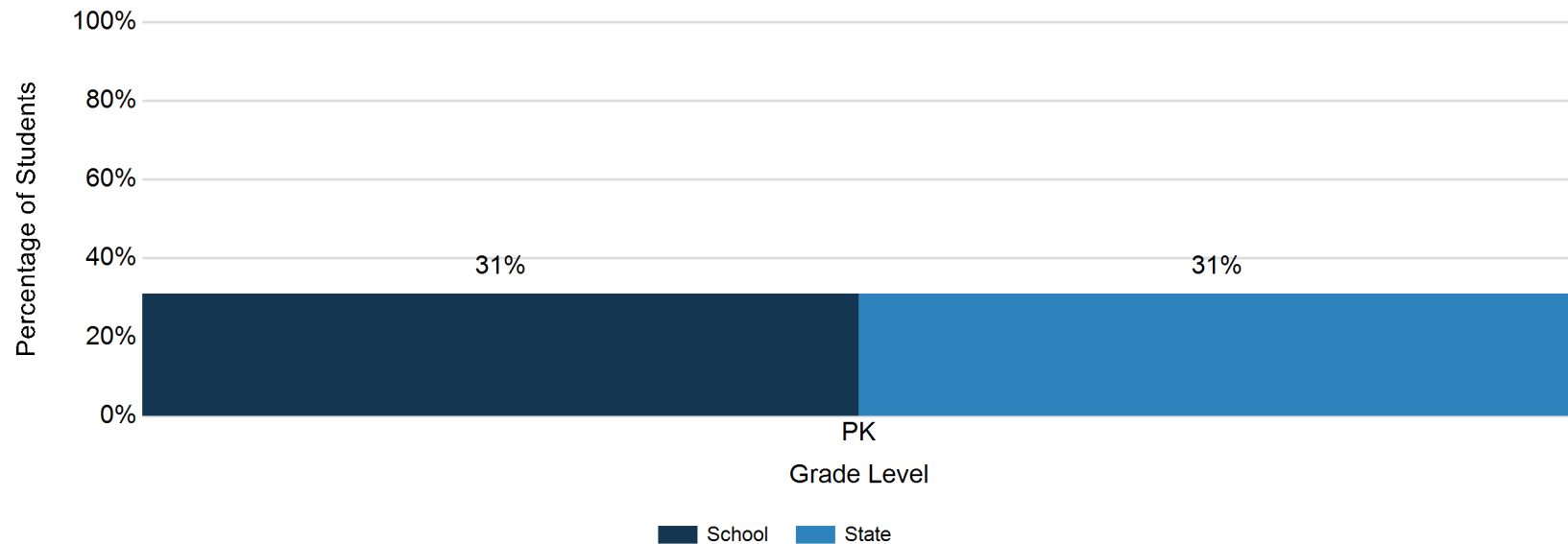
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### Chronic Absenteeism by Grade

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





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

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

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

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

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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

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

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

### Student Disciplinary Removals

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

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

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



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#### School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	4 Hrs 37 Mins
Shared Time - Instructional Time	4 Hrs. 37 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	N



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	9	118,214
Average years experience in public schools	5.1	12.1
Average years experience in district	5.1	10.8
Percentage of Teachers with 4 or more years experience in the district	44.4%	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	22	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.2	12.0
Percentage of Administrators with 4 or more years experience in the district	68.2%	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	11:1
Students to Administrators	50:1	169:1
Teachers to Administrators	5:1	15:1
Students to Librarians/Media Specialists		928:1
Students to Nurses		619:1
Students to Counselors		371:1
Students to Child Study Team Members		247:1



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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	42.0%	88.9%	100.0%	48.4%	77.1%	54.9%
Male	58.0%	11.1%	0.0%	51.6%	22.9%	45.1%
White	51.0%	88.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.0%	11.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	2.0%	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	9.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	95.2%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	98.6%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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## School Narrative

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

 <p>Mission, Vision, Theme:</p>	<p>Cambridge Park Preschool's mission is to offer inclusive classroom communities that provide purposeful opportunities for students with and without disabilities to interact with peers. We aim to support students' understanding of diversity, develop students' social-emotional growth, and promote students' early literacy and inquiry skills.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Students in our full-day program receive bi-weekly music enrichment.</p>



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### Courses, Curriculum, Instruction:

Students explore pre-academic concepts, develop strong social-emotional skills and learn pre-reading and early mathematics skills using Tools of the Mind. The Tools of the Mind curriculum helps young children to develop the cognitive, social-emotional, self-regulatory, and foundational academic skills they need to succeed in school and beyond. It gives teachers the tools to ensure every child becomes a successful learner, developing the underlying cognitive, social and emotional skills needed to reach his or her highest potential. Instructional interactions are designed to help teachers be more effective in identifying teachable moments, assessing children's development and differentiating instruction. Tools teachers focus on helping children become intentional and reflective learners, creating a classroom in which instruction in literacy, mathematics, and science reflect children's learning capacity, rather than age-level expectations.



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 <p><b>Before and After School Programs:</b></p>	<p>The Community YMCA offers a Preschool Enrichment Program (PEP) to wrap around the District's Cambridge Park Preschool Program. This tuition-based program is held at the Cambridge Park Preschool and complements and reinforces the themes and skills taught during the school day.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>All staff has daily common planning time after students leave for the day which is utilized to focus on helping each student succeed to the best of his or her potential. Bi-monthly meetings with administration are focused on topics such as improving instructional strategies, utilizing data to drive practice, and increasing students' social emotional skills. Staff is encouraged to attend professional development opportunities as an additional means for growing professionally and enhancing practice.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>All tuition students are administered the Early Screening Inventory-Revised (ESI-R) to provide educators with an overview of each child's development. The results from this screening help identify students who may need extra support with school-based activities. The preschool's intervention and referral team (PIRT) provides support and suggested interventions to teachers who have students who have been identified as struggling learners so that all children can succeed within the general education classroom.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students receive at least 40 minutes of gross motor time daily. The indoor gymnasium is available for use when the weather doesn't permit students to use the outside playground.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents and volunteers are encouraged to help in our classrooms and assist teachers with various activities. Cambridge Park's PTO is active in the school and raises funds to enhance learning activities, enable students to attend class trips, and sponsors cultural arts programs throughout the year.</p>



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### Facilities:

The school recently completed an HVAC renovation that upgraded our heating system and installed air conditioning in every classroom. Classrooms received new furniture this year. The playground was built in 2016.



### School Safety:

All visitors must have an appointment to enter the building. Guests must show proper identification to be buzzed through double security doors. Preschool classrooms are behind an additional security door that is accessible only by district staff. Safety drills are held twice a month per code.



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 <p>Technology and STEM:</p>	<p>All full-day students receive STEAM instruction embedded in the Tools of the Mind curriculum. Students will investigate, create, and problem-solve when provided with learning opportunities and materials that support exploration and discovery. Students will try to figure out just how the world works by observing, forming questions, making predictions, designing, and discussing. Simple technologies are used to discover causes and effects. Students will design, craft and build to understand his things work. Children will develop self-expression by engaging in a wide variety of creative, student-centered activities such as art, music, pretend play, and sensory exploration.</p>
 <p>Early Childhood Education:</p>	<p>Cambridge Park Preschool serves students ages 3-5.</p>



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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	Monmouth
District	Matawan-Aberdeen Regional School District
Principal Name	Mr. Mark Van Horn
Address	422 CLIFFWOOD AVENUE CLIFFWOOD, NJ 07721-1195
Phone Number	732-705-5600
Email Address	<a href="mailto:mvanhorn@marsd.org">mvanhorn@marsd.org</a>
Website	<a href="https://www.marsd.org/Domain/465">https://www.marsd.org/Domain/465</a>
Twitter	<a href="https://twitter.com/CliffwoodProud">https://twitter.com/CliffwoodProud</a>



## Cliffwood Elementary School

(25-3040-060)

Grades Offered: KG-03

2018-2019

### Report Key:

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	76	72	88
1	85	83	70
2	89	77	80
3	107	106	88
Total	357	338	327

### 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%	49.1%	45.9%
Male	50.1%	50.9%	54.1%
Economically Disadvantaged Students	42.6%	39.3%	40.1%
Students with Disabilities	18.8%	19.2%	20.5%
English Learners	7.6%	9.5%	9.8%
Homeless Students	0.0%	0.3%	0.6%
Students in Foster Care	0.3%	0.9%	0.0%
Military-Connected Students	0.0%	0.6%	2.8%
Migrant Students	0.6%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	50.4%	47.9%	48.0%
Hispanic	22.7%	24.0%	26.6%
Black or African American	15.7%	16.0%	13.5%
Asian	7.8%	7.4%	7.3%
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	3.4%	4.7%	4.6%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	76	72	88

### 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	86.9%
Spanish	7.6%
Urdu	1.2%
Other Languages	4.3%



**Cliffwood Elementary School**  
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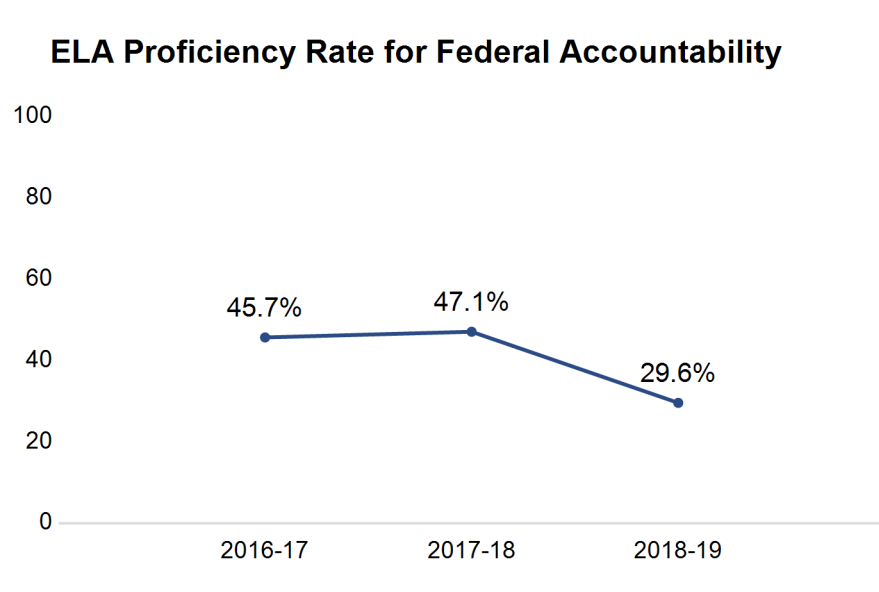
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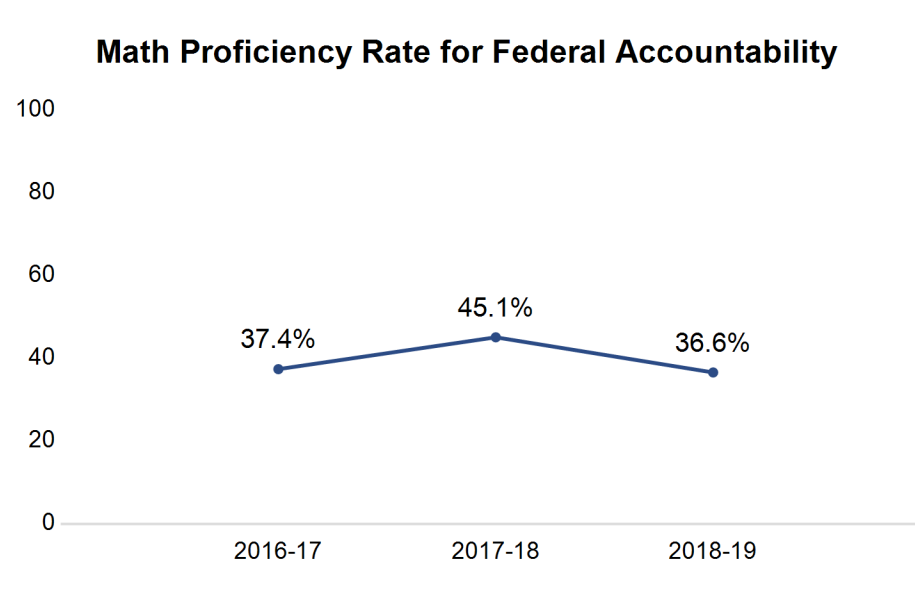
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	92.9%	91.5%	96.0%	92.9%	91.5%	96.0%
Proficiency Rate for Federal Accountability	45.7%	47.1%	29.6%	37.4%	45.1%	36.6%
Annual Target	59.9%	60.9%	62.0%	65.7%	66.5%	67.3%
Met Annual Target?	Not Met	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	71	96.0	29.6	66.3	57.9	29.6	62	Not Met
White	29	90.9	27.6	70.6	66.9	26.3	52.4	Not Met
Hispanic	20	100.0	20.0	54.8	43.9	20.0	N	N
Black or African American	12	100.0	16.7	*	38.5	16.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	87.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	31	96.9	48.4	75.9	64.8	48.4		
Male	40	95.3	15.0	57.1	51.3	15.0		
Economically Disadvantaged Students	32	100.0	15.6	45.3	40.0	*	53.7	Not Met
Non-Economically Disadvantaged Students	39	92.9	41.0	74.6	67.9	*		
Students with Disabilities	17	89.5	11.8	21.9	22.7	11.0	**	**
Students without Disabilities	54	98.2	35.2	75.3	65.1	35.2		
English Learners	*	*	*	29.2	29.3	*	**	**
Non-English Learners	*	*	*	68.2	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



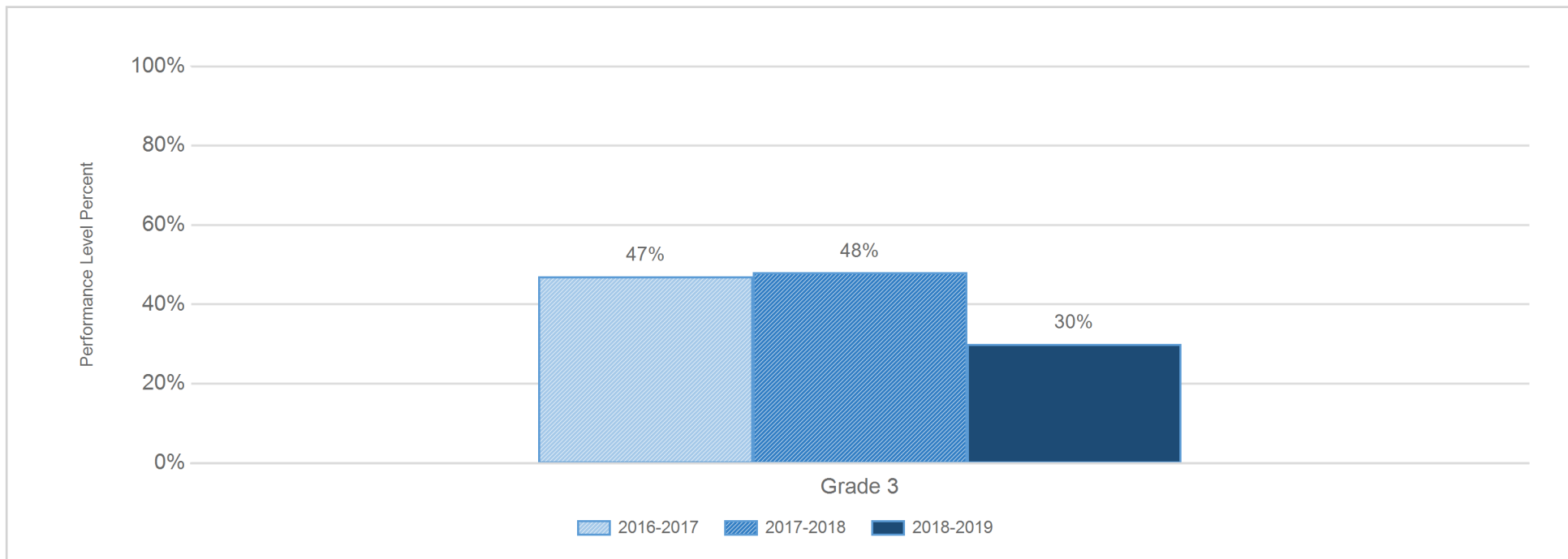
Cliffwood Elementary School  
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### English Language Arts Assessment - Performance Trends

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.





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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
<b>Schoolwide</b>	70	731	758	748	24%	23%	23%	*	*	30%	50%
White	29	733	768	757	*	*	34%	*	*	28%	60%
Hispanic	19	714	739	734	*	*	*	*	*	21%	36%
Black or African American	12	722	*	731	*	*	*	*	*	17%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	30	751	769	753	*	*	*	*	*	50%	55%
Male	40	716	750	743	*	*	*	*	*	15%	46%
Economically Disadvantaged Students	31	718	736	731	*	*	*	*	*	16%	33%
Non-Economically Disadvantaged Students	39	742	769	759	*	*	*	*	*	41%	61%
Students with Disabilities	15	706	*	719	*	*	*	*	*	13%	24%
Students without Disabilities	55	738	*	754	*	*	*	*	*	35%	56%
English Learners	*	*	723	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	761	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### 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	71	96.0	36.6	56.6	44.5	36.6	67.3	Not Met
White	29	90.9	37.9	61.6	54.1	36.2	61	Not Met
Hispanic	20	100.0	20.0	45.1	28.8	20.0	N	N
Black or African American	12	100.0	33.3	*	23.0	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	31	96.9	48.4	59.5	44.9	48.4		
Male	40	95.3	27.5	53.8	44.2	27.5		
Economically Disadvantaged Students	32	100.0	25.0	36.0	26.3	*	53.7	Not Met
Non-Economically Disadvantaged Students	39	92.9	46.2	64.7	54.9	*		
Students with Disabilities	17	89.5	29.4	21.0	17.4	27.6	**	**
Students without Disabilities	54	98.2	38.9	63.1	50.0	38.9		
English Learners	*	*	*	25.9	25.0	*	**	**
Non-English Learners	*	*	*	58.3	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	45.5	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



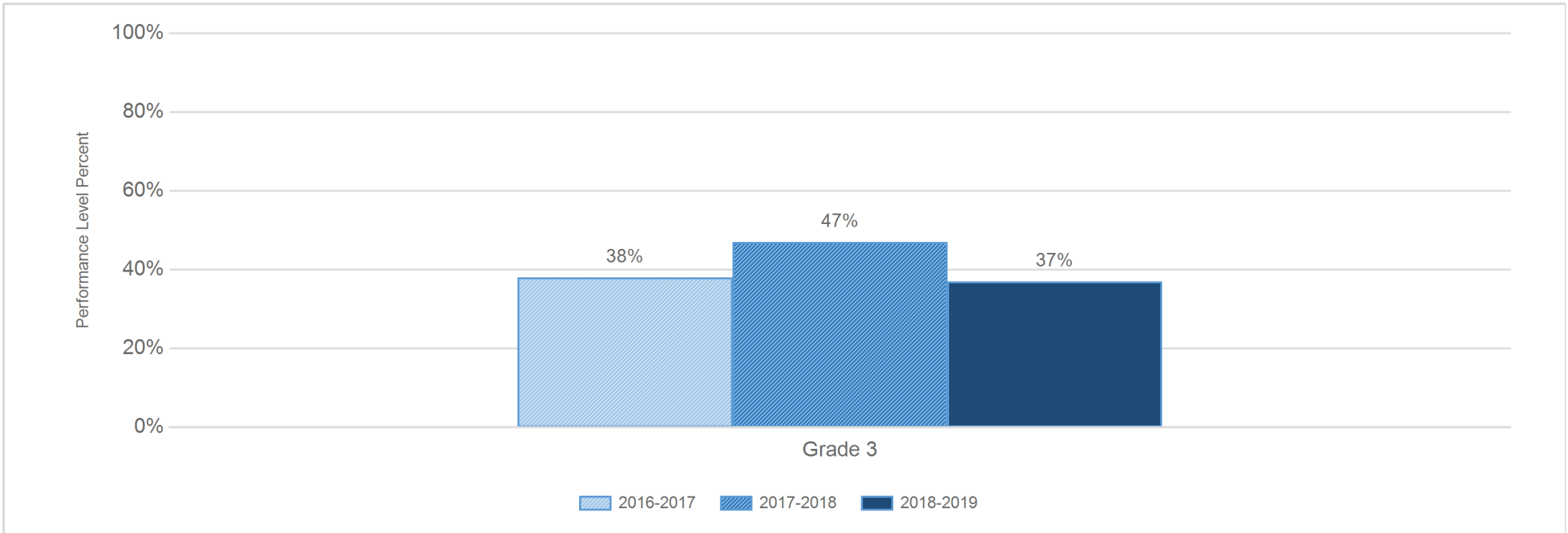
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2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	70	740	753	752	17%	14%	31%	*	*	37%	55%
White	29	743	762	760	*	*	45%	*	*	41%	66%
Hispanic	19	720	735	739	*	*	*	*	*	16%	40%
Black or African American	12	730	*	735	*	*	*	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	30	750	754	751	*	*	*	*	*	47%	54%
Male	40	732	752	752	*	*	*	*	*	30%	56%
Economically Disadvantaged Students	31	728	737	737	*	*	*	*	*	26%	37%
Non-Economically Disadvantaged Students	39	749	761	761	*	*	*	*	*	46%	67%
Students with Disabilities	15	712	*	731	*	*	*	*	*	27%	31%
Students without Disabilities	55	747	*	756	*	*	*	*	*	40%	60%
English Learners	*	*	728	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	755	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	*	*

#### 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	54.2%	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	17	*	*
3-4	11	81.8%	18.2%
5 or more	*	*	*



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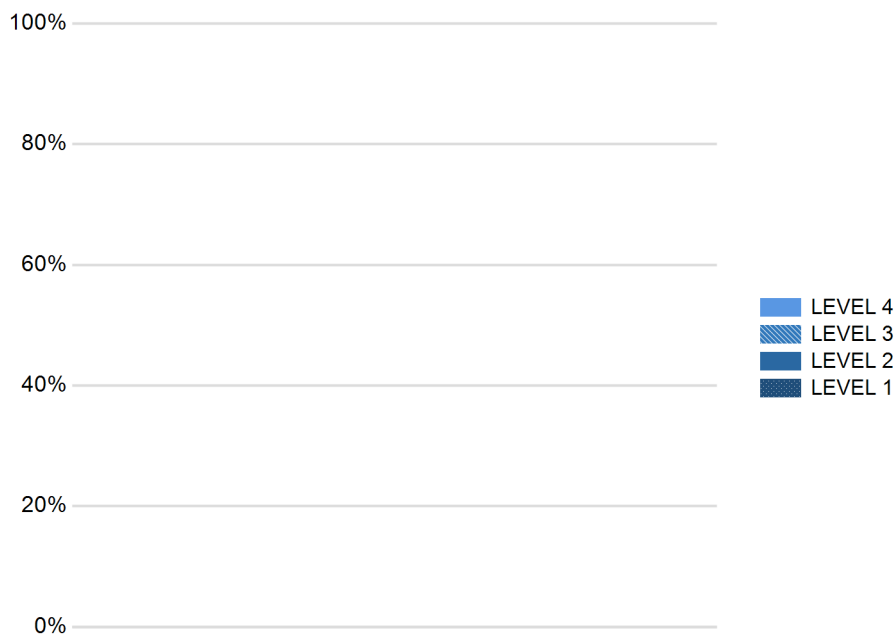
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

#### NJSLA Science Assessment: Grade Summary

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



#### NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Overall	0%	0%	0%	0%
Male	0%	0%	0%	0%
Female	0%	0%	0%	0%
Hispanic	0%	0%	0%	0%
Black	0%	0%	0%	0%
White	0%	0%	0%	0%
Other	0%	0%	0%	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.

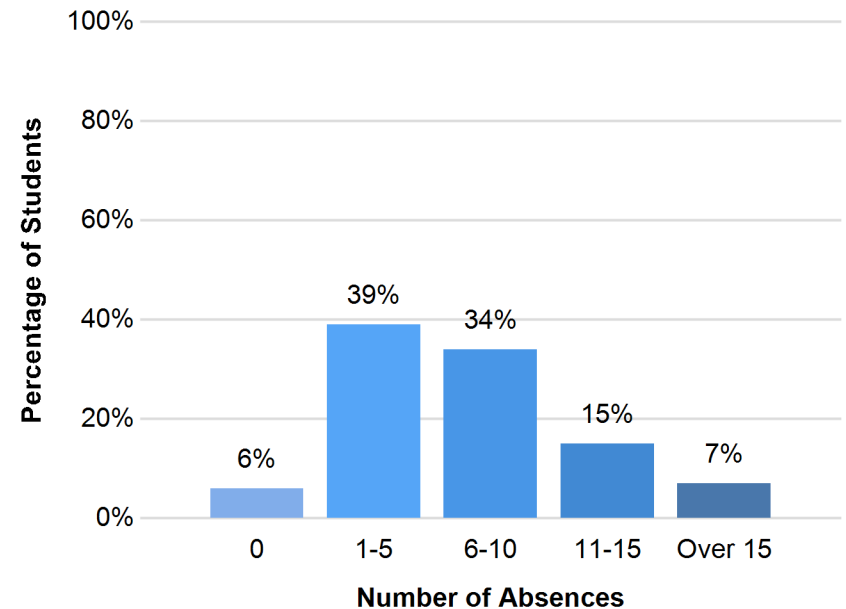
#### Chronic Absenteeism

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	16	5.0	9.6	Met
White	6	4.0	9.6	Met
Hispanic	5	5.9	9.6	Met
Black or African American	4	9.1	9.6	Met
Asian, Native Hawaiian, or Pacific	0	0	9.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	6.3	**	**
Female	4	2.8		
Male	12	6.9		
Economically Disadvantaged Students	13	10.0	9.6	Not Met
Students with Disabilities	5	8.5	9.6	Met
English Learners	2	6.3	9.6	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

#### Days Absent

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





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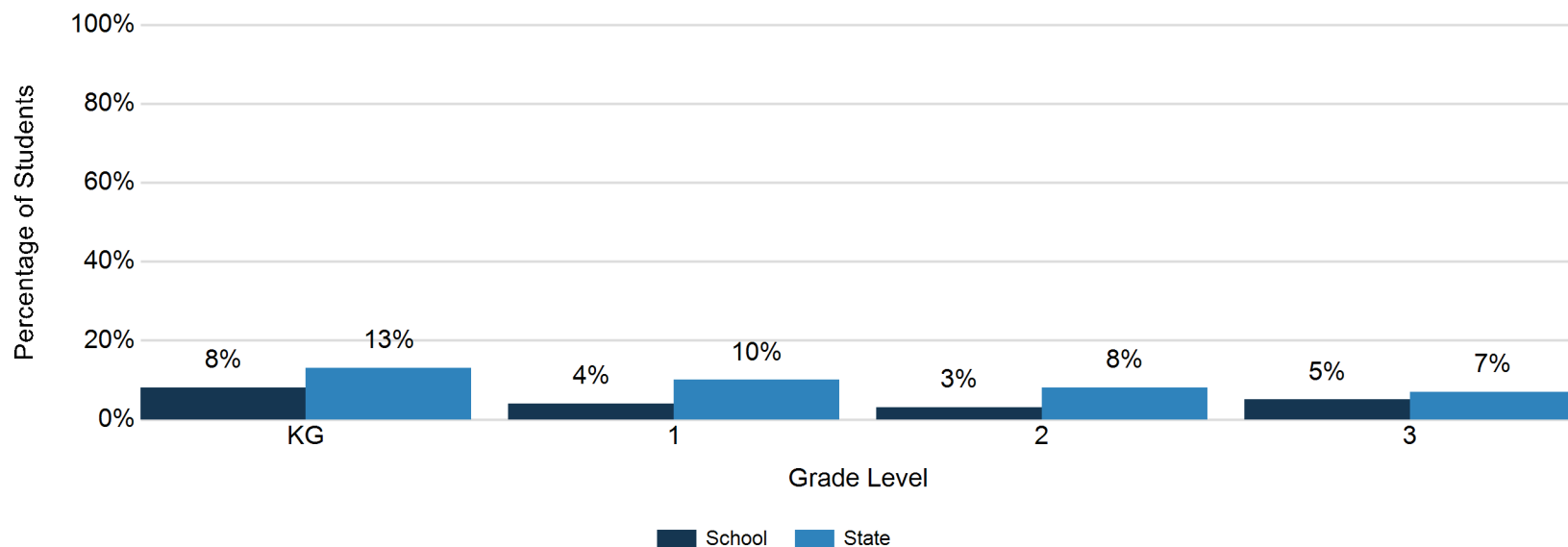
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### Chronic Absenteeism by Grade

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





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

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

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.22

### Police Notifications

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

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

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	4		4

### Student Disciplinary Removals

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

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

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

\*



### Cliffwood Elementary School

(25-3040-060)

Grades Offered: KG-03

2018-2019

#### Report Key:

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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	9:20 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 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



## Cliffwood Elementary School

(25-3040-060)

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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	80.6%	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	22	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.2	12.0
Percentage of Administrators with 4 or more years experience in the district	68.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	327:1	169:1
Teachers to Administrators	36:1	15:1
Students to Librarians/Media Specialists		928:1
Students to Nurses		619:1
Students to Counselors		371:1
Students to Child Study Team Members		247:1



**Cliffwood Elementary School**  
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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.9%	97.2%	0.0%	48.4%	77.1%	54.9%
Male	54.1%	2.8%	100.0%	51.6%	22.9%	45.1%
White	48.0%	91.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.5%	2.8%	0.0%	15.0%	6.6%	13.9%
Asian	7.3%	5.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.6%	0.0%	0.0%	2.1%	0.2%	0.2%



**Cliffwood Elementary School**  
(25-3040-060)  
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**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



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	95.2%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	98.1%



### Cliffwood Elementary School

(25-3040-060)

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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.



**Cliffwood Elementary School**  
(25-3040-060)  
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2018-2019

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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† 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.



### Cliffwood Elementary School

(25-3040-060)

Grades Offered: KG-03

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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.7%	47.1%	29.6%
Math Proficiency	37.4%	45.1%	36.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		42.1%	54.2%
Chronic Absenteeism	7.8%	8.9%	5.0%

† 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.



**Cliffwood Elementary School**  
(25-3040-060)  
Grades Offered: KG-03  
2018-2019

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

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

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

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

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



### Cliffwood 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:

- Cliffwood School's curriculum includes Reader's and Writer's Workshop for literacy, the Everyday Math program, and Science or Social Studies lessons daily.
- Technology is infused into daily lessons utilizing Promethean Boards, document cameras, iPads, and Chromebooks
- Students have opportunities to participate in clubs (Garden, Music, Art, Book) and Peer Buddies program.



### Mission, Vision, Theme:

Cliffwood is a PreK-3 school in the Matawan-Aberdeen Regional School District, serving approximately 340 students. We are committed to providing a safe and supportive learning environment, and high quality instruction, for all of our students.



### Awards, Recognition, Accomplishments:

Students are recognized through the Star Student program each month. Recognition is linked to the school's 10 monthly themes for social-emotional learning. Classes earn the Golden Awards each marking period. The school's beautiful Friendship Garden was recently recognized as a Certified Wildlife Habitat by the National Wildlife Federation.



### Cliffwood Elementary School

(25-3040-060)

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### Courses, Curriculum, Instruction:

The academic program is aligned to the NJSLS and includes Reading/Writing, Mathematics, Social Studies, Science, as well as Art, Music, Library, Physical Education, Health, Computers, and World Language (for grade 3). The Language Arts program is based on the balanced literacy approach where reading, writing, and spelling are integrated. Our Everyday Math program has shown to develop students' math knowledge from basic facts to higher-order thinking and problem-solving skills.



### Clubs and Activities:

Students have the opportunity to participate in Safety Patrol, Peer Buddies, and several clubs (Garden, Art, Music, Book) to enhance their talents and work at individual interests. The school also hosts a Celebration of the Arts, Chorus performance, and the One School/One Book project.



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(25-3040-060)

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2018-2019

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### Before and After School Programs:

The school offers before-school tutorial programs for students receiving tiered interventions (for Reading and Math) as well as ESL supports.



### Staff and Professional Learning:

Most teachers and staff have common planning time each day, regular before/after school meetings, and full-day in-services for growing professionally and enhancing practices.



### Cliffwood Elementary School

(25-3040-060)

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### Student Supports and Services:

For students who may be struggling academically, interventions are in place to assist these learners. The Intervention and Referral Services team works to provide strategies to teachers to support their students. Tiered interventions and ESL are offered to students who meet the criteria. A supplemental early literacy program is also offered before school for qualifying students. Counseling is also available to students, as well as occupational and physical therapy services.



### Student Health and Wellness:

Students receive weekly instruction in Physical Education and directed physical activity (DPA) each day during recess. Breakfast and lunch programs are offered and focus on healthy eating habits.



### Parent and Community Involvement:

Parents and volunteers help in our classrooms and assist teachers with various activities. Cliffwood's PTO is active in the school and raises funds to enhance learning activities, enable students to attend class trips, and sponsors cultural arts programs throughout the year.



### Cliffwood Elementary School

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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A climate survey was given to students, parents, and staff in Spring 2018. Results were shared to the school's Climate &amp; Diversity Team and data will be used throughout the school year.</p>
 <p>Facilities:</p>	<p>The current Cliffwood School building was erected in 1958. The school recently completed an HVAC renovation that upgraded our heating system and installed air conditioning throughout the building. Flooring and lighting were also replaced in certain areas.</p>
 <p>School Safety:</p>	<p>The safety and security of all students and staff is a top priority. Our school is equipped with a visitor security vestibule for the safety of all occupants. The school's Safety &amp; Climate team is comprised of administrators, teachers, support staff, and parents. The team meets regularly to discuss various issues related to safety matters and the climate of the building overall. Stakeholders' recommendations are instituted when appropriate.</p>



### Cliffwood Elementary School

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### Technology and STEM:

At the PreK-3 level, students and teachers utilize technology tools and online resources to support teaching and learning. Digital citizenship and cyber safety are infused into the curriculum and students utilize Chromebooks regularly. Science instruction promotes authentic learning and problem-solving using the engineering design process. STEM lessons are taught regularly by homeroom teachers and also monthly by a specially-trained teacher for push-in lessons. Identified Enrichment students participate in weekly STEM activities in grades 2 and 3.



Lloyd Road Elementary School  
(25-3040-065)  
Grades Offered: 04-05  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

Notes from the New Jersey Department of Education:

**Lloyd Road Elementary School**

(25-3040-065)

Grades Offered: 04-05

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	Monmouth
District	Matawan-Aberdeen Regional School District
Principal Name	Mr. Joseph Jerabek
Address	401 LLOYD ROAD ABERDEEN, NJ 07747-1800
Phone Number	732-705-5700
Email Address	<a href="mailto:jjerabek@marsd.org">jjerabek@marsd.org</a>
Website	<a href="https://www.marsd.org/Domain/526">https://www.marsd.org/Domain/526</a>



### Lloyd Road Elementary School

(25-3040-065)

Grades Offered: 04-05

2018-2019

#### Report Key:

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

#### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
4	274	285	327
5	317	287	284
Total	591	572	611

#### 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	49.2%	49.0%	48.9%
Male	50.8%	51.0%	51.1%
Economically Disadvantaged Students	29.8%	32.0%	30.4%
Students with Disabilities	16.9%	16.4%	18.2%
English Learners	1.4%	2.6%	2.9%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.2%	0.3%	1.0%
Migrant Students	0.2%	0.0%	0.0%

#### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	61.8%	59.6%	58.3%
Hispanic	15.2%	18.4%	19.6%
Black or African American	12.4%	10.7%	11.0%
Asian	8.0%	7.7%	5.4%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.2%	0.2%
Two or More Races	2.2%	3.5%	5.6%

#### 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	89.2%
Spanish	6.7%
Other Languages	4.1%



**Lloyd Road Elementary School**  
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2018-2019

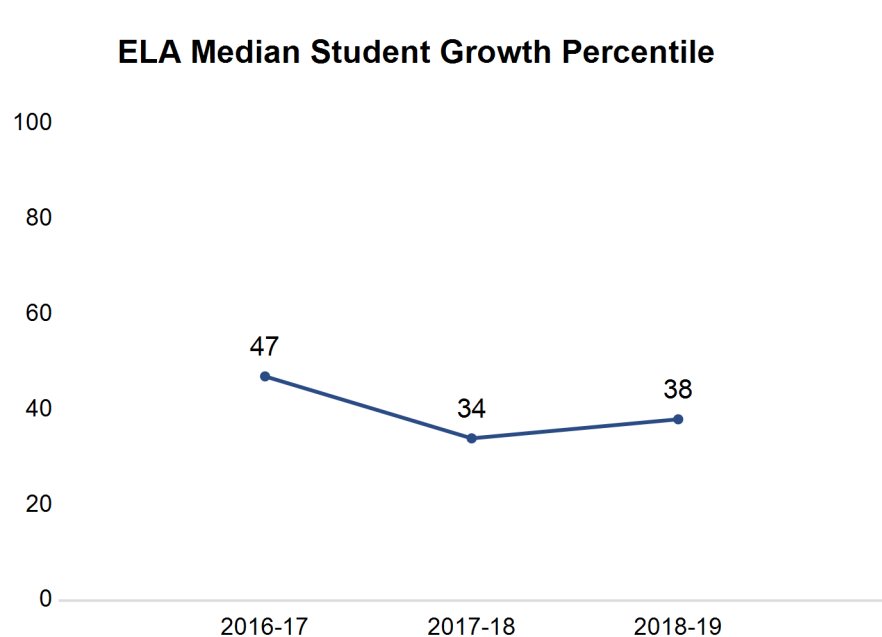
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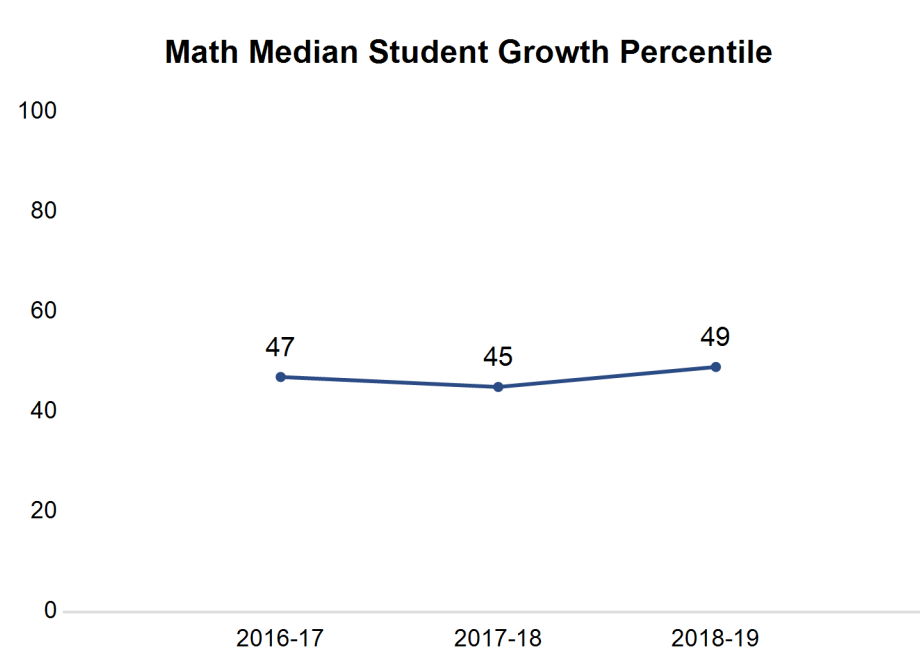
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	34	38	47	45	49
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	38	53	50	Not Met	49	54	50	Met Standard
White	38	53	50	Not Met	47.5	53	52	Met Standard
Hispanic	34.5	48	49	Not Met	47.5	52	47	Met Standard
Black or African American	41	52.5	45	Met Standard	43	53	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	28	61	59	Not Met	57.5	60	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	42	53	49	Met Standard	59	51.5	52	Met Standard
Female	42	59	53	N	49	54	50	N
Male	31.5	47	47	N	47.5	53	51	N
Economically Disadvantaged Students	32	44	48	Not Met	51	51	46	Met Standard
Students with Disabilities	29	42	43	Not Met	50	50	45	Met Standard
English Learners	30	41	52	Not Met	40	51.5	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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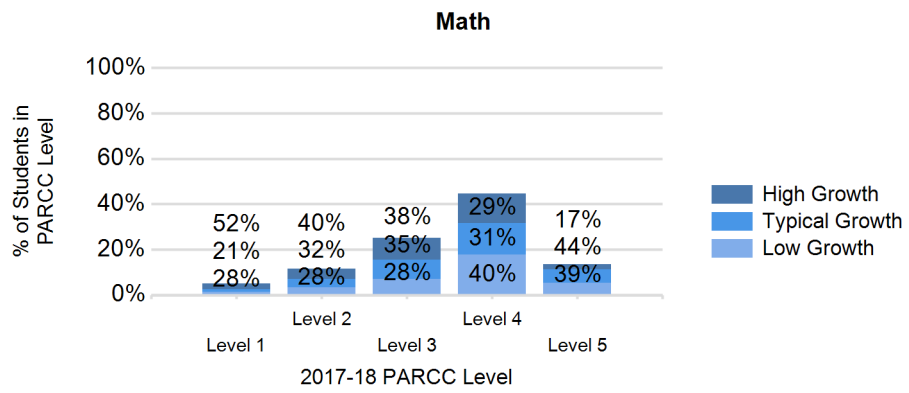
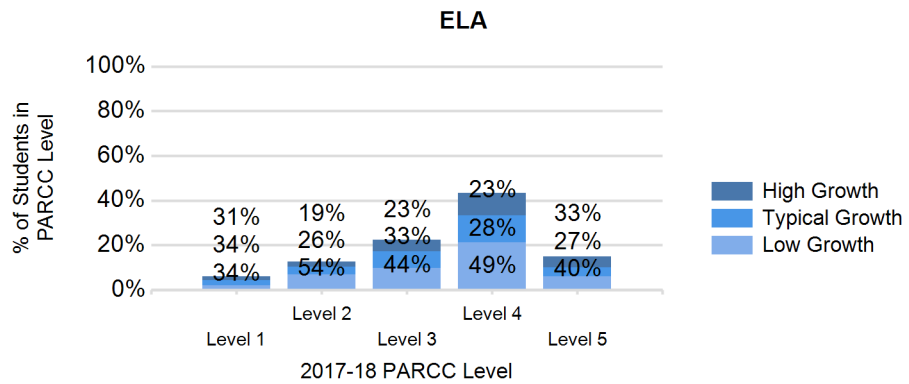
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

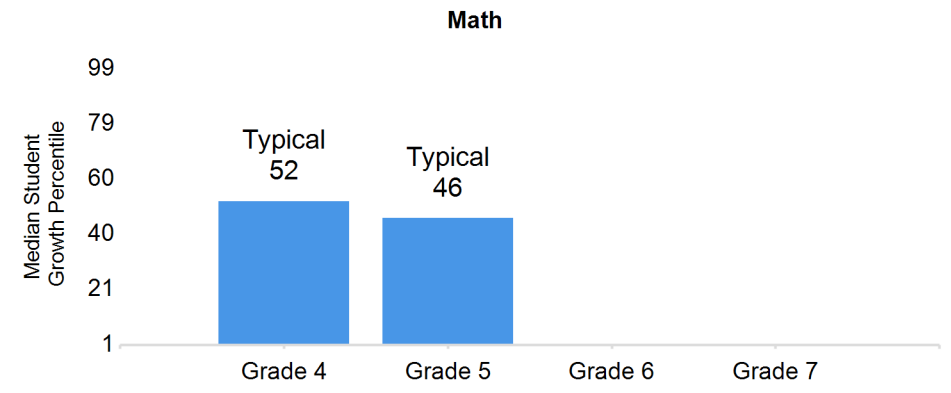
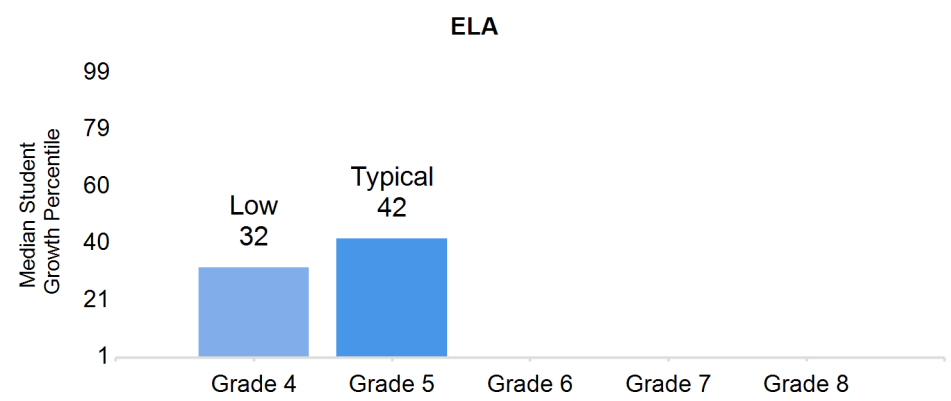
**Student Growth by Performance Level**

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.





**Lloyd Road Elementary School**  
(25-3040-065)  
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2018-2019

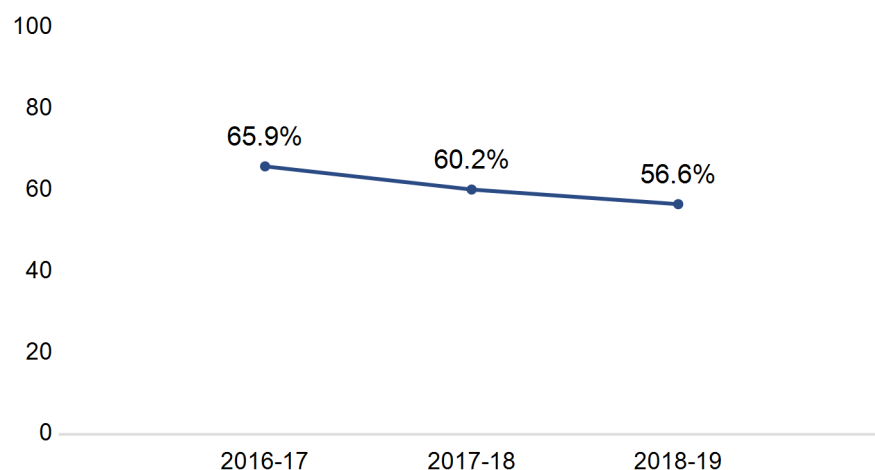
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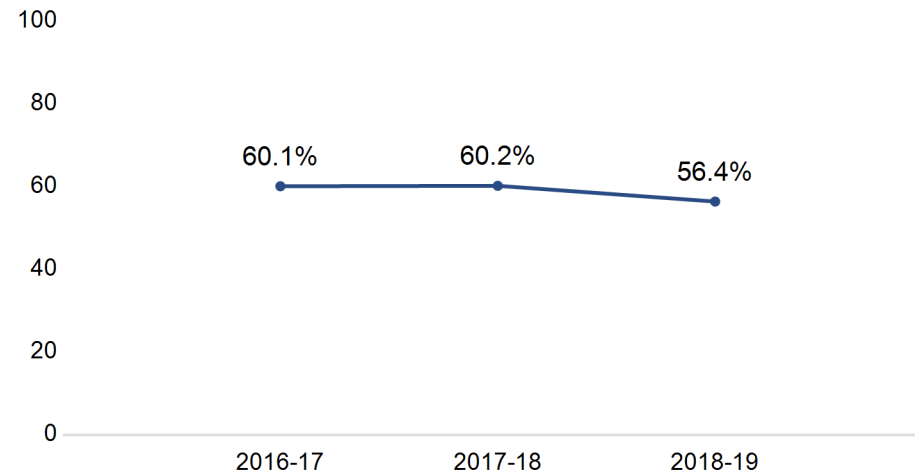
## English Language Arts and Mathematics Performance Trends

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	94.6%	96.9%	97.9%	94.9%	97.4%	97.9%
Proficiency Rate for Federal Accountability	65.9%	60.2%	56.6%	60.1%	60.2%	56.4%
Annual Target	59.8%	60.8%	61.9%	56.5%	57.8%	59.0%
Met Annual Target?	Met Target	Met Target†	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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## 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	585	97.9	56.6	66.3	57.9	56.6	61.9	Not Met
White	337	97.2	59.9	70.6	66.9	59.9	61.6	Met Target†
Hispanic	118	99.2	50.8	54.8	43.9	50.8	56	Met Target†
Black or African American	65	97.0	43.1	*	38.5	43.1	63.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	87.4	82.9	*	73.4	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	33	100.0	54.5	*	64.4	54.5	N	N
Female	282	97.3	66.0	75.9	64.8	66.0		
Male	303	98.4	47.9	57.1	51.3	47.9		
Economically Disadvantaged Students	181	98.9	34.8	45.3	40.0	34.8	48.7	Not Met
Non-Economically Disadvantaged Students	404	97.4	66.3	74.6	67.9	66.3		
Students with Disabilities	107	96.5	19.6	21.9	22.7	19.6	30.3	Not Met
Students without Disabilities	478	98.2	64.9	75.3	65.1	64.9		
English Learners	43	100.0	25.6	29.2	29.3	25.6	34.2	Met Target†
Non-English Learners	542	97.7	59.0	68.2	60.6	59.0		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



### Lloyd Road Elementary School

(25-3040-065)

Grades Offered: 04-05

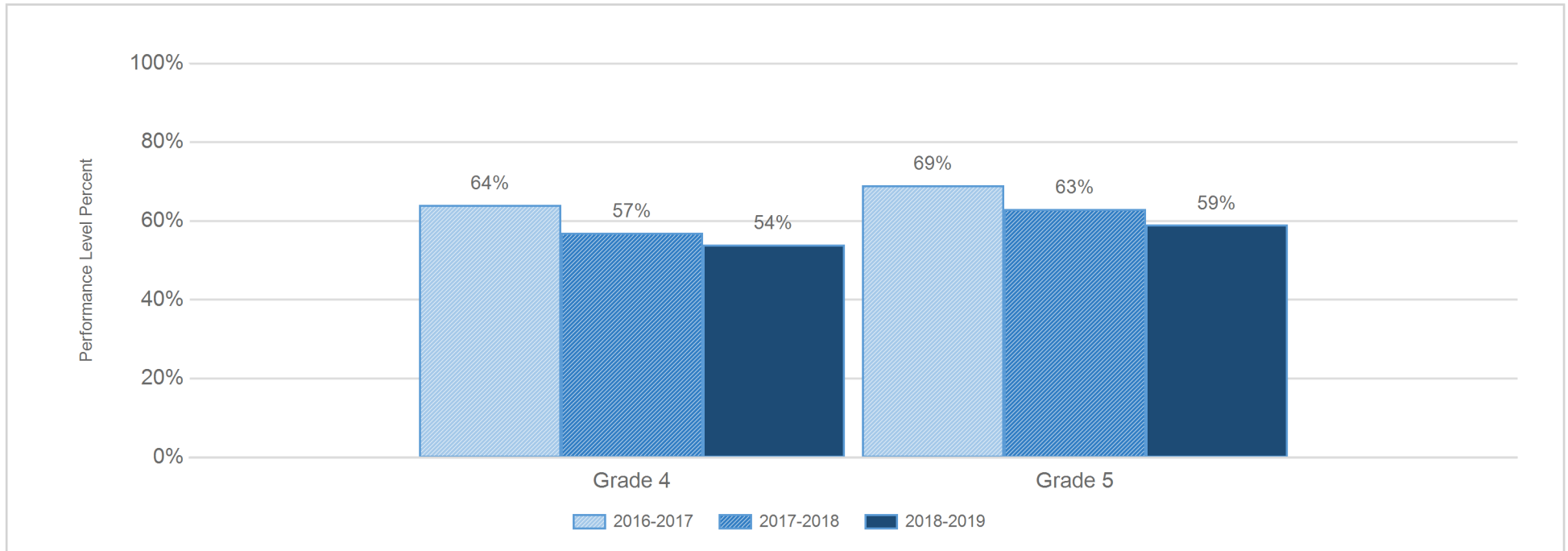
2018-2019

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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.





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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
<b>Schoolwide</b>	314	755	755	755	5%	13%	28%	36%	18%	54%	57%
White	178	758	758	763	*	*	28%	35%	21%	57%	67%
Hispanic	66	750	750	743	*	17%	29%	*	*	50%	44%
Black or African American	34	746	746	739	*	*	29%	*	*	41%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	20	754	754	762	0%	*	*	*	*	50%	64%
Female	151	762	762	760	*	*	25%	37%	24%	61%	62%
Male	163	747	747	750	*	*	31%	35%	12%	47%	53%
Economically Disadvantaged Students	96	738	738	740	*	*	30%	*	*	34%	40%
Non-Economically Disadvantaged Students	218	762	762	765	*	*	27%	*	*	62%	69%
Students with Disabilities	56	723	723	725	*	*	34%	*	*	14%	25%
Students without Disabilities	258	761	761	761	*	*	27%	*	*	62%	64%
English Learners	10	722	722	720	*	*	*	*	*	10%	17%
Non-English Learners	304	756	756	758	*	*	*	*	*	55%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	276	756	756	756	5%	16%	20%	49%	10%	59%	58%
White	163	758	758	764	*	14%	19%	*	*	63%	68%
Hispanic	52	749	749	743	*	21%	23%	*	*	52%	44%
Black or African American	31	750	750	739	*	*	*	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	17	765	765	781	*	*	*	*	*	76%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	13	759	759	762	*	*	*	*	*	62%	65%
Female	133	763	763	761	*	*	15%	*	*	71%	64%
Male	143	749	749	750	*	*	25%	*	*	49%	52%
Economically Disadvantaged Students	88	735	735	740	*	*	27%	*	*	34%	39%
Non-Economically Disadvantaged Students	188	766	766	766	*	*	17%	*	*	71%	69%
Students with Disabilities	51	727	727	724	*	*	20%	*	*	25%	23%
Students without Disabilities	225	762	762	762	*	*	20%	*	*	67%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	587	97.9	56.4	56.6	44.5	56.4	59	Met Target†
White	338	97.2	61.5	61.6	54.1	61.5	61	Met Target
Hispanic	118	99.2	46.6	45.1	28.8	46.6	47	Met Target†
Black or African American	65	97.0	38.5	*	23.0	38.5	49.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.2	76.5	*	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	34	100.0	55.9	*	53.3	55.9	N	N
Female	284	97.3	59.2	59.5	44.9	59.2		
Male	303	98.4	53.8	53.8	44.2	53.8		
Economically Disadvantaged Students	181	98.9	34.3	36.0	26.3	34.3	46.8	Not Met
Non-Economically Disadvantaged Students	406	97.4	66.3	64.7	54.9	66.3		
Students with Disabilities	107	96.5	25.2	21.0	17.4	25.2	35.7	Not Met
Students without Disabilities	480	98.2	63.3	63.1	50.0	63.3		
English Learners	45	100.0	26.7	25.9	25.0	26.7	30.4	Met Target†
Non-English Learners	542	97.7	58.9	58.3	46.5	58.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	45.5	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



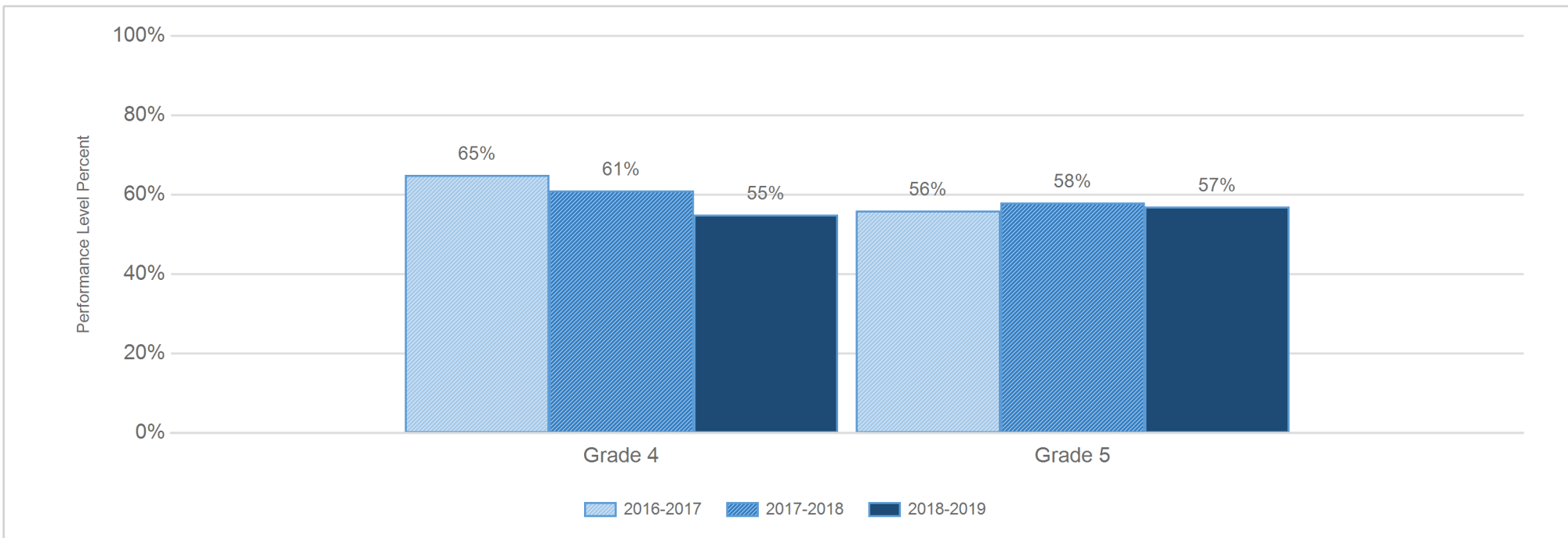
**Lloyd Road Elementary School**  
(25-3040-065)  
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### Mathematics Assessment – Performance Trends

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 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	315	753	753	749	4%	10%	31%	49%	6%	55%	51%
White	178	757	757	757	*	*	30%	51%	9%	60%	62%
Hispanic	66	748	748	737	*	*	35%	*	*	48%	36%
Black or African American	34	742	742	731	*	*	29%	*	*	38%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	20	755	755	754	0%	*	*	55%	0%	55%	58%
Female	151	755	755	749	*	9%	34%	*	*	55%	50%
Male	164	752	752	749	*	11%	28%	*	*	55%	52%
Economically Disadvantaged Students	96	741	741	734	*	*	38%	*	*	36%	32%
Non-Economically Disadvantaged Students	219	759	759	759	*	*	28%	*	*	63%	63%
Students with Disabilities	56	728	728	726	21%	25%	32%	*	*	21%	25%
Students without Disabilities	259	759	759	754	0%	7%	31%	*	*	62%	56%
English Learners	11	728	728	722	*	*	*	*	*	*	18%
Non-English Learners	304	754	754	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Lloyd Road Elementary School**  
(25-3040-065)  
Grades Offered: 04-05  
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
<b>Schoolwide</b>	278	753	753	747	5%	15%	23%	44%	13%	57%	47%
White	164	756	756	755	*	*	20%	49%	13%	63%	58%
Hispanic	52	748	748	735	*	*	33%	*	*	44%	30%
Black or African American	31	742	742	729	*	*	*	*	*	39%	23%
Asian, Native Hawaiian, or Pacific Islander	17	767	767	775	0%	*	*	*	*	76%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	14	748	748	753	*	*	*	*	*	57%	55%
Female	135	756	756	747	*	*	19%	*	*	63%	47%
Male	143	751	751	747	*	*	27%	*	*	52%	47%
Economically Disadvantaged Students	88	735	735	732	*	*	32%	*	*	31%	27%
Non-Economically Disadvantaged Students	190	761	761	757	*	*	18%	*	*	69%	59%
Students with Disabilities	51	730	730	725	*	*	20%	*	*	29%	19%
Students without Disabilities	227	758	758	752	*	*	23%	*	*	63%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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
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	76.9%	**	**

† 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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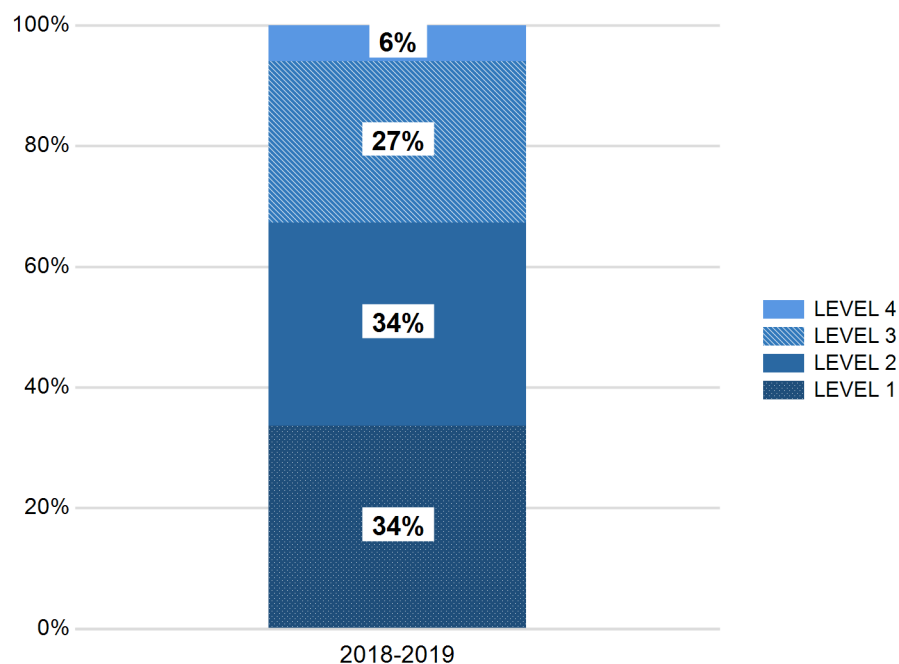
**N** No Data is available to display

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	34	34	27	6
White	30	32	32	7
Hispanic	43	34	21	2
Black or African American	45	39	10	6
Asian, Native Hawaiian, or Pacific Islander	18	47	24	12
American Indian or Alaska Native	N	N	N	N
Two or More Races	43	29	29	0
Female	35	33	26	6
Male	33	35	27	6
Economically Disadvantaged Students	56	33	11	0
Non-Economically Disadvantaged Students	23	34	34	8
Students with Disabilities	67	16	16	0
Students without Disabilities	27	38	29	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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.

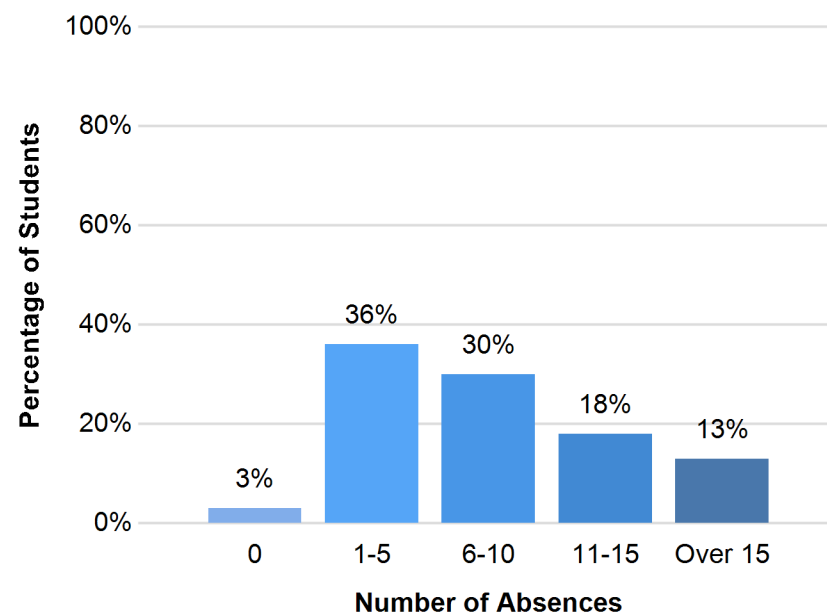
#### Chronic Absenteeism

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	58	9.4	7.5	Not Met
White	36	10.0	7.5	Not Met
Hispanic	8	6.7	7.5	Met
Black or African American	8	11.9	7.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	7.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	5	14.7	7.5	Not Met
Female	29	9.7		
Male	29	9.2		
Economically Disadvantaged Students	31	16.4	7.5	Not Met
Students with Disabilities	19	16.5	7.5	Not Met
English Learners	2	11.1	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

#### Days Absent

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





### Lloyd Road Elementary School

(25-3040-065)

Grades Offered: 04-05

2018-2019

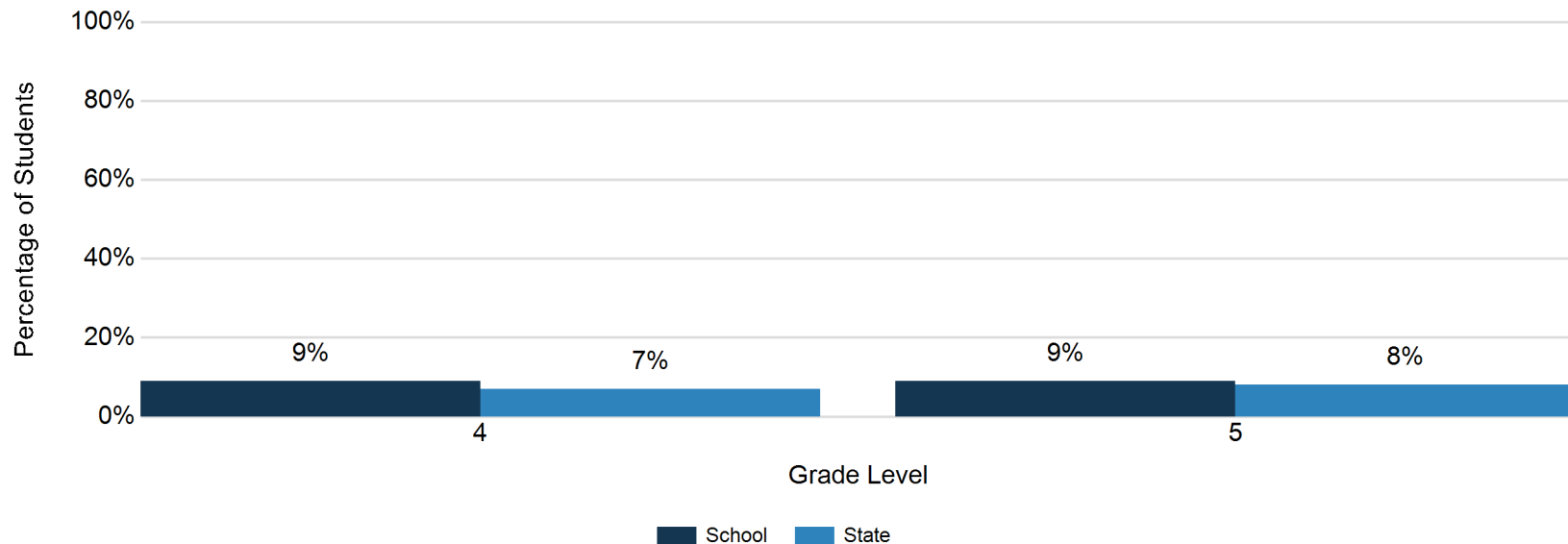
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### Chronic Absenteeism by Grade

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





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

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

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

Incident Type	Number of Incidents
Violence	11
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	3.60

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	3	3
Disability	1	0	1
Other	1	5	6
No Identified Nature	4		4

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	19	3.1%
Out-of-School Suspensions	13	2.1%
Any Suspension	29	4.7%
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

27



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#### School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

#### Device Ratios

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

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



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	55	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	81.8%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.2	12.0
Percentage of Administrators with 4 or more years experience in the district	68.2%	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	11:1
Students to Administrators	306:1	169:1
Teachers to Administrators	28:1	15:1
Students to Librarians/Media Specialists		928:1
Students to Nurses		619:1
Students to Counselors		371:1
Students to Child Study Team Members		247:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	90.9%	50.0%	48.4%	77.1%	54.9%
Male	51.1%	9.1%	50.0%	51.6%	22.9%	45.1%
White	58.3%	96.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.4%	1.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	1.8%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 38%

Admin N/A

#### Master's Degree

Teacher 62%

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	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	95.2%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.9%	60.2%	56.6%
Math Proficiency	60.1%	60.2%	56.4%
ELA Growth	47	34	38
Math Growth	47	45	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		78.6%	76.9%
Chronic Absenteeism	6.6%	9.2%	9.4%

† 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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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.



### Lloyd Road Elementary School

(25-3040-065)

Grades Offered: 04-05

2018-2019

#### Report Key:

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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†	Not Met	Met Standard	**	Not Met	No
White	Met Target†	Met Target	Not Met	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Met Target†	Not Met	Met Standard	n/a	Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	Met Standard	Met Standard	n/a	Not Met	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 Target†	Met Target†	Not Met	Met Standard	Met Standard	**	No

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



### Lloyd Road Elementary School

(25-3040-065)

Grades Offered: 04-05

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:

- We are very proud of our student's passion and participation in the ARTS. Over one-third of our students participate in chorus and/or instrumental lessons.
- Lloyd Road offers a variety of school-wide enrichment activities such as a lunch math club, math competitions, and other contests to offer extra challenges.
- We offer 13 extracurricular activities to students either for extra support or simply for fun.



### Mission, Vision, Theme:

We are committed to providing a safe and supportive environment where we emphasize collaboration, kindness, trying our best and accepting nothing less.



### Awards, Recognition, Accomplishments:

Our Grade 5 Academic Bowl team consistently places in the top of the competition field in the Goetz Bowl competition with the team taking first place in the spring of 2017 and 2018.



### Lloyd Road Elementary School

(25-3040-065)

Grades Offered: 04-05



2018-2019

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Lloyd Road curriculum and instruction are delivered in a departmental design for most students where they have one teacher for Language Arts and Social Studies and then they switch to a second teacher for Math and Science. The Language Arts curriculum is taught through using Literacy By Design materials and delivered through the Readers and Writers Workshop model. The Everyday Math program is used for Math instruction and a district developed STEM program and curriculum for Science.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We have an after school extracurricular activity program that consists of the following clubs: Chorus for Grade 5 students, Band for Grade 5 students, Art, STEM, Technology, Chess, Board Games, Peer Buddies, Student Council, Sports, and an Academic Bowl club. Instrumental music lessons are available to Grade 4 students.</p>



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(25-3040-065)

Grades Offered: 04-05



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 <p><b>Before and After School Programs:</b></p>	<p>We offer an after school homework hour program and a before school Title 1 intervention program. We also partner with the YMCA and they provide before and after school childcare services.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Our district provides four full-day in-service days during each year and encourages staff to apply to attend out of district workshops to further enhance their instructional strategies. We also have Professional Learning Communities established in our building but also across buildings and learning levels as well.</p>



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(25-3040-065)

Grades Offered: 04-05




2018-2019

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 <p><b>Student Supports and Services:</b></p>	<p>We have the following support services available: English Language Learners program, Speech/language services, Multi-tiered intervention instruction in Math and Reading, Special education services, and Gifted and Talented and Enrichment programs. Our Intervention and Referral Services Team meets monthly to review students' needs and helps design plans to help staff support the identified student needs. We also have a full-time guidance counselor available for student support.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our school provides the following health and wellness opportunities: Physical education and/or Health class two times per week, Family Life class for Grade 5 students, Recess each day, Student of the Month Character Education, and we partner with the Aberdeen Police Department to provide the students with LEAD instruction (Law Enforcement Against Drugs).</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Lloyd Road PTO is very active in our school and provides a wealth of extra opportunities for our students, parents, and staff to get involved. Student progress can also be monitored by parents on a daily basis through our Parent Portal. We partner with our PTO to share a monthly electronic newsletter with our parents and also send timely email and text blasts to our parents to keep them informed about upcoming events and important information.</p>



### Lloyd Road Elementary School

(25-3040-065)

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p>
 <p>Facilities:</p>	<p>Lloyd Road recently had a complete HVAC renovation that upgraded our heating system and installed air conditioning throughout our building. We have also been replacing old floors and we have a yearly painting plan that helps refresh areas throughout our school.</p>
 <p>School Safety:</p>	<p>We have a school safety team comprised of staff, administration, and a school resource officer. We meet quarterly to review all aspects of our school safety including data and feedback from safety walkthroughs. Our school also has a designated entry safety vestibule in which all visitors enter to show ID prior to being allowed access to the main building.</p>



**Lloyd Road Elementary School**  
 (25-3040-065)  
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 2018-2019

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#### Technology and STEM:

Technology is integrated into all the curricula in a variety of ways. Each student is assigned a Chromebook that they use throughout the day in all areas of learning. Teachers regularly use Google classroom, Promethean boards, and a wide variety of online curriculum support programs to engage students in learning. All students receive STEM instruction one period a day. We do have grade level after school STEM clubs available as well.



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(25-3040-065)

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### Other Information

"Lloyd Road Elementary School is located in the southwestern section of the Matawan-Aberdeen Regional School District. The school currently has an enrollment of approximately 620 students. Our school educates Grade 4 and 5 students only as we are a receiving school for our three K-3 elementary schools. Our teachers and students use Google Classroom throughout the day to support learning, and we are close to a 1 to 1 Chromebook ratio. Our character education and bullying prevention program is Olweus and it is delivered through guidance counselor activities throughout the school year. We also use a student of the month program that has one character education theme per month that is emphasized. Each month then culminates in one student from each class eating with the principal and assistant principal in a recognition lunch. We are also very proud of our choral and instrumental music programs. Grade 4 students are able to begin practicing an instrument of choice during their first year at Lloyd Road School. Grade 5 instrumental students also have practice lessons throughout the year, but they also put on a spring performance to culminate each year. Our choral program is open to Grade 5 students who also put on a Spring performance."



### Matawan Regional High School

(25-3040-050)

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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



### Matawan Regional High School

(25-3040-050)

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	Monmouth
District	Matawan-Aberdeen Regional School District
Principal Name	Mr. Aaron Eyler
Address	450 ATLANTIC AVENUE ABERDEEN, NJ 07747-2398
Phone Number	732-705-5200
Email Address	<a href="mailto:aeyler@marsd.org">aeyler@marsd.org</a>
Website	<a href="https://www.marsd.org/Domain/81">https://www.marsd.org/Domain/81</a>
Twitter	<a href="https://twitter.com/MRHSNJ">https://twitter.com/MRHSNJ</a>



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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	274	279	282
10	251	262	276
11	227	252	250
12	257	245	247
Total	1,009	1,038	1,055

#### 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	49.6%	48.6%	48.2%
Male	50.4%	51.4%	51.8%
Economically Disadvantaged Students	24.5%	24.1%	23.5%
Students with Disabilities	14.4%	15.1%	14.6%
English Learners	1.0%	0.7%	1.0%
Homeless Students	0.0%	0.1%	0.1%
Students in Foster Care	0.2%	0.0%	0.1%
Military-Connected Students	0.1%	0.7%	0.9%
Migrant Students	0.7%	0.1%	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	62.6%	62.0%	61.6%
Hispanic	13.7%	14.6%	15.6%
Black or African American	16.5%	16.1%	14.8%
Asian	6.3%	6.2%	6.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.3%
American Indian or Alaska Native	0.2%	0.1%	0.0%
Two or More Races	0.6%	0.9%	1.4%

#### 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	983	1,005	1,029
Shared Time Students	60	64	50
Full Time Equivalent	1,013	1,037	1,054

#### 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	93.7%
Spanish	3.5%
Other Languages	2.8%



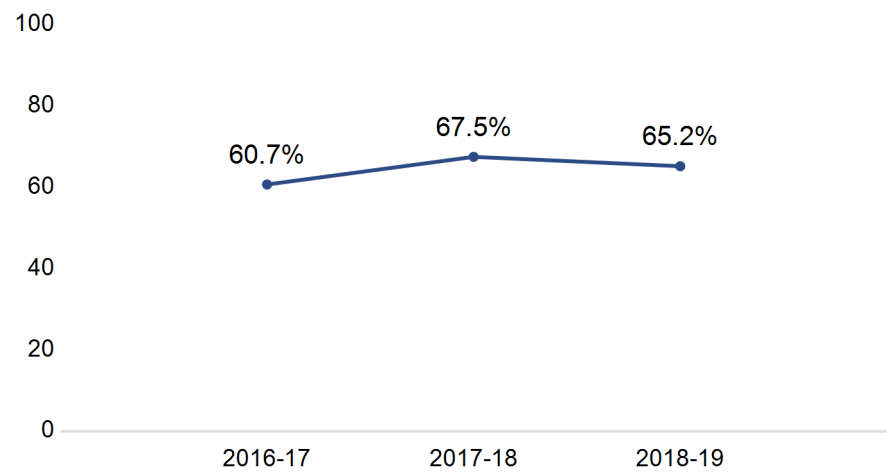
**Matawan Regional High School**  
(25-3040-050)  
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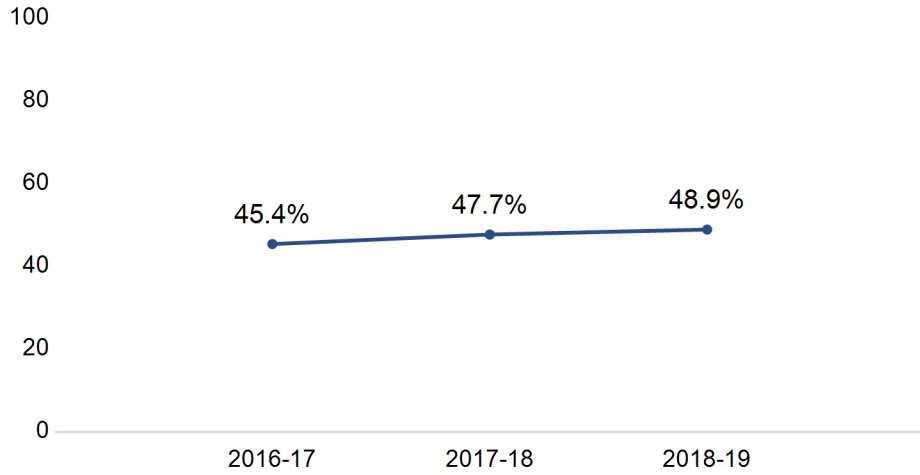
**English Language Arts and Mathematics Performance Trends**

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	96.6%	97.3%	95.9%	96.6%	97.8%
Proficiency Rate for Federal Accountability	60.7%	67.5%	65.2%	45.4%	47.7%	48.9%
Annual Target	59.2%	60.3%	61.4%	39.1%	41.2%	43.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	540	97.3	65.2	66.3	57.9	65.2	61.4	Met Target
White	351	97.8	70.7	70.6	66.9	70.7	65	Met Target
Hispanic	80	97.6	47.5	54.8	43.9	47.5	53	Met Target†
Black or African American	65	92.9	47.7	*	38.5	47.3	52.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	34	100.0	88.2	87.4	82.9	88.2	62.5	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	10	100.0	50.0	*	64.4	50.0	**	**
Female	264	98.9	71.2	75.9	64.8	71.2		
Male	276	95.9	59.4	57.1	51.3	59.4		
Economically Disadvantaged Students	126	97.0	39.7	45.3	40.0	39.7	44.4	Met Target†
Non-Economically Disadvantaged Students	414	97.4	72.9	74.6	67.9	72.9		
Students with Disabilities	88	94.7	*	21.9	22.7	*	20.8	Not Met
Students without Disabilities	452	97.9	*	75.3	65.1	*		
English Learners	11	100.0	27.3	29.2	29.3	27.3	**	**
Non-English Learners	529	97.3	66.0	68.2	60.6	66.0		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



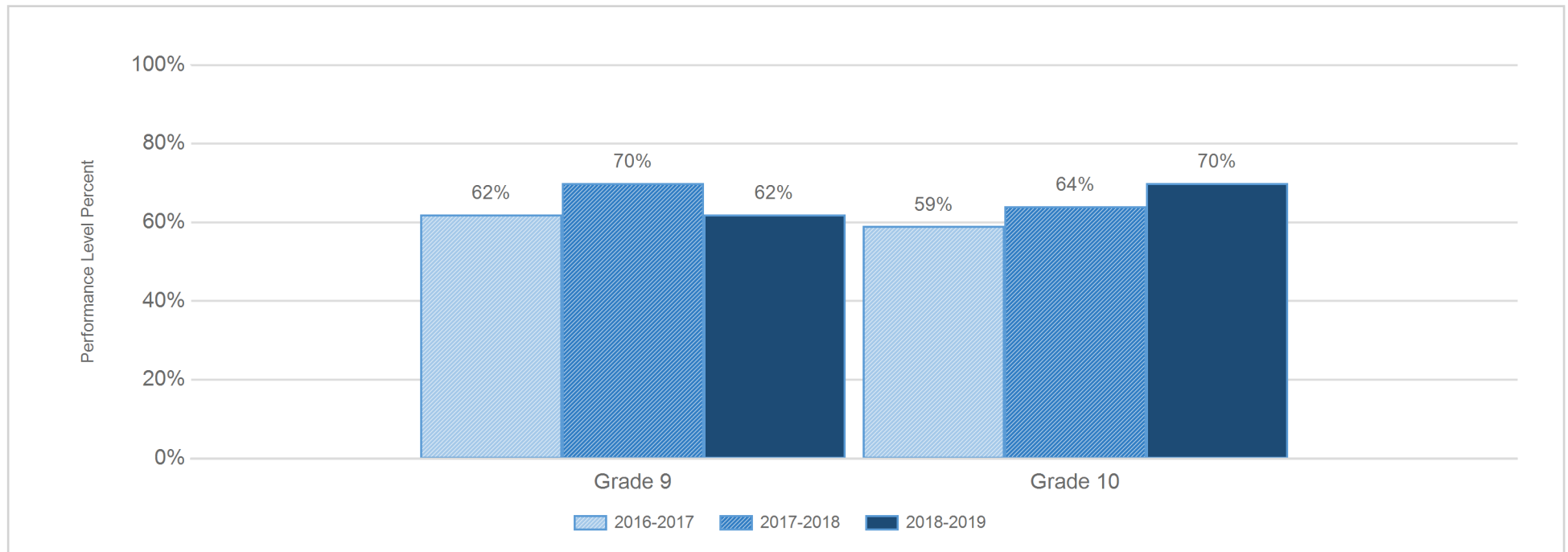
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### English Language Arts Assessment - Performance Trends

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





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### English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	268	760	760	753	9%	10%	19%	36%	26%	62%	56%
White	167	765	765	762	7%	8%	20%	37%	29%	66%	65%
Hispanic	45	746	746	737	*	*	22%	22%	22%	44%	40%
Black or African American	30	738	738	732	*	*	*	*	*	47%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	137	765	765	760	*	*	19%	40%	26%	66%	63%
Male	131	755	755	746	*	*	19%	31%	25%	56%	49%
Economically Disadvantaged Students	66	736	736	734	18%	18%	30%	*	*	33%	36%
Non-Economically Disadvantaged Students	202	768	768	762	6%	7%	15%	*	*	71%	65%
Students with Disabilities	50	712	712	717	*	*	*	*	*	*	17%
Students without Disabilities	218	771	771	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	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
<b>Schoolwide</b>	272	773	773	757	8%	8%	14%	33%	37%	70%	58%
White	181	779	779	767	*	*	12%	35%	41%	76%	67%
Hispanic	37	748	748	738	*	*	*	*	*	51%	43%
Black or African American	34	754	754	733	*	*	*	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	124	786	786	766	*	*	13%	30%	49%	79%	66%
Male	148	762	762	749	*	*	15%	36%	26%	62%	51%
Economically Disadvantaged Students	60	745	745	735	20%	*	20%	*	*	47%	40%
Non-Economically Disadvantaged Students	212	781	781	767	5%	*	12%	*	*	76%	67%
Students with Disabilities	34	708	708	711	*	*	*	*	*	12%	19%
Students without Disabilities	238	782	782	765	*	*	*	*	*	78%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



**Matawan Regional High School**  
(25-3040-050)  
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	495	97.8	48.9	56.6	44.5	48.9	43.4	Met Target
White	327	98.5	54.4	61.6	54.1	54.4	46.8	Met Target
Hispanic	70	97.3	38.6	45.1	28.8	38.6	37.9	Met Target
Black or African American	53	93.0	22.6	*	23.0	22.1	35.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	35	100.0	68.6	79.2	76.5	68.6	48	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	100.0	10.0	*	53.3	10.0	**	**
Female	241	98.0	49.4	59.5	44.9	49.4		
Male	254	97.7	48.4	53.8	44.2	48.4		
Economically Disadvantaged Students	108	97.3	23.1	36.0	26.3	23.1	30.8	Not Met
Non-Economically Disadvantaged Students	387	98.0	56.1	64.7	54.9	56.1		
Students with Disabilities	48	98.0	*	21.0	17.4	*	14.8	Not Met
Students without Disabilities	447	97.8	*	63.1	50.0	*		
English Learners	11	100.0	27.3	25.9	25.0	27.3	**	**
Non-English Learners	484	97.8	49.4	58.3	46.5	49.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	45.5	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



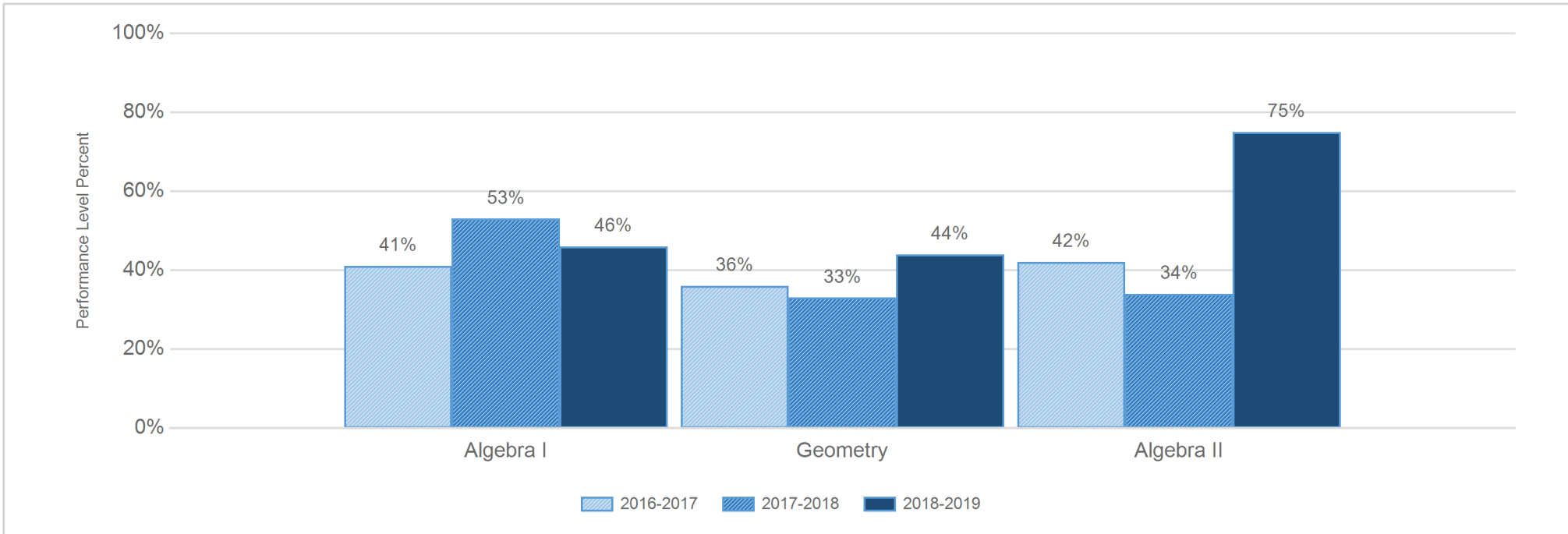
**Matawan Regional High School**  
(25-3040-050)  
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2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	199	744	758	744	6%	21%	28%	*	*	46%	42%
White	121	747	758	752	*	16%	27%	*	*	52%	53%
Hispanic	39	739	*	728	*	28%	28%	*	*	36%	24%
Black or African American	21	734	*	725	*	*	*	*	*	24%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	93	745	760	745	*	17%	32%	*	*	46%	44%
Male	106	743	755	743	*	24%	25%	*	*	45%	41%
Economically Disadvantaged Students	55	734	743	727	*	25%	38%	*	*	24%	23%
Non-Economically Disadvantaged Students	144	748	762	752	*	19%	24%	*	*	54%	52%
Students with Disabilities	32	713	*	717	*	*	*	*	*	*	12%
Students without Disabilities	167	750	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	220	745	749	737	*	16%	39%	*	*	44%	35%
White	150	746	751	743	*	13%	36%	*	*	49%	43%
Hispanic	26	740	*	724	0%	*	38%	*	*	35%	17%
Black or African American	27	737	737	720	*	*	48%	*	*	22%	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	*	*	*	745	*	*	*	*	*	*	46%
Female	104	746	750	738	*	12%	40%	*	*	46%	36%
Male	116	744	748	736	*	20%	37%	*	*	41%	34%
Economically Disadvantaged Students	45	737	*	722	*	22%	58%	*	*	18%	16%
Non-Economically Disadvantaged Students	175	747	*	743	*	14%	34%	*	*	50%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	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
<b>Schoolwide</b>	75	766	766	755	*	*	17%	*	*	75%	58%
White	54	768	*	758	*	*	*	*	*	78%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	10	779	779	777	0%	0%	*	*	*	80%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	41	762	762	752	*	*	*	*	*	68%	55%
Male	34	771	*	758	*	*	*	*	*	82%	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	75	766	*	755	*	*	17%	*	*	75%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



**Matawan Regional High School**  
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2018-2019

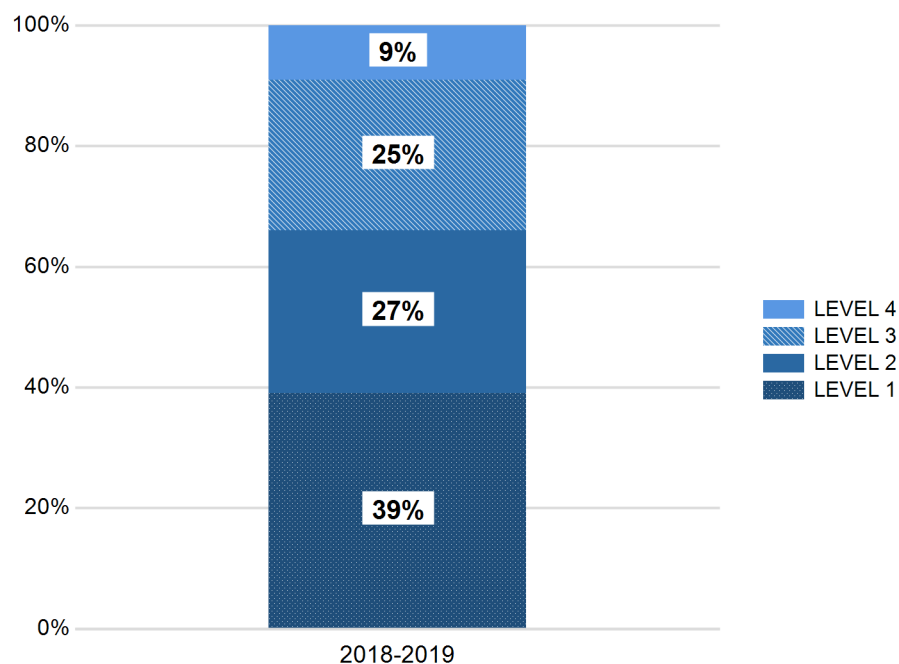
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 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
<b>Schoolwide</b>	39	27	25	9
White	31	29	31	9
Hispanic	54	22	17	7
Black or African American	58	30	8	5
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	34	29	30	7
Male	43	25	22	10
Economically Disadvantaged Students	58	26	14	2
Non-Economically Disadvantaged Students	34	27	28	10
Students with Disabilities	84	12	5	0
Students without Disabilities	29	30	30	10
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

### PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	98.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	75.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	12.6%	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	476	476	Grade 10: 430 Grade 11: 460	65%	61%
PSAT 10/NMSQT - Math	489	477	Grade 10: 480 Grade 11: 510	50%	43%
SAT - Reading and Writing	546	539	480	74%	70%
SAT - Math	562	541	530	61%	53%
ACT - Reading	24	25	22	65%	66%
ACT - English	23	24	18	71%	81%
ACT - Math	24	24	22	68%	65%
ACT - Science	22	24	23	45%	57%



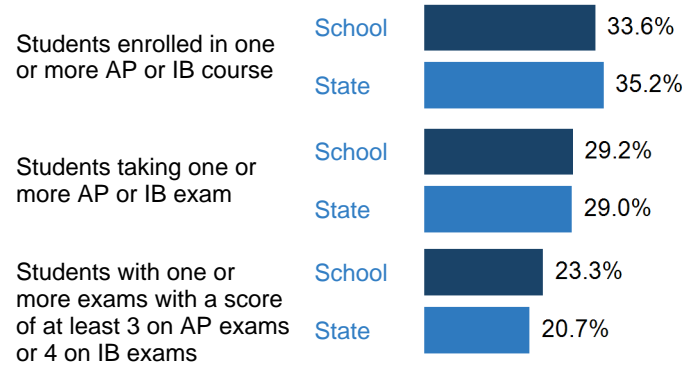
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

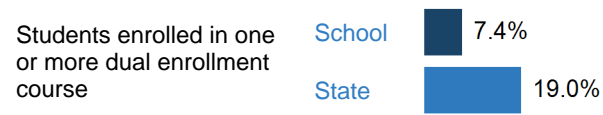
**AP/IB Coursework – Participation and Performance**

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



**Dual Enrollment Coursework - Participation**

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



**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	0	8
AP Calculus AB	59	52
AP Calculus BC	30	28
AP Chemistry	24	10
AP Computer Science Principles	0	8
AP English Language and Composition	59	58
AP English Literature and Composition	41	27
AP Italian Language and Culture	8	2
AP Macroeconomics	0	12
AP Microeconomics	21	11
AP Physics C	13	0
AP Physics C: Mechanics	0	11
AP Psychology	0	1
AP Spanish Language	9	10
AP Statistics	21	9
AP Studio Art—Drawing Portfolio	10	1



### Matawan Regional High School

(25-3040-050)

Grades Offered: 09-12

2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Dimensional	0	7
AP U.S. Government and Politics	0	1
AP U.S. History	39	43
Total Exams taken		299
Exams with scores of at least 3 on AP exams or 4 on IB exams		227



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

**Career and Technical Education Participation**

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

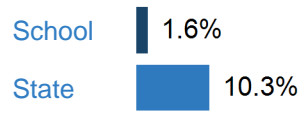
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

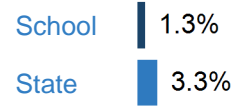
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**





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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 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	*	1.6%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	8.1%	6.6%	9.2%
English Learners	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%	*



**Matawan Regional High School**  
 (25-3040-050)  
 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**



**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
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Business Management & Administration	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*	*	*
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
<b>Total (All Clusters)</b>	<b>47</b>	<b>*</b>	<b>*</b>



**Matawan Regional High School**  
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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	174	51	6	0	0	0	95
10	6	176	48	1	10	0	28
11	1	8	161	13	50	1	6
12	2	5	26	65	69	55	38
Total	183	240	241	79	129	56	167
Enrolled in AP/IB Course					89	21	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	12

### 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	270	0	0	0	0	5
10	7	254	1	6	1	37
11	26	11	52	15	160	65
12	16	27	20	20	36	115
Total	319	292	73	41	197	222
Enrolled in AP/IB Course	0	24		0	13	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	271	2	1	0	1	5
10	11	269	14	1	13	4
11	2	248	51	9	18	15
12	2	16	69	73	46	35
Total	286	535	135	83	78	59
Enrolled in AP/IB Course	0	39	21	0		0
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	120	3	101	38	0	0	0
10	155	9	66	30	0	0	0
11	97	8	49	16	0	0	0
12	27	0	9	14	0	0	0
Total	399	20	225	98	0	0	0
Enrolled in AP/IB Course	9	0	8	0	0	0	0
Enrolled in Dual Enrollment Course	13	0	0	0	0	0	0
Enrolled in Level 3 or Higher	151	8	71	26	0	0	0



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### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	23	0	0	0	0	0
10	N	N	N	N	N	N
11	0	0	3	0	0	0
12	0	0	17	0	0	0
Total	23	0	20	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



### Matawan Regional High School

(25-3040-050)

Grades Offered: 09-12

2018-2019

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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
Italian	*
Polish	*
Russian	*
Spanish	*
Total	*



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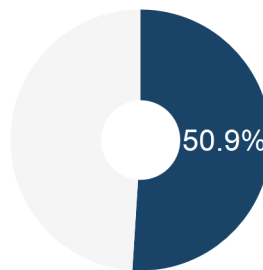
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### Visual and Performing Arts – Course Participation

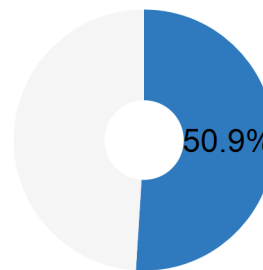
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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

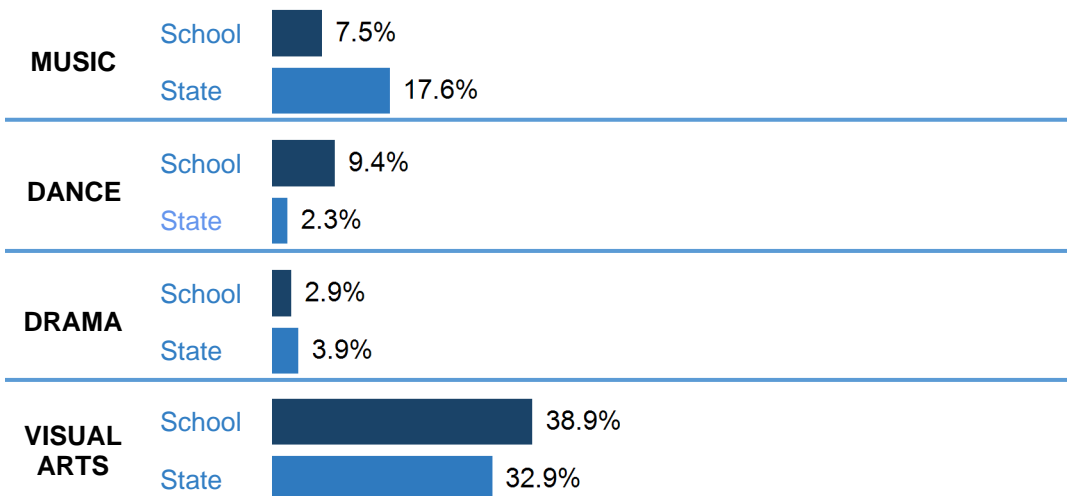


School



State

Students enrolled in one or more classes by discipline:





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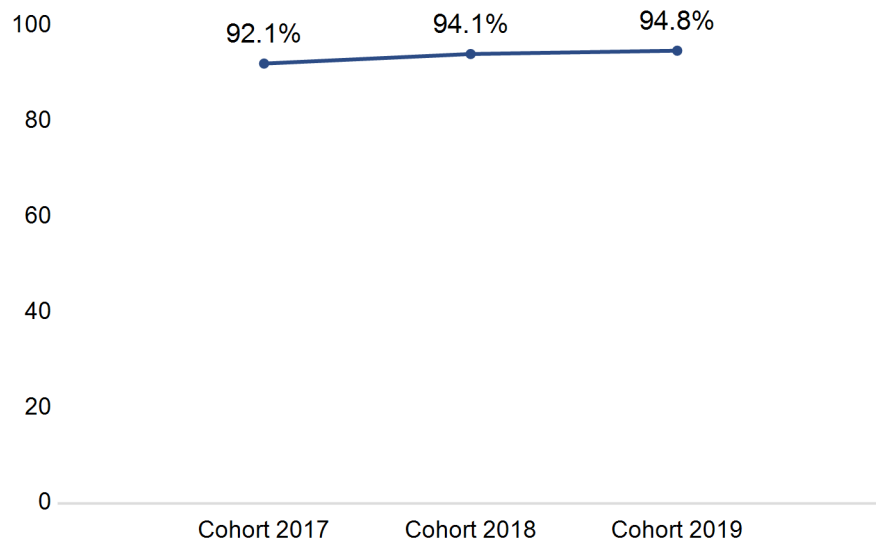
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

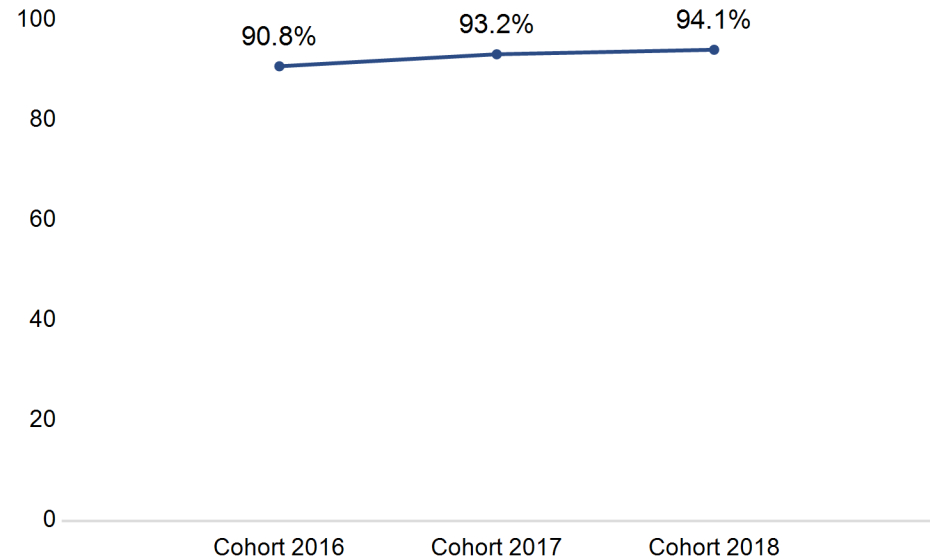
### Graduation Rate Trends and Progress

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

#### 4-Year Graduation Rate Trends



#### 5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	92.1%	94.1%	94.8%	90.8%	93.2%	94.1%
Annual Target	91.5%	91.7%		93.0%	93.2%	
Met Annual Target?	Met Target	Met Target		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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	94.8%	90.6%	94.1%	92.5%	94.1%	91.7%	Met Target	93.2%	93.2%	Met Target
White	95.0%	94.9%	92.9%	95.9%	92.9%	90.9%	Met Target	94.1%	93.2%	Met Target
Hispanic	97.7%	84.5%	91.2%	87.3%	91.2%	95.0%	Not Met	91.7%	90.3%	Met Target
Black or African American	91.1%	83.3%	97.8%	87.1%	97.8%	N	Met Goal	88.1%	91.8%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	95.0%	92.8%	95.5%	94.4%	95.5%			93.0%		
Male	94.7%	88.5%	92.6%	90.8%	92.5%			93.4%		
Economically Disadvantaged Students	89.2%	84.0%	87.2%	87.3%	87.2%	89.8%	Not Met	85.5%	95.8%	Not Met
Students with Disabilities	87.2%	79.2%	67.7%	83.8%	67.7%	78.6%	Not Met	77.3%	81.5%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	*	83.3%	N	85.0%	N			*		



### Matawan Regional High School

(25-3040-050)

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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	20.3%	20.3%
Substitute Competency Test	64.5%	65.2%
Portfolio Appeals Process	2.3%	1.6%
Alternate Requirements specified in IEP	10.5%	10.5%
Unknown	2.3%	2.3%

## 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	0.1%	1.2%
2016-2017	0.0%	1.1%



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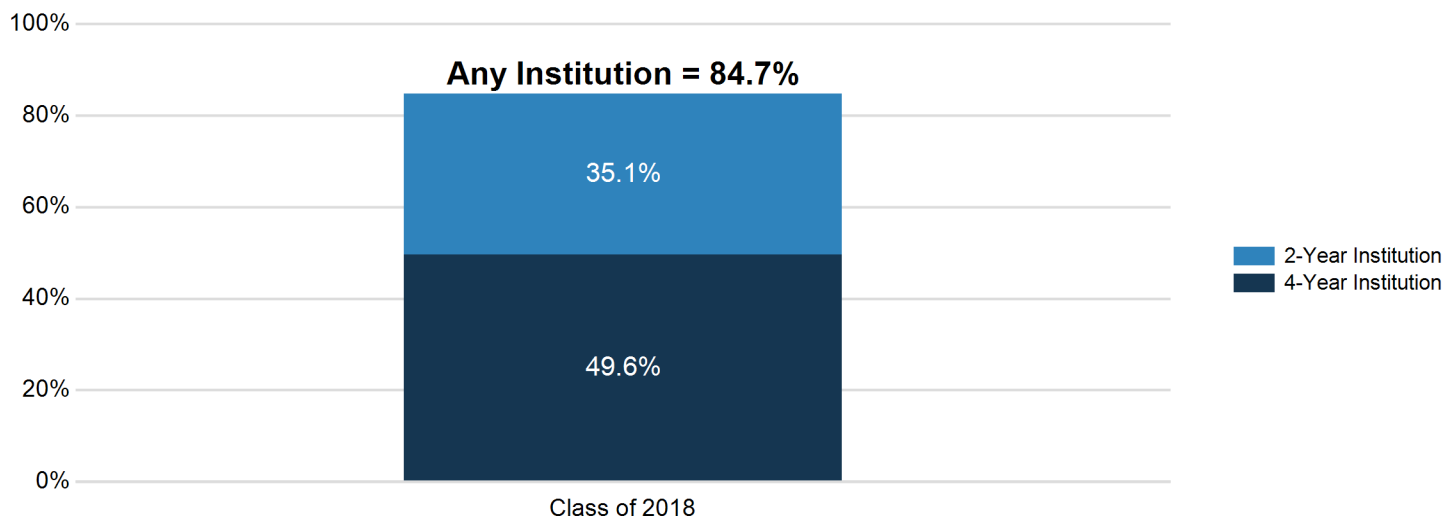
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

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

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	35.1%
% Enrolled in 4-Year Institution	49.6%
% Enrolled in Any Postsecondary Institution	84.7%



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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	77.2%	36.7%	63.3%
White	79.1%	32.5%	67.5%
Hispanic	69.8%	56.7%	43.3%
Black or African American	73.8%	35.5%	64.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	74.6%	51.1%	48.9%
Students with Disabilities	41%	68.8%	31.3%
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	84.7%	41.5%	58.5%	78.5%	21.5%	68.8%	31.2%
White	88.3%	43.8%	56.3%	82.8%	17.2%	68.8%	31.3%
Hispanic	75.8%	60%	40%	92%	8%	80%	20%
Black or African American	86.4%	31.6%	68.4%	68.4%	31.6%	68.4%	31.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	79%	44.9%	55.1%	73.5%	26.5%	89.8%	10.2%
Students with Disabilities	48.1%	61.5%	38.5%	84.6%	15.4%	92.3%	7.7%
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.

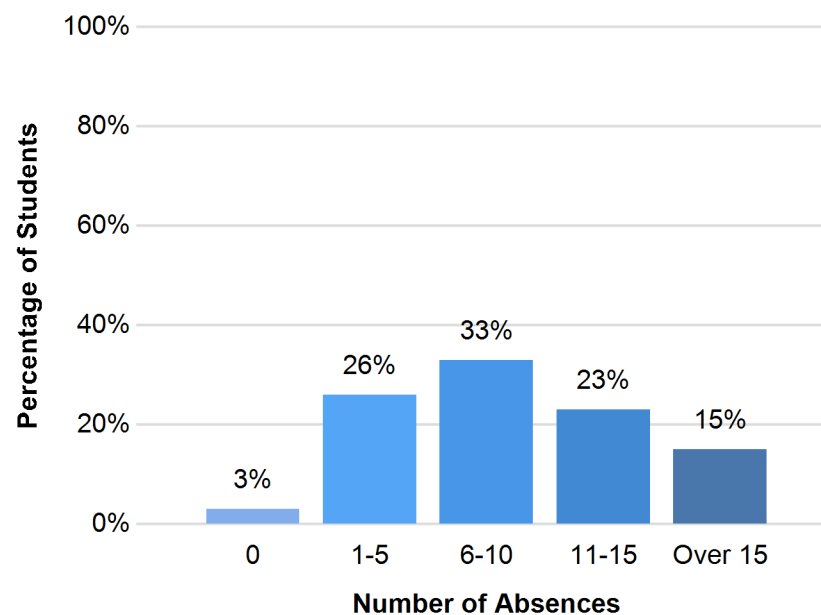
### Chronic Absenteeism

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	127	11.5	14.2	Met
White	78	11.5	14.2	Met
Hispanic	19	11.1	14.2	Met
Black or African American	22	13.3	14.2	Met
Asian, Native Hawaiian, or Pacific	6	8.3	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	12.5	**	**
Female	58	11.0		
Male	69	12.0		
Economically Disadvantaged Students	53	20.1	14.2	Not Met
Students with Disabilities	39	19.4	14.2	Not Met
English Learners	1	9.1	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	2	20.0		
Migrant Students	N	N		

### Days Absent

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





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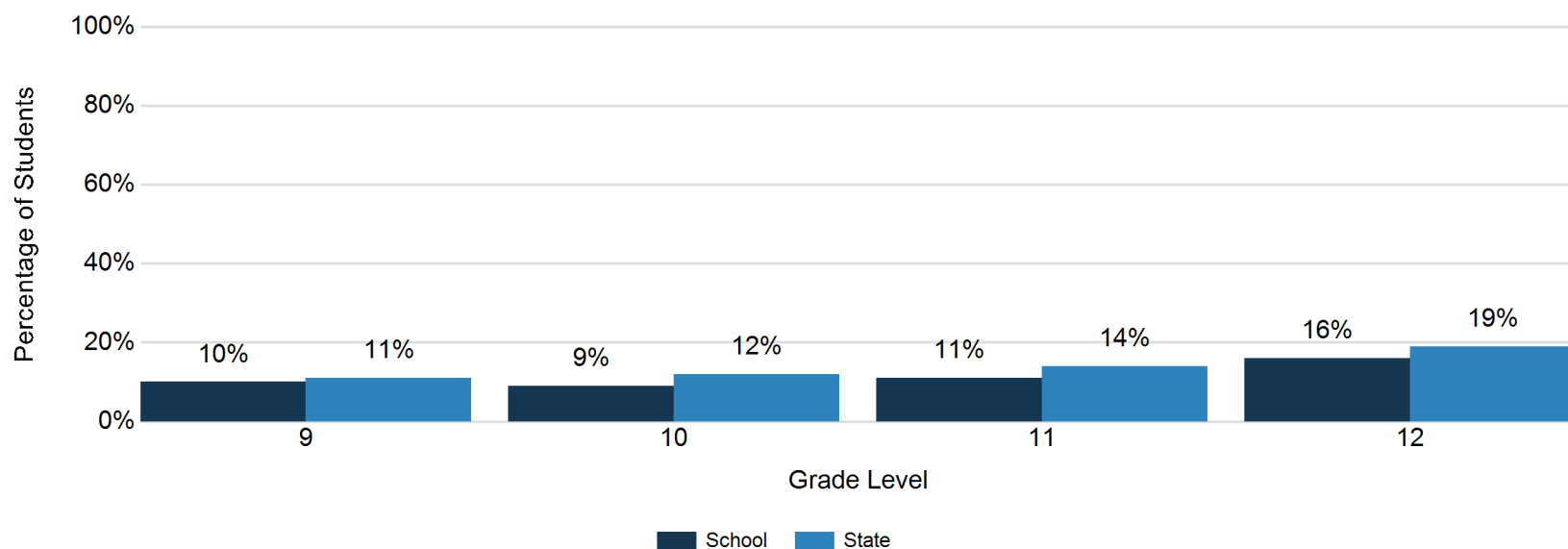
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### Chronic Absenteeism by Grade

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





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

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

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

Incident Type	Number of Incidents
Violence	17
Weapons	1
Vandalism	2
Substances	10
Harassment, Intimidation, Bullying (HIB)	18
Total Unique Incidents	46
Incidents Per 100 Students Enrolled	4.36

### 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	7
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	2

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	6	4	10
Religion	1	0	1
Ancestry	1	1	2
Gender	2	5	7
Sexual Orientation	3	1	4
Disability	5	0	5
Other	13	11	24
No Identified Nature	15		15

### 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	64	6.1%
Out-of-School Suspensions	73	6.9%
Any Suspension	105	10.0%
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
267



### Matawan Regional High School

(25-3040-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

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**N** No Data is available to display

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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	7:25 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 29 Mins
Shared Time - Instructional Time	5 Hrs. 29 Mins.

#### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	95	118,214
Average years experience in public schools	10.5	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	84.2%	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	22	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.2	12.0
Percentage of Administrators with 4 or more years experience in the district	68.2%	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	11:1
Students to Administrators	211:1	169:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		928:1
Students to Nurses		619:1
Students to Counselors		371:1
Students to Child Study Team Members		247:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.2%	56.8%	20.0%	48.4%	77.1%	54.9%
Male	51.8%	43.2%	80.0%	51.6%	22.9%	45.1%
White	61.6%	89.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.6%	5.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.8%	1.1%	0.0%	15.0%	6.6%	13.9%
Asian	6.4%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	1.1%	0.0%	2.1%	0.2%	0.2%



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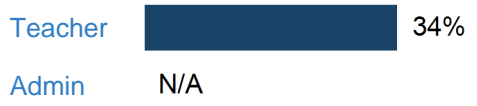
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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	95.2%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	96.9%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Consistently Underperforming Student Group (TSI)
Year Eligible to Exit Status	2021
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	Consistently Underperforming Student Group (TSI)
Student Group Status: English Learners	

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.7%	67.5%	65.2%
Math Proficiency	45.4%	47.7%	48.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.1%	94.1%	94.8%
5-Year Graduation Rate†	90.8%	93.2%	94.1%
Progress toward English Language Proficiency		*	50.0%
Chronic Absenteeism	11.1%	11.7%	11.5%

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



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

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

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

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

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

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



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

- Matawan Regional High School offers several "Academy" structures to provide a rich, student-centered experience.
- Our REACH program provides a structured learning experience for our post-graduate students with on-the-job training.
- Our Civic Leaders Program is a key piece of student leadership and places students in key positions of influence.



### Mission, Vision, Theme:

Students will become life-long learners, critical thinkers, and creative problem-solvers who achieve success as valuable and contributory members of society. The school community is committed to meeting or exceeding the NJ Learning standards at all grade levels in all areas and providing a safe and supportive environment where all students are inspired, empowered and encouraged to maximize their unique potential.



### Awards, Recognition, Accomplishments:

" Presidential Award for Excellence 98 Presidential Award for Achievement 67 Academic "M" Award (High Honor Roll three consecutive marking periods) 26 Top 2.5% on the PSAT/NMSQT among all Hispanic and Latino test-takers in our region. 2018 US News and World Report awarded MRHS a silver medal and ranked MRHS #2066 in the nation out of 20,600 high schools nationally. MRHS ranked #58 in NJ, the highest ranking Monmouth County high school with the exception of the magnet schools such as High Tech, Biotech or Communications. Commended Students in 2019 National Merit Scholarship Program. 56 Local Scholarships "



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### Courses, Curriculum, Instruction:

MRHS is a learning community that offers a comprehensive array of academic courses. Our school continues to offer the most rigorous academic courses while providing opportunities for all students to excel in diverse areas of our curriculum. MRHS is committed to enhancing our curriculum offerings, implementing innovative programs and offering a wide range of educational opportunities for students in grades nine through twelve. As such, we offer an Academy structure in the areas of: Business, Dance, Drama, Global Humanities, Instrumental, STEM, Visual Arts, and Vocal.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Ice Hockey (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)

"Dance Challenger /Unified Bowling"



### Clubs and Activities:

"Academic Challenge African American Student Union Anime Club Archery club Art Club Band Challenger Team Chess Club Chamber Choir DECA Drill Instruction English Honor Society Environmental Club Fall Drama Food and Fashion Club Forensics Freshman Class Future Medical Leaders of America Guard History and Government Club Huskieview Interact Club Investment Club Jazz Band Junior Class Key Club Literary Art Journal Marching Band Math Honor Society Mathematics Competitions League Mock Trial National Honor Society Peer Buddy Peer Leadership Percussion Physics Club Robotics Team SADD Safe Space Club Science Honor Society Senior Class Sophomore Class Sound and Lights Spring Musical Student Accounts Student Council Telecommunications Club - Film Club Thespian Society TV Studio - The Scoop Winter Color Guard Woodworking World Language Honor Society Yearbook Yoga/Meditation (Mind Ove



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 <p><b>Before and After School Programs:</b></p>	<p>MRHS offers after school tutorial programs in academic subjects such as mathematics, language arts, biology, chemistry, physics, and social studies. These subject-based tutorials are taught by high school faculty. Faculty recommends the program to students and parents and counselors monitor student attendance and participation during the tutorial sessions. Tutorials are available to all students in 9th through 12th grade.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The MRHS staff participates in three full days of professional learning which are facilitated by high school staff members. Our School Improvement Committee, along with the high school administration, develops the learning opportunities for professional days. Faculty who engage in professional learning through outside workshops are encouraged to turnkey information to the staff for professional learning.</p>
 <p><b>Postsecondary Information:</b></p>	<p>91% of the Class of 2019 attends a 2 or 4-year college. 12% of students taking the AP exam achieved AP Scholar status and 10% achieved AP Scholar with Honor status. Financial Aid Night is presented to juniors to assist in the FAFSA application process. An SAT Prep Course is offered in the spring and fall to students at a reduced cost. Students not attending college after graduation chose the military or employment. Some colleges that the Class of 2019 are attending are M.I.T., Penn State and Stanford.</p>



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### Student Supports and Services:

Additional Support Classes are offered at MRHS for all English Language Learners. The district is offering free ESL classes for families along with translators. MRHS offers Intervention and Referral Service/504/CST for students struggling with learning, behavior or health difficulties. The Effective School Solution (ESS) program has been initiated. An after school subject based tutorial program is available to all students.



### Student Health and Wellness:

Prevention presentations and training are offered to students and school community focused on safety, healthy choices, county resources, and prescription medication prevention, all of which provide a holistic approach to health and wellness. Each grade level is receiving education on the dangers of vaping and e-cigarettes, as well as, staff and community members. Staff is receiving mental health and suicide training to assist students with mental health needs, along with the 9th and 11th-grade participation in Lifelines training through the physical education classes. Continued collaboration with outside resources to promote the health, wellness, and safety of the school community by providing referrals, as needed. CPR training is provided to the 9th-grade class. Breakfast and lunch are available for all students and is provided for students who qualify for free or reduced meals.



### Parent and Community Involvement:

The MRHS PTSO was formed in the 2016-2017 school year and membership is open to all families and staff. The PTSO is involved in fundraising activities that help foster a positive school climate and assist our student body in community projects. The building is currently participating in an analysis of programs through a "District Equity Team" in partnership with the Steinhardt School of Culture, Education, and Human Development at New York University. MRHS students are involved in internship opportunities with local businesses where they develop a further understanding of their intended field of study in post-secondary education. Parents have 24/7 access to students grades and attendance through the parent portal.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Matawan Regional High School was a participant in the School Climate Transformation Project sponsored by Rutgers University and the NJDOE. Through this program, the school administered a climate survey to all students, staff, and parents, which highlighted strong marks in several areas.</p>
 <p>Facilities:</p>	<p>Matawan Regional High School was constructed and opened in 1962. The building has gone through several renovations and building projects. Recently the Main Gym, Cafeteria, classrooms were updated to include air conditioning and heating units. The exterior was updated with a paver patio in the area adjacent to the cafeteria. The offices have been updated with new carpeting. Classrooms have been equipped with Promethean Boards, Computer projectors, and Chromebook carts allowing all students to have access in each of their classrooms throughout the day. Our athletic facilities include a full-sized gymnasium, an auxiliary gymnasium, a strength and conditioning training center, a dance studio, a multi-purpose turf field, a 400 meter track, multiple track and field event areas, two regulation-sized baseball fields, two regulation-sized softball fields, an additional multi-purpose grass field, 5 tennis courts, and a storage / concession building</p>
 <p>School Safety:</p>	<p>The safety and security of the students and staff of Matawan High School is a priority. The building is equipped with surveillance cameras and computer software that enables staff to monitor the interior hallways and exterior grounds. A security vestibule was installed at the front entrance. Security staff utilizes Hall Pass software to screen visitors prior to entry. The district employs security staff that monitors the building during the school day. The district has an agreement with the Aberdeen Police Department to provide a School Resource Officer. The SRO has an office and is stationed on campus during the school day. Building administrators, security staff and SRO have hand-held radios to communicate. Each classroom door has a security magnet that allows the door to remain locked for immediate closing. Security procedures are reviewed with students and staff routinely throughout the school year.</p>



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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.



### Technology and STEM:

MRHS offers a STEM Academy which includes advanced science courses such as Molecular Cell Biology and Engineering. Additionally, higher-level math and computer science courses including Multivariable Calculus, AP Computer Science A, and AP Computer Science Principles. Students have access to Chromebooks throughout the day. All math classrooms are equipped with a Promethean board.



**Matawan-Aberdeen Middle School**  
(25-3040-053)  
Grades Offered: 06-08  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



### Matawan-Aberdeen Middle School

(25-3040-053)

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	Monmouth
District	Matawan-Aberdeen Regional School District
Principal Name	Mr. Michael Wells
Address	469 MATAWAN AVENUE CLIFFWOOD, NJ 07721-1295
Phone Number	732-705-5400
Email Address	<a href="mailto:mwells@marsd.org">mwells@marsd.org</a>
Website	<a href="https://www.marsd.org/Domain/319">https://www.marsd.org/Domain/319</a>
Twitter	<a href="https://twitter.com/mamshighlights">https://twitter.com/mamshighlights</a>



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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	278	326	282
7	282	269	324
8	306	289	275
Total	867	884	881

**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	48.6%	51.5%	51.4%
Male	51.4%	48.5%	48.6%
Economically Disadvantaged Students	27.1%	28.1%	29.2%
Students with Disabilities	17.2%	17.4%	17.7%
English Learners	1.2%	1.4%	1.6%
Homeless Students	0.0%	0.5%	0.2%
Students in Foster Care	0.0%	0.3%	0.1%
Military-Connected Students	0.2%	0.5%	0.8%
Migrant Students	0.1%	0.2%	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	63.1%	61.4%	58.6%
Hispanic	15.8%	16.5%	17.9%
Black or African American	12.0%	12.1%	12.7%
Asian	6.9%	6.7%	7.4%
Native Hawaiian or Pacific Islander	0.3%	0.5%	0.1%
American Indian or Alaska Native	0.6%	0.3%	0.5%
Two or More Races	1.3%	2.5%	2.8%

**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	89.9%
Spanish	6.7%
Other Languages	3.4%

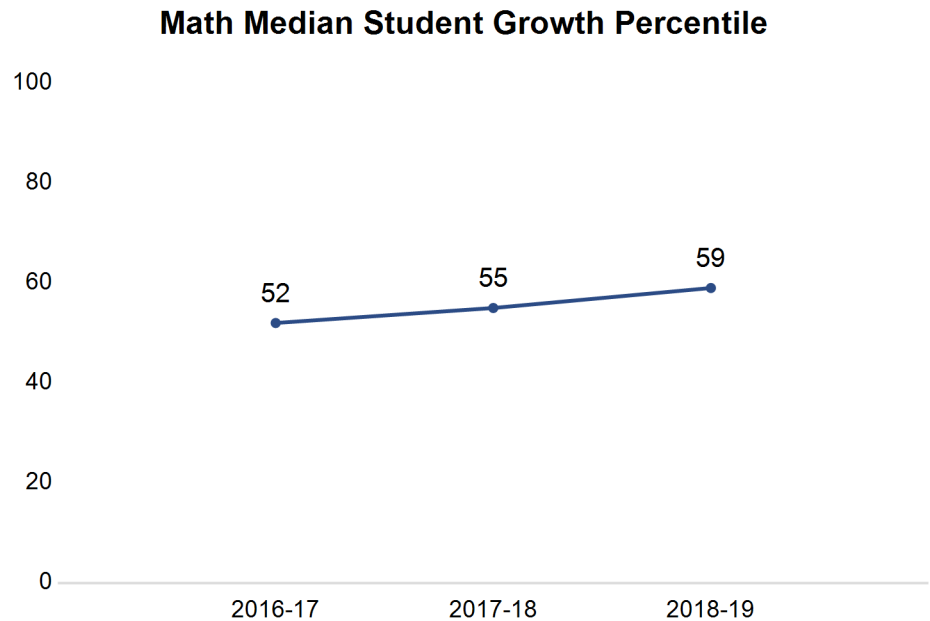
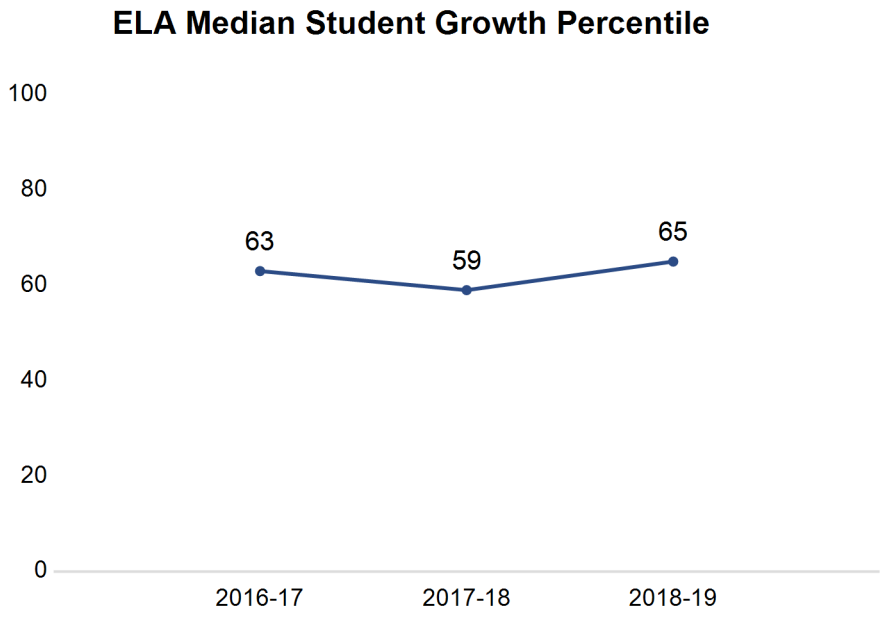


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**Student Growth Trends and Progress**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	59	65	52	55	59
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



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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	65	53	50	Exceeds Standard	59	54	50	Met Standard
White	66	53	50	Exceeds Standard	59	53	52	Met Standard
Hispanic	61	48	49	Exceeds Standard	55	52	47	Met Standard
Black or African American	59	52.5	45	Met Standard	64	53	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	65	61	59	Exceeds Standard	64	60	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	71	53	49	Exceeds Standard	38	51.5	52	**
Female	68	59	53	N	60	54	50	N
Male	61	47	47	N	59	53	51	N
Economically Disadvantaged Students	55	44	48	Met Standard	53	51	46	Met Standard
Students with Disabilities	44.5	42	43	Met Standard	49.5	50	45	Met Standard
English Learners	63	41	52	Exceeds Standard	61	51.5	50	Exceeds Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	*	*	47	N	*	*	51	N



**Matawan-Aberdeen Middle School**  
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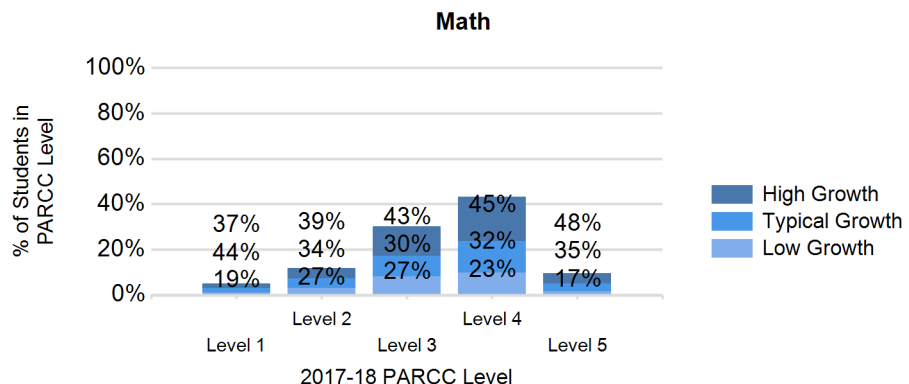
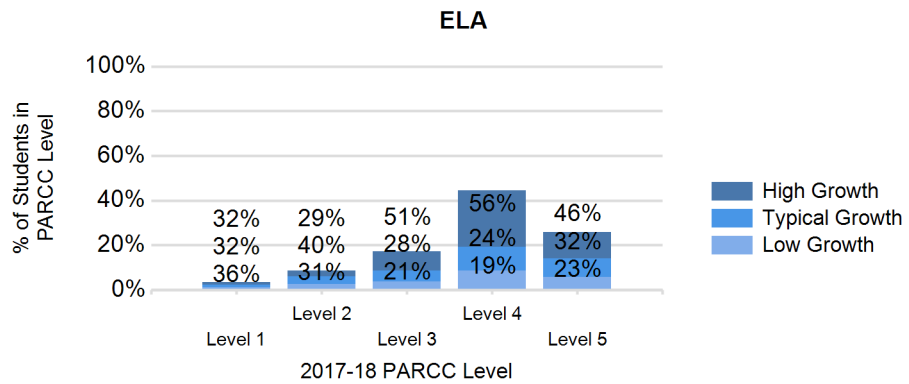
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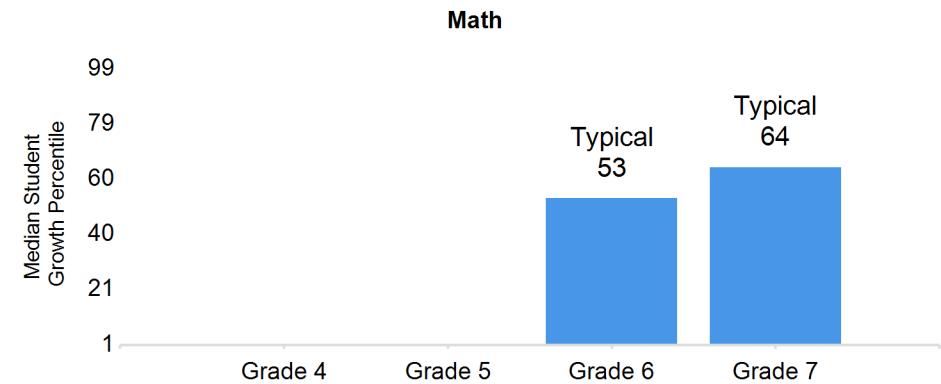
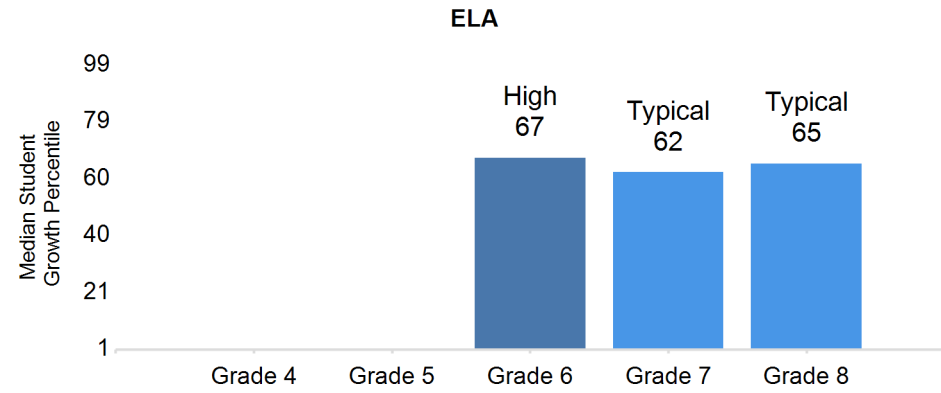
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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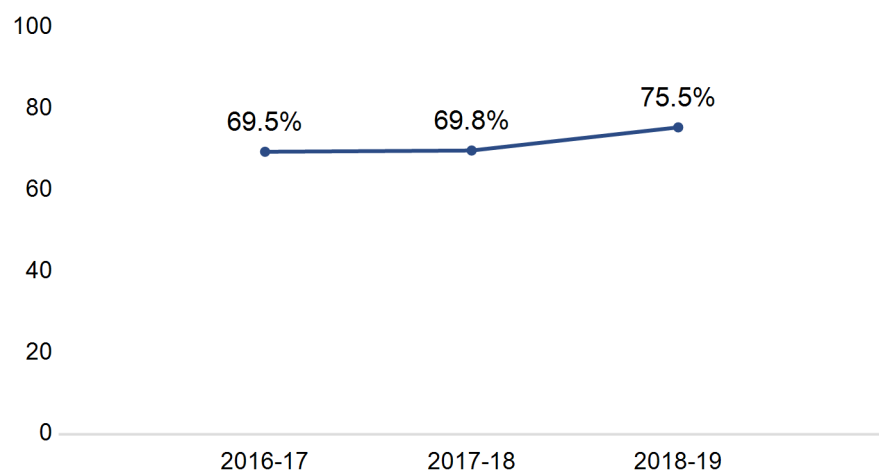
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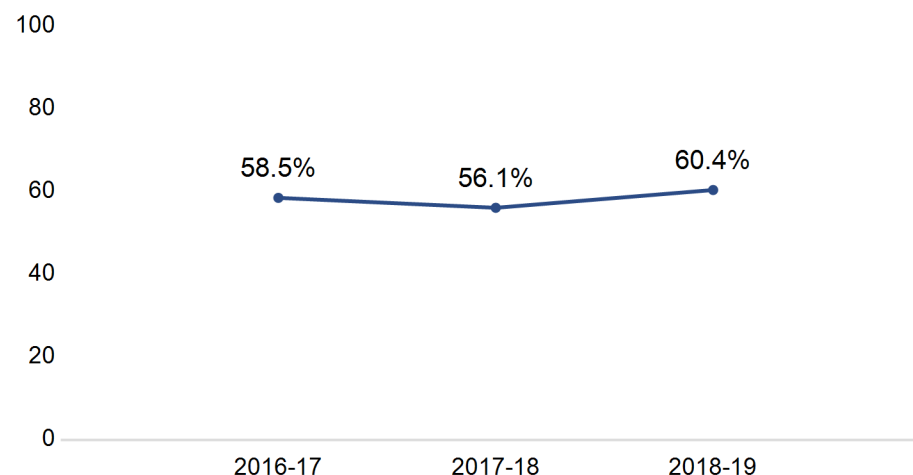
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.1%	95.9%	96.6%	99.4%	96.2%	95.7%
Proficiency Rate for Federal Accountability	69.5%	69.8%	75.5%	58.5%	56.1%	60.4%
Annual Target	53.0%	54.4%	55.9%	47.9%	49.6%	51.3%
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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## 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	846	96.6	75.5	66.3	57.9	75.5	55.9	Met Target
White	500	96.6	78.4	70.6	66.9	78.4	58.8	Met Target
Hispanic	151	98.1	64.2	54.8	43.9	64.2	46	Met Target
Black or African American	104	93.9	68.3	*	38.5	67.9	42.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	64	98.5	92.2	87.4	82.9	92.2	76.9	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	62.8	Met Target
Female	434	97.1	86.4	75.9	64.8	86.4		
Male	412	96.1	64.1	57.1	51.3	64.1		
Economically Disadvantaged Students	238	96.4	58.8	45.3	40.0	58.8	45	Met Target
Non-Economically Disadvantaged Students	608	96.7	82.1	74.6	67.9	82.1		
Students with Disabilities	142	91.9	31.0	21.9	22.7	30.1	21.5	Met Target
Students without Disabilities	704	97.7	84.5	75.3	65.1	84.5		
English Learners	31	100.0	35.5	29.2	29.3	35.5	33.2	Met Target
Non-English Learners	815	96.5	77.1	68.2	60.6	77.1		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

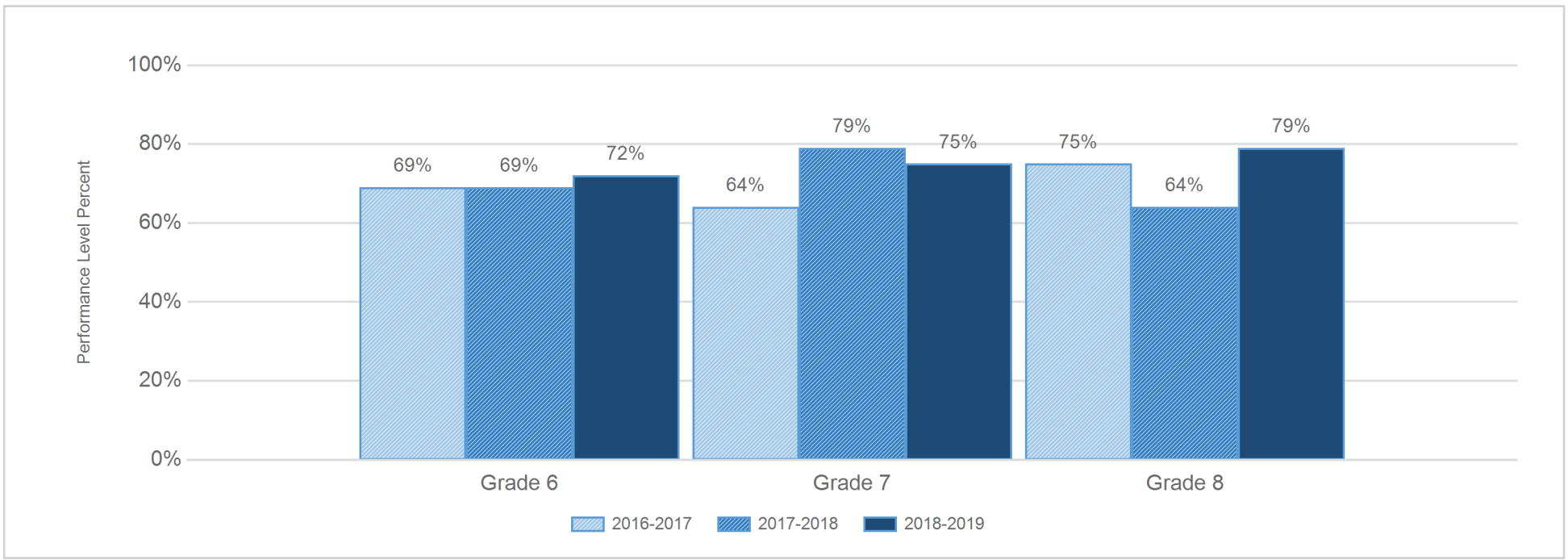


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**English Language Arts Assessment - Performance Trends**

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	273	767	767	754	5%	9%	15%	45%	26%	72%	56%
White	158	772	772	762	*	*	13%	46%	32%	77%	65%
Hispanic	51	753	753	743	*	*	25%	*	*	55%	43%
Black or African American	34	750	750	738	*	*	*	*	*	59%	36%
Asian, Native Hawaiian, or Pacific Islander	24	790	790	780	0%	*	0%	*	*	96%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	135	781	781	762	*	*	8%	53%	35%	88%	64%
Male	138	754	754	748	*	*	21%	38%	18%	56%	48%
Economically Disadvantaged Students	88	748	748	740	*	*	20%	*	*	51%	39%
Non-Economically Disadvantaged Students	185	776	776	763	*	*	12%	*	*	82%	67%
Students with Disabilities	40	729	729	722	*	*	*	*	*	30%	19%
Students without Disabilities	233	773	773	761	*	*	*	*	*	79%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	302	777	777	761	7%	7%	11%	30%	45%	75%	63%
White	186	782	782	769	6%	6%	10%	24%	54%	78%	72%
Hispanic	50	767	767	747	*	*	*	40%	32%	72%	50%
Black or African American	38	764	764	741	*	*	*	*	*	68%	43%
Asian, Native Hawaiian, or Pacific Islander	16	800	800	790	0%	0%	*	*	*	88%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	159	786	786	769	*	*	*	31%	52%	84%	71%
Male	143	767	767	753	*	*	*	29%	38%	66%	55%
Economically Disadvantaged Students	80	753	753	743	*	*	15%	35%	21%	56%	45%
Non-Economically Disadvantaged Students	222	786	786	771	*	*	9%	28%	54%	82%	73%
Students with Disabilities	52	728	728	720	*	*	*	*	*	31%	22%
Students without Disabilities	250	787	787	769	*	*	*	*	*	85%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	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
<b>Schoolwide</b>	272	782	782	762	*	*	11%	38%	42%	79%	63%
White	153	785	785	770	*	*	12%	33%	47%	80%	72%
Hispanic	50	771	771	747	*	*	*	38%	32%	70%	49%
Black or African American	36	774	774	741	*	*	*	47%	28%	75%	43%
Asian, Native Hawaiian, or Pacific Islander	23	799	799	794	0%	*	0%	*	*	96%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	142	793	793	771	*	*	8%	34%	54%	87%	71%
Male	130	771	771	753	*	*	15%	42%	29%	71%	55%
Economically Disadvantaged Students	74	768	768	743	*	*	16%	41%	28%	69%	45%
Non-Economically Disadvantaged Students	198	788	788	772	*	*	9%	36%	47%	83%	72%
Students with Disabilities	43	729	729	721	*	*	23%	*	*	30%	22%
Students without Disabilities	229	792	792	770	*	*	9%	*	*	89%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



**Matawan-Aberdeen Middle School**  
(25-3040-053)  
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
- † This indicates a table specific note, see note below table

### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	843	95.7	60.4	56.6	44.5	60.4	51.3	Met Target
White	496	95.8	64.1	61.6	54.1	64.1	54.2	Met Target
Hispanic	153	96.9	47.1	45.1	28.8	47.1	36.4	Met Target
Black or African American	103	92.2	50.5	*	23.0	49.8	40.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	64	98.5	82.8	79.2	76.5	82.8	76.9	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	44.8	Met Target†
Female	432	96.0	64.4	59.5	44.9	64.4		
Male	411	95.4	56.2	53.8	44.2	56.2		
Economically Disadvantaged Students	238	94.5	40.8	36.0	26.3	40.8	36.3	Met Target
Non-Economically Disadvantaged Students	605	96.2	68.1	64.7	54.9	68.1		
Students with Disabilities	141	91.3	19.1	21.0	17.4	18.5	17.4	Met Target
Students without Disabilities	702	96.7	68.7	63.1	50.0	68.7		
English Learners	34	97.1	17.6	25.9	25.0	17.6	26	Met Target†
Non-English Learners	809	95.7	62.2	58.3	46.5	62.2		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	45.5	46.4	*		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.



### Matawan-Aberdeen Middle School

(25-3040-053)

Grades Offered: 06-08

2018-2019

#### Report Key:

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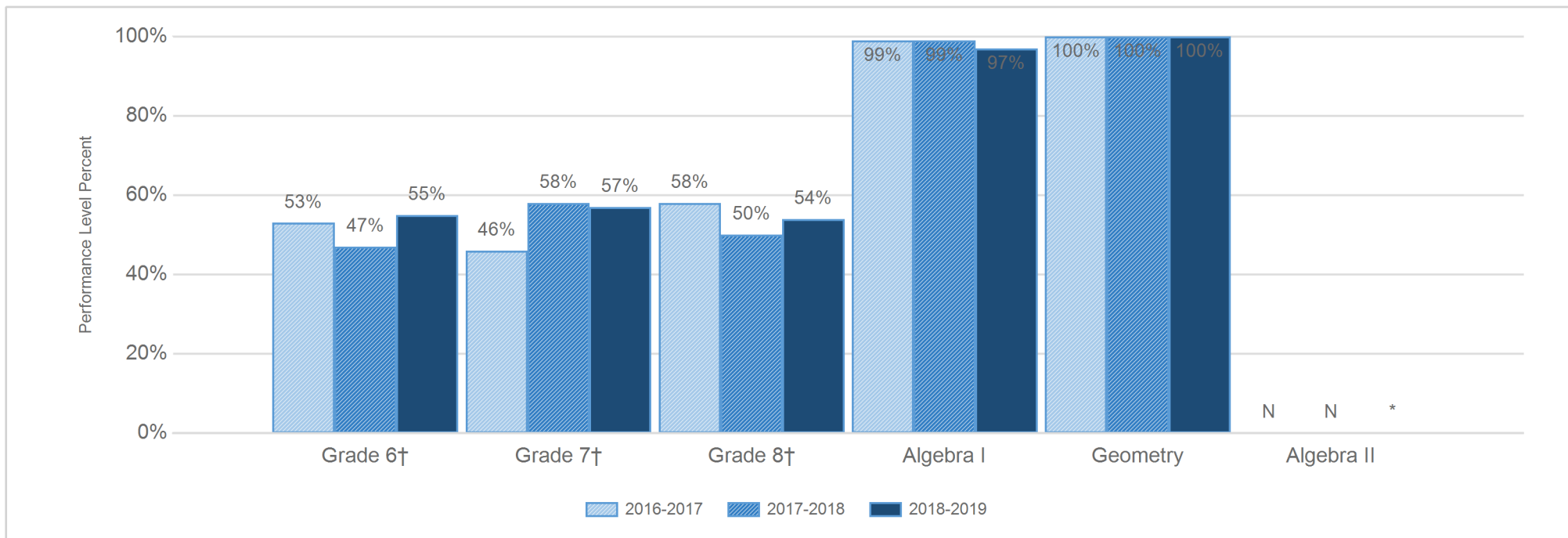
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## Mathematics Assessment – Performance Trends

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



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



**Matawan-Aberdeen Middle School**  
(25-3040-053)  
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
<b>Schoolwide</b>	266	751	751	741	5%	17%	23%	44%	11%	55%	41%
White	155	755	755	749	*	14%	21%	*	*	61%	51%
Hispanic	49	738	738	729	*	24%	31%	*	*	37%	24%
Black or African American	32	735	735	722	*	31%	*	*	*	31%	19%
Asian, Native Hawaiian, or Pacific Islander	24	779	779	769	0%	*	*	*	*	88%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	131	758	758	742	*	*	24%	52%	12%	64%	42%
Male	135	745	745	740	*	*	22%	37%	9%	46%	40%
Economically Disadvantaged Students	83	734	734	726	*	*	36%	*	*	28%	21%
Non-Economically Disadvantaged Students	183	759	759	750	*	*	17%	*	*	67%	53%
Students with Disabilities	39	720	720	716	*	*	*	*	*	13%	12%
Students without Disabilities	227	757	757	746	*	*	*	*	*	62%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



**Matawan-Aberdeen Middle School**  
(25-3040-053)  
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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
<b>Schoolwide</b>	287	751	751	744	4%	15%	24%	47%	10%	57%	42%
White	176	755	755	751	*	14%	23%	*	*	61%	53%
Hispanic	50	743	743	733	*	*	32%	*	*	46%	26%
Black or African American	38	748	748	727	*	*	*	*	*	58%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	151	752	752	744	*	14%	28%	*	*	56%	42%
Male	136	751	751	743	*	16%	19%	*	*	59%	42%
Economically Disadvantaged Students	80	742	742	731	*	*	28%	*	*	44%	24%
Non-Economically Disadvantaged Students	207	755	755	751	*	*	22%	*	*	63%	53%
Students with Disabilities	52	724	724	718	*	*	*	21%	0%	21%	13%
Students without Disabilities	235	758	758	749	*	*	*	53%	12%	66%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	*	*	*	717	*	*	*	*	*	*	12%



**Matawan-Aberdeen Middle School**  
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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
<b>Schoolwide</b>	189	749	749	728	10%	15%	21%	*	*	54%	29%
White	100	753	753	737	*	14%	22%	*	*	57%	38%
Hispanic	44	745	745	722	*	*	*	*	*	52%	22%
Black or African American	32	747	747	714	*	*	*	53%	0%	53%	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	98	753	753	731	*	15%	19%	*	*	58%	31%
Male	91	745	745	726	*	15%	22%	*	*	49%	27%
Economically Disadvantaged Students	63	742	742	719	*	22%	27%	*	*	41%	20%
Non-Economically Disadvantaged Students	126	753	753	735	*	12%	17%	*	*	60%	36%
Students with Disabilities	42	721	721	707	*	31%	*	*	*	21%	10%
Students without Disabilities	147	757	757	734	*	11%	*	*	*	63%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



**Matawan-Aberdeen Middle School**  
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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
<b>Schoolwide</b>	78	792	758	744	0%	0%	*	*	*	97%	42%
White	44	790	758	752	0%	0%	*	*	*	95%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	18	798	*	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	42	793	760	745	0%	0%	*	*	*	98%	44%
Male	36	792	755	743	0%	0%	*	*	*	97%	41%
Economically Disadvantaged Students	11	790	743	727	0%	0%	*	*	*	100%	23%
Non-Economically Disadvantaged Students	67	793	762	752	0%	0%	*	*	*	97%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	78	792	*	745	0%	0%	*	*	*	97%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	21	797	749	737	0%	0%	0%	*	*	100%	35%
White	17	795	751	743	0%	0%	0%	*	*	100%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	737	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	11	796	750	738	0%	0%	0%	*	*	100%	36%
Male	10	799	748	736	0%	0%	0%	*	*	100%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	21	797	*	741	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	21	797	*	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	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%



**Matawan-Aberdeen Middle School**  
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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
<b>Schoolwide</b>	*	*	766	755	*	*	*	*	*	*	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	N	N	*	731	N	N	N	N	N	N	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	777	N	N	N	N	N	N	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	N	N	762	752	N	N	N	N	N	N	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



### Matawan-Aberdeen Middle School

(25-3040-053)

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	11	*	*
3-4	*	*	*
5 or more	N	N	N



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2018-2019

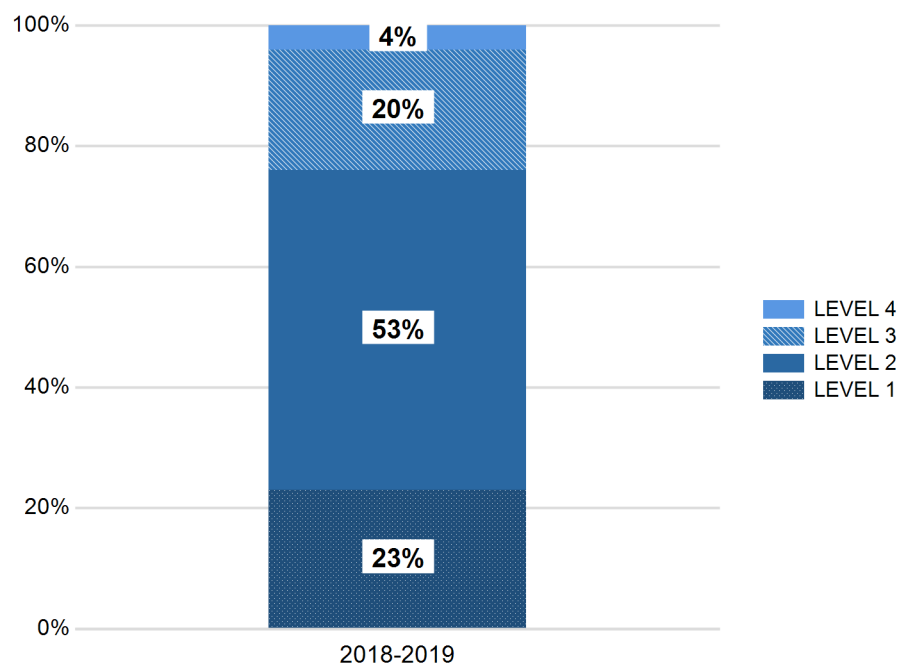
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	23	53	20	4
White	24	49	22	5
Hispanic	24	61	14	0
Black or African American	31	58	11	0
Asian, Native Hawaiian, or Pacific Islander	13	57	22	9
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	23	53	21	3
Male	24	53	18	5
Economically Disadvantaged Students	29	59	10	3
Non-Economically Disadvantaged Students	21	51	23	4
Students with Disabilities	67	24	9	0
Students without Disabilities	15	59	22	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



### Matawan-Aberdeen Middle School

(25-3040-053)

Grades Offered: 06-08

2018-2019

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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

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	282
7	15	0	308
8	63	21	191
Total	78	21	781

### 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	143	31	94	0	0	0	0
7	153	46	108	0	0	0	0
8	140	36	90	0	0	0	0
Total	436	113	292	0	0	0	0



**Matawan-Aberdeen Middle School**  
(25-3040-053)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

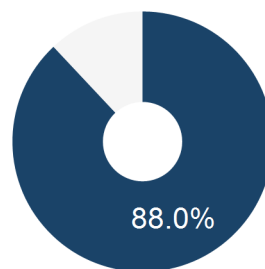
- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
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## Visual and Performing Arts – Course Participation

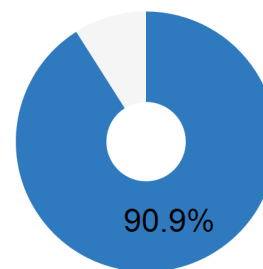
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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

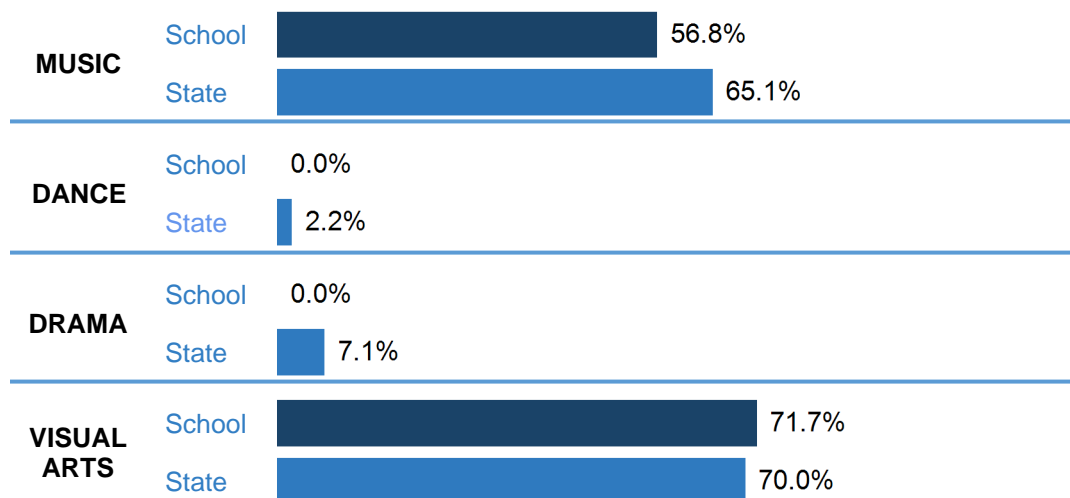


School



State

Students enrolled in one or more classes by discipline:





**Matawan-Aberdeen Middle School**  
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2018-2019

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

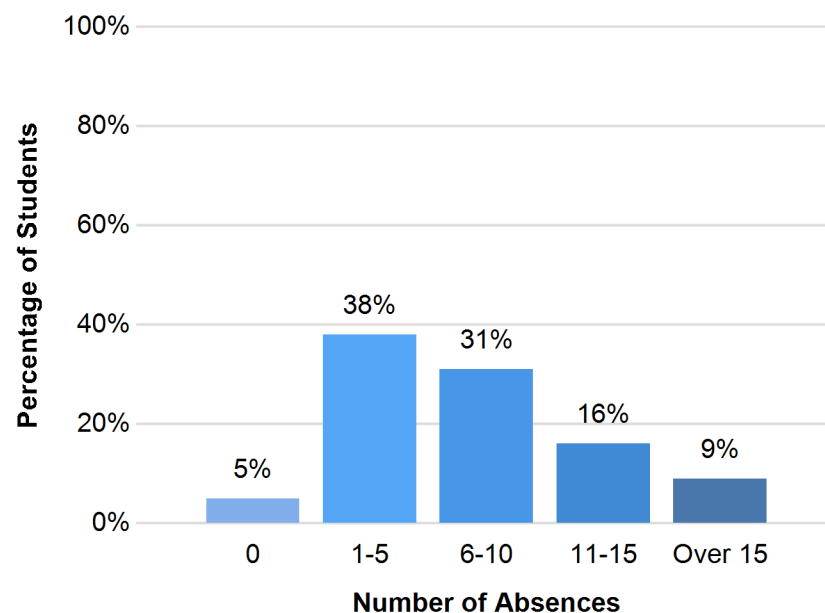
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	50	5.6	9.1	Met
White	31	5.9	9.1	Met
Hispanic	11	6.9	9.1	Met
Black or African American	6	5.3	9.1	Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Met
Female	19	4.2		
Male	31	7.0		
Economically Disadvantaged Students	22	8.5	9.1	Met
Students with Disabilities	18	10.5	9.1	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

### Days Absent

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





**Matawan-Aberdeen Middle School**  
(25-3040-053)  
Grades Offered: 06-08  
2018-2019

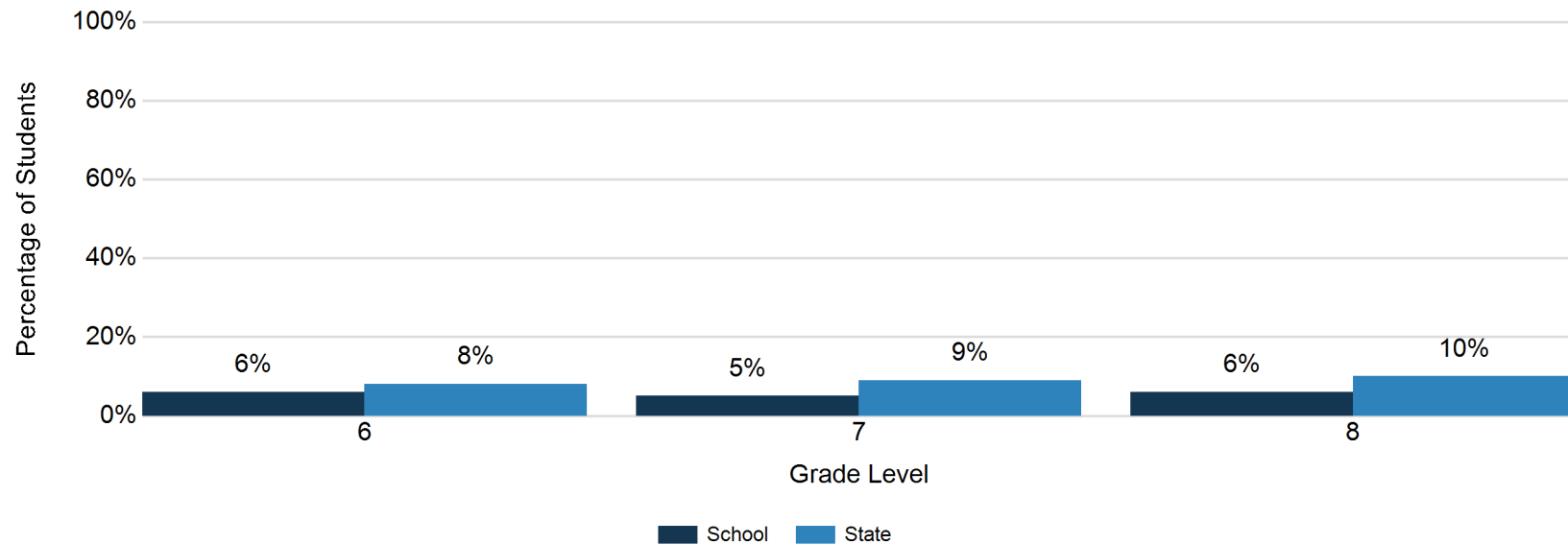
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### Chronic Absenteeism by Grade

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





**Matawan-Aberdeen Middle 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.

### 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	29
Weapons	1
Vandalism	0
Substances	12
Harassment, Intimidation, Bullying (HIB)	18
Total Unique Incidents	59
Incidents Per 100 Students Enrolled	6.70

### 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	7
Weapons	1
Vandalism	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	4	3	7
Religion	1	0	1
Ancestry	1	0	1
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	1	0	1
Other	10	11	21
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	52	5.9%
Out-of-School Suspensions	36	4.1%
Any Suspension	65	7.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
119



### Matawan-Aberdeen Middle School

(25-3040-053)

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	8:05 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	5 Hrs. 33 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



## Matawan-Aberdeen Middle School

(25-3040-053)

Grades Offered: 06-08

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	78	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	79.5%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.2	12.0
Percentage of Administrators with 4 or more years experience in the district	68.2%	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	11:1
Students to Administrators	294:1	169:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists		928:1
Students to Nurses		619:1
Students to Counselors		371:1
Students to Child Study Team Members		247:1



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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	51.4%	78.2%	33.3%	48.4%	77.1%	54.9%
Male	48.6%	21.8%	66.7%	51.6%	22.9%	45.1%
White	58.6%	97.4%	66.7%	42.4%	83.6%	77.4%
Hispanic	17.9%	1.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.7%	1.3%	33.3%	15.0%	6.6%	13.9%
Asian	7.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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**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



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	95.2%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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

### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	69.5%	69.8%	75.5%
Math Proficiency	58.5%	56.1%	60.4%
ELA Growth	63	59	65
Math Growth	52	55	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.0%	9.5%	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	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	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	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	Met Target	Met Target†	Exceeds Standard	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	Exceeds Standard	**	No

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



### Matawan-Aberdeen Middle School

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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:

- STEAM Initiative for students in grades 6-8 including: STEAM Experience 1, 2 and 3, Computer Science/ Coding and our new Husky Design Lab.
- Comprehensive Special Education Programs including Autism, Multiple Disabilities, and an LLD program, in addition, to Pull Out Resource and In-Class Resource courses.
- Over 35 clubs and activities available for students after school, including both competitive athletics and intramurals as well as co-curricular activities.



### Mission, Vision, Theme:

"The MAMS Experience": an emphasis on hard work, high expectations with student ownership of those expectations, exposure to rigorous curriculum in all areas, and a focus on social and emotional development that enhances a student's ability to be an integral member of a global community.



### Awards, Recognition, Accomplishments:

"MAMS boasts an award-winning chorus with recent accomplishments including a superior rating and 1st place in the following categories at the Music in the Parks competition: MAMS Mixed Chorus, Vigoroso (men's select ensemble), and Dolce (women's select ensemble). Members of the MAMS STEAM Committee recently had the opportunity to present and lead a panel discussion at the 2019 NJ Science Convention on the many elective offerings in the field of Science, Technology, Engineering, Art and Mathematics at the Middle School. Recently, The Matawan Aberdeen Middle School launched its Equity and Inclusivity for All campaign with an introduction to the MAMS Equity Team. The MAMS Equity Team, made up of both students and staff, has been tasked with identifying and combating inequities that exist in our community."



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

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>"MAMS operates on an A/B Day Block Schedule with 74 minute class periods. Advanced courses in English Language Arts and Mathematics are available for students as early as 7th grade with many students electing to take Algebra 1. The MAMS STEAM Experience Initiative has also expanded with the addition of courses in Circuitry and Robotics. Students have the option to enroll in our Band and/ or Chorus Program during their study hall in addition to electives in World Language (Spanish, French, Italian) and Exploratory Arts. "</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>The Matawan Aberdeen Middle School offers a Challenger Sports Program competing against area schools in soccer, basketball, flag football, basketball, and bowling. Additionally, students at MAMS have the ability to compete at both regional and state-sanctioned competitions for the Special Olympics.</p>
 <p><b>Clubs and Activities:</b></p>	<p>"MAMS offers over 25 co-curricular clubs and activities including Intramural Sports for students to participate in including: Academic Bowl, Art Club, African-American Student Union, Band, Chorus, Chess Club, Dulicer Dynamos, Environmental Club, Literary Art Magazine, Math Club, Multicultural Club, National Junior Honor Society, Peer Buddies, Peer Leadership, Student Council, School Newspaper, Science Competition Team, Technology Club, Spring Musical, Summer Theater, Speech and Debate, Yearbook, Willow Tree, Basketball, Floor Hockey, Bowling and Volleyball. Students are encouraged to participate in an after-school program and the district provides transportation for all students who stay after school."</p>



### Matawan-Aberdeen Middle School

(25-3040-053)

Grades Offered: 06-08

2018-2019

#### Report Key:

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- N** No Data is available to display
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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:

Matawan-Aberdeen Middle School offers a number of after-school programs that provide students with academic, behavioral, and emotional support. Our Academic Assistance Program and M.O.S.T. (Mentoring Our Students Together) offer support to students in all subject areas and includes a partnership where high school students earn community service hours.



### Staff and Professional Learning:

Matawan-Aberdeen Middle School offers a number of after-school programs that provide students with academic, behavioral, and emotional support. Our Academic Assistance Program and M.O.S.T. (Mentoring Our Students Together) offer support to students in all subject areas and includes a partnership where high school students earn community service hours.



### Matawan-Aberdeen Middle School

(25-3040-053)

Grades Offered: 06-08




2018-2019

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## School Narrative

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 <p><b>Student Supports and Services:</b></p>	<p>The Matawan Aberdeen Middle School has three full-time school counselors, a school psychologist, learning disabilities teacher consultant and two social workers on staff. Additionally, the middle school has partnered with Effective School Solutions and The Community YMCA to provide additional social and emotional supports for students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students participate in Health/ Physical Education every other day for 74 minutes where the focus is on lifelong fitness. Students are assigned a fitness task each day with the goal of improving both their strength and cardiovascular endurance. Additionally, the Matawan Aberdeen Middle School offers a "Breakfast Before the Bell" program for students to ensure the opportunity for all students to be well-nourished before the start of the school day.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>"MAMS has a PTSO that meets once a month and holds numerous programs throughout the year. They work tirelessly to fund raise and provide assemblies and extracurricular programs for all students that exist outside or the traditional budget process. MAMS staff frequently apply for grants through the Matawan-Aberdeen Educational Foundation and have been provided with funds to bring in special assemblies, programs as well as new technology and equipment for student use."</p>



### Matawan-Aberdeen Middle School

(25-3040-053)

Grades Offered: 06-08




2018-2019

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## School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p>
 <p>Facilities:</p>	<p>"MAMS utilizes a "pod" organization where grade levels are housed separately from each other. This allows for student's classes to be based in close proximity to each other. Recent facility upgrades include enhancements to the Life-Skills room which is utilized by both the Autism and Multiple Disabilities programs. MAMS is also in the final stages of a major HVAC overhaul which will bring a controlled climate to the entire building by the end of the school year. "</p>
 <p>School Safety:</p>	<p>"In addition to the state-required security drills each month, the school administration works closely with both the Aberdeen and Matawan Police Departments in conjunction with the Districts Student Resource Officer to conduct security walkthroughs of the campus on a regular basis. Additionally, the school visitor policy has been updated and all visitors must enter through a security vestibule where their identification is verified through a national security database prior to being granted access to the campus. "</p>



### Matawan-Aberdeen Middle School

(25-3040-053)

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2018-2019

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### Technology and STEM:

In an attempt to support a very competitive STEM program at the high school and to increase the exposure of Science, Technology, Engineering and Mathematics to a broader audience, MAMS has created an elective system for all students called The STEAM Experience. Students in grades 6/7/8 are afforded the opportunity to enroll in STEAM Experience 1, STEAM Experience 2 - Circuitry, STEAM Experience 3 - Robotics, Computer Programming/Coding and our New Husky Design Lab.



### Matawan-Aberdeen Middle School

(25-3040-053)

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2018-2019

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## School Narrative

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### Other Information

"In an attempt to ease the transition from Lloyd Road, our Grade 4/5 School, students are introduced to "The MAMS Experience" during the spring semester. This allows students to become familiar with the expectations of being part of The Matawan Aberdeen Middle School family. Expectations include student ownership of their academic performance as they grow to become lifelong learners, critical thinkers, and creative problem-solvers who achieve success as valuable and contributing members of society. The MAMS Technology Team is also excited to announce its recent accreditation as a Future Ready School. "

**Ravine Drive Elementary School**

(25-3040-075)

Grades Offered: KG-03

2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



### Ravine Drive Elementary School

(25-3040-075)

Grades Offered: KG-03

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	Monmouth
District	Matawan-Aberdeen Regional School District
Principal Name	Mrs. Patricia Janover
Address	170 RAVINE DRIVE MATAWAN, NJ 07747-2800
Phone Number	732-705-5800
Email Address	<a href="mailto:pjanover@marsd.org">pjanover@marsd.org</a>
Website	<a href="https://www.marsd.org/Domain/609">https://www.marsd.org/Domain/609</a>
Twitter	<a href="https://twitter.com/RavineDrive">https://twitter.com/RavineDrive</a>



## Ravine Drive Elementary School

(25-3040-075)

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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	84	99	76
1	72	86	104
2	98	67	81
3	82	89	79
Total	336	341	340

### 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	41.1%	42.2%	45.6%
Male	58.9%	57.8%	54.4%
Economically Disadvantaged Students	27.4%	22.6%	24.7%
Students with Disabilities	11.3%	11.1%	12.9%
English Learners	7.1%	6.2%	8.5%
Homeless Students	0.0%	0.3%	0.6%
Students in Foster Care	0.9%	0.0%	0.0%
Military-Connected Students	0.0%	0.3%	1.5%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	60.1%	58.9%	55.9%
Hispanic	14.9%	18.8%	19.4%
Black or African American	10.4%	9.1%	9.1%
Asian	6.3%	5.3%	7.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.6%	1.2%	1.2%
Two or More Races	7.7%	6.7%	7.4%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	84	99	76

### 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	90.9%
Spanish	4.1%
Russian	1.2%
Other Languages	3.8%



**Ravine Drive Elementary School**  
(25-3040-075)  
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2018-2019

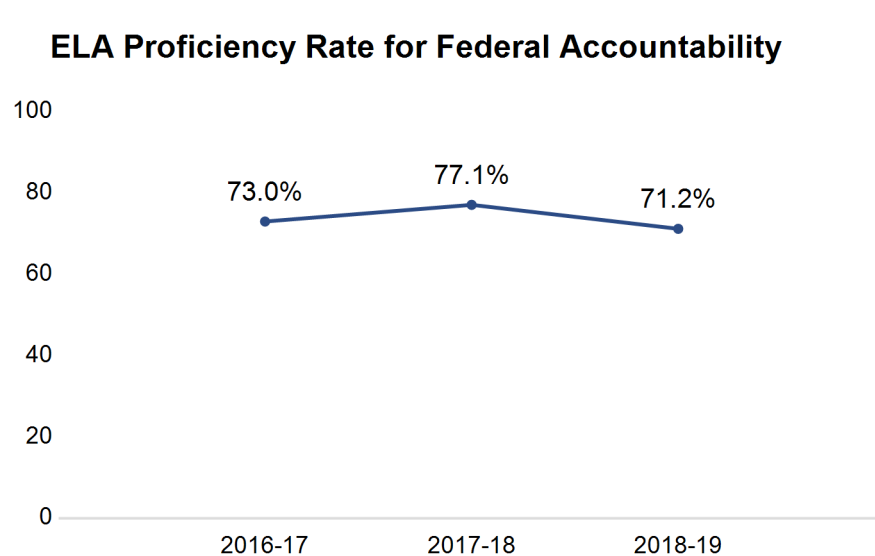
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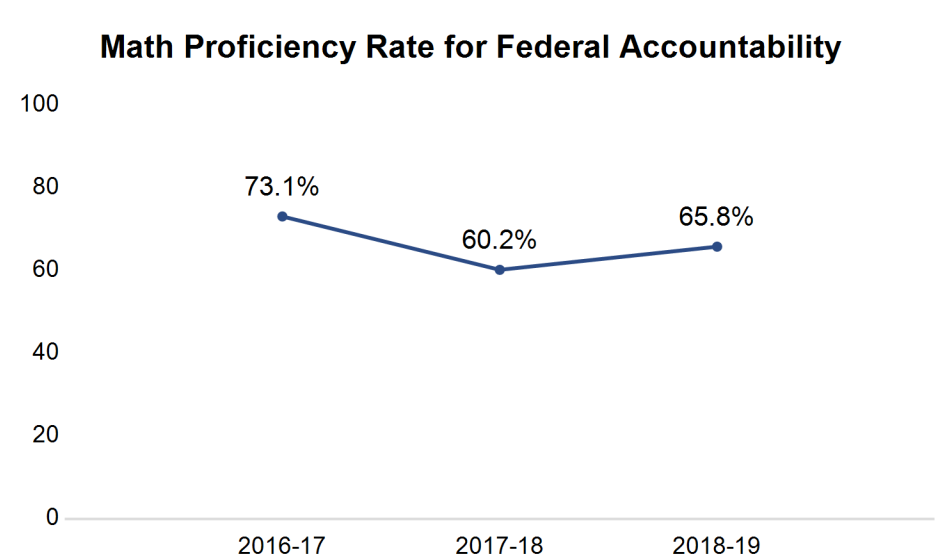
### English Language Arts and Mathematics Performance Trends

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	100.0%	95.5%	96.3%	100.0%	95.5%	96.3%
Proficiency Rate for Federal Accountability	73.0%	77.1%	71.2%	73.1%	60.2%	65.8%
Annual Target	68.3%	68.9%	69.5%	72.1%	72.5%	72.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	73	96.3	71.2	66.3	57.9	71.2	69.5	Met Target
White	41	97.6	80.5	70.6	66.9	80.5	76.5	Met Goal
Hispanic	14	100.0	71.4	54.8	43.9	71.4	**	**
Black or African American	10	92.3	20.0	*	38.5	20.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	87.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	26	96.9	80.8	75.9	64.8	80.8		
Male	47	95.9	66.0	57.1	51.3	66.0		
Economically Disadvantaged Students	24	92.9	45.8	45.3	40.0	45.8	44.9	Met Target
Non-Economically Disadvantaged Students	49	98.1	83.7	74.6	67.9	83.7		
Students with Disabilities	11	92.3	27.3	21.9	22.7	27.3	**	**
Students without Disabilities	62	97.1	79.0	75.3	65.1	79.0		
English Learners	*	*	*	29.2	29.3	*	**	**
Non-English Learners	*	*	*	68.2	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

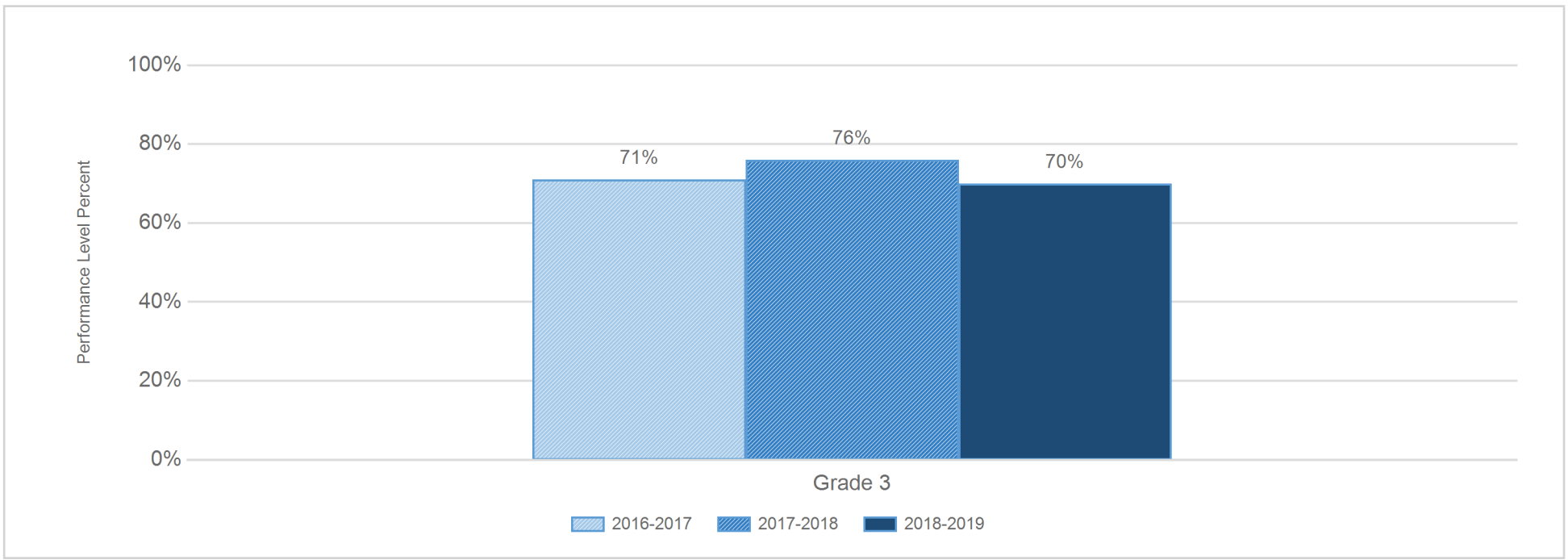


**Ravine Drive Elementary School**  
 (25-3040-075)  
 Grades Offered: KG-03  
 2018-2019

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**English Language Arts Assessment - Performance Trends**

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	77	761	758	748	*	*	*	*	*	70%	50%
White	40	775	768	757	*	*	*	*	*	83%	60%
Hispanic	16	746	739	734	*	*	0%	*	*	69%	36%
Black or African American	12	724	*	731	*	*	*	*	*	25%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	31	767	769	753	*	*	*	*	*	74%	55%
Male	46	758	750	743	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	26	737	736	731	*	*	*	*	*	46%	33%
Non-Economically Disadvantaged Students	51	774	769	759	*	*	*	*	*	82%	61%
Students with Disabilities	11	714	*	719	*	*	*	*	*	27%	24%
Students without Disabilities	66	769	*	754	*	*	*	*	*	77%	56%
English Learners	*	*	723	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	761	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### 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	73	96.3	65.8	56.6	44.5	65.8	72.9	Met Target†
White	41	97.6	73.2	61.6	54.1	73.2	80	Met Target†
Hispanic	14	100.0	71.4	45.1	28.8	71.4	**	**
Black or African American	10	92.3	30.0	*	23.0	30.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	26	96.9	61.5	59.5	44.9	61.5		
Male	47	95.9	68.1	53.8	44.2	68.1		
Economically Disadvantaged Students	24	92.9	45.8	36.0	26.3	45.8	50.4	Met Target†
Non-Economically Disadvantaged Students	49	98.1	75.5	64.7	54.9	75.5		
Students with Disabilities	11	92.3	45.5	21.0	17.4	45.5	**	**
Students without Disabilities	62	97.1	69.4	63.1	50.0	69.4		
English Learners	*	*	*	25.9	25.0	*	**	**
Non-English Learners	*	*	*	58.3	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	45.5	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



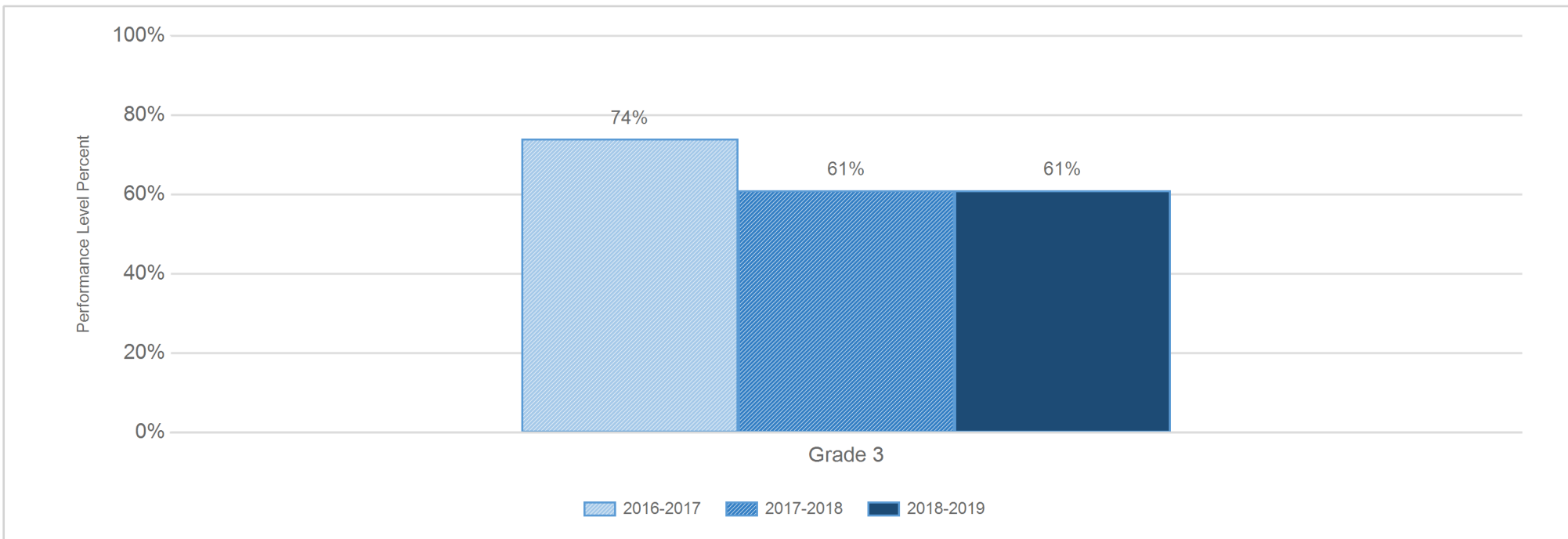
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### Mathematics Assessment – Performance Trends

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
<b>Schoolwide</b>	77	752	753	752	*	*	19%	*	*	61%	55%
White	40	764	762	760	0%	*	*	*	*	73%	66%
Hispanic	16	741	735	739	*	*	*	*	*	63%	40%
Black or African American	12	722	*	735	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	31	748	754	751	*	*	*	*	*	52%	54%
Male	46	754	752	752	*	*	*	*	*	67%	56%
Economically Disadvantaged Students	26	735	737	737	*	*	*	*	*	42%	37%
Non-Economically Disadvantaged Students	51	760	761	761	*	*	*	*	*	71%	67%
Students with Disabilities	11	725	*	731	*	*	*	*	*	36%	31%
Students without Disabilities	66	756	*	756	*	*	*	*	*	65%	60%
English Learners	*	*	728	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	755	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Ravine Drive Elementary School**  
(25-3040-075)  
Grades Offered: KG-03  
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	*	*

### 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	60.0%	**	**

† 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	17	*	*
3-4	10	60.0%	40.0%
5 or more	N	N	N



## Ravine Drive Elementary School

(25-3040-075)

Grades Offered: KG-03

2018-2019

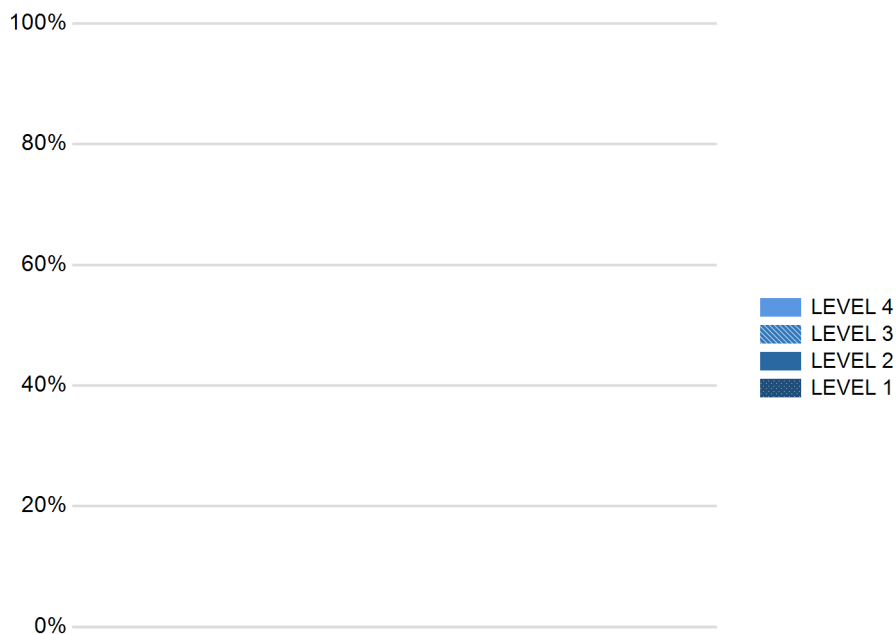
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 Summary

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



### NJSLA Science Assessment: Grade

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

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



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

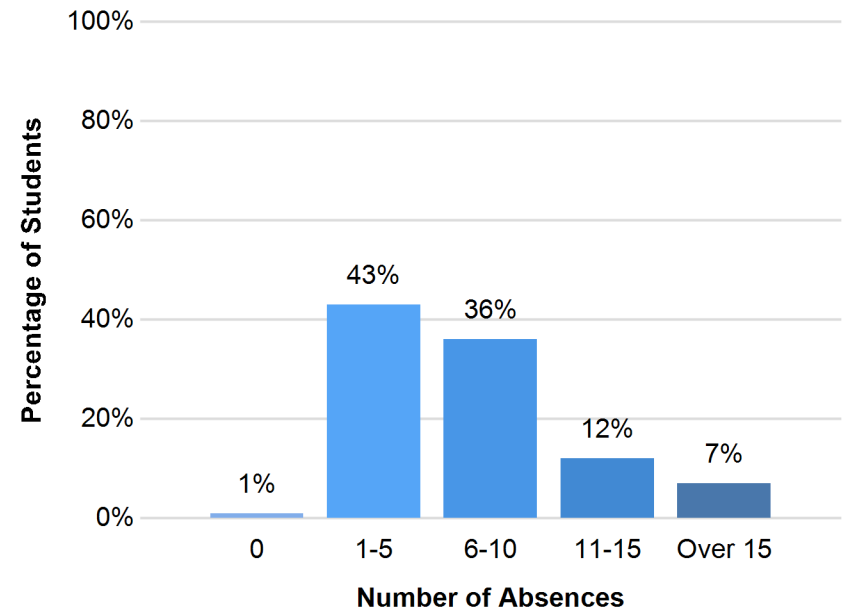
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	6.2	9.6	Met
White	8	4.2	9.6	Met
Hispanic	4	6.1	9.6	Met
Black or African American	3	10.0	9.6	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.6	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	12.0	9.6	Not Met
Female	6	3.9		
Male	15	8.1		
Economically Disadvantaged Students	9	10.8	9.6	Not Met
Students with Disabilities	8	17.8	9.6	Not Met
English Learners	2	7.1	9.6	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Ravine Drive Elementary School

(25-3040-075)

Grades Offered: KG-03

2018-2019

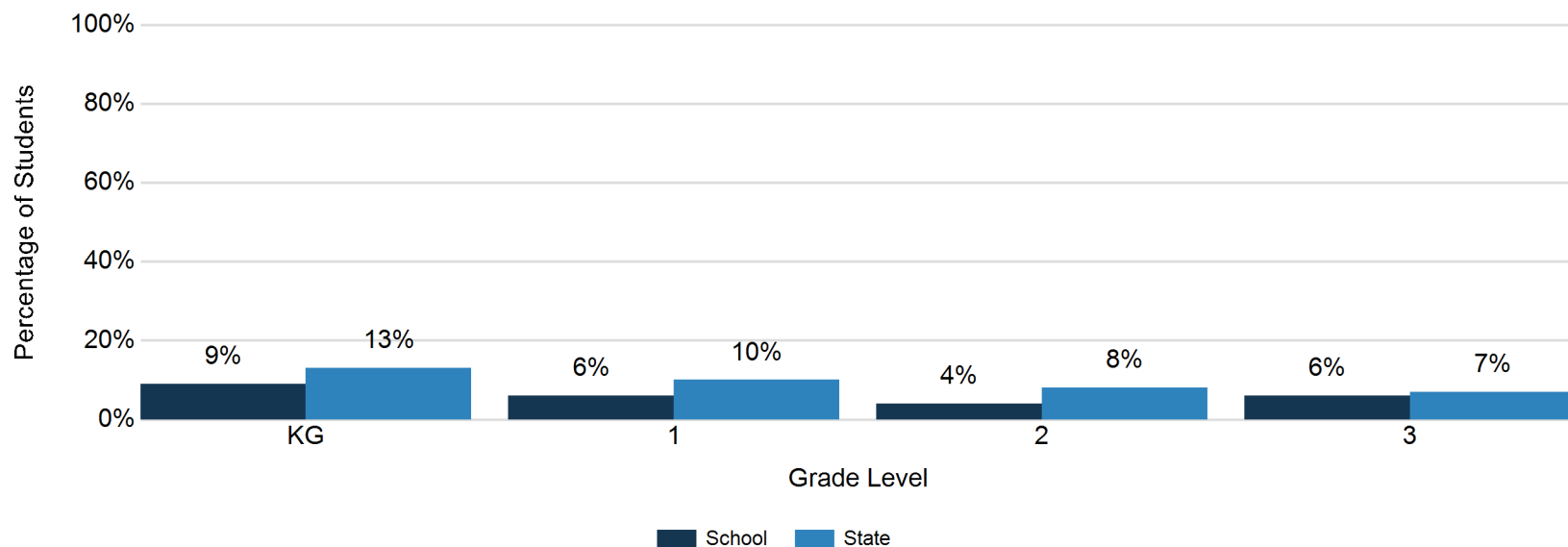
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### Chronic Absenteeism by Grade

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





## Ravine Drive 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.

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

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

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

### Police Notifications

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

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

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	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	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	9:20 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

#### Device Ratios

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

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



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	75.9%	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	22	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.2	12.0
Percentage of Administrators with 4 or more years experience in the district	68.2%	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	11:1
Students to Administrators	340:1	169:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		928:1
Students to Nurses		619:1
Students to Counselors		371:1
Students to Child Study Team Members		247:1



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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	45.6%	93.1%	100.0%	48.4%	77.1%	54.9%
Male	54.4%	6.9%	0.0%	51.6%	22.9%	45.1%
White	55.9%	96.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.2%	3.4%	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	7.4%	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 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	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	95.2%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

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



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

## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	73.0%	77.1%	71.2%
Math Proficiency	73.1%	60.2%	65.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.5%	60.0%
Chronic Absenteeism	3.9%	6.8%	6.2%

† 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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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](#).

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



### Ravine Drive Elementary School

(25-3040-075)

Grades Offered: KG-03

2018-2019

#### Report Key:

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- N** No Data is available to display
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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:

- Ravine Drive School utilizes Everyday Math, as well as Reader's Workshop and Writer's Workshop. Social Studies is taught through an integrated approach.
- Technology is infused into daily lessons utilizing Promethean Boards, document cameras, Ipads and Chromebooks.
- Students participate in a STEAM Club where they integrate Science, Technology, Engineering and Math with Art.



### Mission, Vision, Theme:

Learning comes alive at Ravine Drive as students are encouraged to create, to become active learners and to appreciate their learning opportunities. Our school community is united in working to ensure excellence in classroom instruction and in program initiatives for students, staff, and parents.



### Awards, Recognition, Accomplishments:

Third-grade students at Ravine Drive become student leaders as part of a supervised Safety Patrol. Multiple clubs and programs give students opportunities to enhance their individual talents and work in special interest areas. Our second and third grade students participate in our STEAM Club, working closely with staff as they complete design challenges. Students also participate in an Art Show which allows parents and members of the community to share in the creativity of our students. Ravine Drive Elementary School received Future Ready Schools Bronze certification.



### Ravine Drive Elementary School

(25-3040-075)

Grades Offered: KG-03

2018-2019

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### Courses, Curriculum, Instruction:

The curriculum is aligned to the NJSLs and consists of reading/language arts, mathematics, science, and social studies. Health is taught at every grade level. This program is complemented by instruction in fine arts, music, physical education, computers, library studies and World Language (for students in grade 3). The language arts program is based on a balanced literacy approach in which reading, writing, spelling, and social studies are integrated. As part of their instruction, all students participate in Reader's Workshop and Writer's Workshop.



### Clubs and Activities:

Third grade students take on a leadership role as members of the Safety Patrol. Second and third grade students participate in the STEAM Club, Engineering Club, Music Club and Reading Club. Students in Peer Buddies have the opportunity to develop new friendships while meeting with second grade students



### Ravine Drive Elementary School

(25-3040-075)

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2018-2019

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### Before and After School Programs:

Our second and third grade students are able to participate in Claymations. Claymations is offered weekly under the direction of the district's enrichment teacher.



### Staff and Professional Learning:

All staff participate in 3 professional development days during the school year. In addition, department, grade level, faculty meetings, and ScIP meetings are utilized to guide and provide professional development.



### Ravine Drive Elementary School

(25-3040-075)

Grades Offered: KG-03




2018-2019

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 <p><b>Student Supports and Services:</b></p>	<p>Students experiencing academic difficulty can obtain assistance from a number of Interventions, which may include Basic Skills, or by attending ESL tutoring. The Intervention and Referral Services Committee helps staff members develop additional strategies to assist students who are encountering difficulty in school. This team gathers information from the parents and the teacher and then works closely with the staff members providing assistance to support the students' learning.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The students receive weekly instruction in physical education and health. They also engage in daily physical activity (DPA) during recess. A daily breakfast and lunch program is offered to all students which focuses on healthy eating habits.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents and community are an integral part in our school. The Ravine Drive PTO is extremely active and provides financial support for field trips, supplemental materials, special projects, and sponsors cultural arts programs. Ravine Drive also works closely with the local police department, providing activities and presentations throughout the school year.</p>



### Ravine Drive Elementary School

(25-3040-075)

Grades Offered: KG-03




2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A School Climate Survey was given to students, parents, and staff in spring 2019. The results were viewed by the school's Climate and Diversity Team and shared with staff. Ravine Drive School was very proud of the feedback received from the survey.</p>
 <p>Facilities:</p>	<p>Ravine Drive was constructed in 1966. The building recently received an HVAC update, including air conditioning the entire school. Ravine Drive School has a Library, Computer Lab, Book Room, and a STEM Lending Library.</p>
 <p>School Safety:</p>	<p>School Safety and security is a top priority at all levels. Each school is equipped with a visitor security vestibule to promote the safety and security of students and staff.</p>



### Ravine Drive Elementary School

(25-3040-075)

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2018-2019

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## School Narrative

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### Technology and STEM:

Students at Ravine Drive benefit from the Promethean Boards in every classroom, chrome book carts, iPads, and document cameras. The second and third-grade students also participate in our STEAM Club, Engineering Club, as well as programming opportunities.



### Ravine Drive Elementary School

(25-3040-075)

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2018-2019

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### Other Information

Ravine Drive Elementary School is located in Matawan, New Jersey and is part of the Matawan Aberdeen Regional School District. The school currently has an enrollment of approximately 350 students. Our school educates students in grades K-3. Our character education and bullying prevention program is Olweus and it is delivered by the homeroom teacher, with the guidance counselor providing additional support through classroom lessons. We also spotlight students monthly, recognizing them for assisting their classmates and working to the best of their ability. Ravine Drive is also a bucket-filling school, where students and staff are recognized for their acts of kindness. Parents regularly receive highlights and additional information through our Virtual Backpack and monthly newsletter.

**Strathmore Elementary School**

(25-3040-080)

Grades Offered: KG-03

2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

**Strathmore Elementary School**

(25-3040-080)

Grades Offered: KG-03

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	Monmouth
District	Matawan-Aberdeen Regional School District
Principal Name	Mrs. Kelly Bera
Address	282 CHURCH STREET ABERDEEN, NJ 07747-1599
Phone Number	732-705-5900
Email Address	<a href="mailto:kbera@marsd.org">kbera@marsd.org</a>
Website	<a href="https://www.marsd.org/Domain/672">https://www.marsd.org/Domain/672</a>
Twitter	<a href="https://twitter.com/StrathmoreElem1">https://twitter.com/StrathmoreElem1</a>



## Strathmore Elementary School

(25-3040-080)

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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	116	94	108
1	98	111	98
2	139	96	101
3	105	132	91
Total	459	433	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	50.5%	50.1%	50.0%
Male	49.5%	49.9%	50.0%
Economically Disadvantaged Students	24.6%	22.6%	20.4%
Students with Disabilities	13.3%	12.5%	9.5%
English Learners	7.2%	8.1%	8.5%
Homeless Students	0.0%	0.2%	0.5%
Students in Foster Care	0.0%	0.2%	0.3%
Military-Connected Students	0.0%	0.9%	1.5%
Migrant Students	0.4%	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	64.3%	64.9%	65.3%
Hispanic	20.3%	20.3%	22.1%
Black or African American	6.1%	4.8%	4.0%
Asian	5.4%	5.1%	4.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.3%
Two or More Races	3.7%	4.6%	3.8%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	116	94	108

### Enrollment by Home Language

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

Home Language	% of Students
English	88.2%
Spanish	8.5%
Other Languages	3.3%



**Strathmore Elementary School**  
(25-3040-080)  
Grades Offered: KG-03  
2018-2019

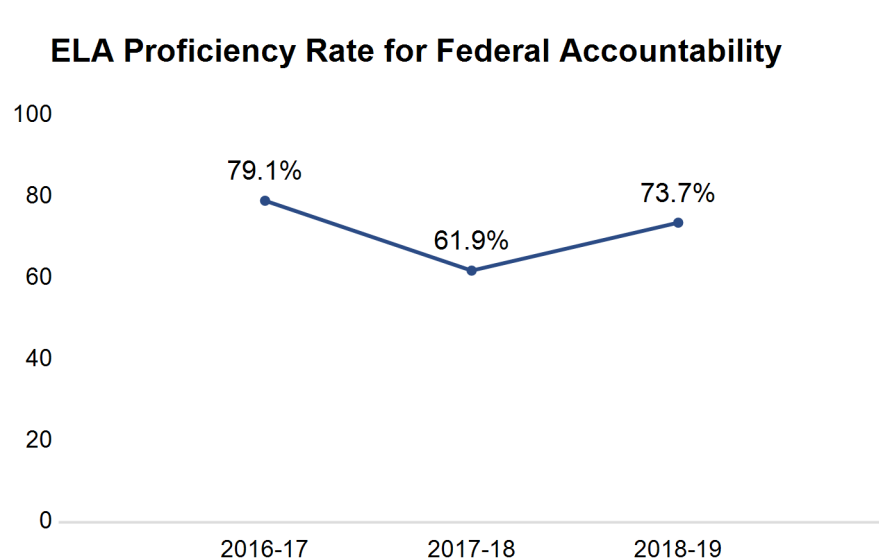
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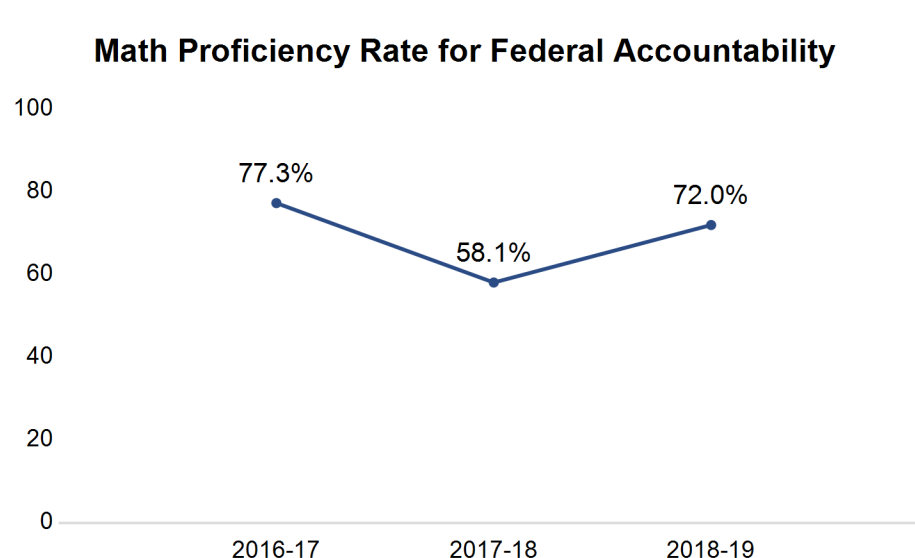
## English Language Arts and Mathematics Performance Trends

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	99.1%	98.5%	99.0%	99.1%	98.5%	99.0%
Proficiency Rate for Federal Accountability	79.1%	61.9%	73.7%	77.3%	58.1%	72.0%
Annual Target	69.9%	70.5%	71.0%	72.8%	73.2%	73.5%
Met Annual Target?	Met Target	Not Met	Met Target	Met Target	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Strathmore Elementary School**  
(25-3040-080)  
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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	99	99.0	73.7	66.3	57.9	73.7	71	Met Target
White	63	98.5	79.4	70.6	66.9	79.4	72.5	Met Target
Hispanic	20	100.0	60.0	54.8	43.9	60.0	59.7	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	87.4	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	43	100.0	81.4	75.9	64.8	81.4		
Male	56	98.3	67.9	57.1	51.3	67.9		
Economically Disadvantaged Students	26	100.0	57.7	45.3	40.0	57.7	49.4	Met Target
Non-Economically Disadvantaged Students	73	98.7	79.5	74.6	67.9	79.5		
Students with Disabilities	*	*	*	21.9	22.7	*	**	**
Students without Disabilities	*	*	*	75.3	65.1	*		
English Learners	10	100.0	30.0	29.2	29.3	30.0	**	**
Non-English Learners	89	98.9	78.7	68.2	60.6	78.7		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



### Strathmore Elementary School

(25-3040-080)

Grades Offered: KG-03

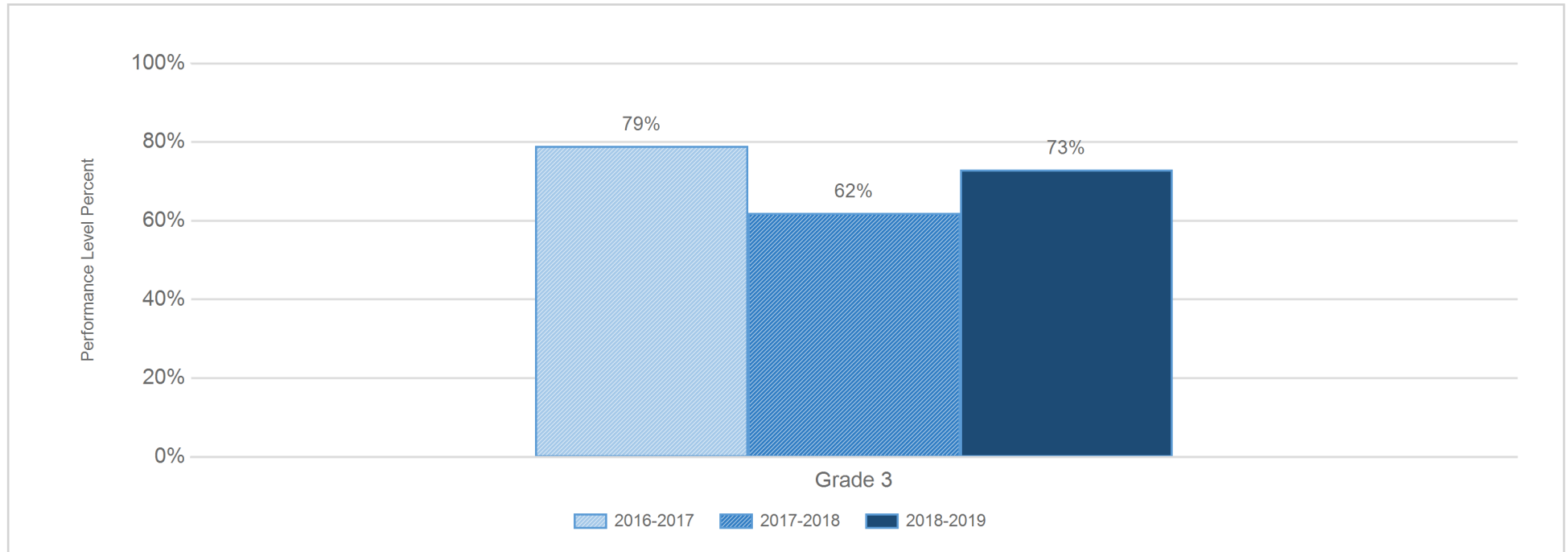
2018-2019

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## English Language Arts Assessment - Performance Trends

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





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(25-3040-080)

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2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	774	758	748	*	*	17%	52%	21%	73%	50%
White	63	779	768	757	*	*	*	54%	25%	79%	60%
Hispanic	19	759	739	734	0%	*	*	*	*	58%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	42	784	769	753	*	*	*	*	*	81%	55%
Male	56	767	750	743	*	*	*	*	*	68%	46%
Economically Disadvantaged Students	26	756	736	731	*	*	*	*	*	58%	33%
Non-Economically Disadvantaged Students	72	781	769	759	*	*	*	*	*	79%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	723	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	761	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Strathmore Elementary School**  
(25-3040-080)  
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2018-2019

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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	100	99.0	72.0	56.6	44.5	72.0	73.5	Met Target†
White	63	98.5	82.5	61.6	54.1	82.5	75.1	Met Goal
Hispanic	20	100.0	50.0	45.1	28.8	50.0	59.7	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	44	100.0	77.3	59.5	44.9	77.3		
Male	56	98.3	67.9	53.8	44.2	67.9		
Economically Disadvantaged Students	26	100.0	61.5	36.0	26.3	61.5	56.2	Met Target
Non-Economically Disadvantaged Students	74	98.7	75.7	64.7	54.9	75.7		
Students with Disabilities	*	*	*	21.0	17.4	*	**	**
Students without Disabilities	*	*	*	63.1	50.0	*		
English Learners	11	100.0	45.5	25.9	25.0	45.5	**	**
Non-English Learners	89	98.9	75.3	58.3	46.5	75.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	45.5	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



### Strathmore Elementary School

(25-3040-080)

Grades Offered: KG-03

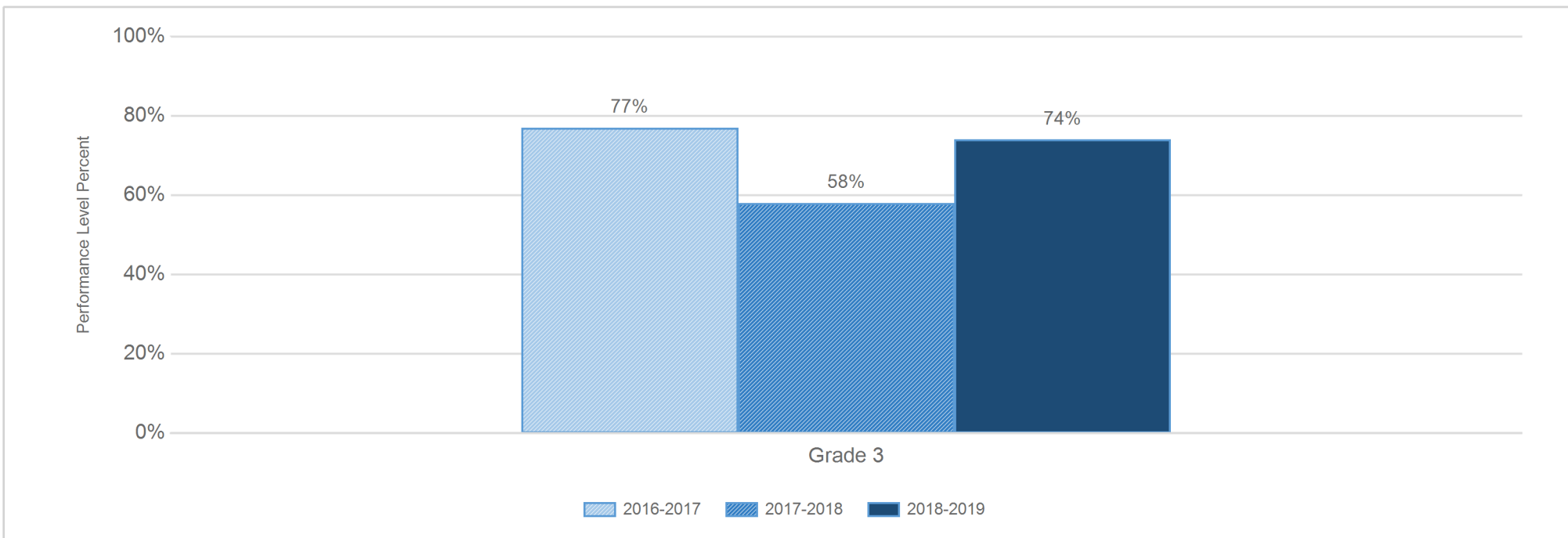
2018-2019

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## Mathematics Assessment – Performance Trends

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



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



**Strathmore Elementary School**  
(25-3040-080)  
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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
<b>Schoolwide</b>	99	763	753	752	*	*	21%	60%	14%	74%	55%
White	63	769	762	760	*	*	*	65%	19%	84%	66%
Hispanic	19	746	735	739	*	*	*	*	*	53%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	43	762	754	751	*	*	*	*	*	79%	54%
Male	56	764	752	752	*	*	*	*	*	70%	56%
Economically Disadvantaged Students	26	751	737	737	*	*	*	*	*	62%	37%
Non-Economically Disadvantaged Students	73	768	761	761	*	*	*	*	*	78%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	728	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	755	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



## Strathmore Elementary School

(25-3040-080)

Grades Offered: KG-03

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	*	*

### 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	42.9%	56.6%	Met Target†

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	19	*	*
3-4	11	*	*
5 or more	*	*	*



## Strathmore Elementary School

(25-3040-080)

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2018-2019

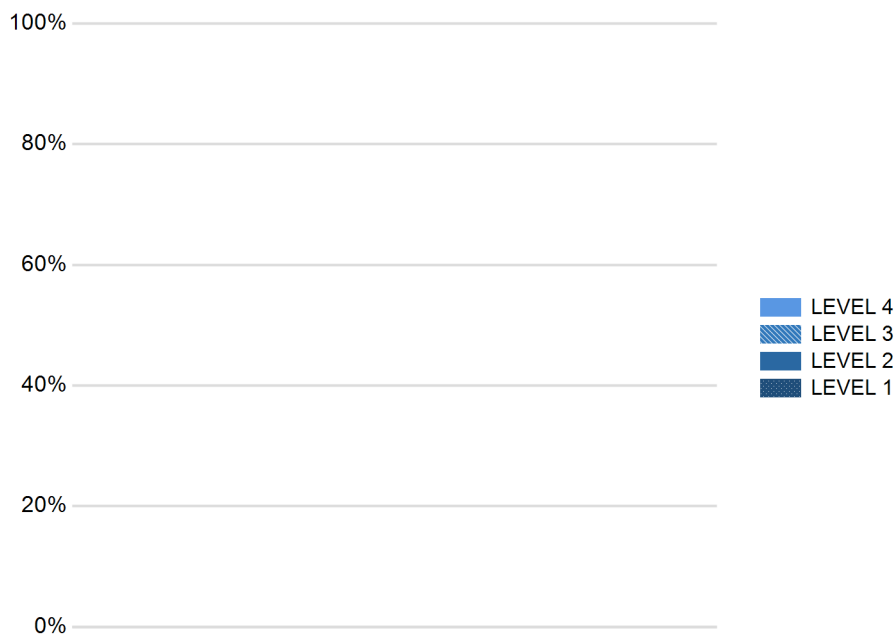
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade Summary

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



### NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Overall	0%	0%	0%	0%
Male	0%	0%	0%	0%
Female	0%	0%	0%	0%
White	0%	0%	0%	0%
Black	0%	0%	0%	0%
Hispanic	0%	0%	0%	0%
Other	0%	0%	0%	0%



## Strathmore Elementary School

(25-3040-080)

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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.

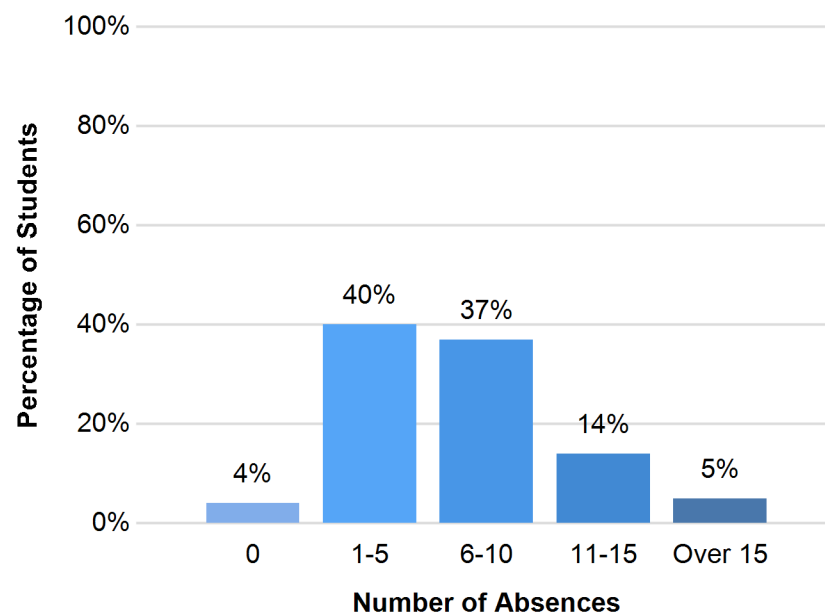
### Chronic Absenteeism

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	11	2.7	9.6	Met
White	7	2.6	9.6	Met
Hispanic	2	2.2	9.6	Met
Black or African American	1	5.9	**	**
Asian, Native Hawaiian, or Pacific	1	5.3	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	6	2.9		
Male	5	2.5		
Economically Disadvantaged Students	3	3.7	9.6	Met
Students with Disabilities	5	10.4	9.6	Not Met
English Learners	0	0	9.6	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Strathmore Elementary School

(25-3040-080)

Grades Offered: KG-03

2018-2019

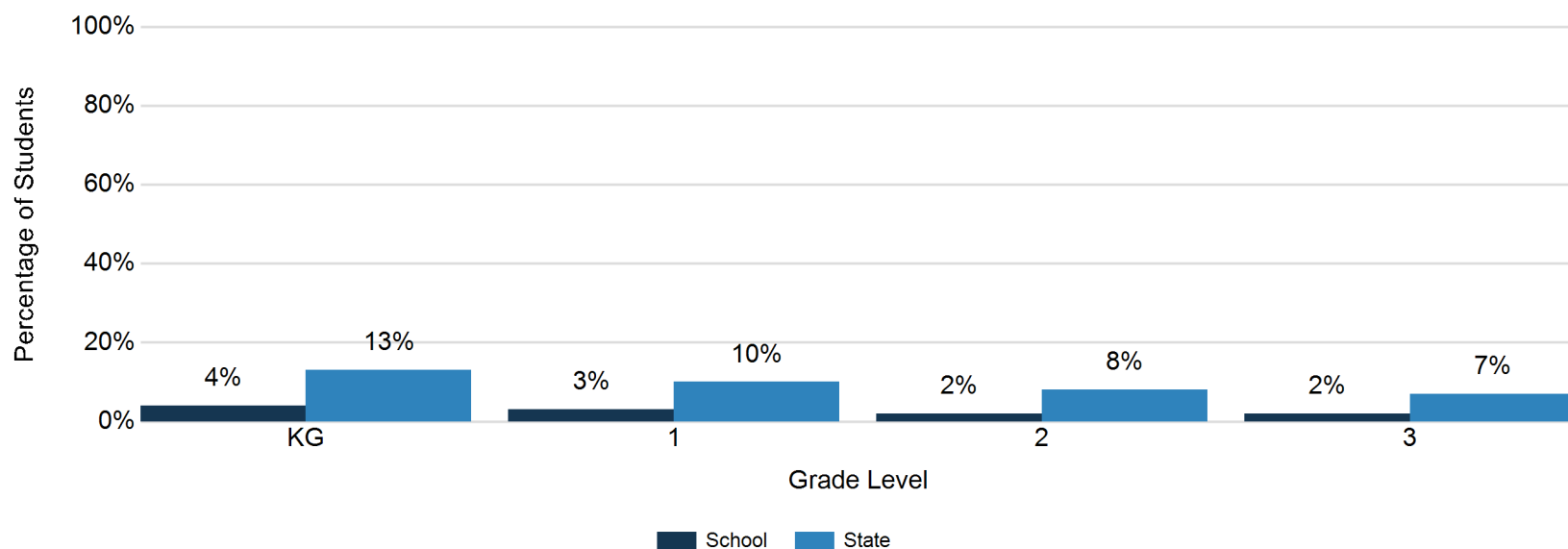
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### Chronic Absenteeism by Grade

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





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

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

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

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

### Police Notifications

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

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

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	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	9:20 AM
Typical End Time	2:35 PM
Length of School Day	5 Hrs 15 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

#### Device Ratios

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

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



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	84.8%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,530
Average years experience in public schools	8.3	16.0
Average years experience in district	8.2	12.0
Percentage of Administrators with 4 or more years experience in the district	68.2%	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	11:1
Students to Administrators	398:1	169:1
Teachers to Administrators	33:1	15:1
Students to Librarians/Media Specialists		928:1
Students to Nurses		619:1
Students to Counselors		371:1
Students to Child Study Team Members		247:1



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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	50.0%	93.9%	100.0%	48.4%	77.1%	54.9%
Male	50.0%	6.1%	0.0%	51.6%	22.9%	45.1%
White	65.3%	93.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.1%	3.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.5%	3.0%	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	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

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	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	95.2%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.7%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

## ESSA Accountability Status

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

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

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



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## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	79.1%	61.9%	73.7%
Math Proficiency	77.3%	58.1%	72.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.0%	42.9%
Chronic Absenteeism	4.8%	4.6%	2.7%

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



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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.

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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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(25-3040-080)

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2018-2019

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

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	**	**	Met Target†	Met	No
White	Met Target	Met Goal	**	**	n/a	Met	No
Hispanic	Met Target	Met Target†	**	**	n/a	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	**	**	n/a	Met	No
Students with Disabilities	**	**	**	**	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).



### Strathmore Elementary School

(25-3040-080)

Grades Offered: KG-03

2018-2019

#### Report Key:

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

## School Narrative

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



### Highlights:

- Strathmore School's curriculum includes Reader's and Writer's Workshop and Everyday Math. Social Studies is taught through an integrated approach.
- Technology is infused into daily lessons utilizing Promethean Boards, document cameras, Ipads, and Chromebooks
- Award-winning student artists, authors and performing chorus. Future Ready Bronze Certification



### Mission, Vision, Theme:

Strathmore Elementary serves approximately 475 students. Strathmore is the home for neighborhood students in kindergarten through grade three. At Strathmore Elementary, all students learn in a positive learning environment that welcomes exploration and enhances student confidence.



### Awards, Recognition, Accomplishments:

Strathmore Elementary received Future Ready Bronze certification. Each Year Strathmore Elementary Teachers participate in the Governor's Educator of the Year Program. Since 2013 many of our Strathmore students have become published authors in the Young American Poetry Digest. Students are recognized daily by the school principal through our "Star Student" Program.



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### Courses, Curriculum, Instruction:

The curriculum is aligned to the NJSLS and consists of reading/language arts, mathematics, science, and social studies. Health is taught at every grade level. This program is complemented by instruction in fine arts, music, physical education, computers, library studies and World Language (for students in grade 3). The language arts program is based on a balanced literacy approach in which reading, writing, spelling, and social studies are integrated. As part of their instruction, all students participate in Reader's Workshop and Writer's Workshop.



### Clubs and Activities:

Third-grade students become leaders through our supervised Safety Patrol Program. Second and Third-grade students participate in the Claymation Club. Students invent and create projects during STEAM Night and Family Art Night.



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### Before and After School Programs:

The Peer Buddy Program gives students in all grades the opportunity to develop friendships in a natural environment. Students in third grade meet weekly with their second and third-grade buddies.



### Staff and Professional Learning:

The Strathmore staff participate in three full days of professional development throughout the school year. Staff are also encouraged to attend outside professional learning opportunities and turnkey information during grade level and department meetings.



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 <p><b>Student Supports and Services:</b></p>	<p>Students experiencing academic difficulty can obtain assistance from a number of Interventions, which may include Basic Skills, or by attending ESL tutoring. The Intervention and Referral Services Committee helps staff members develop additional strategies to assist students who are encountering difficulty in school. This team gathers information from the parents and the teacher and then works closely with the staff members providing assistance to support the students' learning.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The students receive weekly instruction in physical education and engage in daily physical activity (DPA) during recess. A daily breakfast and lunch program is offered to all students which focuses on healthy eating habits.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents and community play an integral part of our school. They are involved in all aspects of school life, enriching the activities for all of our students. Strathmore's Parent Teacher Organization is extremely active and provides financial support for field trips, supplemental materials, special projects, and sponsors cultural arts programs.</p>



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 <p>Climate Surveys:</p>	<p>Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey was administered to students, staff, and parents during Spring 2019. Results were reviewed by the School Climate and Diversity Team.</p>
 <p>Facilities:</p>	<p>Strathmore Elementary School building has completed the first phase of HVAC renovations.</p>
 <p>School Safety:</p>	<p>School Safety and security is a top priority at all levels. Each school is equipped with a visitor security vestibule to promote the safety and security of students and staff.</p>




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 (25-3040-080)  
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Technology and STEM:

At the elementary level, students and teachers utilize technology tools and online resources to support the teaching and learning process. Digital citizenship and cyber safety are infused into the curriculum. Science instruction at the elementary level promotes authentic learning and real-world problem solving using the engineering design process. STEM lessons are taught regularly by homeroom teachers and also monthly by a specially-trained teacher for push-in lessons.