



Chester M. Stephens Elementary School
(27-3450-050)
Grades Offered: KG-05
2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Chester M. Stephens Elementary School**

(27-3450-050)

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School Contact Information

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

Type	Contact Information
County	Morris
District	Mount Olive Township School District
Principal Name	Mr. Kevin Moore
Address	99 SUNSET DRIVE BUDD LAKE, NJ 07828
Phone Number	973-691-4002
Email Address	kevin.moore@motsd.org
Website	https://www.motsd.org/cms/#
Twitter	https://twitter.com/CMS4Learning



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	113	104	91
1	110	118	112
2	120	108	101
3	120	130	109
4	121	122	121
5	124	125	123
Total	708	707	657

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

Student Group	2016-17	2017-18	2018-19
Female	52.3%	51.3%	49.8%
Male	47.7%	48.7%	50.2%
Economically Disadvantaged Students	15.5%	14.7%	13.9%
Students with Disabilities	17.2%	19.1%	16.0%
English Learners	3.5%	4.5%	4.6%
Homeless Students	0.0%	0.6%	0.3%
Students in Foster Care	0.1%	0.3%	0.2%
Military-Connected Students	0.0%	0.1%	0.8%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	53.5%	53.7%	51.4%
Hispanic	17.5%	18.1%	19.8%
Black or African American	7.3%	7.2%	7.3%
Asian	17.8%	16.4%	17.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.5%
Two or More Races	3.7%	4.2%	3.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	113	104	91
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	86.0%
Spanish	4.9%
Telugu	1.4%
Gujarati	1.2%
Other Languages	6.5%



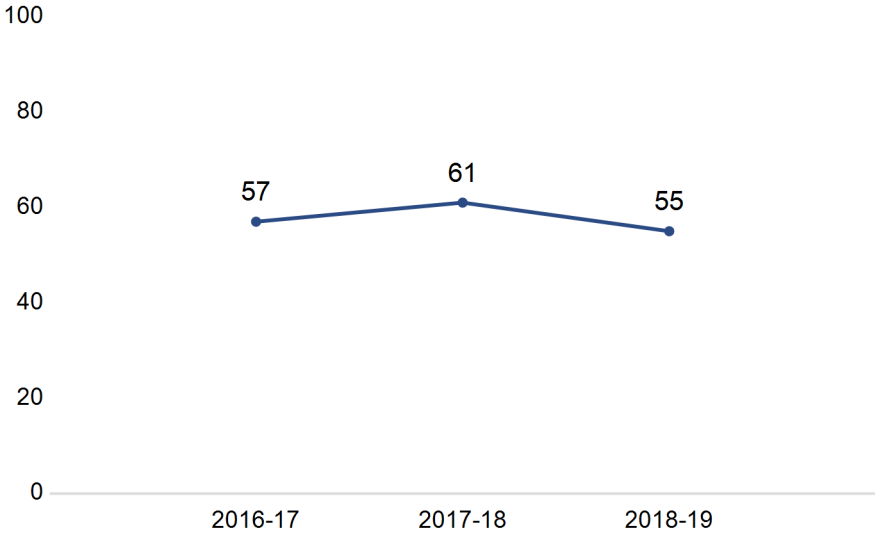
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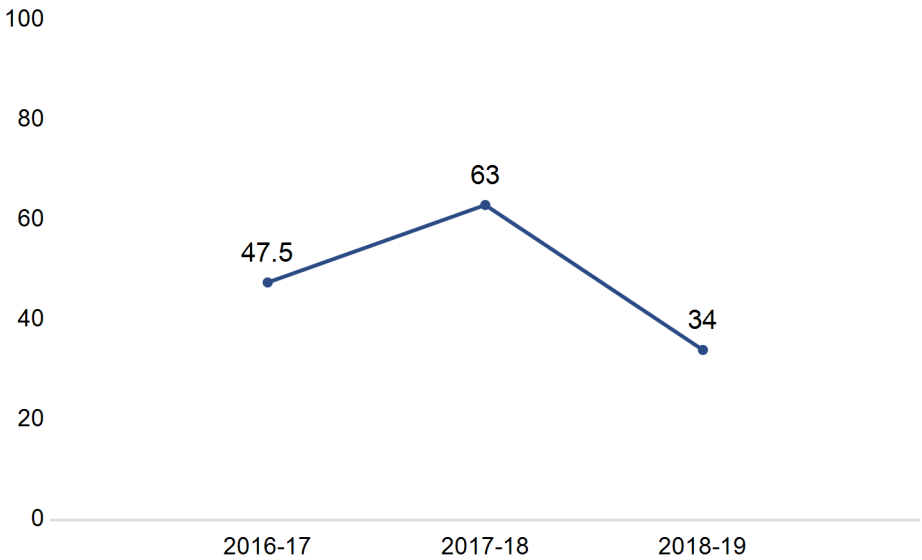
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	61	55	47.5	63	34
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Not Met
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	55	51	50	Met Standard	34	49	50	Not Met
White	56.5	51	50	Met Standard	33	48	52	Not Met
Hispanic	54	48	49	Met Standard	36	45.5	47	Not Met
Black or African American	63	39.5	45	**	29	41.5	43	**
Asian, Native Hawaiian, or Pacific Islander	52	60	59	Met Standard	42	61	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	44	49	**	*	44	52	**
Female	54.5	53	53	N	33	49	50	N
Male	55	50	47	N	34	50	51	N
Economically Disadvantaged Students	53	47	48	Met Standard	30.5	40	46	Not Met
Students with Disabilities	51	45	43	Met Standard	29	36	45	Not Met
English Learners	55	55.5	52	Met Standard	37.5	39	50	Not Met
Homeless Students	N	63.5	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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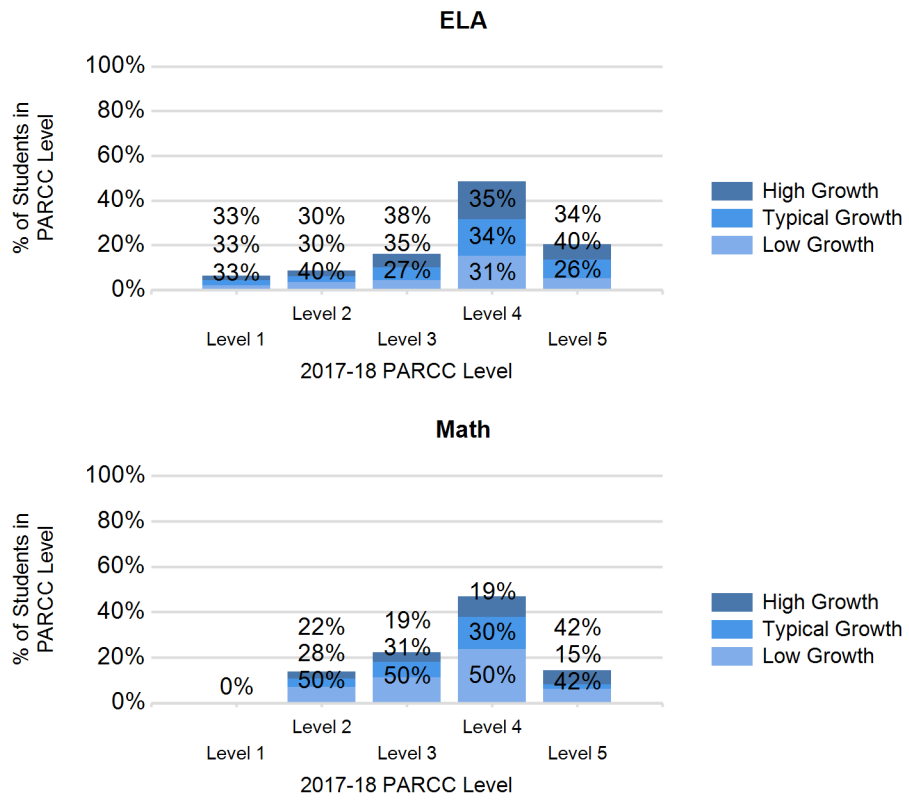
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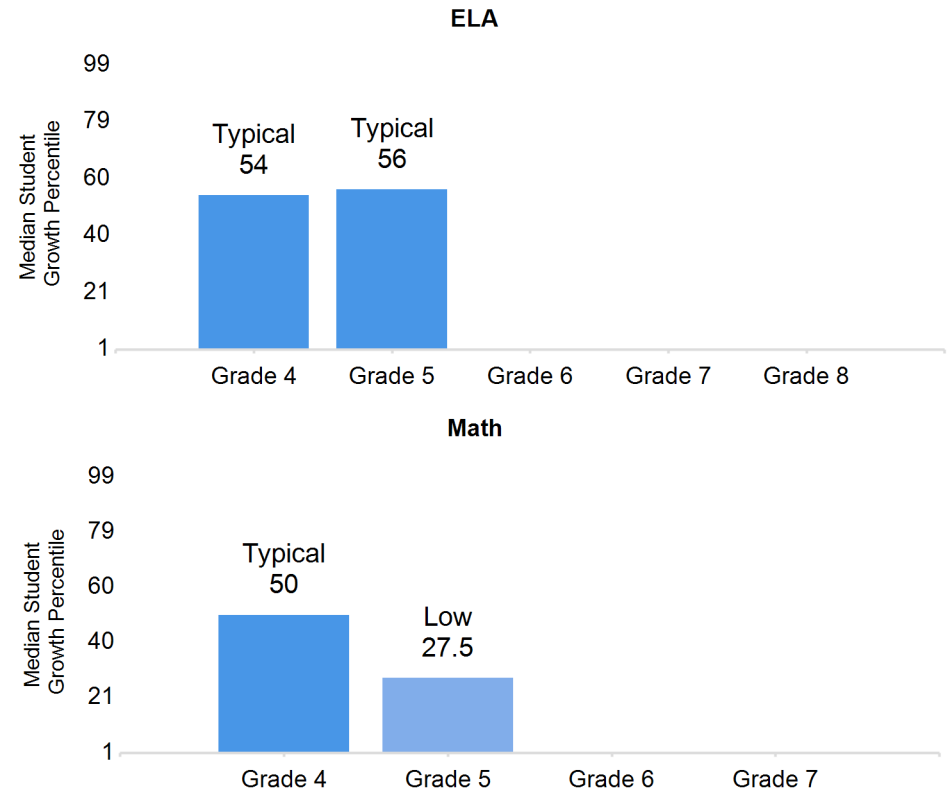
Student Growth by Performance Level

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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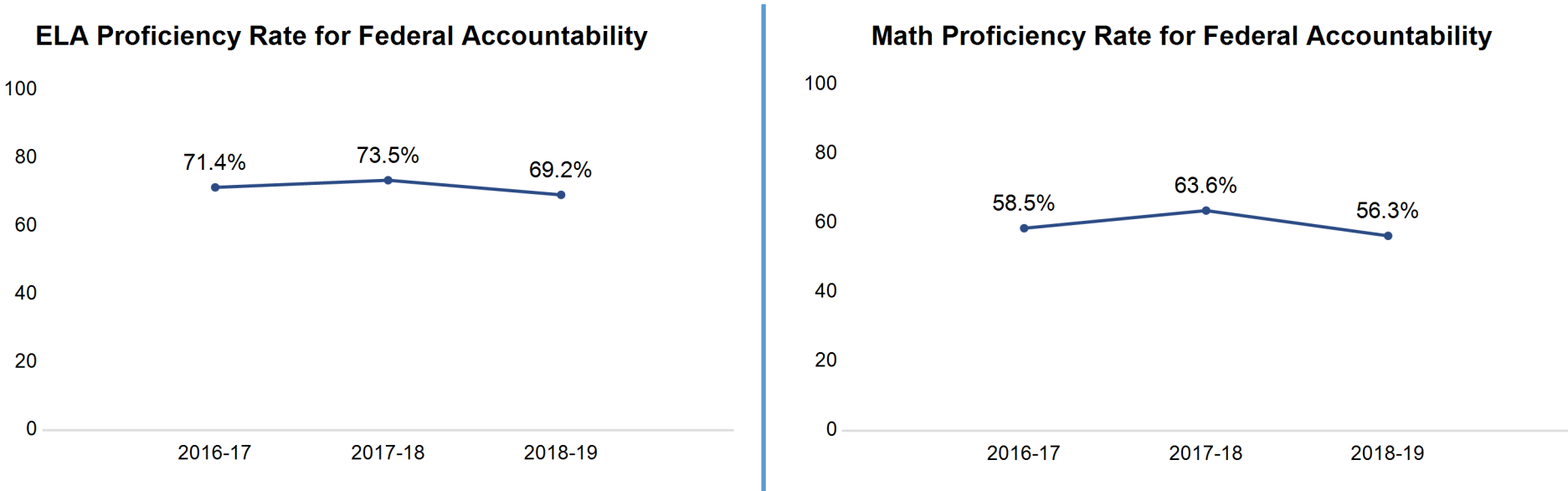
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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.7%	100.0%	100.0%	99.5%	100.0%
Proficiency Rate for Federal Accountability	71.4%	73.5%	69.2%	58.5%	63.6%	56.3%
Annual Target	71.5%	72.0%	72.4%	61.2%	62.2%	63.2%
Met Annual Target?	Met Target†	Met Target	Met Target†	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	338	100.0	69.2	78.6	57.9	69.2	72.4	Met Target†
White	164	100.0	68.9	80.2	66.9	68.9	71.6	Met Target†
Hispanic	69	100.0	58.0	69.3	43.9	58.0	65	Met Target†
Black or African American	29	100.0	72.4	*	38.5	72.4	63.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	61	100.0	83.6	87.0	82.9	83.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	15	100.0	60.0	*	64.4	60.0	**	**
Female	187	100.0	73.3	83.2	64.8	73.3		
Male	151	100.0	64.2	73.8	51.3	64.2		
Economically Disadvantaged Students	43	100.0	53.5	63.1	40.0	53.5	60.2	Met Target†
Non-Economically Disadvantaged Students	295	100.0	71.5	80.6	67.9	71.5		
Students with Disabilities	52	100.0	25.0	34.3	22.7	25.0	49.1	Not Met
Students without Disabilities	286	100.0	77.3	87.5	65.1	77.3		
English Learners	37	100.0	64.9	*	29.3	64.9	56.1	Met Target
Non-English Learners	301	100.0	69.8	*	60.6	69.8		
Homeless Students	*	*	*	38.9	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	88.2	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

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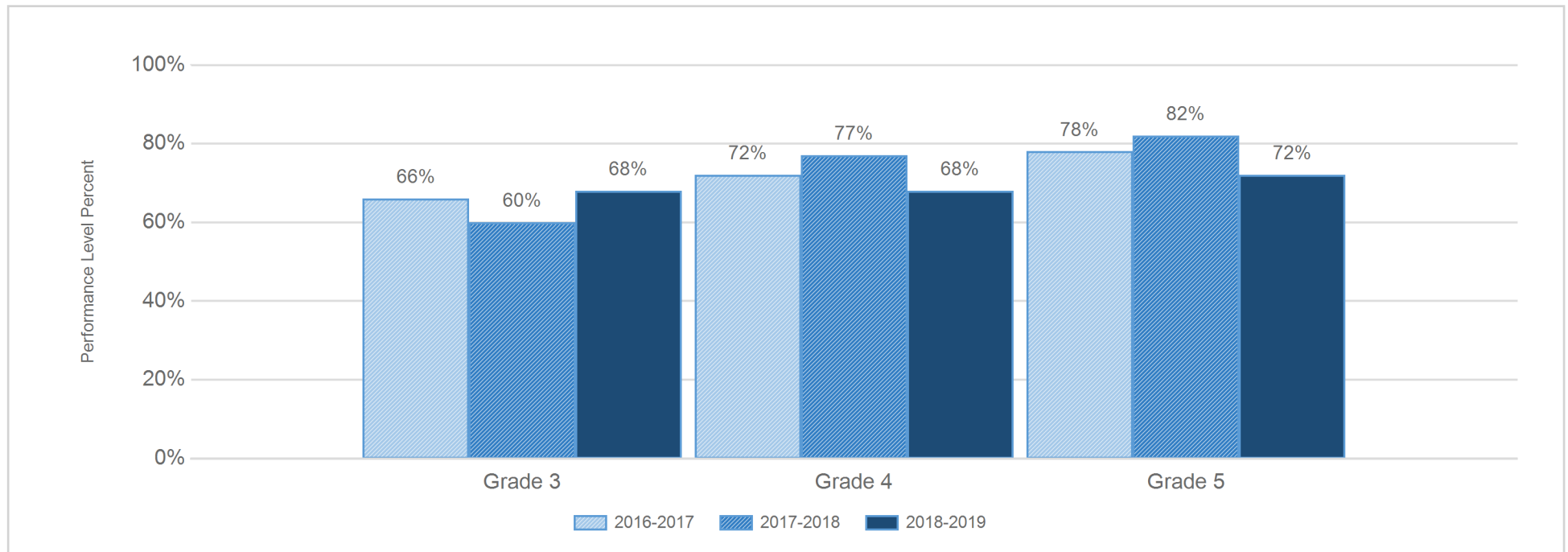
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	764	767	748	*	*	23%	58%	10%	68%	50%
White	53	762	767	757	*	*	23%	*	*	66%	60%
Hispanic	15	759	757	734	*	0%	*	*	*	67%	36%
Black or African American	*	*	759	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	20	766	768	773	*	*	*	*	*	75%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	787	756	*	*	*	*	*	*	58%
Female	52	772	773	753	*	*	19%	*	*	77%	55%
Male	50	755	761	743	*	*	26%	*	*	58%	46%
Economically Disadvantaged Students	12	754	758	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	90	765	768	759	*	*	*	*	*	70%	61%
Students with Disabilities	12	724	730	719	*	*	*	*	*	33%	24%
Students without Disabilities	90	769	772	754	*	*	*	*	*	72%	56%
English Learners	*	*	735	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	762	769	755	8%	13%	11%	40%	28%	68%	57%
White	55	758	769	763	*	*	*	44%	20%	64%	67%
Hispanic	25	752	755	743	*	*	*	*	*	60%	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	24	779	784	779	*	0%	*	*	*	88%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	763	762	*	*	*	*	*	*	64%
Female	66	767	773	760	*	*	*	35%	35%	70%	62%
Male	52	755	763	750	*	*	*	46%	19%	65%	53%
Economically Disadvantaged Students	17	750	753	740	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	101	764	771	765	*	*	*	*	*	71%	69%
Students with Disabilities	20	714	737	725	*	*	*	*	*	20%	25%
Students without Disabilities	98	771	776	761	*	*	*	*	*	78%	64%
English Learners	*	*	715	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	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
Schoolwide	123	766	768	756	*	*	19%	57%	15%	72%	58%
White	60	771	770	764	*	*	17%	60%	17%	77%	68%
Hispanic	28	751	*	743	0%	*	*	*	*	54%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	17	780	784	781	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	69	767	770	761	*	*	14%	*	*	75%	64%
Male	54	766	766	750	*	*	24%	*	*	69%	52%
Economically Disadvantaged Students	14	747	755	740	*	*	*	*	*	64%	39%
Non-Economically Disadvantaged Students	109	769	770	766	*	*	*	*	*	73%	69%
Students with Disabilities	20	732	*	724	*	*	*	*	*	25%	23%
Students without Disabilities	103	773	*	762	*	*	*	*	*	82%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	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.

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Schoolwide	339	100.0	56.3	57.6	44.5	56.3	63.2	Not Met
White	164	100.0	54.3	58.3	54.1	54.3	60.6	Met Target†
Hispanic	69	100.0	34.8	44.8	28.8	34.8	54.5	Not Met
Black or African American	29	100.0	58.6	*	23.0	58.6	52.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	62	100.0	82.3	77.8	76.5	82.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	15	100.0	66.7	*	53.3	66.7	**	**
Female	188	100.0	54.8	58.1	44.9	54.8		
Male	151	100.0	58.3	57.2	44.2	58.3		
Economically Disadvantaged Students	43	100.0	32.6	36.5	26.3	32.6	48.8	Not Met
Non-Economically Disadvantaged Students	296	100.0	59.8	60.3	54.9	59.8		
Students with Disabilities	52	100.0	21.2	20.3	17.4	21.2	38.5	Not Met
Students without Disabilities	287	100.0	62.7	64.9	50.0	62.7		
English Learners	38	100.0	55.3	*	25.0	55.3	57	Met Target†
Non-English Learners	301	100.0	56.5	*	46.5	56.5		
Homeless Students	*	*	*	37.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	52.9	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

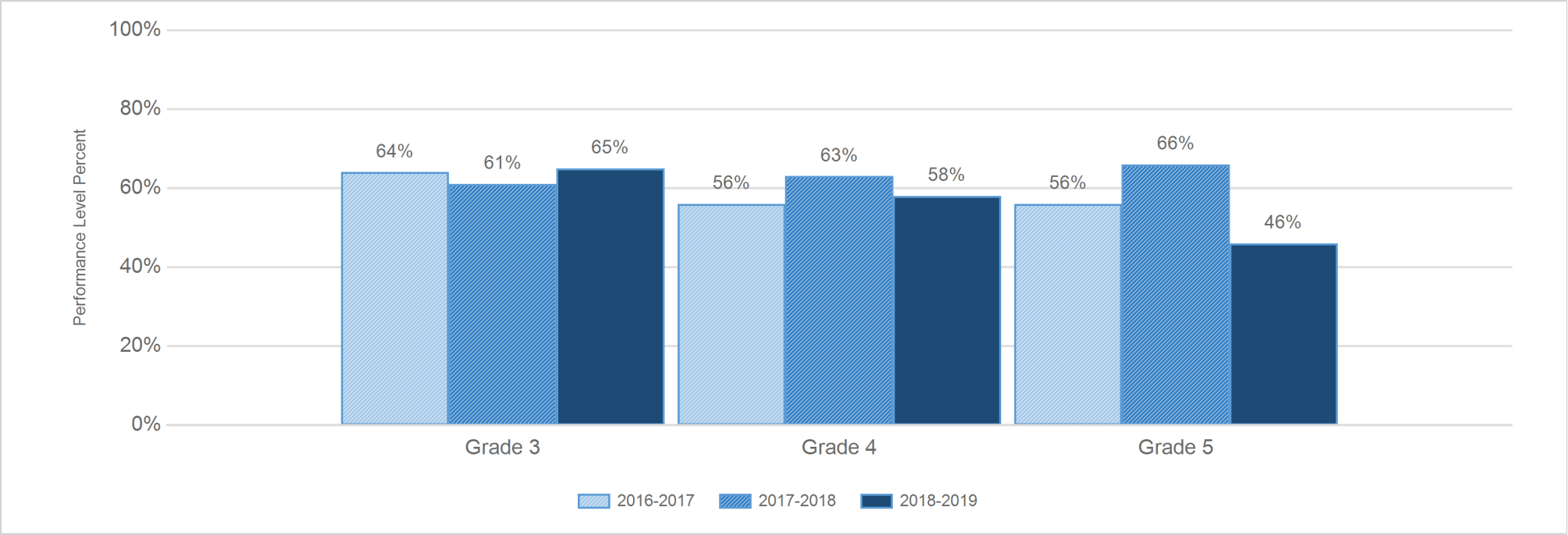


Chester M. Stephens Elementary School
(27-3450-050)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



† 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.



Chester M. Stephens Elementary School

(27-3450-050)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	759	762	752	*	*	22%	52%	13%	65%	55%
White	53	756	761	760	*	*	25%	*	*	62%	66%
Hispanic	15	747	752	739	*	*	*	*	*	53%	40%
Black or African American	*	*	757	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	21	773	770	778	0%	*	*	*	*	81%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	777	758	*	*	*	*	*	*	62%
Female	53	761	762	751	*	*	*	*	*	66%	54%
Male	50	757	761	752	*	*	*	*	*	64%	56%
Economically Disadvantaged Students	12	756	753	737	*	*	*	*	*	67%	37%
Non-Economically Disadvantaged Students	91	760	763	761	*	*	*	*	*	65%	67%
Students with Disabilities	12	730	734	731	*	*	*	*	*	25%	31%
Students without Disabilities	91	763	766	756	*	*	*	*	*	70%	60%
English Learners	*	*	740	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	762	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Chester M. Stephens Elementary School

(27-3450-050)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	755	758	749	8%	11%	23%	49%	9%	58%	51%
White	55	754	759	757	*	*	29%	*	*	55%	62%
Hispanic	26	739	744	737	*	*	*	38%	0%	38%	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	24	773	773	776	*	*	*	*	*	83%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	67	753	756	749	*	*	19%	*	*	57%	50%
Male	52	758	761	749	*	*	27%	*	*	60%	52%
Economically Disadvantaged Students	17	737	743	734	*	*	*	*	*	24%	32%
Non-Economically Disadvantaged Students	102	758	760	759	*	*	*	*	*	64%	63%
Students with Disabilities	20	725	736	726	*	*	*	*	*	25%	25%
Students without Disabilities	99	761	763	754	*	*	*	*	*	65%	56%
English Learners	*	*	720	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	760	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	744	753	747	*	24%	27%	*	*	46%	47%
White	60	745	754	755	*	23%	28%	*	*	45%	58%
Hispanic	28	731	*	735	*	39%	36%	*	*	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	17	763	769	775	0%	*	*	82%	0%	82%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	69	742	752	747	*	*	28%	*	*	45%	47%
Male	54	747	754	747	*	*	26%	*	*	48%	47%
Economically Disadvantaged Students	14	727	742	732	*	*	*	*	*	14%	27%
Non-Economically Disadvantaged Students	109	746	754	757	*	*	*	*	*	50%	59%
Students with Disabilities	20	717	*	725	*	65%	*	*	*	15%	19%
Students without Disabilities	103	749	*	752	*	16%	*	*	*	52%	52%
English Learners	*	*	722	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	754	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	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
3	*	*
4	*	*
5	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	59.3%	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	57.9%	42.1%
3-4	*	*	*
5 or more	*	*	*



Chester M. Stephens Elementary School

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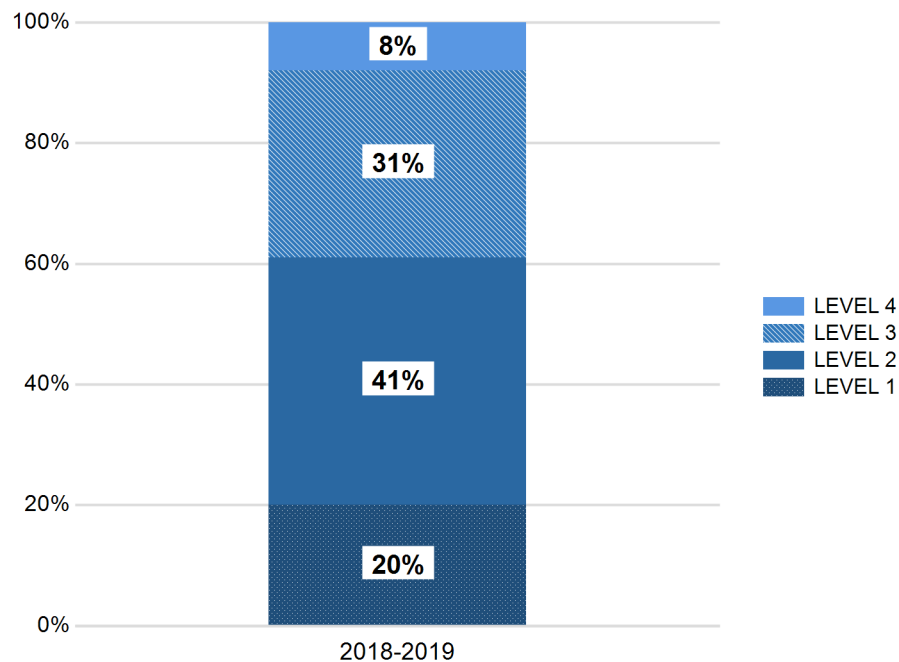
N No Data is available to display

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

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	41	31	8
White	13	52	20	15
Hispanic	39	29	32	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	35	47	6
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	23	45	30	1
Male	17	35	31	17
Economically Disadvantaged Students	36	29	36	0
Non-Economically Disadvantaged Students	18	42	30	9
Students with Disabilities	65	30	0	5
Students without Disabilities	12	43	37	9
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



Chester M. Stephens Elementary 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.

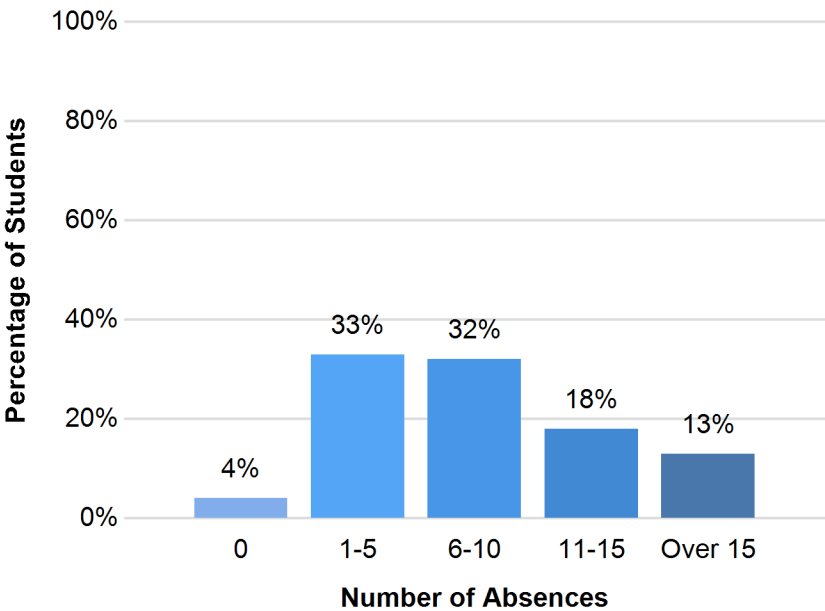
Chronic Absenteeism

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	52	8.0	8.9	Met
White	22	6.5	8.9	Met
Hispanic	15	11.6	8.9	Not Met
Black or African American	3	6.4	8.9	Met
Asian, Native Hawaiian, or Pacific	10	8.8	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Female	21	6.6		
Male	31	9.3		
Economically Disadvantaged Students	11	12.1	8.9	Not Met
Students with Disabilities	13	12.5	8.9	Not Met
English Learners	5	16.7	8.9	Not 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.





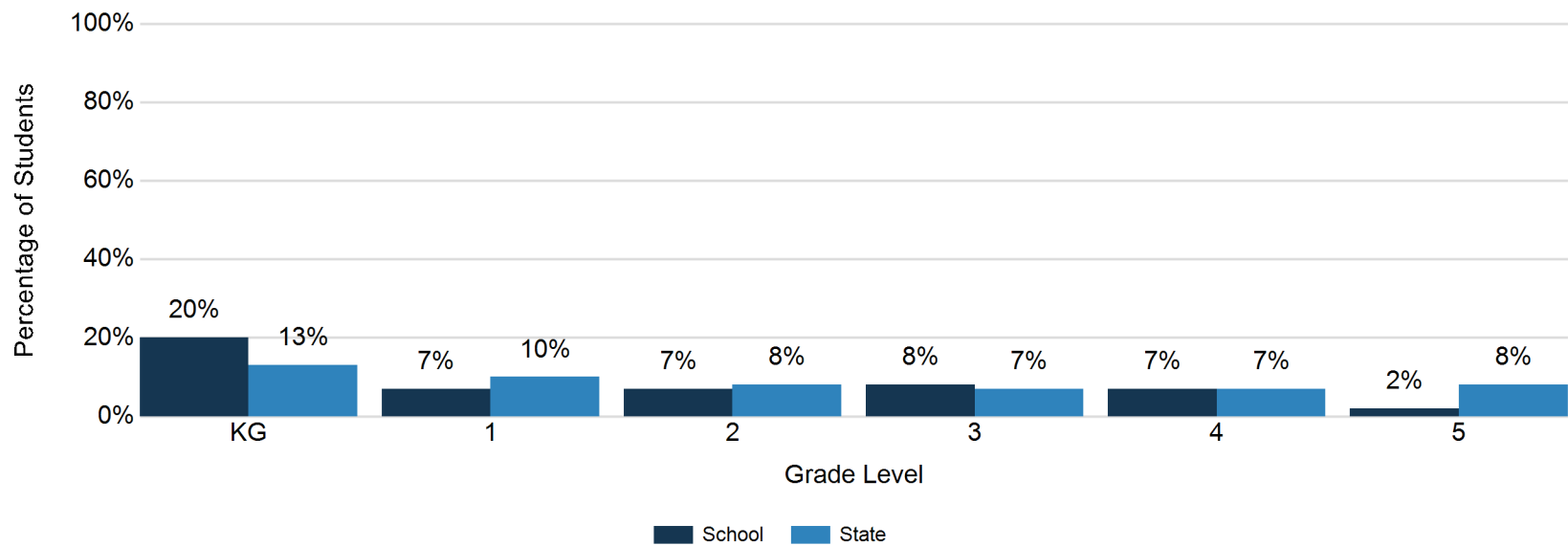
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Chronic Absenteeism by Grade

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





Chester M. Stephens Elementary School

(27-3450-050)

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.76

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:50 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 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	54	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	87.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	10.0	16.0
Average years experience in district	10.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	329:1	185:1
Teachers to Administrators	27:1	15:1
Students to Librarians/Media Specialists		772:1
Students to Nurses		661:1
Students to Counselors		289:1
Students to Child Study Team Members		210:1



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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.8%	92.6%	50.0%	48.4%	77.1%	54.9%
Male	50.2%	7.4%	50.0%	51.6%	22.9%	45.1%
White	51.4%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	17.4%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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

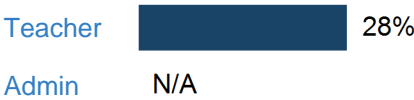
Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



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	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	73.1%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



Chester M. Stephens Elementary School
(27-3450-050)
Grades Offered: KG-05
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.



Chester M. Stephens Elementary School

(27-3450-050)

Grades Offered: KG-05

2018-2019

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

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

ESSA Accountability Status

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

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.



Chester M. Stephens Elementary School
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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	71.4%	73.5%	69.2%
Math Proficiency	58.5%	63.6%	56.3%
ELA Growth	57	61	55
Math Growth	48	63	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.5%	59.3%
Chronic Absenteeism	6.6%	5.7%	8.0%

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



Chester M. Stephens Elementary School
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2018-2019

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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.



Chester M. Stephens Elementary School
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Grades Offered: KG-05
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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




Chester M. Stephens Elementary 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.

 <div>Highlights:</div>	<ul style="list-style-type: none"> CMS has committed to institutionalizing personalized learning in order to provide all students with rigorous and relevant academic experiences. CMS recently achieved Bronze Certification for Future Ready New Jersey, and are currently working towards our Silver Certification in the 2019-20 school year. CMS is pleased to offer the newly formed Aspire project-based learning GT platform. The new program also includes a visual art component for students excelling in that area.
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Chester M. Stephens Elementary School
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 <div>Courses, Curriculum, Instruction:</div>	The majority of our CMS teaching faculty has integrated the Google Apps for Education into their daily instruction as part of our blended learning platform. Students access coursework and assignments in Google Classroom, allowing teachers to differentiate content for maximum teaching effectiveness. The majority of students at CMS use Chromebooks from grades one to five.
 <div>Clubs and Activities:</div>	CMS fields a competitive K-5 Chess Team that has participated in local, regional and state events. This past season, six members of our team placed in the Top 10 for their age group in the New Jersey State Chess Tournament.



Mount Olive High School
 (27-3450-010)
 Grades Offered: 09-12
 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Mount Olive High School
(27-3450-010)
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	Morris
District	Mount Olive Township School District
Principal Name	Mr. Kevin Stansberry
Address	18 COREY ROAD FLANDERS, NJ 07836
Phone Number	973-927-2208
Email Address	kevin.stansberry@motsd.org
Website	https://www.mtoliveboe.org/mohs



Mount Olive High School

(27-3450-010)

Grades Offered: 09-12

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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
9	392	418	350
10	378	365	410
11	347	370	359
12	341	349	376
Total	1,458	1,502	1,495

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

Student Group	2016-17	2017-18	2018-19
Female	47.9%	48.7%	50.6%
Male	52.1%	51.3%	49.4%
Economically Disadvantaged Students	12.2%	11.8%	11.4%
Students with Disabilities	14.3%	15.1%	13.5%
English Learners	1.2%	0.9%	1.3%
Homeless Students	0.1%	0.0%	0.1%
Students in Foster Care	0.1%	0.3%	0.3%
Military-Connected Students	0.0%	0.3%	0.3%
Migrant Students	0.0%	0.1%	0.1%

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	69.1%	67.1%	64.4%
Hispanic	13.4%	13.4%	14.1%
Black or African American	5.8%	6.6%	7.4%
Asian	10.1%	10.8%	11.6%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.4%	1.8%	2.1%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,444	1,488	1,480
Shared Time Students	27	26	29
Full Time Equivalent	1,458	1,501	1,495

Enrollment by Home Language

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

Home Language	% of Students
English	78.4%
Spanish	7.9%
Hindi	1.2%
Arabic	1.1%
Gujarati	1.0%
Other Languages	10.4%

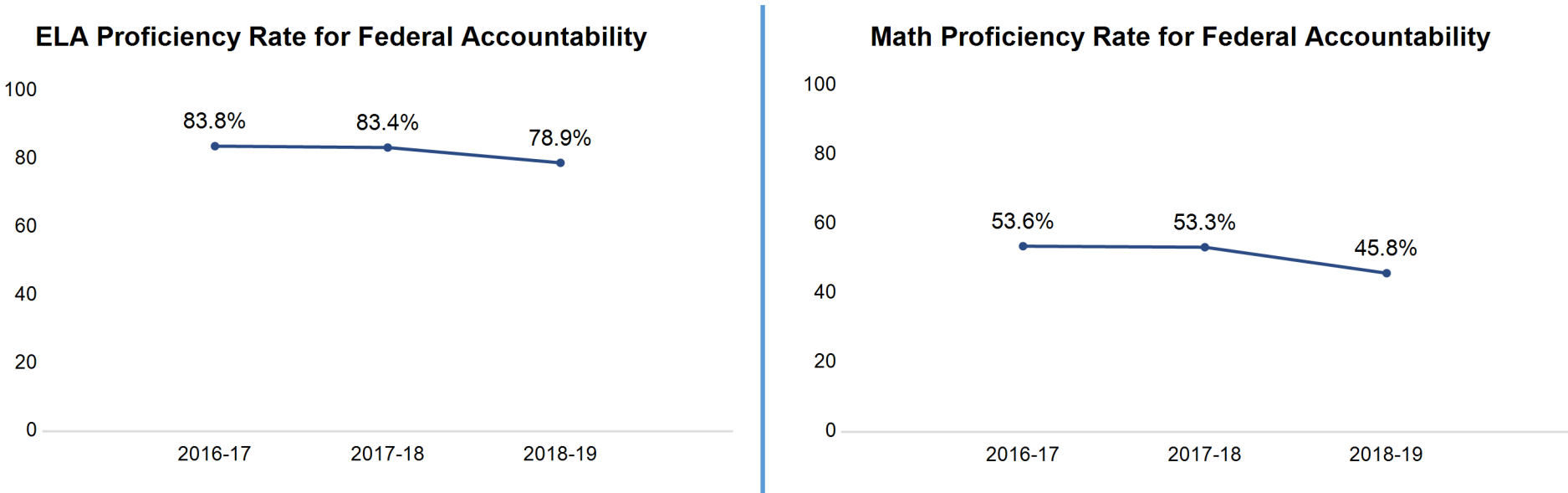


Mount Olive High School
 (27-3450-010)
 Grades Offered: 09-12
 2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	99.2%	99.6%	98.1%	99.2%	99.6%
Proficiency Rate for Federal Accountability	83.8%	83.4%	78.9%	53.6%	53.3%	45.8%
Annual Target	76.8%	76.9%	77.1%	55.3%	56.6%	57.9%
Met Annual Target?	Met Goal	Met Goal	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	730	99.6	78.9	78.6	57.9	78.9	77.1	Met Target
White	451	99.8	82.3	80.2	66.9	82.3	79.8	Met Goal
Hispanic	112	99.1	66.1	69.3	43.9	66.1	63.3	Met Target
Black or African American	61	100.0	67.2	*	38.5	67.2	63	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	98.8	86.9	87.0	82.9	86.9	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	22	100.0	77.3	*	64.4	77.3	80	Met Target†
Female	362	99.5	84.0	83.2	64.8	84.0		
Male	368	99.7	73.9	73.8	51.3	73.9		
Economically Disadvantaged Students	83	98.8	62.7	63.1	40.0	62.7	57.4	Met Target
Non-Economically Disadvantaged Students	647	99.7	81.0	80.6	67.9	81.0		
Students with Disabilities	111	99.1	32.4	34.3	22.7	32.4	35.7	Met Target†
Students without Disabilities	619	99.7	87.2	87.5	65.1	87.2		
English Learners	21	100.0	42.9	*	29.3	42.9	N	N
Non-English Learners	709	99.6	80.0	*	60.6	80.0		
Homeless Students	*	*	*	38.9	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	88.2	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

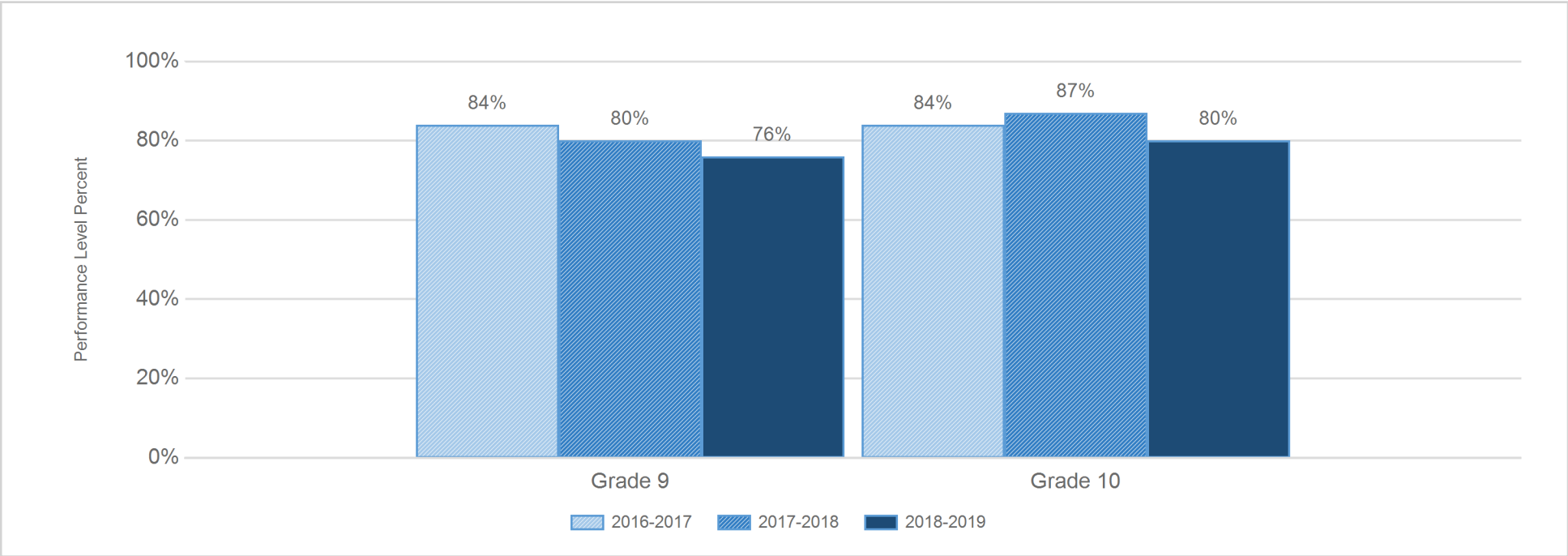


Mount Olive High School
(27-3450-010)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

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





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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	338	774	774	753	4%	6%	14%	41%	35%	76%	56%
White	201	778	778	762	*	*	10%	43%	39%	82%	65%
Hispanic	65	761	761	737	*	*	25%	35%	25%	60%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	39	790	790	783	0%	*	*	33%	51%	85%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	165	785	785	760	*	*	11%	40%	45%	85%	63%
Male	173	765	765	746	*	*	16%	43%	25%	68%	49%
Economically Disadvantaged Students	40	743	743	734	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	298	779	779	762	*	*	*	*	*	80%	65%
Students with Disabilities	44	727	727	717	*	*	41%	*	*	18%	17%
Students without Disabilities	294	782	782	760	*	*	10%	*	*	85%	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%



Mount Olive High School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	393	785	785	757	3%	4%	13%	36%	44%	80%	58%
White	248	787	787	767	*	*	11%	37%	46%	82%	67%
Hispanic	49	777	777	738	*	*	24%	39%	33%	71%	43%
Black or African American	37	768	768	733	*	*	*	*	*	65%	38%
Asian, Native Hawaiian, or Pacific Islander	44	798	798	792	0%	*	*	36%	57%	93%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	15	785	785	766	*	*	*	*	*	80%	65%
Female	197	790	790	766	*	*	12%	34%	49%	83%	66%
Male	196	781	781	749	*	*	14%	39%	39%	78%	51%
Economically Disadvantaged Students	42	771	771	735	*	*	*	50%	24%	74%	40%
Non-Economically Disadvantaged Students	351	787	787	767	*	*	*	35%	46%	81%	67%
Students with Disabilities	58	740	740	711	*	*	34%	*	*	40%	19%
Students without Disabilities	335	793	793	765	*	*	9%	*	*	87%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Mount Olive High School
(27-3450-010)
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	705	99.6	45.8	57.6	44.5	45.8	57.9	Not Met
White	441	99.8	46.7	58.3	54.1	46.7	60.3	Not Met
Hispanic	109	99.1	33.0	44.8	28.8	33.0	45	Not Met
Black or African American	59	100.0	28.8	*	23.0	28.8	37.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	75	98.7	64.0	77.8	76.5	64.0	74.6	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	21	100.0	76.2	*	53.3	76.2	67.4	Met Target
Female	353	99.4	46.7	58.1	44.9	46.7		
Male	352	99.7	44.9	57.2	44.2	44.9		
Economically Disadvantaged Students	78	98.7	21.8	36.5	26.3	21.8	40.3	Not Met
Non-Economically Disadvantaged Students	627	99.7	48.8	60.3	54.9	48.8		
Students with Disabilities	95	99.0	11.6	20.3	17.4	11.6	25.9	Not Met
Students without Disabilities	610	99.7	51.1	64.9	50.0	51.1		
English Learners	20	100.0	25.0	*	25.0	25.0	N	N
Non-English Learners	685	99.6	46.4	*	46.5	46.4		
Homeless Students	N	N	N	37.5	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	52.9	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

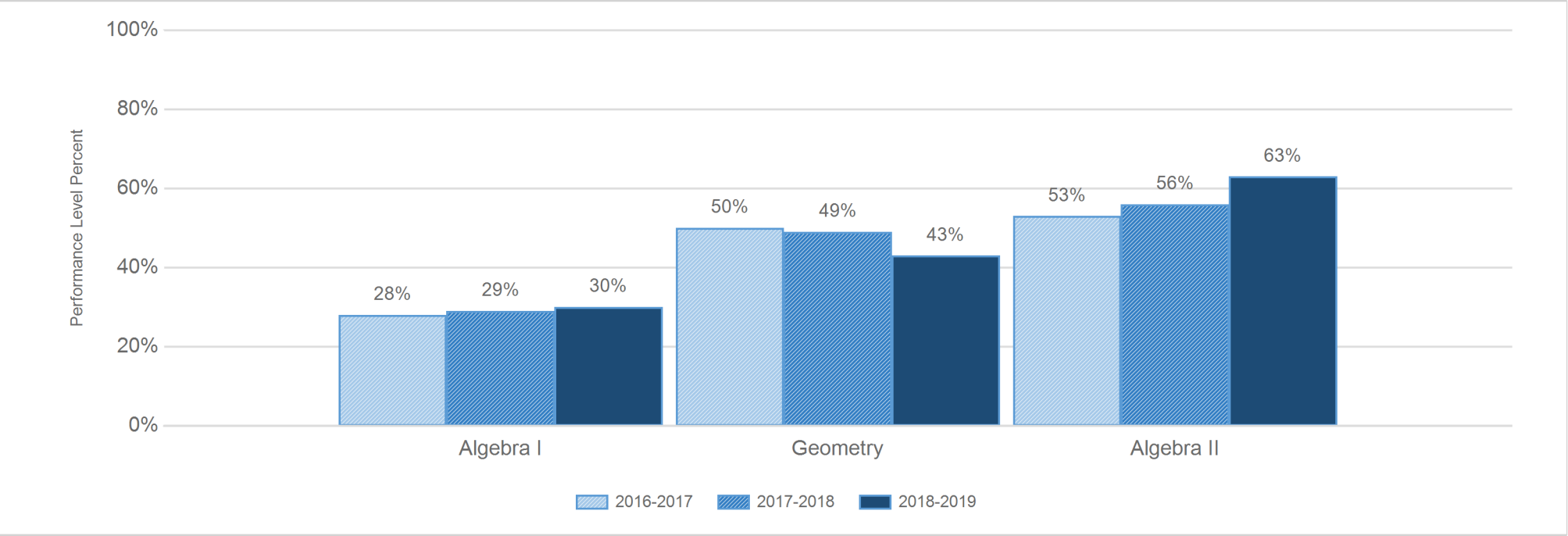


Mount Olive High School
(27-3450-010)
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	194	736	759	744	*	*	39%	30%	0%	30%	42%
White	111	737	759	752	*	*	41%	32%	0%	32%	53%
Hispanic	51	734	747	728	*	35%	33%	*	*	25%	24%
Black or African American	20	734	*	725	0%	*	*	*	*	25%	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	88	740	760	745	*	22%	42%	*	*	36%	44%
Male	106	733	757	743	*	32%	36%	*	*	25%	41%
Economically Disadvantaged Students	30	732	740	727	*	*	37%	*	*	27%	23%
Non-Economically Disadvantaged Students	164	737	761	752	*	*	39%	*	*	31%	52%
Students with Disabilities	42	721	*	717	*	*	24%	*	*	14%	12%
Students without Disabilities	152	740	*	748	*	*	43%	*	*	35%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	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
Schoolwide	291	744	744	737	4%	18%	35%	38%	5%	43%	35%
White	185	744	744	743	*	15%	37%	*	*	44%	43%
Hispanic	36	734	734	724	*	36%	*	*	*	31%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	34	759	759	762	0%	*	*	*	*	68%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	152	742	742	738	*	22%	28%	*	*	45%	36%
Male	139	745	745	736	*	14%	42%	*	*	41%	34%
Economically Disadvantaged Students	29	724	724	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	262	746	746	743	*	*	*	*	*	*	43%
Students with Disabilities	38	719	719	712	*	*	*	*	*	*	*
Students without Disabilities	253	747	747	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
Schoolwide	219	760	765	755	*	6%	28%	*	*	63%	58%
White	143	759	764	758	*	7%	29%	*	*	62%	62%
Hispanic	23	748	*	731	*	*	*	*	*	52%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	32	771	*	777	*	*	*	*	*	75%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	111	757	*	752	*	*	32%	*	*	58%	55%
Male	108	763	*	758	*	*	24%	*	*	69%	62%
Economically Disadvantaged Students	18	736	*	729	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	201	762	*	761	*	*	*	*	*	66%	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	219	760	765	755	*	6%	28%	*	*	63%	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	*



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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	10	10

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	52.9%	**	**

† 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	10	80.0%	20.0%
3-4	*	*	*
5 or more	N	N	N



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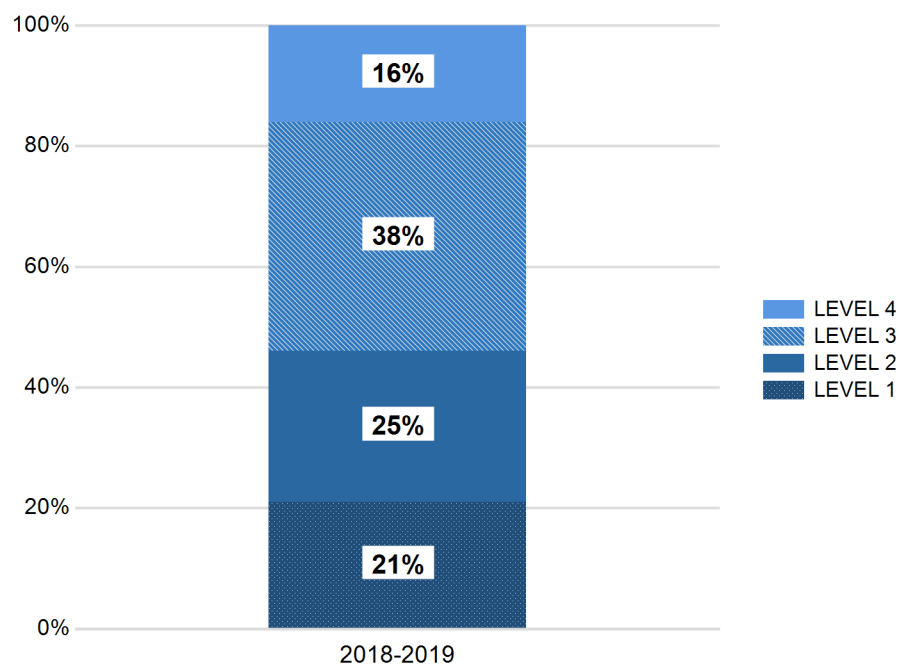
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	21	25	38	16
White	22	25	37	15
Hispanic	23	26	41	10
Black or African American	38	38	25	0
Asian, Native Hawaiian, or Pacific Islander	12	19	40	29
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	20	27	39	13
Male	22	22	37	19
Economically Disadvantaged Students	41	33	15	11
Non-Economically Disadvantaged Students	20	24	40	16
Students with Disabilities	64	9	27	0
Students without Disabilities	15	27	40	18
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	77.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	80.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	22.9%	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	513	476	Grade 10: 430 Grade 11: 460	78%	61%
PSAT 10/NMSQT - Math	519	477	Grade 10: 480 Grade 11: 510	62%	43%
SAT - Reading and Writing	570	539	480	85%	70%
SAT - Math	586	541	530	72%	53%
ACT - Reading	25	25	22	67%	66%
ACT - English	24	24	18	87%	81%
ACT - Math	25	24	22	71%	65%
ACT - Science	25	24	23	67%	57%



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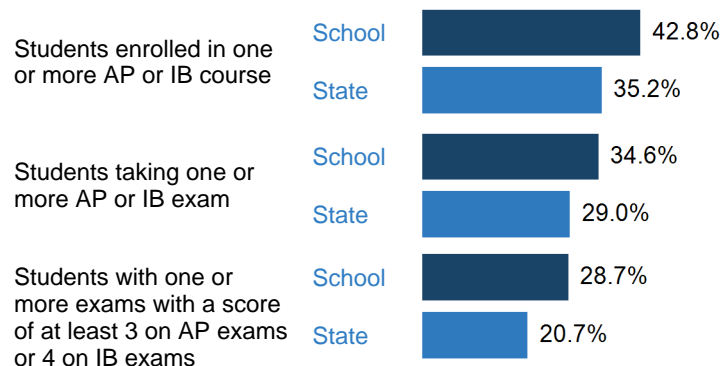
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

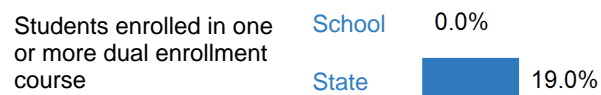
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	45	44
AP Calculus AB	88	83
AP Calculus BC	22	19
AP Chemistry	34	32
AP Computer Science A	18	16
AP English Language and Composition	67	65
AP English Literature and Composition	38	30
AP Environmental Science	54	3
AP European History	20	16
AP French Language and Culture	0	14
AP German Language and Culture	0	1
AP Macroeconomics	43	40
AP Microeconomics	41	39
AP Music Theory	2	2
AP Physics 1	0	4
AP Physics B	8	0



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C	32	0
AP Physics C: Mechanics	0	31
AP Psychology	0	3
AP Research	17	17
AP Seminar	9	9
AP Spanish Language	0	19
AP Statistics	35	34
AP Studio Art—Drawing Portfolio	0	1
AP Studio Art—Two-Dimensional	10	9
AP U.S. Government and Politics	15	10
AP U.S. History	82	77
AP World History	40	39
Total Exams taken		657
Exams with scores of at least 3 on AP exams or 4 on IB exams		517



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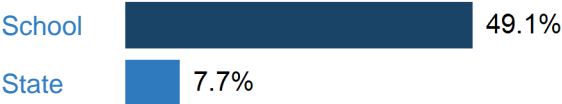
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

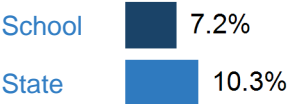
Career and Technical Education Participation

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

CTE Participants
 (completed only one course in an approved CTE program)



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



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	49.1%	7.2%	7.7%	10.3%
White	49.7%	8.6%	6.1%	9.6%
Hispanic	50.2%	*	10.3%	11.3%
Black or African American	51.4%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	44.6%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	47.1%	6.9%	7.3%	10.6%
Male	51.2%	7.4%	8.0%	10.1%
Economically Disadvantaged Students	44.4%	*	10.4%	11.8%
Students with Disabilities	52.0%	5.7%	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	*	*	10.4%	*



Mount Olive High School

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2018-2019

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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](#).

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
Architecture & Construction	33	*	*
Arts, AV Technology & Communications	228		
Finance	69		
Health Science	*		
Hospitality & Tourism	269		
Human Services	*		
Manufacturing	123	*	*
Marketing	117		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	855	*	*



Mount Olive High School
(27-3450-010)
Grades Offered: 09-12
2018-2019

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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	114	213	8	0	0	0	22
10	18	162	213	9	1	0	16
11	5	49	87	99	17	6	123
12	0	4	52	4	172	48	83
Total	137	428	360	112	190	54	244
Enrolled in AP/IB Course					110	35	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	10	4	0	0	294	0
10	31	392	0	4	2	12
11	310	41	0	9	10	18
12	153	8	0	41	35	158
Total	504	445	0	54	341	188
Enrolled in AP/IB Course	45	34		54	40	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	338	7	0	0	0	4
10	26	392	1	1	1	24
11	3	335	18	13	2	44
12	10	24	26	89	45	146
Total	377	758	45	103	48	218
Enrolled in AP/IB Course	40	82	45	0		33
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	214	65	52	0	0	0	0
10	231	105	42	0	0	0	0
11	98	32	32	0	0	0	0
12	44	18	29	0	0	0	0
Total	587	220	155	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	211	138	48	0	0	0	0



Mount Olive High School
 (27-3450-010)
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 2018-2019

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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	0	0	9	0	0	0
10	15	0	2	0	0	0
11	18	0	3	0	0	0
12	16	0	7	0	0	0
Total	49	0	21	0	0	0
Enrolled in AP/IB Course	18		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



Mount Olive High School
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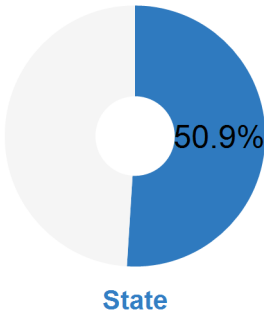
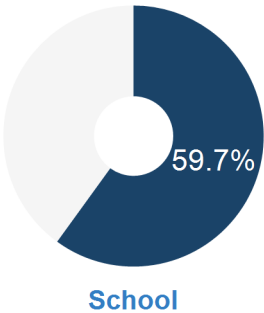
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Visual and Performing Arts – Course Participation

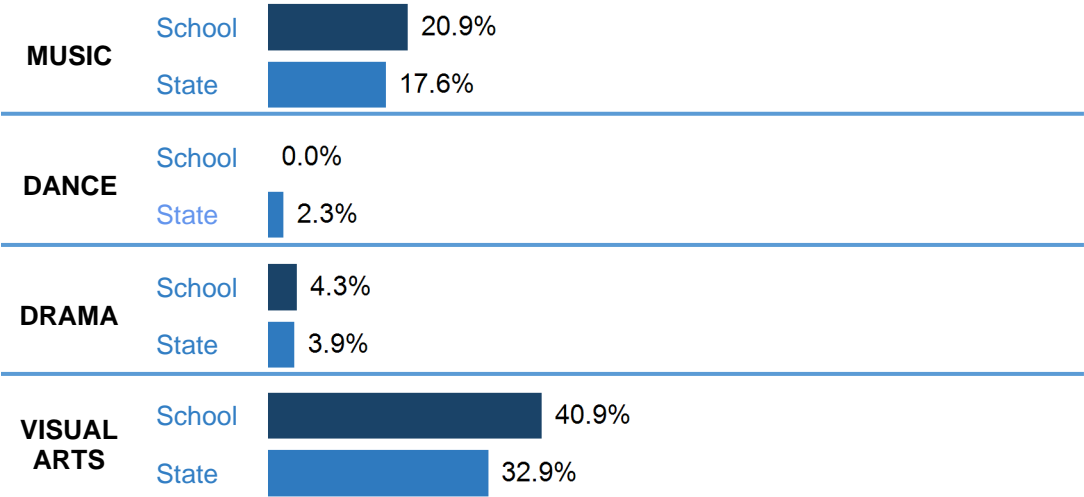
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Mount Olive High School

(27-3450-010)

Grades Offered: 09-12

2018-2019

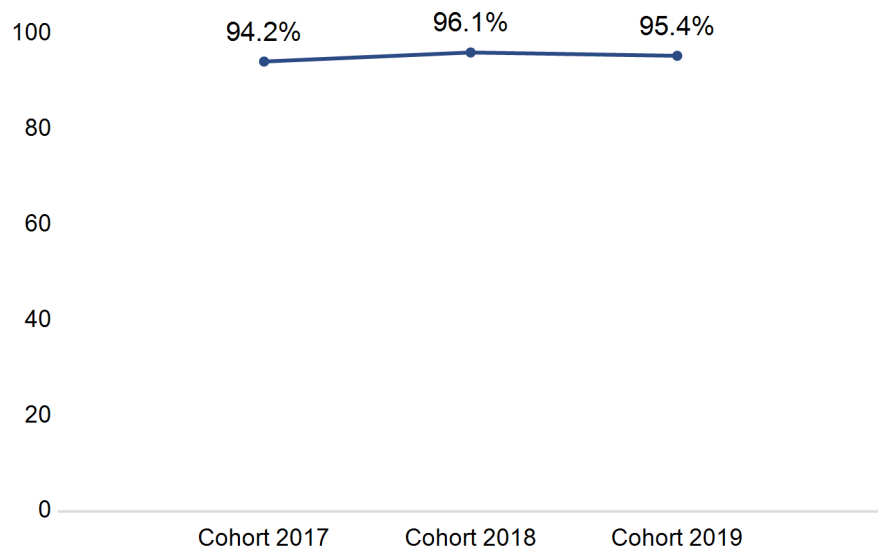
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

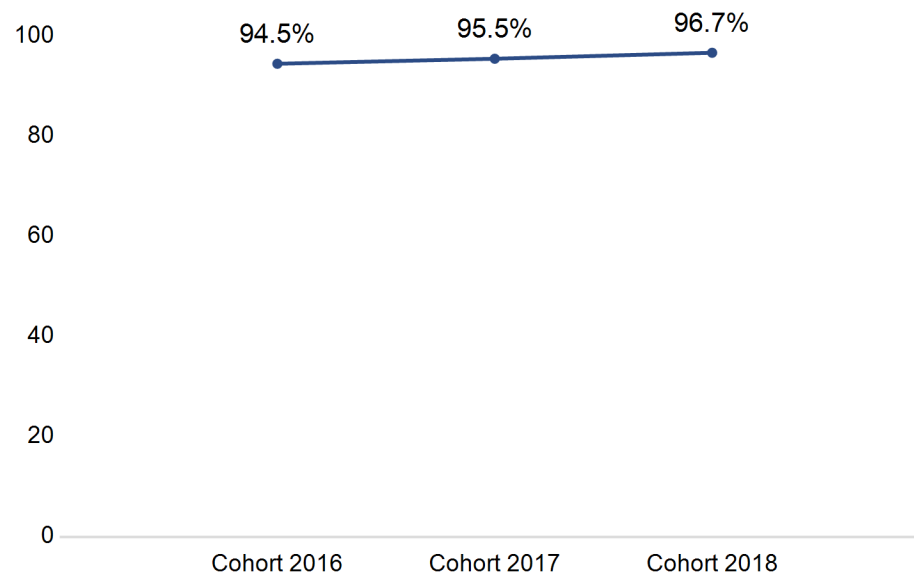
Graduation Rate Trends and Progress

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	94.2%	96.1%	95.4%	94.5%	95.5%	96.7%
Annual Target	92.1%	N		92.8%	N	
Met Annual Target?	Met Target	Met Goal		Met Target	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	95.4%	90.6%	96.7%	92.5%	96.1%	N	Met Goal	95.5%	N	Met Goal
White	95.6%	94.9%	98.0%	95.9%	97.2%	N	Met Goal	94.6%	93.7%	Met Target
Hispanic	90.9%	84.5%	92.9%	87.3%	92.9%	89.8%	Met Target	97.9%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	95.0%	Not Met	*	95.7%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.5%	92.8%	95.1%	94.4%	95.1%			95.8%		
Male	93.4%	88.5%	98.0%	90.8%	97.0%			95.3%		
Economically Disadvantaged Students	86.7%	84.0%	89.2%	87.3%	89.2%	87.5%	Met Target	95.7%	N	Met Goal
Students with Disabilities	93.6%	79.2%	94.9%	83.8%	93.2%	78.0%	Met Target	87.5%	83.8%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	91.5%	80.1%
Substitute Competency Test	3.7%	16.4%
Portfolio Appeals Process	1.9%	0.0%
Alternate Requirements specified in IEP	2.9%	3.4%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.4%	1.2%
2016-2017	0.7%	1.1%



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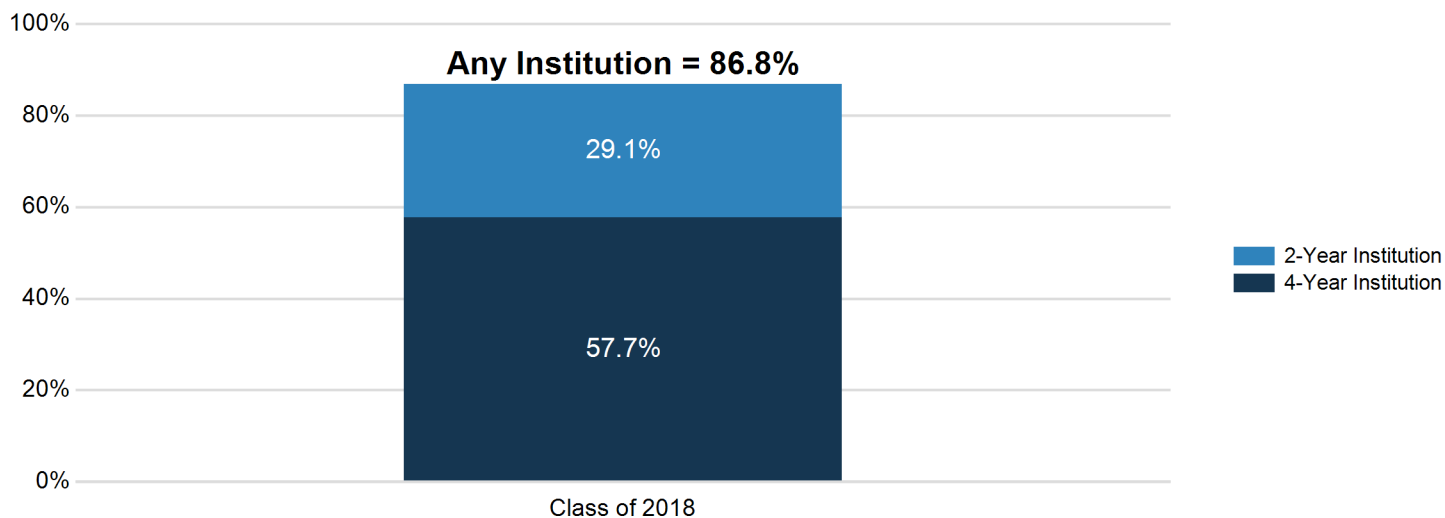
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	29.1%
% Enrolled in 4-Year Institution	57.7%
% Enrolled in Any Postsecondary Institution	86.9%



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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	83.8%	29.7%	70.3%
White	84.5%	27.7%	72.3%
Hispanic	72.5%	59.5%	40.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	92.3%	8.3%	91.7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	77.8%	45.7%	54.3%
Students with Disabilities	59.5%	68%	32%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	86.9%	33.6%	66.4%	70.7%	29.3%	58.9%	41.1%
White	88%	31.6%	68.4%	68.9%	31.1%	55.2%	44.8%
Hispanic	79.6%	48.8%	51.2%	83.7%	16.3%	74.4%	25.6%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.5%	24.1%	75.9%	69%	31%	51.7%	48.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72.7%	29.2%	70.8%	70.8%	29.2%	62.5%	37.5%
Students with Disabilities	53.1%	73.1%	26.9%	80.8%	19.2%	73.1%	26.9%
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.

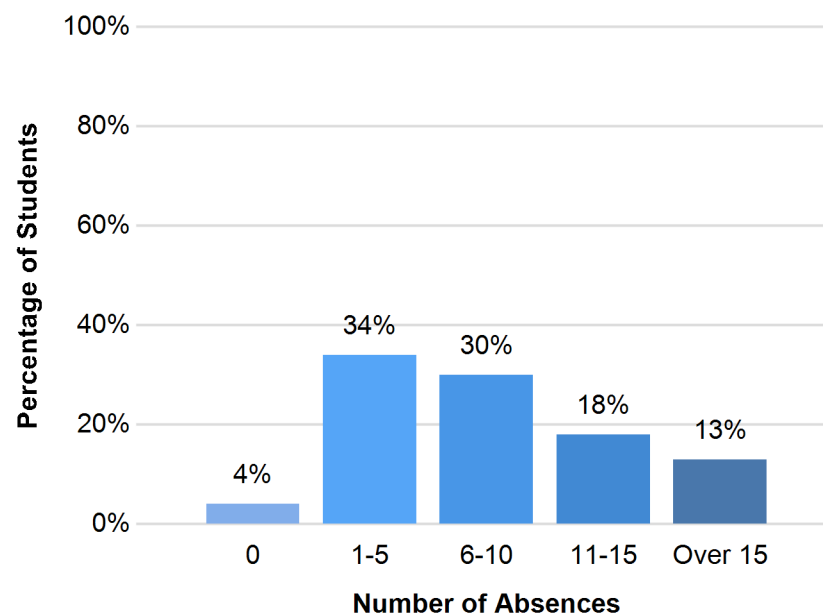
Chronic Absenteeism

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	130	8.6	14.2	Met
White	76	7.8	14.2	Met
Hispanic	19	9.0	14.2	Met
Black or African American	11	9.9	14.2	Met
Asian, Native Hawaiian, or Pacific	21	11.8	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	63	8.3		
Male	67	8.9		
Economically Disadvantaged Students	29	16.7	14.2	Not Met
Students with Disabilities	42	19.4	14.2	Not Met
English Learners	2	10.5	**	**
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.





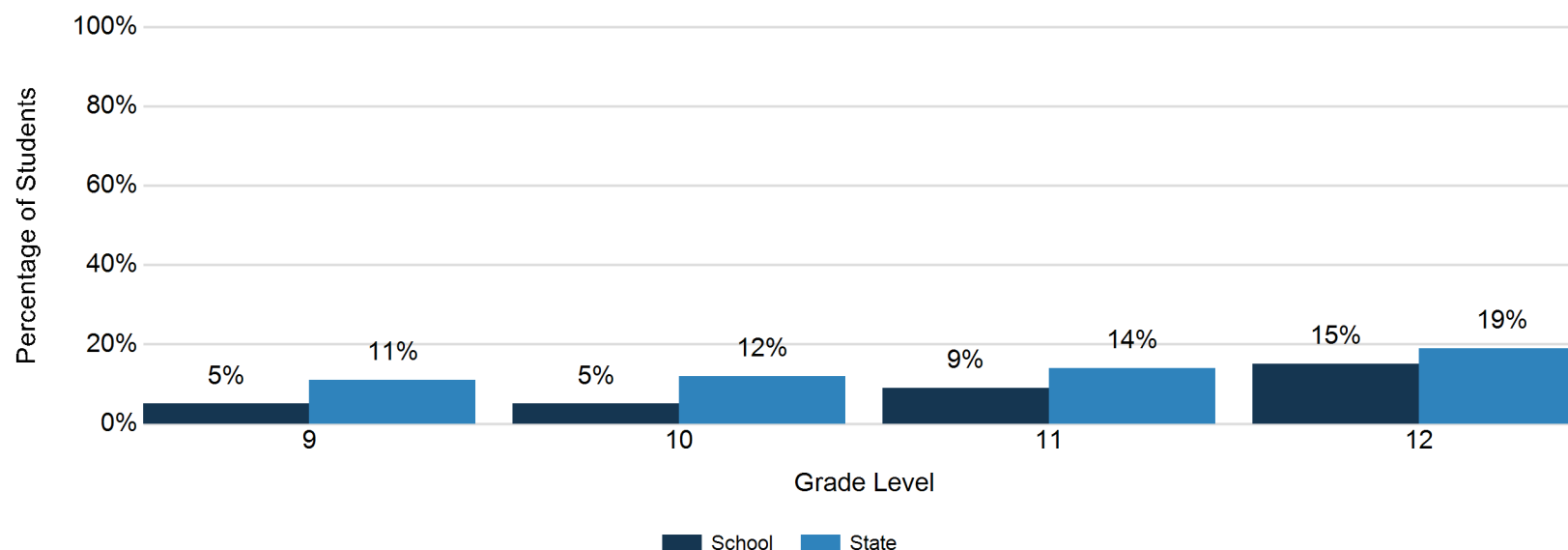
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Chronic Absenteeism by Grade

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	9
Weapons	1
Vandalism	4
Substances	10
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	39
Incidents Per 100 Students Enrolled	2.61

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	2
Weapons	0
Vandalism	0
Substances	5
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	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	1	1
Disability	2	2	4
Other	2	10	12
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	76	5.1%
Out-of-School Suspensions	67	4.5%
Any Suspension	107	7.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
170



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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	7:15 AM
Typical End Time	2:20 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	7 Hrs 5 Mins
Shared Time - Instructional Time	7 Hrs. 5 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	117	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	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	25	9,530
Average years experience in public schools	10.0	16.0
Average years experience in district	10.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	249:1	185:1
Teachers to Administrators	20:1	15:1
Students to Librarians/Media Specialists		772:1
Students to Nurses		661:1
Students to Counselors		289:1
Students to Child Study Team Members		210:1



Mount Olive High School
 (27-3450-010)
 Grades Offered: 09-12
 2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.6%	55.6%	33.3%	48.4%	77.1%	54.9%
Male	49.4%	44.4%	66.7%	51.6%	22.9%	45.1%
White	64.4%	92.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.1%	2.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.4%	3.4%	0.0%	15.0%	6.6%	13.9%
Asian	11.6%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

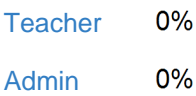
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	73.1%	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	97.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

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	83.8%	83.4%	78.9%
Math Proficiency	53.6%	53.3%	45.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.2%	96.1%	95.4%
5-Year Graduation Rate†	94.5%	95.5%	96.7%
Progress toward English Language Proficiency		50.0%	52.9%
Chronic Absenteeism	20.0%	7.6%	8.6%

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



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

- Mount Olive HS is a dynamic learning community committed to excellence and is recognized as a high performing school, earning NJ Monthly, and AP District Honor Roll distinctions!
- We offer a comprehensive array of academic and co-curricular offerings that provide opportunities for self-discovery and active citizenship in our global society.
- Our inclusion of all stakeholders has provided the necessary support to enact our academic and facilities initiatives. As a result, Mount Olive boasts one of the finest campuses in the state.



Mission, Vision, Theme:

Mount Olive High School is a place of creativity, technological sophistication, high motivation, accountability, and responsiveness lives. The Mount Olive High School Mission is to optimize each innate desire of our students to know and to understand. We prepare tomorrow's world leaders through serious academic preparation, innovative and engaging explorations, and through practical applications of authentic instruction. The curriculum at Mount Olive High School is one of the best in New Jersey. Students can take part in dual enrollment programs through the CCM, FDU, SHU, and Centenary University. Our rigorous and challenging curriculum prepares our students for educational pursuits beyond high school. Computer coding, robotics, industrial design, engineering, television production, computer graphics, biotechnology, rock and roll academy, marine advanced technology education and computer-aided design are just a few examples of the unprecedented opportunities available at Mount Olive.



Awards, Recognition, Accomplishments:

Many of our students have been recognized for excellence in both curricular and co-curricular endeavors. The Mount Olive Robotics Team is internationally ranked and is a model program. The FBLA and DECA programs have produced individual and team champions annually. We are recognized for having one of the finest marching bands and music programs in the state, having several individual performers named to the All-State Band and Chorus each year. Our art program is recognized as the best in the state, as students obtain numerous accolades year after year. Student Council and Class Council play integral roles in improving our high school climate and culture. The students involved in school government gain valuable experience in these leadership capacities. Many of our student associations are very community-oriented. Volunteering throughout the community and conducting fundraisers for charitable organizations is a reflection of the cohesive relationship between township and school.





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 <div>Courses, Curriculum, Instruction:</div>	<p>Whether it's building and racing your own drones or performing Shakespeare, Mount Olive High School prepares young adults for an amazing future; a future that no one is quite sure of. What is certain; however, is that students will need to adapt, overcome, and imagine in order to find their path. This is what we do! We are in the business of forming the "future" through the preparation of our students. In a great school, teaching and learning are inextricably linked; for what students learn often depends on how they learn it. The MOHS program requires students to acquire rigorous skills, through amazing high-interest activity.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Coed)</p> <p>Marauder athletics 27 programs have experienced a great deal of success. We have established a tradition based on a commitment to excellence, and have been characterized by our competitive and spirited play in a very tough Northwest Jersey Athletic Conference. We feel very strongly that participation in interscholastic athletic competition is part of a complete high school experience. Over 50% of our students participate in at least one sport each school year. Several players from numerous programs earned all-conference, all-county, and all-state status, while also qualifying for athletic scholarships. Facility upgrades and a bona fide strength and conditioning program have had a positive impact on student-athlete training and performance. A number of our coaches have earned local, state and national accolades of excellence. Mount Olive High School is very proud of our Unified Soccer, Basketball, and Track Sports program and the students who participate and contribute!</p>



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 <div>Clubs and Activities:</div>	<p>We enjoy playing, excelling, competing, and attaining both our academic and extra-curricular goals at MOHS. We afford our students the necessary tools, resources, experiences and instruction to develop into well-rounded citizens in our global learning community. We set clear expectations and model the values of student responsibility, high achievement, good citizenship, life-long pursuit of learning and overall excellence in all that we do. MOHS offers more than forty clubs and activities for our students to join and support. GSA Spectrum, Robotics, Leo's Club, Drama, Student Council, S.A.D.D., Best Buddies, ASL, FBLA, DECA, Mock Trial, Model U.N., Key Club, S.A.V.E., Marauder Monthly, Science League, M.A.T.E., Jazz Band, I.D.I. Environmental, are just a few examples of student activities available at MOHS. A very diverse curriculum and related "Hands-on, Minds-on" student experiences, is quickly establishing MOHS as one of the premiere schools in the United States.</p>
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<div>  <div> Staff and Professional Learning: </div> </div>	<p> A highly qualified staff of educators has been and will continue to be attracted to Mount Olive High School. Our faculty is committed to continued professional development that will increase student achievement, expose students to the endless bounds of technology, and provide depth and quality of curricular delivery and varied instructional strategies. Our faculty takes advantage of and seeks opportunities to grow professionally by enrolling in graduate courses, workshops, and in-service day programs. Our staff has embraced Visible Learning, Understanding by Design, Rigor and Relevance and Model Schools tenets and principles. Teachers share best practices with their colleagues during Education Camp forums. </p>
<div>  <div> Postsecondary Information: </div> </div>	<p> We are very proud of our students' performance. Nearly Ninety percent of our 2019 graduates are currently pursuing two and four-year college educational opportunities. Eleven students were recognized as Commended Students through the National Merit Scholarship Program. Our Guidance Department estimates that over a four-year period, the class of 2019 will receive more than two million dollars in financial assistance. Mount Olive area sponsors alone awarded over \$65,000 in scholarships to our seniors. </p>






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 <div>Student Supports and Services:</div>	<p>Mount Olive High School offers a plethora of rendition and enrichment supports and programs for all students. Achievement labs and workshops assist students with re-enforcing math and language arts skills as part of their daily schedules while numerous unit lunch and after school programs complement curriculum and skill progressions. Homework Club and Peer to Peer Tutoring also provide additional outlets for student growth and development. Mount Olive High School boasts a model Response to Intervention (Rtl) program. Our ACCESS Committee provides extraordinary Tier II and Tier III programming to assist all students with varying degrees of needs. Mount Olive High School is a strong proponent of Social Emotional Learning and has prided itself on exuding the warrants of a warm demander approach promoting a very positive school climate and culture.</p>
 <div>Student Health and Wellness:</div>	<p>Numerous breakfast and lunch programs are available to our students during the day. Students are provided with a comprehensive nutrition education curriculum through our Health and Physical Education offerings. Wellness and fitness are high priority endeavors for our high school staff and students. Student exposure to exercise and movement programs exceeds the minimum state requirements. Our student-athletes reap the benefits of our creative strength and conditioning options during their in-season and out-of-season preparation. Our students also experience the benefits of team building and confidence building activities through the use of our Project Adventure elements.</p>
 <div>Parent and Community Involvement:</div>	<p>Mount Olive High School's Parent Club and numerous Booster Clubs support our district's mission by providing financial aid, scholarships and endorsements for a diverse population of students and curricular pathways. Our district also conducts SEPAG meeting throughout the school year. We offer "Parent Awareness" thematic presentations (Vaping, Social Emotional Learning, Drug and Alcohol Education) monthly to provide our families with vital information essential to promoting healthy living and decision-making. Mount Olive High School invites our entire community to "Open Houses", Curriculum Fairs, Parent University Nights, and Pupil Services Programs to share our mission, vision, goals, initiatives, and budgetary transparency. Mount Olive High School believes in developing a shared partnership with our parents and community to enhance the educational programming for our students.</p>





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 <div>Facilities:</div>	<p>Mount Olive High School is extremely fortunate to provide our students with a 21st Century, state-of-the-art, industry standard learning environment. Mount Olive High Schools MakerSpace; The MiLL (Marauder Innovation Learning Lab) is a one of kind facility that houses 37 3D Printers and high tech tools that provide students with creative outlets in our Industrial Design, Engineering Robotics pathways. A Recording Studio and Performing Arts Center are an award winning venues while our Television Production Studio rivals national news rooms. Our M.A.T.E. tank room provides a practice lab for our underwater robotic systems. Dual Robotics Labs contain a CNC Milling machine and a CNC Plasma Cutter to allow for complete fabrication capabilities on site. A Biotechnology Lab generates DNA splicing and a Financial Literacy Center (B.S.T.E.A.M.) prepares our next generation of investors and accountants. Eleven Science Labs, Graphic Art Computer Labs also provide advanced learning engagement.</p>
 <div>School Safety:</div>	<p>Mount Olive High School has and always will make school safety and security a priority. Our district has enacted and installed numerous services and systems to ensure our students can thrive in a learning environment conducive to high levels of achievement.</p>




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 <div>Technology and STEM:</div>	<p>Mount Olive High School is a technology-rich learning environment, comprised of a 1:1 Chromebook initiative, 3D Printers, SMARTBoards, Vex Robots, F.I.R.S.T. Robotics, Drones, Flipped Classrooms, and Blended instructional strategies. We are celebrating Future Ready Bronze Certification this year!</p>
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Mount Olive Middle School
(27-3450-040)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Mount Olive Middle School**

(27-3450-040)

Grades Offered: 06-08

2018-2019

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** Accountability calculations require 20 or more students

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

School Contact Information

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

Type	Contact Information
County	Morris
District	Mount Olive Township School District
Principal Name	Mr. Matthew Robinson
Address	160 WOLFE ROAD BUDD LAKE, NJ 07828
Phone Number	973-691-4006
Email Address	mrobinson@mtoliveboe.org
Website	https://www.motsd.org/moms/
Twitter	https://twitter.com/mtolivemiddle



Mount Olive Middle School

(27-3450-040)

Grades Offered: 06-08

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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
6	364	353	347
7	350	361	350
8	418	352	367
Total	1,132	1,066	1,064

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	49.4%	50.1%	50.4%
Male	50.6%	49.9%	49.6%
Economically Disadvantaged Students	12.5%	13.2%	12.4%
Students with Disabilities	16.9%	15.7%	16.8%
English Learners	1.6%	1.7%	1.0%
Homeless Students	0.4%	0.8%	0.2%
Students in Foster Care	0.1%	0.2%	0.2%
Military-Connected Students	0.2%	0.3%	0.5%
Migrant Students	0.1%	0.0%	0.1%

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	62.9%	61.5%	60.5%
Hispanic	15.0%	16.3%	17.3%
Black or African American	7.0%	6.6%	5.6%
Asian	12.2%	13.4%	13.8%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	2.8%	2.1%	2.6%

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	81.9%
Spanish	6.2%
Urdu	1.6%
Hindi	1.2%
Polish	1.0%
Other Languages	8.1%



Mount Olive Middle School
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Grades Offered: 06-08
2018-2019

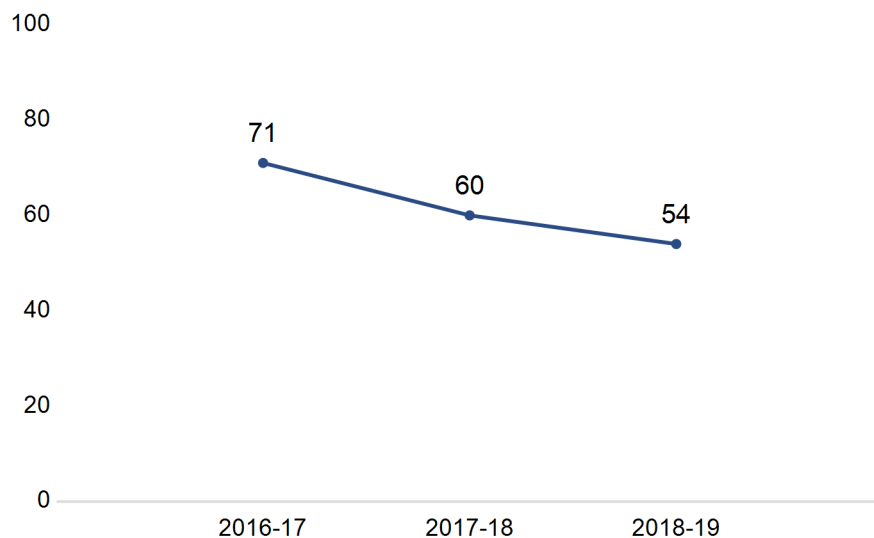
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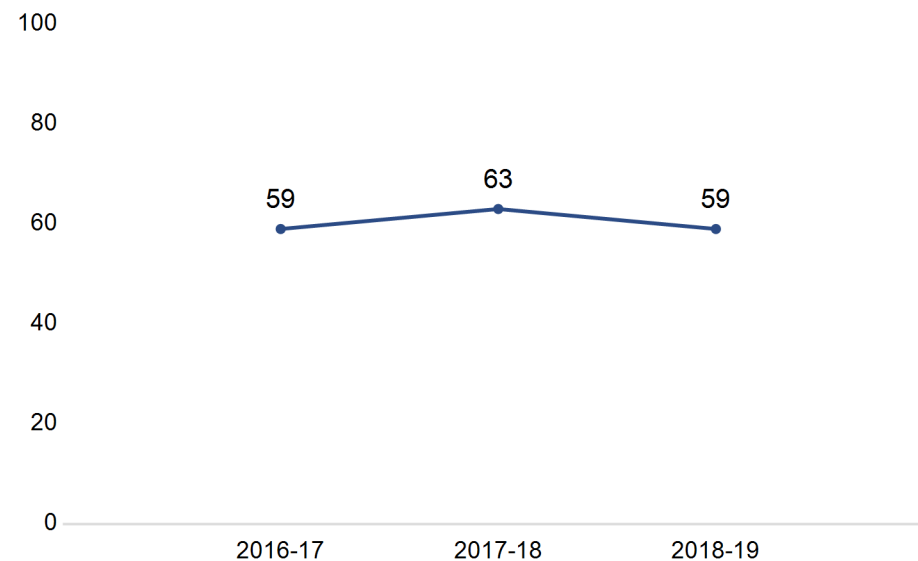
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	71	60	54	59	63	59
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Mount Olive Middle School
(27-3450-040)
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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	54	51	50	Met Standard	59	49	50	Met Standard
White	55	51	50	Met Standard	58	48	52	Met Standard
Hispanic	48	48	49	Met Standard	54.5	45.5	47	Met Standard
Black or African American	37	39.5	45	Not Met	43	41.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62.5	60	59	Exceeds Standard	70	61	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	N	N	51.5	**
Two or More Races	59	44	49	Met Standard	75	44	52	**
Female	56	53	53	N	59	49	50	N
Male	52	50	47	N	59	50	51	N
Economically Disadvantaged Students	50	47	48	Met Standard	45	40	46	Met Standard
Students with Disabilities	52	45	43	Met Standard	36	36	45	Not Met
English Learners	60	55.5	52	Exceeds Standard	50.5	39	50	Met Standard
Homeless Students	*	63.5	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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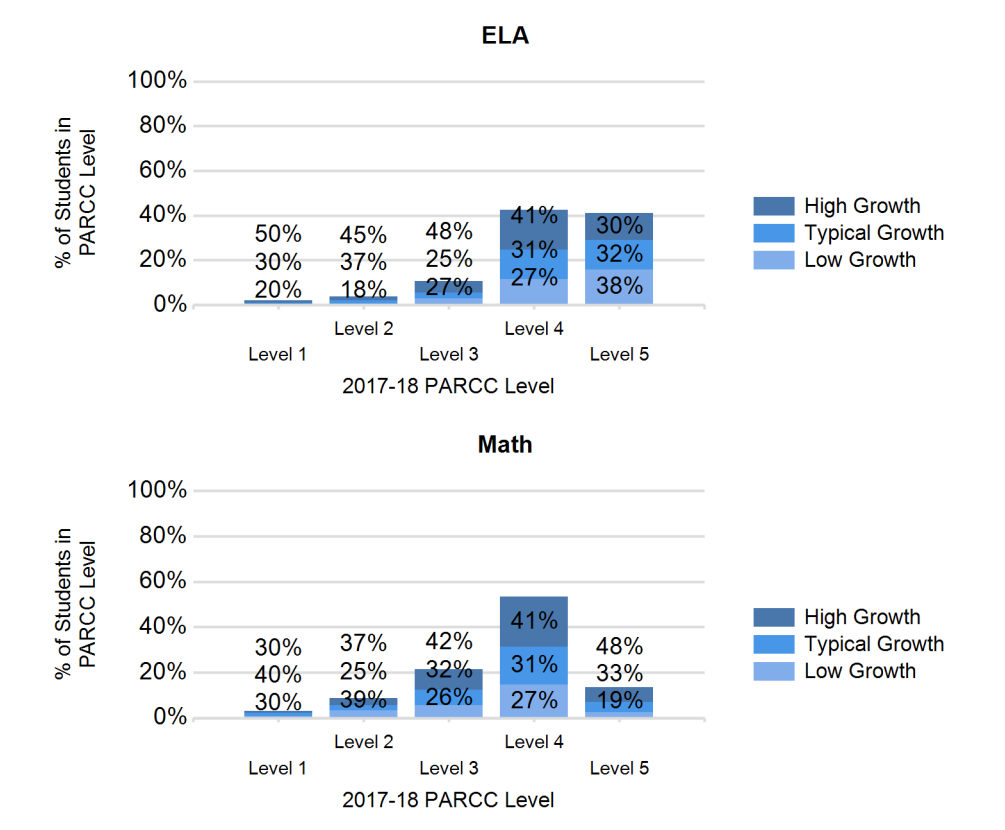
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

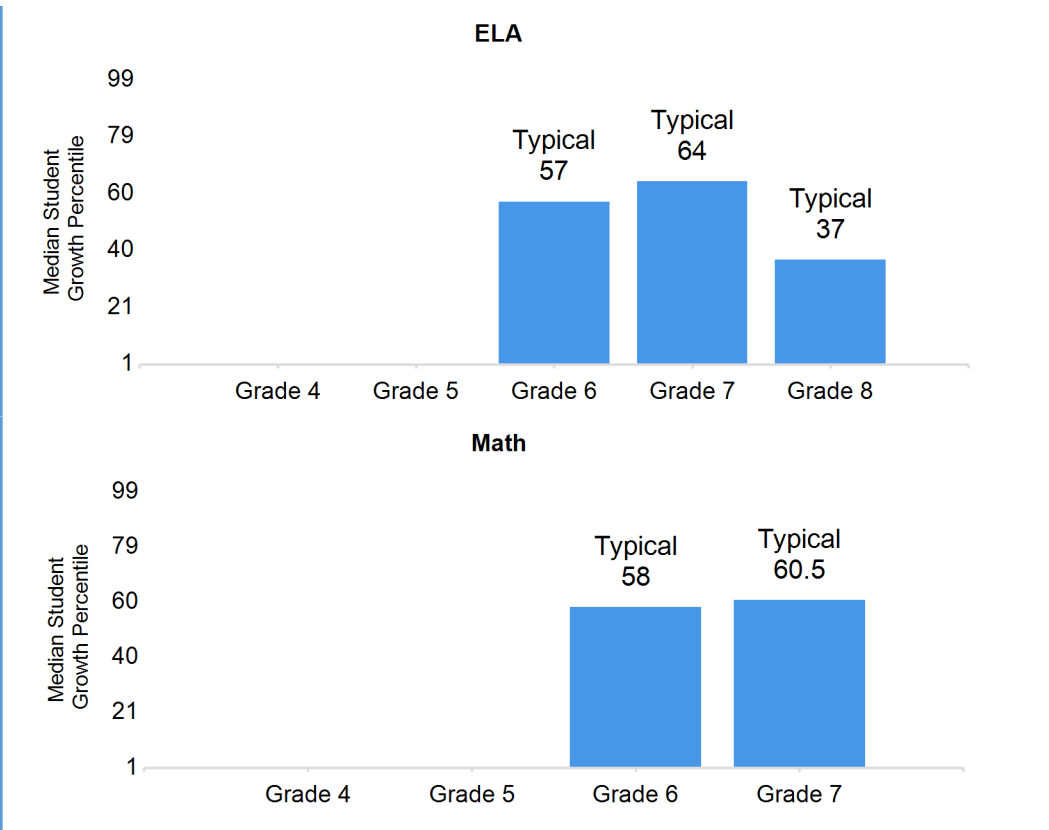
Student Growth by Performance Level

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.





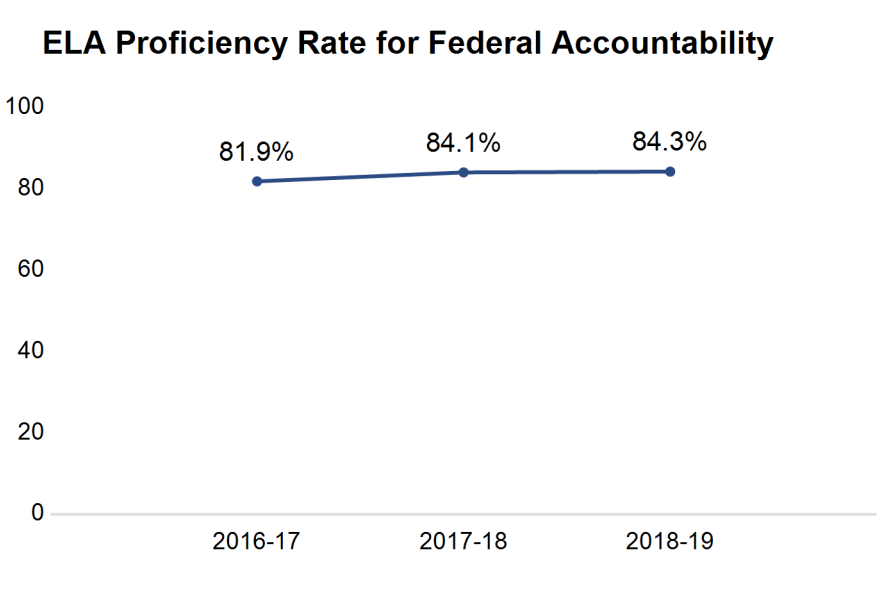
Mount Olive Middle School
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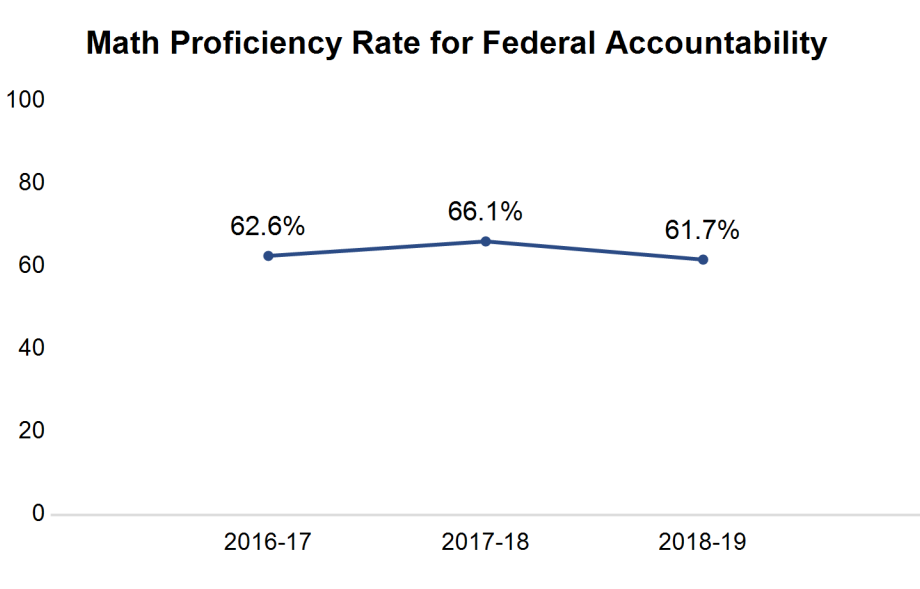
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	99.2%	99.6%	99.5%	98.8%	99.7%
Proficiency Rate for Federal Accountability	81.9%	84.1%	84.3%	62.6%	66.1%	61.7%
Annual Target	79.2%	79.3%	79.3%	62.0%	63.0%	63.9%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1041	99.6	84.3	78.6	57.9	84.3	79.3	Met Goal
White	631	99.5	85.3	80.2	66.9	85.3	80	Met Goal
Hispanic	178	100.0	77.5	69.3	43.9	77.5	72.3	Met Target
Black or African American	57	98.4	80.7	*	38.5	80.7	64.2	Met Goal
Asian, Native Hawaiian, or Pacific Islander	146	100.0	91.8	87.0	82.9	91.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	80	Met Target†
Female	520	99.6	90.2	83.2	64.8	90.2		
Male	521	99.6	78.5	73.8	51.3	78.5		
Economically Disadvantaged Students	118	100.0	67.8	63.1	40.0	67.8	60.8	Met Target
Non-Economically Disadvantaged Students	923	99.6	86.5	80.6	67.9	86.5		
Students with Disabilities	177	98.3	38.4	34.3	22.7	38.4	42.6	Met Target†
Students without Disabilities	864	99.9	93.8	87.5	65.1	93.8		
English Learners	41	100.0	70.7	*	29.3	70.7	68.1	Met Target
Non-English Learners	1000	99.6	84.9	*	60.6	84.9		
Homeless Students	*	*	*	38.9	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	88.2	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

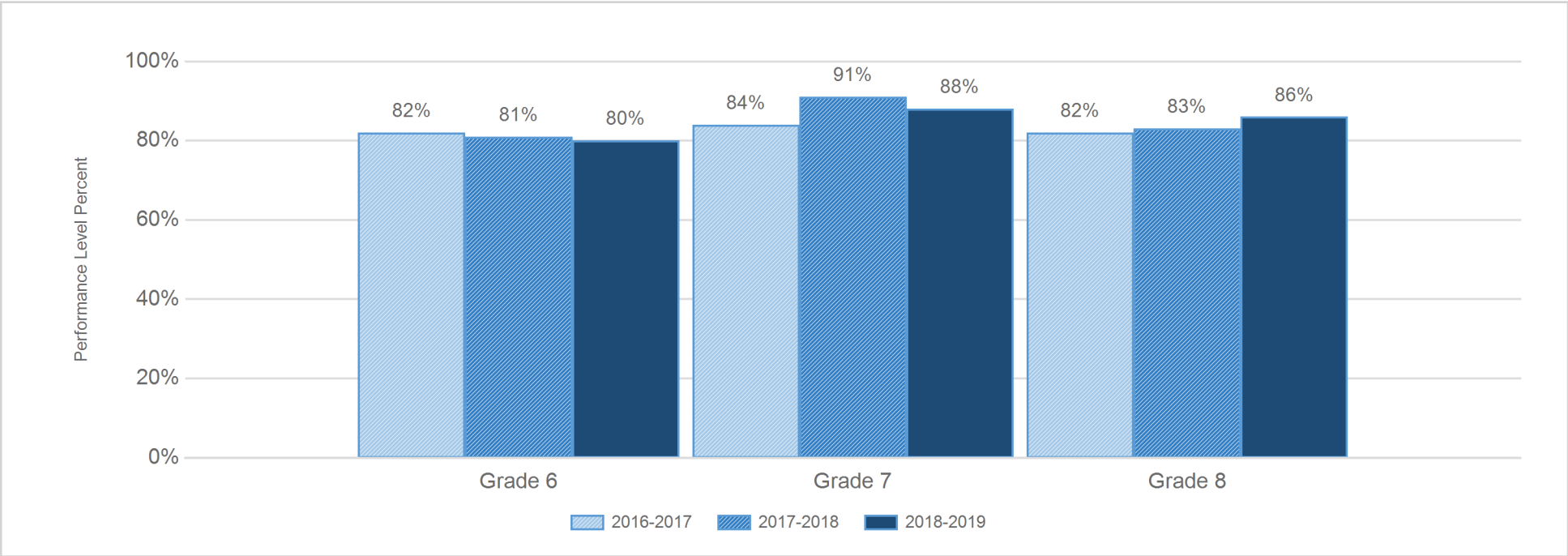


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	342	773	773	754	*	*	13%	50%	30%	80%	56%
White	198	773	773	762	*	*	11%	52%	29%	81%	65%
Hispanic	64	767	767	743	*	*	19%	55%	20%	75%	43%
Black or African American	18	758	758	738	0%	*	*	*	*	78%	36%
Asian, Native Hawaiian, or Pacific Islander	48	793	793	780	0%	*	*	*	*	88%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	14	765	765	760	0%	*	*	*	*	64%	64%
Female	169	779	779	762	*	*	9%	50%	36%	86%	64%
Male	173	768	768	748	*	*	16%	50%	24%	74%	48%
Economically Disadvantaged Students	45	757	757	740	*	*	*	*	*	62%	39%
Non-Economically Disadvantaged Students	297	776	776	763	*	*	*	*	*	82%	67%
Students with Disabilities	57	737	737	722	*	*	*	*	*	33%	19%
Students without Disabilities	285	781	781	761	*	*	*	*	*	89%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	338	791	791	761	*	*	7%	25%	62%	88%	63%
White	206	790	790	769	*	*	7%	24%	63%	87%	72%
Hispanic	55	778	778	747	*	*	*	35%	45%	80%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	50	812	812	790	0%	0%	*	*	*	98%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	173	796	796	769	*	*	*	22%	69%	91%	71%
Male	165	786	786	753	*	*	*	28%	55%	84%	55%
Economically Disadvantaged Students	43	763	763	743	*	*	*	37%	35%	72%	45%
Non-Economically Disadvantaged Students	295	795	795	771	*	*	*	23%	66%	90%	73%
Students with Disabilities	57	745	745	720	*	*	*	*	*	49%	22%
Students without Disabilities	281	800	800	769	*	*	*	*	*	95%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	358	784	784	762	4%	3%	6%	43%	43%	86%	63%
White	222	787	787	770	*	*	5%	42%	46%	89%	72%
Hispanic	59	766	766	747	*	*	*	53%	24%	76%	49%
Black or African American	20	769	769	741	*	*	*	*	*	70%	43%
Asian, Native Hawaiian, or Pacific Islander	47	799	799	794	0%	*	*	32%	62%	94%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	182	792	792	771	*	*	*	43%	50%	93%	71%
Male	176	775	775	753	*	*	*	44%	36%	80%	55%
Economically Disadvantaged Students	31	760	760	743	*	*	*	*	*	71%	45%
Non-Economically Disadvantaged Students	327	786	786	772	*	*	*	*	*	88%	72%
Students with Disabilities	52	732	732	721	*	*	*	*	*	33%	22%
Students without Disabilities	306	792	792	770	*	*	*	*	*	95%	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%



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† 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	1038	99.7	61.7	57.6	44.5	61.7	63.9	Met Target†
White	629	99.7	62.3	58.3	54.1	62.3	63	Met Target†
Hispanic	177	100.0	52.0	44.8	28.8	52.0	51.5	Met Target
Black or African American	57	98.4	36.8	*	23.0	36.8	49.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	146	100.0	83.6	77.8	76.5	83.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	63.6	Not Met
Female	519	99.8	63.4	58.1	44.9	63.4		
Male	519	99.6	59.9	57.2	44.2	59.9		
Economically Disadvantaged Students	118	100.0	36.4	36.5	26.3	36.4	43.1	Met Target†
Non-Economically Disadvantaged Students	920	99.7	64.9	60.3	54.9	64.9		
Students with Disabilities	176	98.9	14.2	20.3	17.4	14.2	25.3	Not Met
Students without Disabilities	862	99.9	71.3	64.9	50.0	71.3		
English Learners	41	100.0	41.5	*	25.0	41.5	32.6	Met Target
Non-English Learners	997	99.7	62.5	*	46.5	62.5		
Homeless Students	*	*	*	37.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	52.9	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

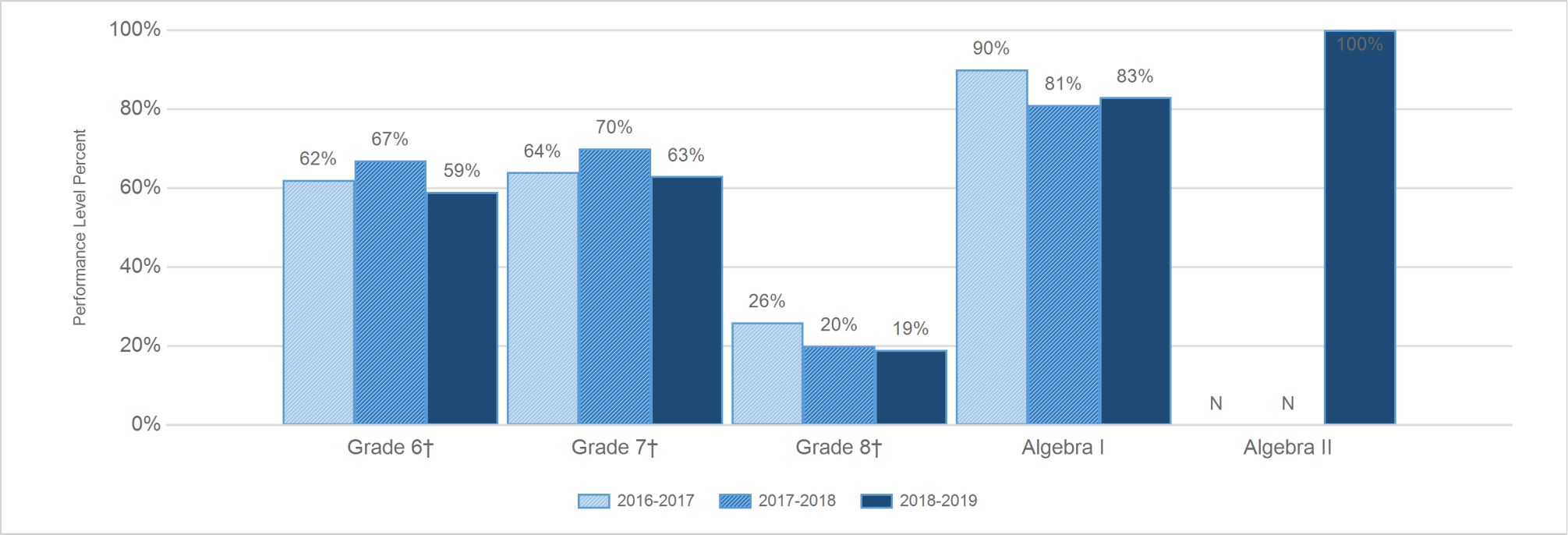


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(27-3450-040)
Grades Offered: 06-08
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Mount Olive Middle School
(27-3450-040)
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	342	754	754	741	*	*	27%	*	*	59%	41%
White	198	753	753	749	*	*	29%	45%	12%	58%	51%
Hispanic	64	749	749	729	*	19%	27%	55%	0%	55%	24%
Black or African American	18	740	740	722	*	*	61%	*	*	28%	19%
Asian, Native Hawaiian, or Pacific Islander	48	773	773	769	*	*	*	63%	25%	88%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	14	747	747	747	*	*	*	*	*	43%	48%
Female	169	754	754	742	*	*	26%	*	*	60%	42%
Male	173	754	754	740	*	*	29%	*	*	58%	40%
Economically Disadvantaged Students	45	741	741	726	*	*	42%	*	*	33%	21%
Non-Economically Disadvantaged Students	297	756	756	750	*	*	25%	*	*	63%	53%
Students with Disabilities	57	722	722	716	*	35%	37%	*	*	12%	12%
Students without Disabilities	285	761	761	746	*	6%	26%	*	*	68%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	306	758	758	744	4%	11%	22%	48%	15%	63%	42%
White	190	757	757	751	*	*	22%	51%	13%	63%	53%
Hispanic	54	749	749	733	*	*	28%	*	*	54%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	37	783	783	768	0%	0%	*	*	*	89%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	165	758	758	744	*	*	21%	50%	16%	65%	42%
Male	141	757	757	743	*	*	23%	45%	14%	60%	42%
Economically Disadvantaged Students	42	740	740	731	*	*	26%	*	*	45%	24%
Non-Economically Disadvantaged Students	264	760	760	751	*	*	22%	*	*	66%	53%
Students with Disabilities	54	721	721	718	*	*	*	*	*	17%	13%
Students without Disabilities	252	765	765	749	*	*	*	*	*	73%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Mount Olive Middle School
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	724	724	728	22%	21%	37%	19%	0%	19%	29%
White	70	728	728	737	17%	21%	41%	20%	0%	20%	38%
Hispanic	28	722	722	722	*	*	*	*	*	21%	22%
Black or African American	13	712	712	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	56	726	726	731	*	20%	46%	*	*	18%	31%
Male	65	723	723	726	*	23%	29%	*	*	20%	27%
Economically Disadvantaged Students	21	709	709	719	*	*	*	*	*	10%	20%
Non-Economically Disadvantaged Students	100	728	728	735	*	*	*	*	*	21%	36%
Students with Disabilities	50	706	706	707	*	*	*	*	*	10%	10%
Students without Disabilities	71	737	737	734	*	*	*	*	*	25%	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	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	243	777	759	744	*	*	15%	68%	15%	83%	42%
White	149	775	759	752	*	*	12%	74%	11%	86%	53%
Hispanic	32	768	747	728	0%	*	*	*	*	69%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	48	788	*	775	0%	*	*	54%	29%	83%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	128	774	760	745	*	*	16%	*	*	82%	44%
Male	115	780	757	743	*	*	14%	*	*	84%	41%
Economically Disadvantaged Students	10	763	740	727	*	*	*	*	*	60%	23%
Non-Economically Disadvantaged Students	233	777	761	752	*	*	*	*	*	84%	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	243	777	*	745	*	*	15%	68%	15%	83%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	809	765	755	0%	0%	0%	40%	60%	100%	58%
White	17	801	764	758	0%	0%	0%	*	*	100%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	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	25	809	765	755	0%	0%	0%	40%	60%	100%	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
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



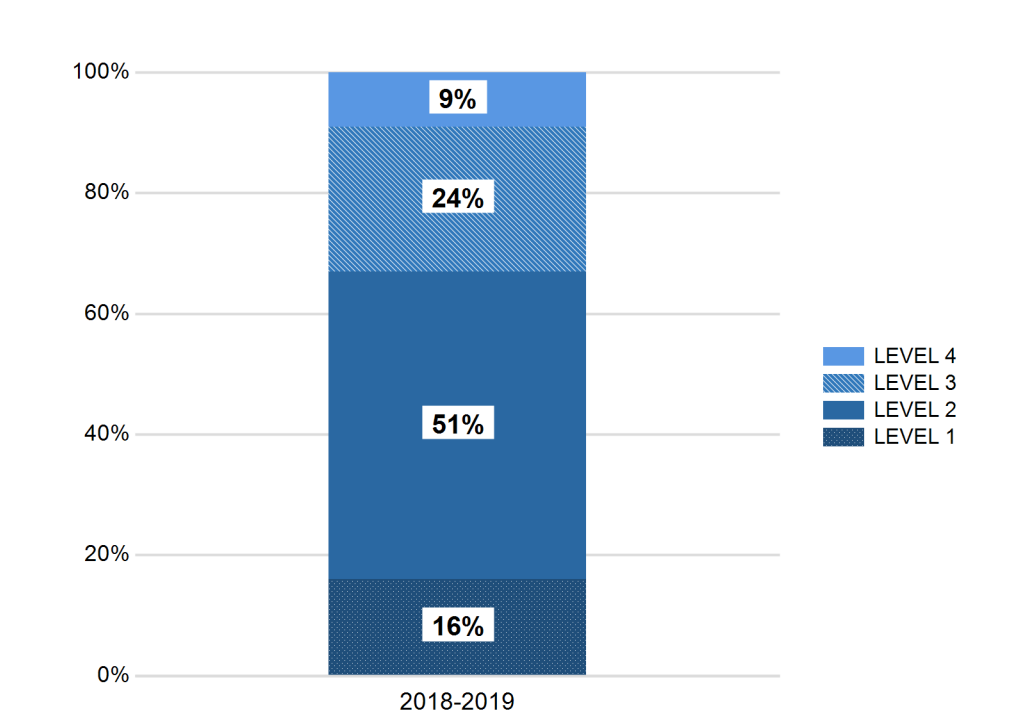
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	16	51	24	9
White	13	51	26	9
Hispanic	24	51	22	3
Black or African American	37	58	5	0
Asian, Native Hawaiian, or Pacific Islander	11	45	26	19
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	15	55	24	6
Male	17	47	25	12
Economically Disadvantaged Students	48	35	13	3
Non-Economically Disadvantaged Students	13	52	25	9
Students with Disabilities	61	38	2	0
Students without Disabilities	8	53	28	11
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	354
7	36	0	358
8	225	0	184
Total	261	0	896

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	279	282	0	0	0	0	0
8	166	86	0	0	0	0	0
Total	445	368	0	0	0	0	0



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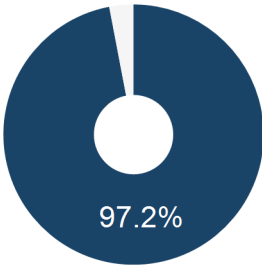
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Visual and Performing Arts – Course Participation

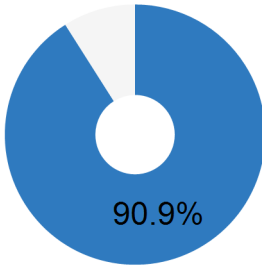
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

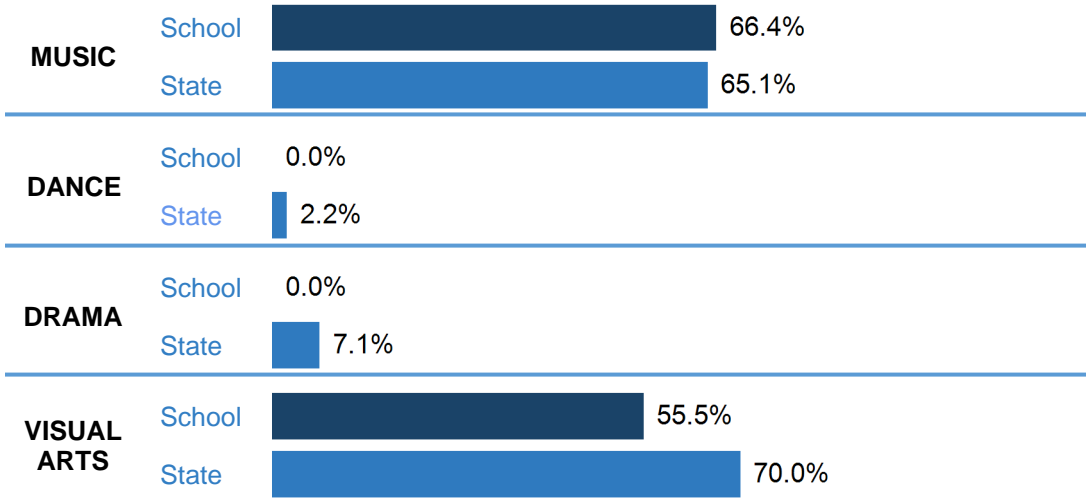


School



State

Students enrolled in one or more classes by discipline:





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

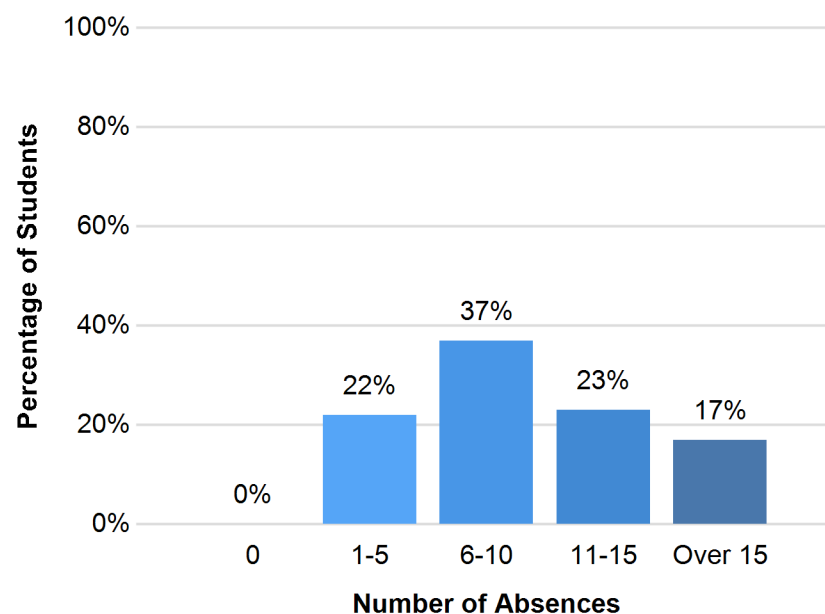
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	108	10.1	9.1	Not Met
White	61	9.5	9.1	Not Met
Hispanic	33	17.9	9.1	Not Met
Black or African American	4	6.6	9.1	Met
Asian, Native Hawaiian, or Pacific	5	3.4	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Not Met
Female	55	10.3		
Male	53	10.0		
Economically Disadvantaged Students	30	22.4	9.1	Not Met
Students with Disabilities	37	20.4	9.1	Not Met
English Learners	2	18.2	**	**
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.





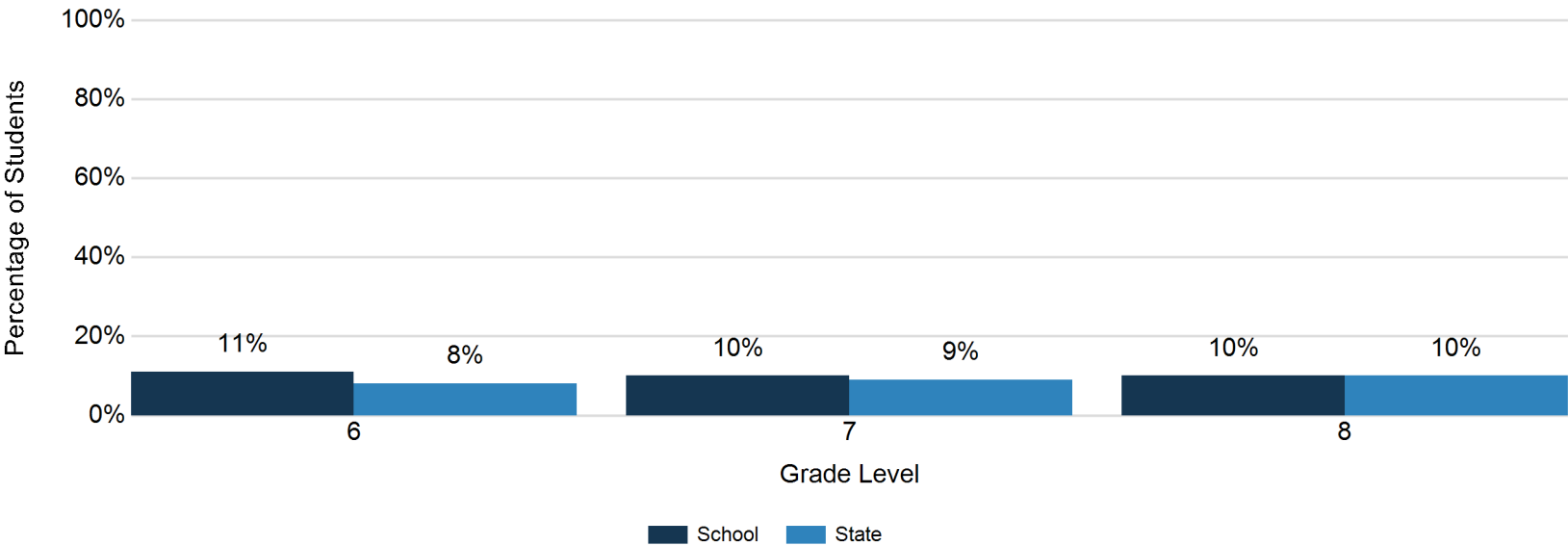
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Chronic Absenteeism by Grade

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





Mount Olive Middle School

(27-3450-040)

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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	20
Weapons	1
Vandalism	3
Substances	5
Harassment, Intimidation, Bullying (HIB)	54
Total Unique Incidents	83
Incidents Per 100 Students Enrolled	7.80

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	10	16
Religion	1	0	1
Ancestry	1	2	3
Gender	5	6	11
Sexual Orientation	2	3	5
Disability	3	1	4
Other	10	33	43
No Identified Nature	27		27

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	11
Weapons	1
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	8

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	54	5.1%
Out-of-School Suspensions	46	4.3%
Any Suspension	76	7.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
137



Mount Olive Middle School

(27-3450-040)

Grades Offered: 06-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Day

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

Category	School
Typical Start Time	7:55 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	5 Hrs. 52 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



Mount Olive Middle School
 (27-3450-040)
 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	94	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	74.5%	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	25	9,530
Average years experience in public schools	10.0	16.0
Average years experience in district	10.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	355:1	185:1
Teachers to Administrators	31:1	15:1
Students to Librarians/Media Specialists		772:1
Students to Nurses		661:1
Students to Counselors		289:1
Students to Child Study Team Members		210:1



Mount Olive Middle School
(27-3450-040)
Grades Offered: 06-08
2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.4%	79.8%	0.0%	48.4%	77.1%	54.9%
Male	49.6%	20.2%	100.0%	51.6%	22.9%	45.1%
White	60.5%	98.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.6%	1.1%	0.0%	15.0%	6.6%	13.9%
Asian	13.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	0.0%	0.0%	2.1%	0.2%	0.2%



Mount Olive Middle School
 (27-3450-040)
 Grades Offered: 06-08
 2018-2019

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	73.1%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%



Mount Olive Middle School
(27-3450-040)
Grades Offered: 06-08
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.



Mount Olive Middle School
(27-3450-040)
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2018-2019

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

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

ESSA Accountability Status

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

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

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



Mount Olive Middle School

(27-3450-040)

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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	81.9%	84.1%	84.3%
Math Proficiency	62.6%	66.1%	61.7%
ELA Growth	71	60	54
Math Growth	59	63	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.5%	50.0%
Chronic Absenteeism	8.3%	6.8%	10.1%

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



Mount Olive Middle School

(27-3450-040)

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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.



Mount Olive Middle School
 (27-3450-040)
 Grades Offered: 06-08
 2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






Mount Olive Middle School
 (27-3450-040)
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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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Mount Olive Middle School, recognized as one of the in the state, it is a dynamic learning community committed to excellence in every one of its educational pursuits.
 <p>Mission, Vision, Theme:</p>	<p>The community of the Mt. Olive Middle School is committed to excellence and creativity in education by fostering a physically and emotionally safe environment, promoting individual initiative and responsibility, while encouraging lifelong learning.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Mount Olive Middle School is in the midst of a revolutionary transition as we redefine our vision, focus and goals for students and professional staff alike. We are a comprehensive middle school with a wide array of academic, athletic and co-curricular offerings that have proven to be some of the best in the state of New Jersey. Our students are provided with opportunities for self-discovery while at the same time prepared to become active participants of our global society. Mount Olive Middle School is a grade 6-8 all-inclusive middle school with an enrollment of 1,100 students that is accredited by the New Jersey Department of Education.</p>





Mount Olive Middle School
 (27-3450-040)
 Grades Offered: 06-08
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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p> We have and will continue to raise the bar as it pertains to our educational programs, curricular offerings, student performance and staff development. We take a great deal of pride in the variety, quality and magnitude of the experiences we provide to our students. Many of our students have been recognized for excellence in both curricular and co-curricular endeavors, such as, Mount Olive Robotics The Gifted and Talented program has produced individual and team champions in competitions, as well as, received recognition for numerous community and civic events.. We are recognized for having one of the finest music programs in the state. Student Council and Class Council play integral roles in improving our high school climate and culture. The students involved in school government gain valuable experience in these leadership capacities. Many of our student associations are very community-oriented. Volunteering throughout the community, conducting fundraisers for charitable org </p>
<div>  <div> Sports and Athletics: </div> </div>	<p> Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys) </p> <p> Marauder athletics has experienced a great deal of success. We have established a tradition based on a commitment to excellence, and have been characterized by our competitive and spirited play. We feel very strongly that participation in interscholastic athletic competition is part of a complete high school experience. Over 50% of our students participate in at least one sport each school year. Facility upgrades and a bona fide strength and conditioning program have had a positive impact on student-athlete training and performance. A number of our coaches have earned local, state and national accolades of excellence. </p>




Mount Olive Middle School
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 <div>Staff and Professional Learning:</div>	<p>A highly qualified staff of educators has been and will continue to be attracted to Mount Olive Middle School. Our faculty is committed to continued professional development that will increase student achievement, expose students to the endless bounds of technology, and provide depth and quality of curricular delivery and varied instructional strategies. Our faculty takes advantage of and seeks opportunities to grow professionally by enrolling in graduate courses, workshops, and in-service day programs.</p>
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Mount Olive Middle School
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 <div>Student Supports and Services:</div>	<p> The Mount Olive Middle School provides students with a bounty of resources and supports to help grow their academic interest and goals. We have moved to the RTI model to track and implement interventions for all students, We offer, Tutoring, a Homework club that meets multiple times a week, ICS supports in all mainstream class. Our district is the first in the state of New Jersey to name a Director of Social Emotional Learning. The Directors role is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. </p>
 <div>Parent and Community Involvement:</div>	<p> Our School has an active PTO that organizes, runs and/or sponsors numerous student events. The PTO has run carnivals, Pep Rallies, help multiple dances and organized events with locate businesses such as Skyzone. The also diligently work to raise scholarship opportunities for staff in the building. </p>




Mount Olive Middle School
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 <div>School Safety:</div>	<p>The Mount Olive Middle School provides a safe and secure environment for its students and staff. The building is overseen by a former Police Officer that coordinated several security personnel. They work to check in visitors, assist with evacuations and connect with students. We have over 50 cameras throughout the building.</p>
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Mount Olive Middle School
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 <div>Technology and STEM:</div>	Our rigorous and challenging curriculum prepares our students for educational pursuits even beyond high school. Computer application, robotics, television production, computer graphics, and Maker Space Clubs are just a few examples of the technological capabilities available at Mount Olive High School.
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Mountain View Elementary School
(27-3450-060)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Mountain View Elementary School**

(27-3450-060)

Grades Offered: PK-05

2018-2019

Report Key:

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N No Data is available to display

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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	Morris
District	Mount Olive Township School District
Principal Name	Mrs. Melissa Kolenski
Address	118 CLOVER HILL DRIVE FLANDERS, NJ 07836
Phone Number	973-927-2201
Email Address	melissa.kolenski@motsd.org
Website	https://www.motsd.org/mvs/
Twitter	https://twitter.com/MtView07836



Mountain View Elementary School
(27-3450-060)
Grades Offered: PK-05
2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	54	63	61
KG	54	61	71
1	61	61	78
2	71	58	67
3	84	72	68
4	61	81	70
5	77	61	88
Total	462	457	503

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	50.2%	50.1%	49.5%
Male	49.8%	49.9%	50.5%
Economically Disadvantaged Students	9.1%	10.7%	14.5%
Students with Disabilities	22.9%	25.2%	26.8%
English Learners	3.9%	3.9%	4.2%
Homeless Students	0.4%	0.2%	0.8%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.4%	0.4%	0.8%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	64.3%	64.3%	63.8%
Hispanic	13.0%	14.7%	17.1%
Black or African American	6.1%	5.0%	4.6%
Asian	12.6%	10.3%	9.7%
Native Hawaiian or Pacific Islander	0.4%	0.7%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.7%	5.0%	4.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	52	63	61
PK - Full Day	2	0	0
KG - Half Day	54	61	71
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	82.1%
Spanish	8.7%
Arabic	1.8%
Gujarati	1.4%
Other Languages	6.0%



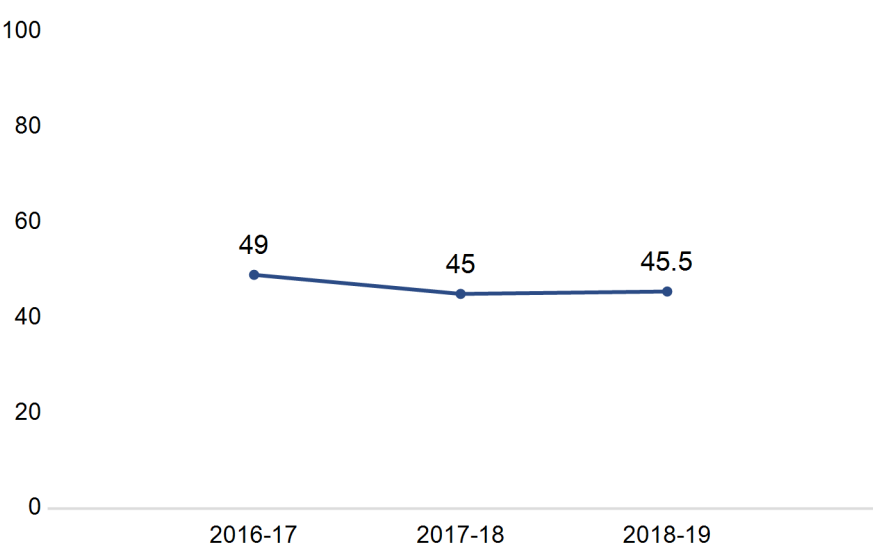
Mountain View Elementary School
(27-3450-060)
Grades Offered: PK-05
2018-2019

Report Key:
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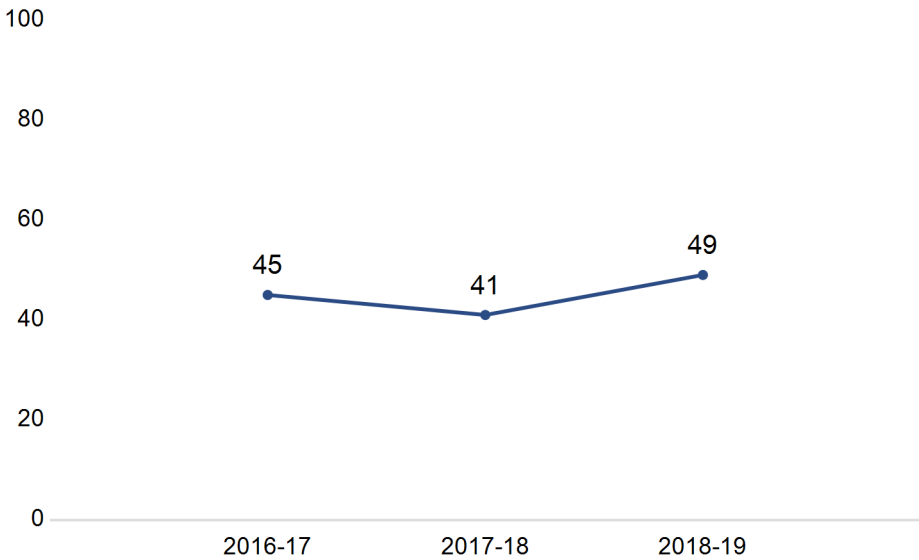
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	45	45.5	45	41	49
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45.5	51	50	Met Standard	49	49	50	Met Standard
White	46	51	50	Met Standard	46	48	52	Met Standard
Hispanic	35	48	49	Not Met	49	45.5	47	Met Standard
Black or African American	*	39.5	45	**	*	41.5	43	**
Asian, Native Hawaiian, or Pacific Islander	59	60	59	**	59	61	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	44	49	**	*	44	52	**
Female	51	53	53	N	49	49	50	N
Male	43	50	47	N	48	50	51	N
Economically Disadvantaged Students	52	47	48	**	51	40	46	**
Students with Disabilities	43.5	45	43	Met Standard	42	36	45	Met Standard
English Learners	*	55.5	52	**	*	39	50	**
Homeless Students	*	63.5	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Mountain View 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.

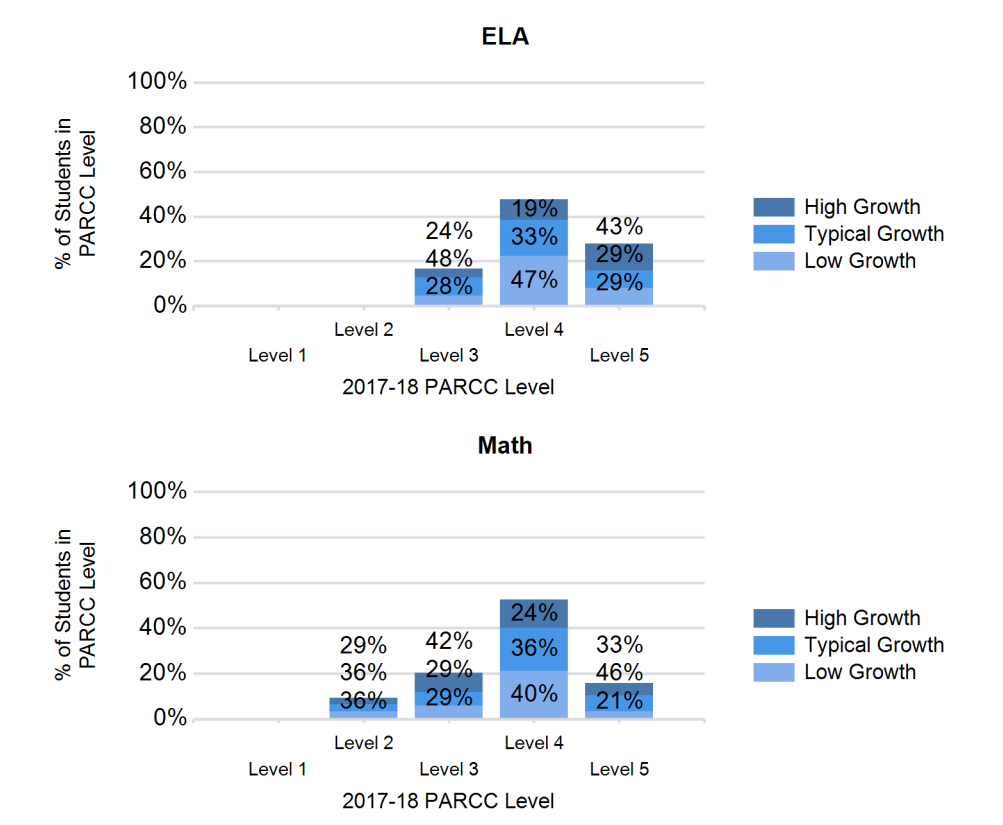
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

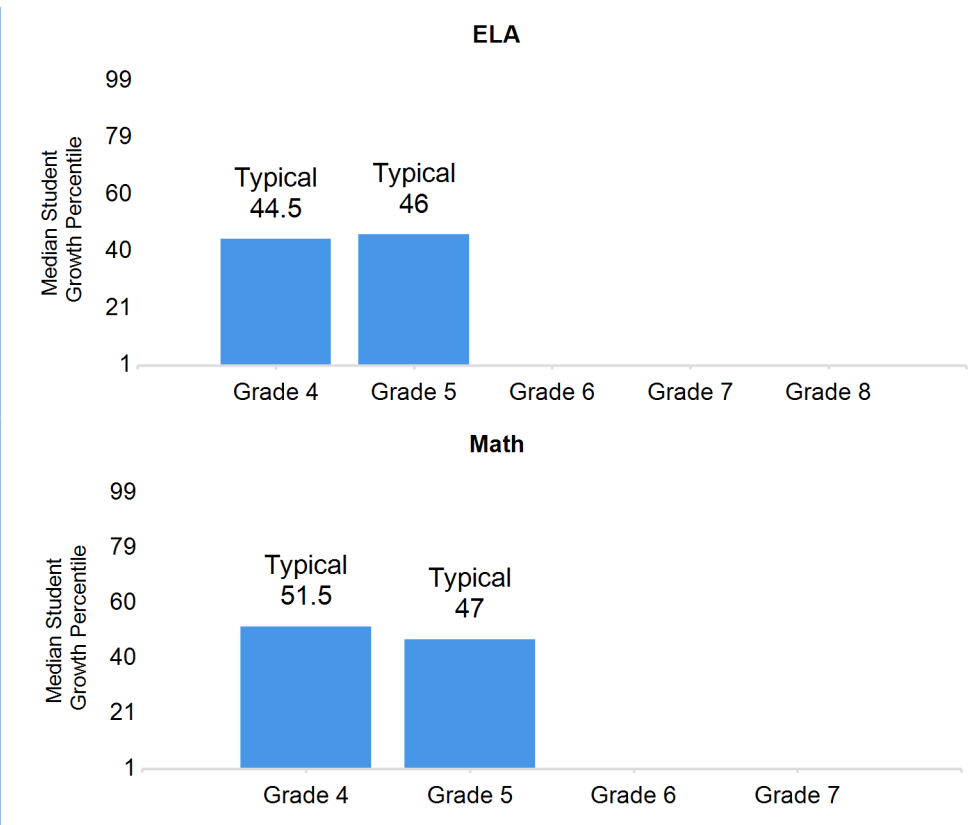
Student Growth by Performance Level

Student Growth by Grade

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.



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



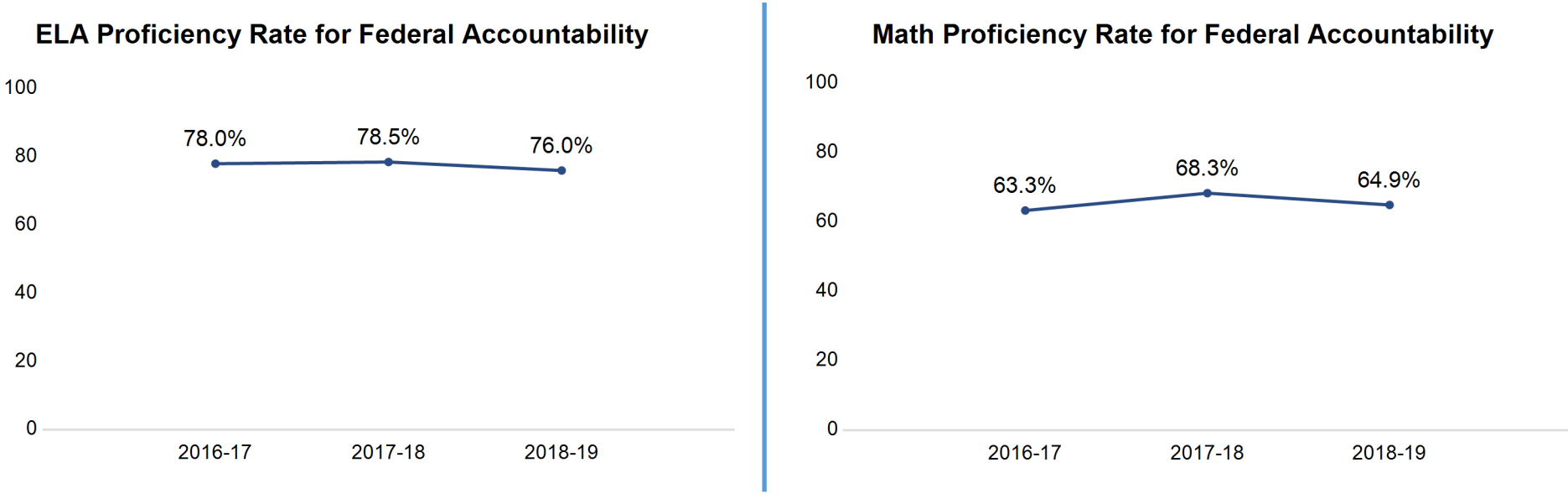


Mountain View Elementary School
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Grades Offered: PK-05
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	99.6%	99.5%	100.0%	99.6%
Proficiency Rate for Federal Accountability	78.0%	78.5%	76.0%	63.3%	68.3%	64.9%
Annual Target	73.3%	73.6%	74.0%	63.3%	64.2%	65.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Mountain View Elementary School
(27-3450-060)
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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	225	99.6	76.0	78.6	57.9	76.0	74	Met Target
White	145	99.3	75.2	80.2	66.9	75.2	73.3	Met Target
Hispanic	37	100.0	73.0	69.3	43.9	73.0	70.6	Met Target
Black or African American	12	100.0	66.7	*	38.5	66.7	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	90.5	87.0	82.9	90.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	10	100.0	80.0	*	64.4	80.0	**	**
Female	125	99.2	80.0	83.2	64.8	80.0		
Male	100	100.0	71.0	73.8	51.3	71.0		
Economically Disadvantaged Students	22	100.0	77.3	63.1	40.0	77.3	49.4	Met Target
Non-Economically Disadvantaged Students	203	99.5	75.9	80.6	67.9	75.9		
Students with Disabilities	40	100.0	35.0	34.3	22.7	35.0	40.3	Met Target†
Students without Disabilities	185	99.5	84.9	87.5	65.1	84.9		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	38.9	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	88.2	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

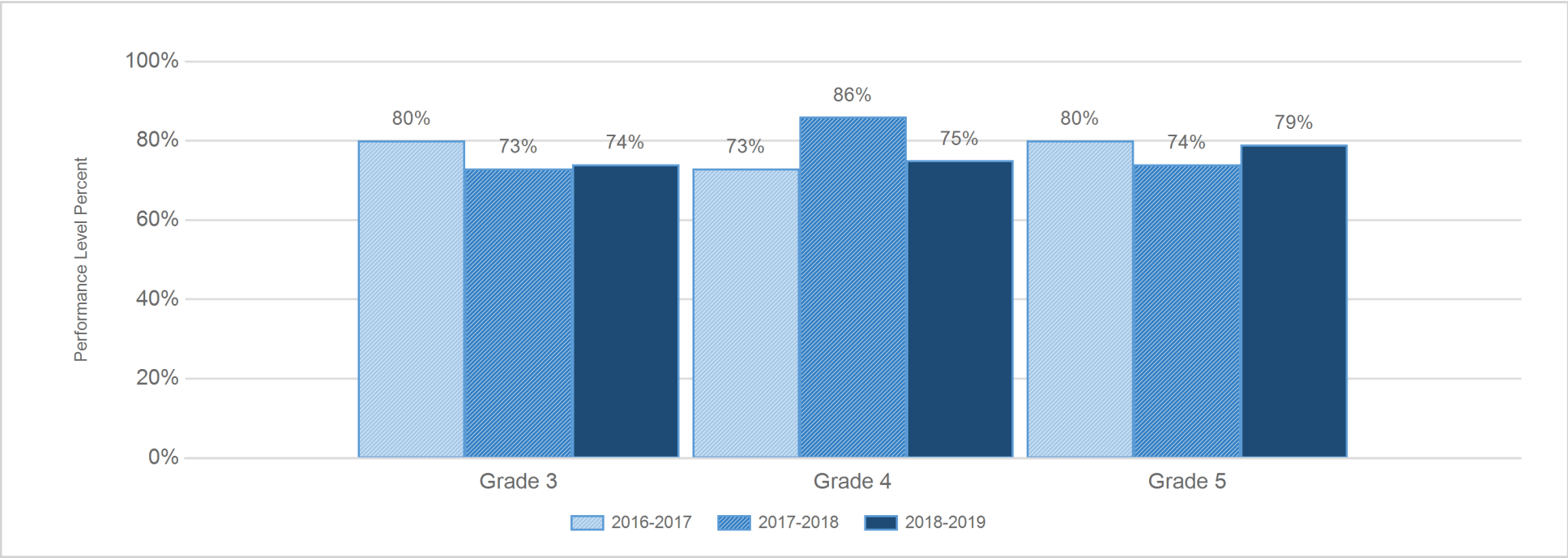


Mountain View Elementary School
(27-3450-060)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	769	767	748	*	*	19%	*	*	74%	50%
White	42	764	767	757	*	*	*	*	*	67%	60%
Hispanic	14	773	757	734	0%	0%	*	*	*	79%	36%
Black or African American	*	*	759	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	787	756	*	*	*	*	*	*	58%
Female	39	770	773	753	*	*	*	*	*	74%	55%
Male	29	768	761	743	*	*	*	*	*	72%	46%
Economically Disadvantaged Students	*	*	758	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	768	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	730	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	735	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Mountain View Elementary School
(27-3450-060)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	771	769	755	*	*	15%	49%	26%	75%	57%
White	50	775	769	763	0%	*	*	54%	22%	76%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	763	762	*	*	*	*	*	*	64%
Female	39	779	773	760	*	*	*	*	*	85%	62%
Male	33	761	763	750	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	*	*	753	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	771	765	*	*	*	*	*	*	69%
Students with Disabilities	20	742	737	725	*	*	*	*	*	40%	25%
Students without Disabilities	52	781	776	761	*	*	*	*	*	88%	64%
English Learners	*	*	715	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	773	768	756	*	*	15%	56%	23%	79%	58%
White	50	776	770	764	0%	*	*	58%	24%	82%	68%
Hispanic	16	761	*	743	*	*	*	*	*	75%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	45	773	770	761	*	*	*	*	*	82%	64%
Male	37	774	766	750	*	*	*	*	*	76%	52%
Economically Disadvantaged Students	*	*	755	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	770	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	225	99.6	64.9	57.6	44.5	64.9	65	Met Target†
White	146	100.0	66.4	58.3	54.1	66.4	66.7	Met Target†
Hispanic	37	100.0	56.8	44.8	28.8	56.8	53.1	Met Target
Black or African American	11	91.7	45.5	*	23.0	43.8	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	85.7	77.8	76.5	85.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	100.0	50.0	*	53.3	50.0	**	**
Female	125	99.2	63.2	58.1	44.9	63.2		
Male	100	100.0	67.0	57.2	44.2	67.0		
Economically Disadvantaged Students	22	100.0	59.1	36.5	26.3	59.1	35.8	Met Target
Non-Economically Disadvantaged Students	203	99.5	65.5	60.3	54.9	65.5		
Students with Disabilities	39	97.6	30.8	20.3	17.4	30.8	32.2	Met Target†
Students without Disabilities	186	100.0	72.0	64.9	50.0	72.0		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	37.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	52.9	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

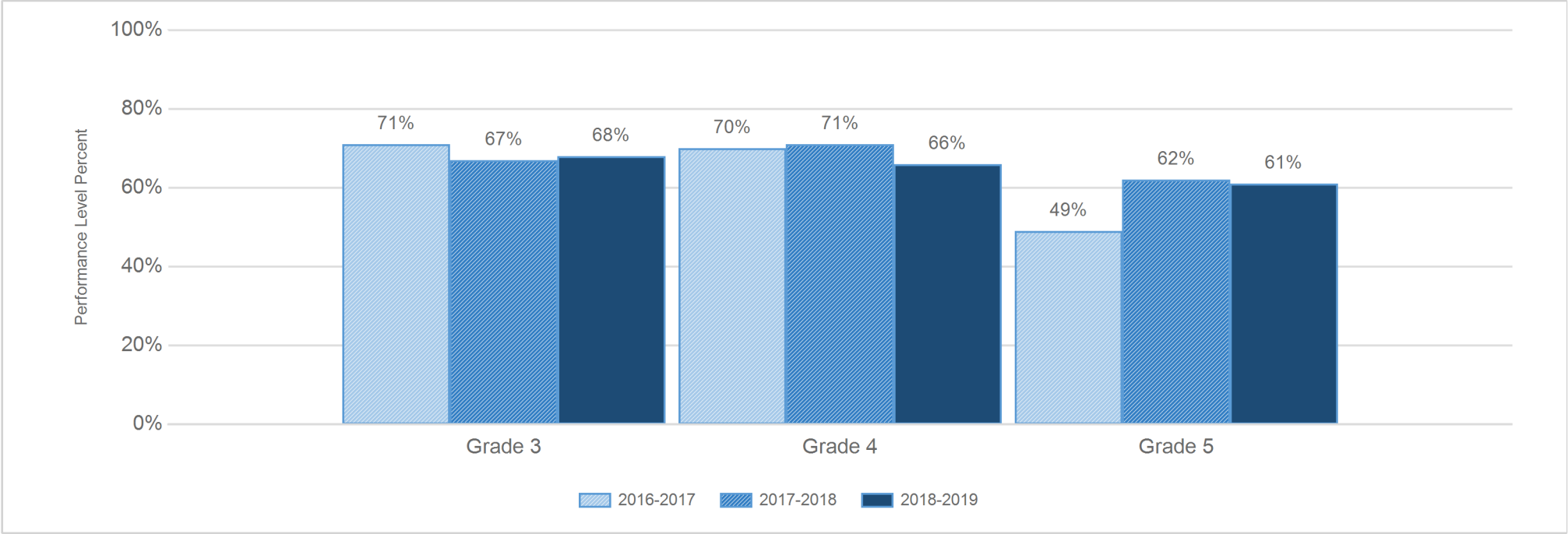


Mountain View Elementary School
(27-3450-060)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	764	762	752	*	*	21%	46%	22%	68%	55%
White	42	761	761	760	*	*	26%	*	*	62%	66%
Hispanic	14	761	752	739	*	*	*	*	*	71%	40%
Black or African American	*	*	757	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	777	758	*	*	*	*	*	*	62%
Female	39	759	762	751	*	*	*	*	*	62%	54%
Male	29	772	761	752	*	*	*	*	*	76%	56%
Economically Disadvantaged Students	*	*	753	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	763	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	60%
English Learners	*	*	740	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	762	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Mountain View Elementary School
(27-3450-060)
Grades Offered: PK-05
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	761	758	749	*	*	24%	*	*	66%	51%
White	50	765	759	757	*	0%	26%	*	*	72%	62%
Hispanic	*	*	744	737	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	38	762	756	749	*	*	*	*	*	63%	50%
Male	33	761	761	749	*	*	*	*	*	70%	52%
Economically Disadvantaged Students	*	*	743	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	19	737	736	726	*	*	*	*	*	32%	25%
Students without Disabilities	52	770	763	754	*	*	*	*	*	79%	56%
English Learners	*	*	720	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	760	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	756	753	747	0%	13%	25%	*	*	61%	47%
White	51	757	754	755	0%	*	25%	*	*	65%	58%
Hispanic	16	749	*	735	0%	*	*	*	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	46	755	752	747	0%	*	22%	*	*	65%	47%
Male	37	757	754	747	0%	*	30%	*	*	57%	47%
Economically Disadvantaged Students	*	*	742	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	754	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	722	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	754	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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
3	*	*
4	N	N
5	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	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	12	*	*
3-4	*	*	*
5 or more	*	*	*



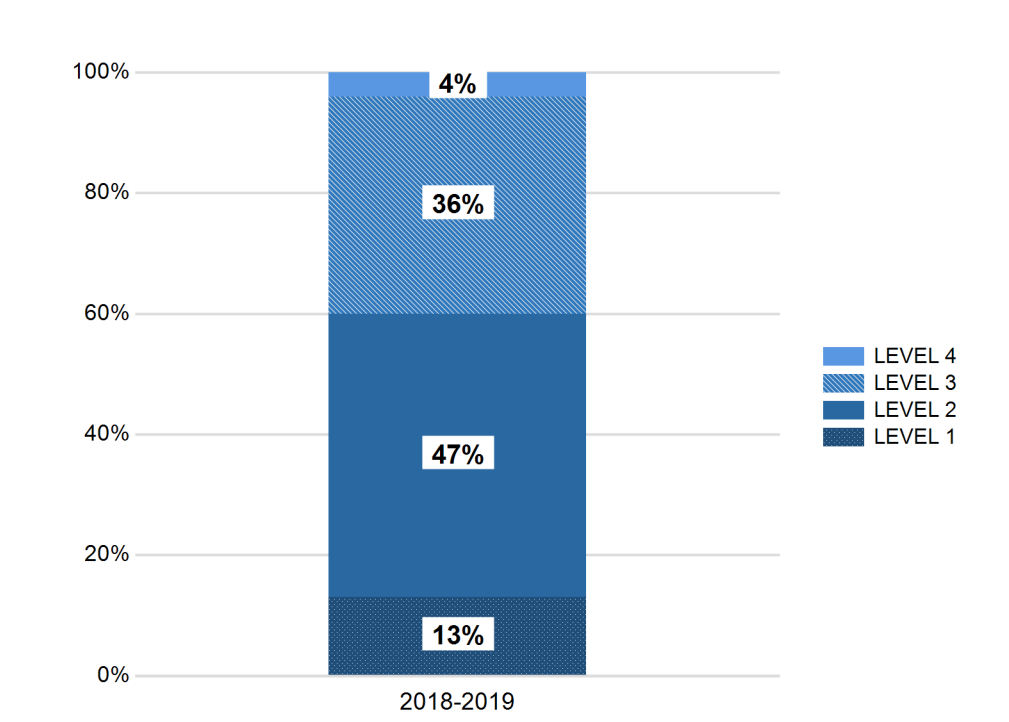
Mountain View Elementary School
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2018-2019

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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 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	13	47	36	4
White	8	53	33	6
Hispanic	25	44	31	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	11	52	37	0
Male	16	41	35	8
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

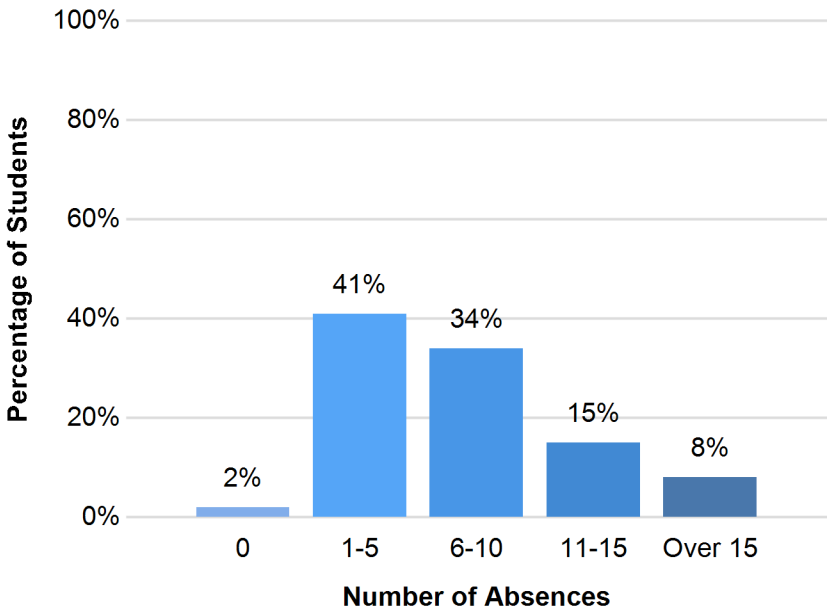
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	4.4	8.9	Met
White	13	4.5	8.9	Met
Hispanic	2	2.9	8.9	Met
Black or African American	2	10.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	2	5.0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	11	4.8		
Male	8	3.9		
Economically Disadvantaged Students	7	12.1	8.9	Not Met
Students with Disabilities	2	2.7	8.9	Met
English Learners	1	5.0	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





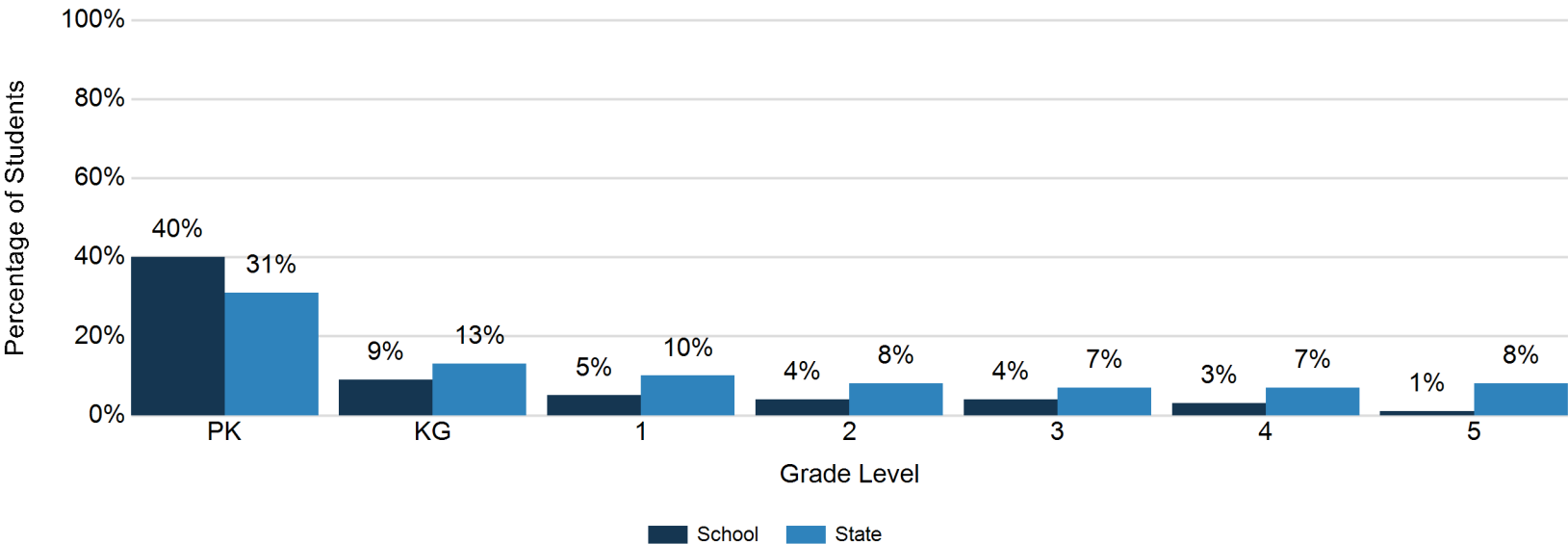
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Chronic Absenteeism by Grade

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





Mountain View Elementary School

(27-3450-060)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

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	1	1
Other	1	0	1
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



Mountain View Elementary School

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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	8:30 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 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	41	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	73.2%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	10.0	16.0
Average years experience in district	10.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	503:1	185:1
Teachers to Administrators	41:1	15:1
Students to Librarians/Media Specialists		772:1
Students to Nurses		661:1
Students to Counselors		289:1
Students to Child Study Team Members		210:1



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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	49.5%	92.7%	100.0%	48.4%	77.1%	54.9%
Male	50.5%	7.3%	0.0%	51.6%	22.9%	45.1%
White	63.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	73.1%	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	97.3%



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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.



Mountain View Elementary School

(27-3450-060)

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2018-2019

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	78.0%	78.5%	76.0%
Math Proficiency	63.3%	68.3%	64.9%
ELA Growth	49	45	46
Math Growth	45	41	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		71.4%	76.9%
Chronic Absenteeism	4.4%	4.3%	4.4%

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



Mountain View Elementary School
(27-3450-060)
Grades Offered: PK-05
2018-2019

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

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

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

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

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



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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






Mountain View Elementary 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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Mountain View worked to enhance Blended Learning. Teachers used Google Classroom for student discussion and choice. Teachers were certified as Google Level 1 and 2 to increase student opportunities Students began the WINN (What I Need Now) program at Mountain View. After analyzing data, students broke into targeted groups based upon needed skills. This is differentiation at it's finest! Mountain View earned Bronze level Future Ready Certification. This certification looked at three main areas: Leadership, Technology and Education/Classroom Practices.
 <p>Mission, Vision, Theme:</p>	<p>Mountain View School on a whole is innovative and always seeking to build our students into 21st Century thinkers and learners. Through the use of Personalized Learning, we have based daily lessons to attend to the specific individual needs of students. Students are given choice of methods to practice skills and ways they will be assessed. STEAM activities are used on a daily basis to promote thinking "outside the box", Creativity and Collaboration. Each student took part in a Escaped Classroom where they needed to work together to solve clues based upon thematic units of study. They were given opportunities to code and create new ideas. Our fifth grade class partook in the TREP\$ program where they created a product, marketed it and sold it at a Market Place. Our school held its annual STEAM night where parents and students came to worked together to solve challenges.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Future Ready Bronze Level Certification Cheryl Conte was named Teacher of the Year Multiple teachers earned Google Level 1 and 2 Educator Certification</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>Students had the opportunity to partake in Gifted and Talented both in school and after. Through the use of differentiation and Project Based Learning, students identified as Gifted and Talented were able to soar to new academic heights. Both Art and Music talents are also highlighted. Students could tryout for Show Choir as well Gifted and Talented Art. They met weekly to enhance their craft and practice their shows.</p>
 <div>Clubs and Activities:</div>	<p>Students applied to be part of Safety Patrol through a rigorous application that required them to explain, in detail, why they should be chosen as leaders for our school. Our advisers chose students that displayed good pillars of character education and met with them periodically to evaluate routines and plan for change. Fifth graders were all invited to participate in the TREP\$ entrepreneur program that allowed them to create, market and sell a product.</p>





Mountain View Elementary School
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<div>  <div>Before and After School Programs:</div> </div>	<p>Mountain View uses Alpha Best for Before and After School Care. Through district initiative students identified as falling below standard through the Link-It Assessments, were invited to attend the Mount Olive Success Academy up to three times per week either before of after school.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Teachers met weekly in Professional Learning Communities. During these meetings, they planned and discussed means of Blended and Personalized Learning, ways to enhance student achievement and best practices for student success.</p>



Mountain View Elementary School

(27-3450-060)

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2018-2019

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Student Supports and Services:

Students identified as English Language Learners received services daily; mainly within the classroom while some were pulled in small groups. Mountain View School utilized Response to Intervention to identify and target deficit skills and treat with research based intervention. Through this process, student progress was monitored for individual future planning.



Student Health and Wellness:

Our school Nurse conducts height and weight checks for students of all ages. She screens for scoliosis on the fifth grade students as well as other state mandated screenings. We adhere to Health and Wellness policy as labeled through number 505 of our district approved policies. Our students participated in the Teddy Bear Clinic sponsored by St. Claire's hospital. Nurses promote food allergy awareness. Our school is compliant with Janet's Law and follow all the guidelines outlined. Students whom qualify are given free or reduced breakfast and lunch through the state. All students participate in 45 minute Physical Education classes twice weekly and recess on a daily basis. Students also participated in Project ACES on May 1, 2019 and danced with the assistance of fifth grade leaders.



Parent and Community Involvement:

The Flanders Parent Teacher Association meets monthly to plan community activities for both in school and out. These activities include, but are not limited to: a drum workshop, a wolf visit, BMX Bike show that promotes good character, Trunk or Treat, Father/Daughter Dance, Mother/Son Dance, Science Fair as well as provided students with school necessities such as planners and folders. Mountain View School holds an annual STEAM Night where parents and their children come for a night of thinking and fun!





Mountain View Elementary School
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 <div>Facilities:</div>	Our facilities are up to date and our recently renovated state of the art Library continues to engage and excite students for learning.
 <div>School Safety:</div>	Our school safety team met to enhance character initiatives. Through this process, we have a formal program that educates students on pillars of good characters. The Kindness Ambassadors Club was formed and students are spreading kindness throughout our building. We follow state guidelines for Emergency Procedures and practice for emergencies twice monthly. Arrival and Dismissal plans were reviewed and modified to ensure student and community safety.





Mountain View Elementary School
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 <div>Technology and STEM:</div>	<p>Mountain View is 1:1 for all grades 2-5. Teachers utilized Google Classroom as a means of student collaboration, education and choice. Teachers were trained and certified at Google Level 1 and 2 Educators to increase opportunities for students. Through Blended Learning students increased in knowledge and experience. STEAM activities are used on a daily basis to promote thinking "outside the box", Creativity and Collaboration. Each student took part in an Escaped Classroom where they needed to work together to solve clues based upon thematic units of study. They were given opportunities to code and create new ideas.</p>
 <div>Early Childhood Education:</div>	<p>Our Preschool program has increased in enrollment, so much so that we added two classes. We now have 8 sections of pre-K, 2 of which are inclusion settings.</p>



Sandshore Rd. Elementary School
(27-3450-065)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Sandshore Rd. Elementary School**

(27-3450-065)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Morris
District	Mount Olive Township School District
Principal Name	Ms. Nicole Musarra
Address	498 SANDSHORE ROAD BUDD LAKE, NJ 07828
Phone Number	973-691-4003
Email Address	nicole.musarrajennifer.olsyn@motsd.org
Website	https://www.motsd.org/sse
Twitter	https://twitter.com/MOSandshore



Sandshore Rd. Elementary School

(27-3450-065)

Grades Offered: KG-05

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	66	69	63
1	67	83	79
2	73	69	87
3	73	73	77
4	62	74	77
5	71	65	74
Total	412	433	457

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	50.0%	48.3%	47.0%
Male	50.0%	51.7%	53.0%
Economically Disadvantaged Students	8.7%	8.8%	6.8%
Students with Disabilities	17.7%	18.9%	17.1%
English Learners	4.4%	5.1%	5.3%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.5%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	1.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	65.3%	66.1%	63.0%
Hispanic	9.0%	10.2%	12.0%
Black or African American	6.6%	5.3%	5.7%
Asian	16.0%	15.5%	16.6%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.9%	2.8%	2.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	66	69	63
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	77.2%
Spanish	5.7%
Telugu	2.4%
Tamil	2.0%
Urdu	1.5%
Other Languages	11.2%



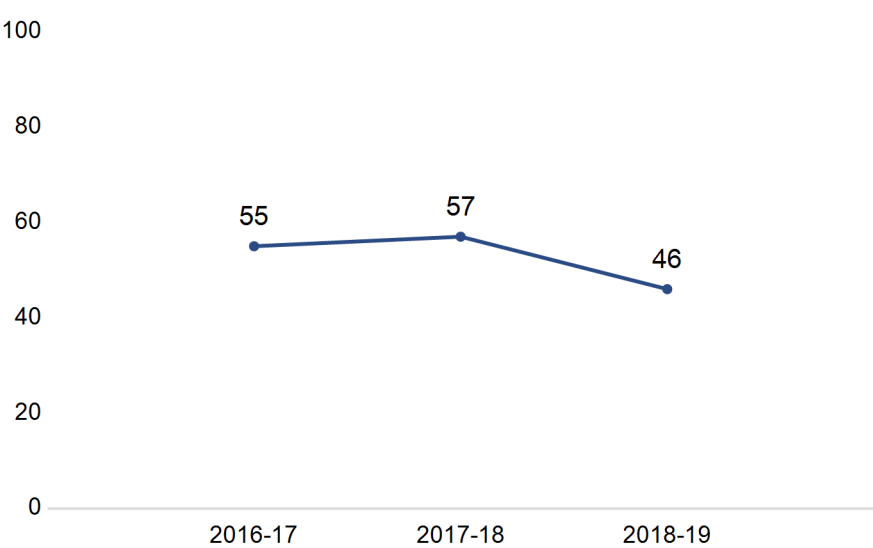
Sandshore Rd. Elementary School
(27-3450-065)
Grades Offered: KG-05
2018-2019

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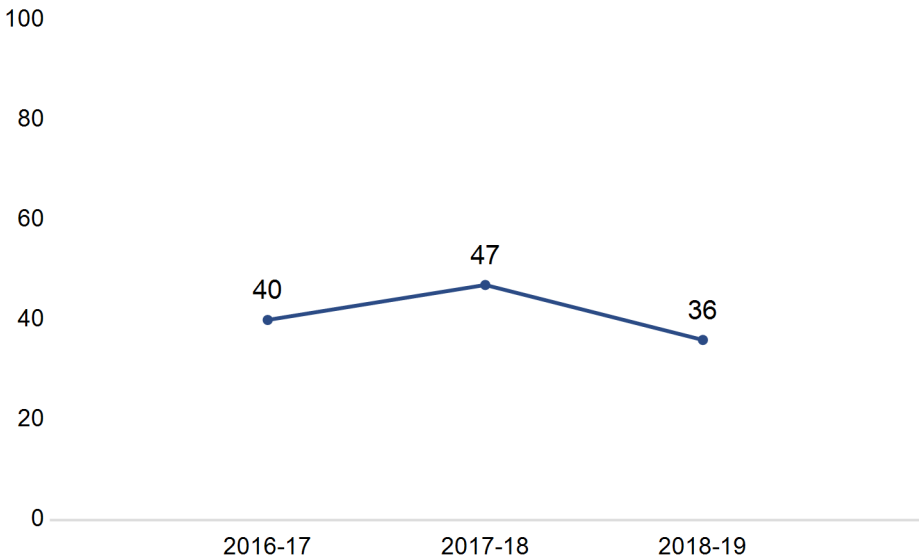
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	57	46	40	47	36
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Sandshore Rd. Elementary School
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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46	51	50	Met Standard	36	49	50	Not Met
White	45	51	50	Met Standard	34	48	52	Not Met
Hispanic	40.5	48	49	**	39	45.5	47	**
Black or African American	*	39.5	45	**	*	41.5	43	**
Asian, Native Hawaiian, or Pacific Islander	72.5	60	59	Exceeds Standard	36	61	60	Not Met
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	44	49	**	*	44	52	**
Female	49	53	53	N	37	49	50	N
Male	45	50	47	N	34	50	51	N
Economically Disadvantaged Students	*	47	48	**	*	40	46	**
Students with Disabilities	34	45	43	Not Met	39	36	45	Not Met
English Learners	50	55.5	52	**	32.5	39	50	**
Homeless Students	*	63.5	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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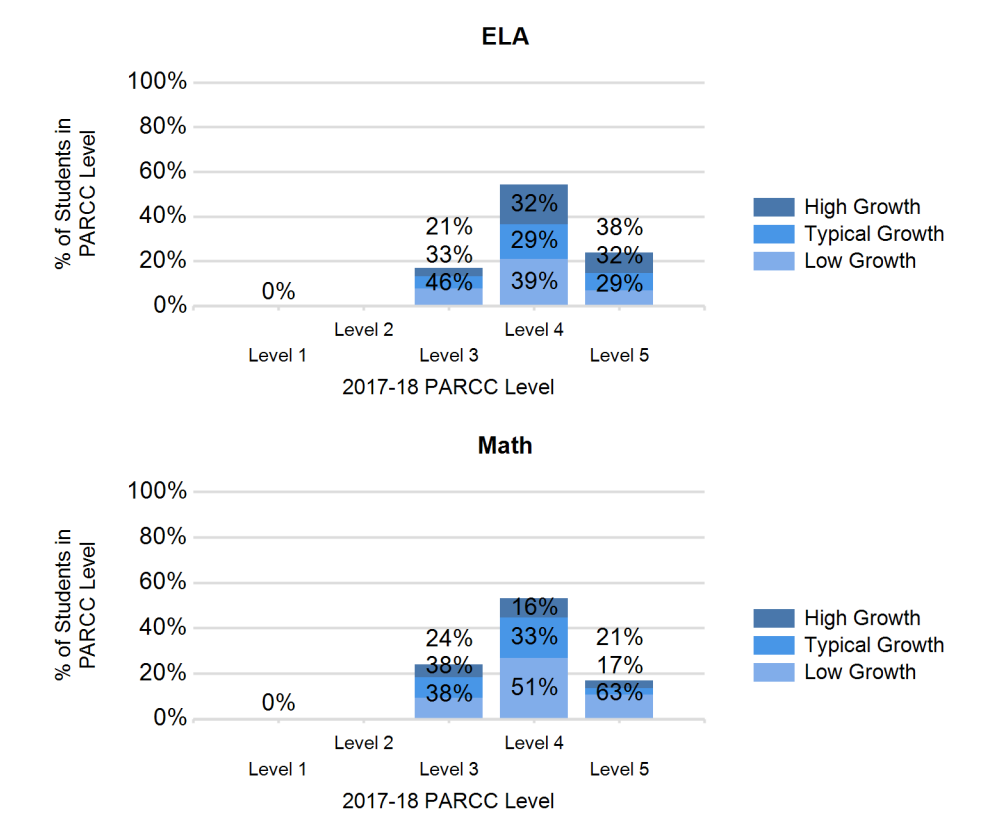
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

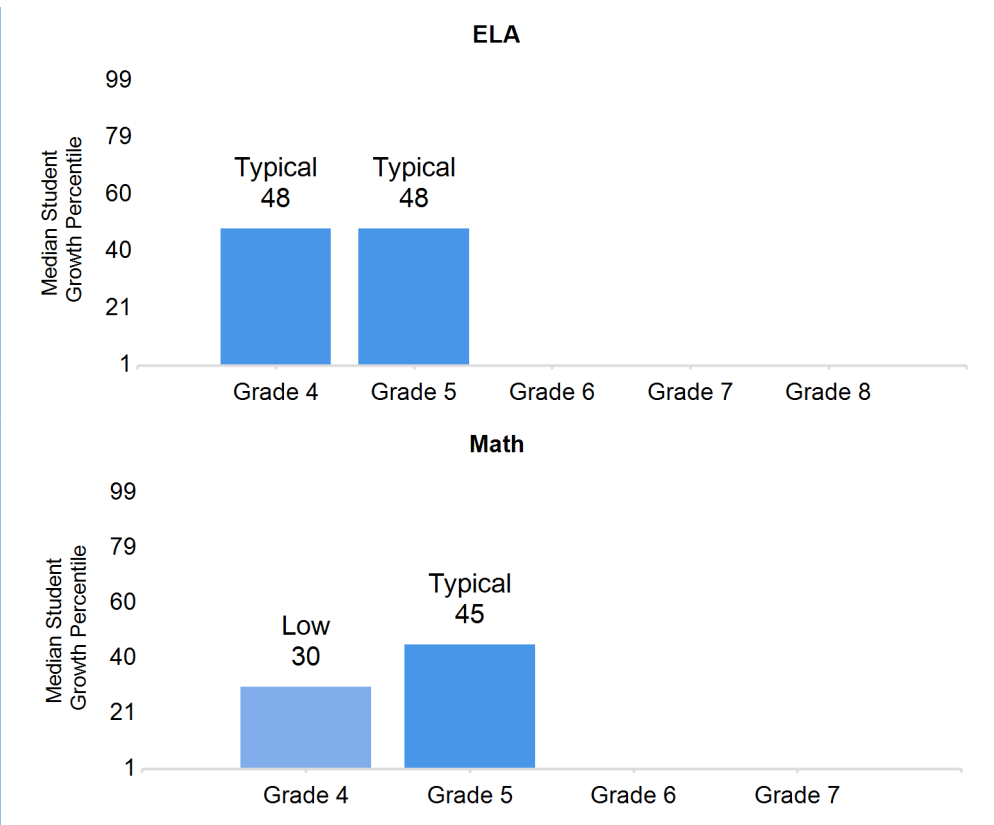
Student Growth by Performance Level

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



Student Growth by Grade

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



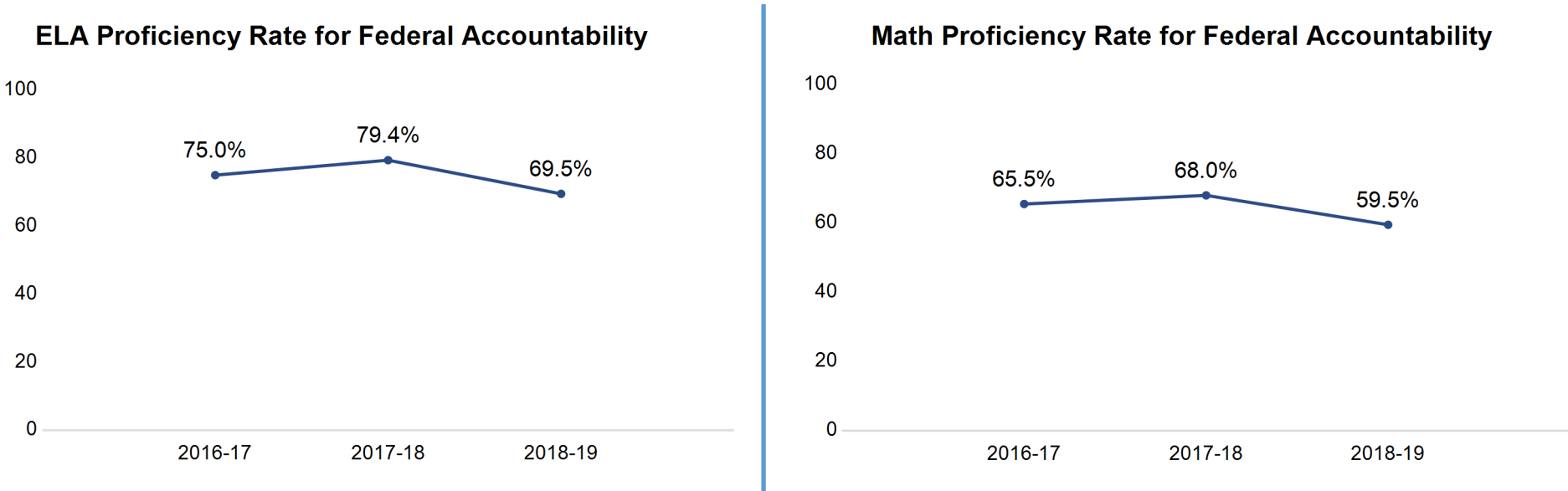


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.1%	100.0%	100.0%	99.1%	100.0%
Proficiency Rate for Federal Accountability	75.0%	79.4%	69.5%	65.5%	68.0%	59.5%
Annual Target	76.6%	76.8%	76.9%	71.2%	71.6%	72.1%
Met Annual Target?	Met Target†	Met Target	Not Met	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	220	100.0	69.5	78.6	57.9	69.5	76.9	Not Met
White	136	100.0	72.1	80.2	66.9	72.1	77.9	Met Target†
Hispanic	21	100.0	57.1	69.3	43.9	57.1	N	N
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	39	100.0	74.4	87.0	82.9	74.4	80	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	105	100.0	74.3	83.2	64.8	74.3		
Male	115	100.0	65.2	73.8	51.3	65.2		
Economically Disadvantaged Students	19	100.0	47.4	63.1	40.0	47.4	**	**
Non-Economically Disadvantaged Students	201	100.0	71.6	80.6	67.9	71.6		
Students with Disabilities	41	100.0	29.3	34.3	22.7	29.3	46	Not Met
Students without Disabilities	179	100.0	78.8	87.5	65.1	78.8		
English Learners	25	100.0	60.0	*	29.3	60.0	N	N
Non-English Learners	195	100.0	70.8	*	60.6	70.8		
Homeless Students	*	*	*	38.9	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	88.2	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



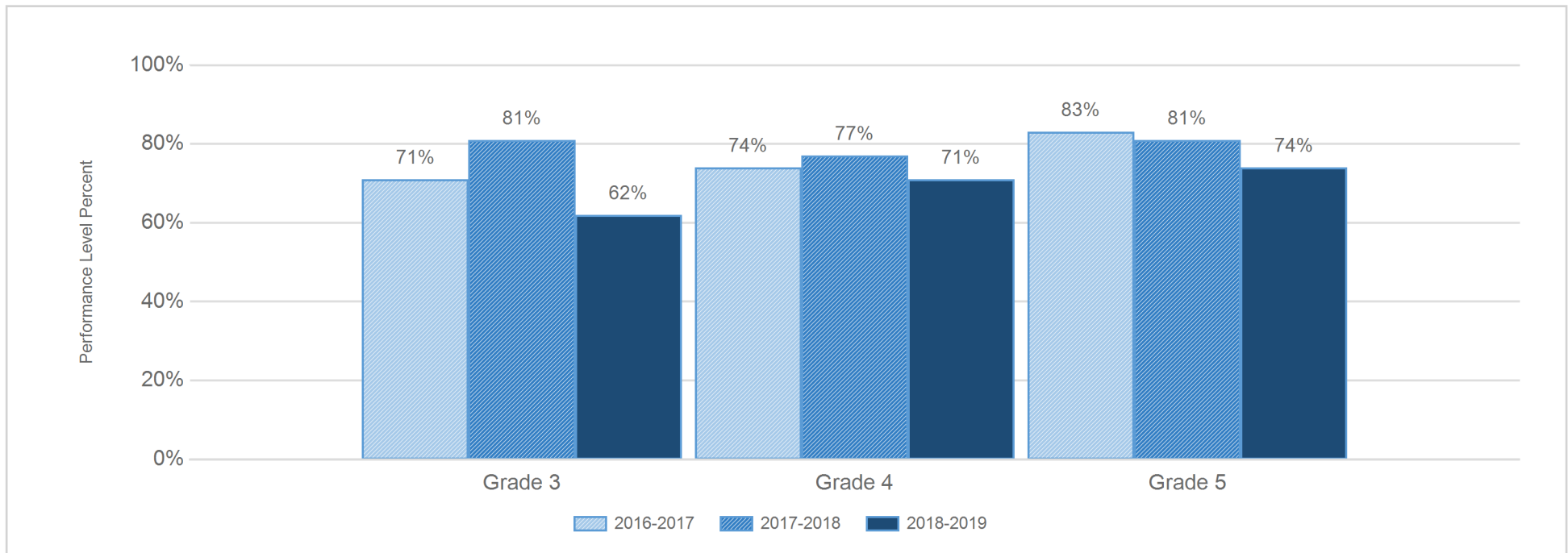
Sandshore Rd. Elementary School
(27-3450-065)
Grades Offered: KG-05
2018-2019

Report Key:

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English Language Arts Assessment - Performance Trends

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





Sandshore Rd. Elementary School

(27-3450-065)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	761	767	748	*	*	18%	*	*	62%	50%
White	46	765	767	757	*	*	*	*	*	70%	60%
Hispanic	*	*	757	734	*	*	*	*	*	*	36%
Black or African American	*	*	759	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	11	756	768	773	*	*	*	*	*	45%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	787	756	*	*	*	*	*	*	58%
Female	31	782	773	753	*	*	*	*	*	77%	55%
Male	45	747	761	743	*	*	*	*	*	51%	46%
Economically Disadvantaged Students	*	*	758	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	768	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	730	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	735	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Sandshore Rd. Elementary School
(27-3450-065)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	769	769	755	*	*	20%	43%	28%	71%	57%
White	45	766	769	763	0%	*	*	47%	24%	71%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	786	784	779	0%	*	*	*	*	81%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	763	762	N	N	N	N	N	N	64%
Female	40	774	773	760	*	*	*	*	*	75%	62%
Male	36	763	763	750	*	*	*	*	*	67%	53%
Economically Disadvantaged Students	*	*	753	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	771	765	*	*	*	*	*	*	69%
Students with Disabilities	15	743	737	725	*	*	*	*	*	47%	25%
Students without Disabilities	61	775	776	761	*	*	*	*	*	77%	64%
English Learners	N	N	715	720	N	N	N	N	N	N	17%
Non-English Learners	76	769	770	758	*	*	20%	43%	28%	71%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Sandshore Rd. Elementary School
(27-3450-065)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	772	768	756	*	*	19%	50%	24%	74%	58%
White	45	767	770	764	*	*	*	*	*	73%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	797	784	781	0%	0%	*	*	*	85%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	31	776	770	761	*	*	*	*	*	77%	64%
Male	39	770	766	750	*	*	*	*	*	72%	52%
Economically Disadvantaged Students	*	*	755	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	770	766	*	*	*	*	*	*	69%
Students with Disabilities	14	733	*	724	*	*	*	*	*	14%	23%
Students without Disabilities	56	782	*	762	*	*	*	*	*	89%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	70	772	*	758	*	*	19%	50%	24%	74%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Sandshore Rd. Elementary School
(27-3450-065)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	222	100.0	59.5	57.6	44.5	59.5	72.1	Not Met
White	138	100.0	59.4	58.3	54.1	59.4	70.5	Not Met
Hispanic	21	100.0	38.1	44.8	28.8	38.1	N	N
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	39	100.0	71.8	77.8	76.5	71.8	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	106	100.0	60.4	58.1	44.9	60.4		
Male	116	100.0	58.6	57.2	44.2	58.6		
Economically Disadvantaged Students	19	100.0	47.4	36.5	26.3	47.4	**	**
Non-Economically Disadvantaged Students	203	100.0	60.6	60.3	54.9	60.6		
Students with Disabilities	41	100.0	29.3	20.3	17.4	29.3	42.3	Not Met
Students without Disabilities	181	100.0	66.3	64.9	50.0	66.3		
English Learners	27	100.0	63.0	*	25.0	63.0	N	N
Non-English Learners	195	100.0	59.0	*	46.5	59.0		
Homeless Students	*	*	*	37.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	52.9	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

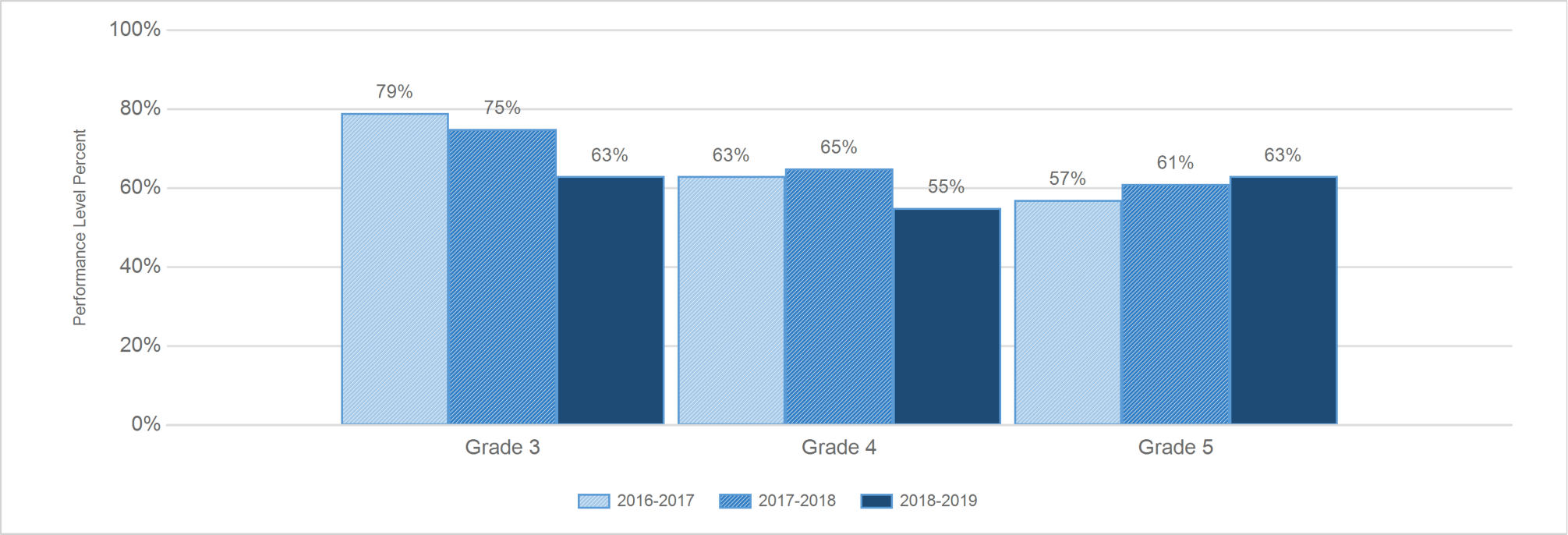


Sandshore Rd. Elementary School
(27-3450-065)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Sandshore Rd. Elementary School
(27-3450-065)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	757	762	752	*	*	17%	43%	20%	63%	55%
White	46	755	761	760	*	*	*	39%	22%	61%	66%
Hispanic	*	*	752	739	*	*	*	*	*	*	40%
Black or African American	*	*	757	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	11	755	770	778	*	*	*	*	*	64%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	777	758	*	*	*	*	*	*	62%
Female	31	766	762	751	*	*	*	*	*	74%	54%
Male	45	752	761	752	*	*	*	*	*	56%	56%
Economically Disadvantaged Students	*	*	753	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	763	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	60%
English Learners	*	*	740	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	762	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	756	758	749	0%	*	36%	*	*	55%	51%
White	46	754	759	757	0%	*	39%	*	*	52%	62%
Hispanic	*	*	744	737	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	16	771	773	776	0%	*	*	*	*	81%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	752	754	N	N	N	N	N	N	58%
Female	41	754	756	749	0%	*	37%	*	*	54%	50%
Male	36	759	761	749	0%	*	36%	*	*	56%	52%
Economically Disadvantaged Students	*	*	743	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	15	745	736	726	0%	*	*	*	*	47%	25%
Students without Disabilities	62	759	763	754	0%	*	*	*	*	56%	56%
English Learners	*	*	720	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	760	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Sandshore Rd. Elementary School
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	761	753	747	0%	*	32%	*	*	63%	47%
White	46	759	754	755	0%	*	30%	*	*	65%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	13	773	769	775	0%	0%	*	*	*	77%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	31	759	752	747	0%	*	32%	*	*	58%	47%
Male	40	761	754	747	0%	*	33%	*	*	68%	47%
Economically Disadvantaged Students	*	*	742	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	754	757	*	*	*	*	*	*	59%
Students with Disabilities	14	740	*	725	0%	*	*	*	*	29%	19%
Students without Disabilities	57	766	*	752	0%	*	*	*	*	72%	52%
English Learners	*	*	722	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	754	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Sandshore Rd. Elementary School
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	52.6%	**	**

† 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	16	*	*
3-4	10	90.0%	10.0%
5 or more	N	N	N



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2018-2019

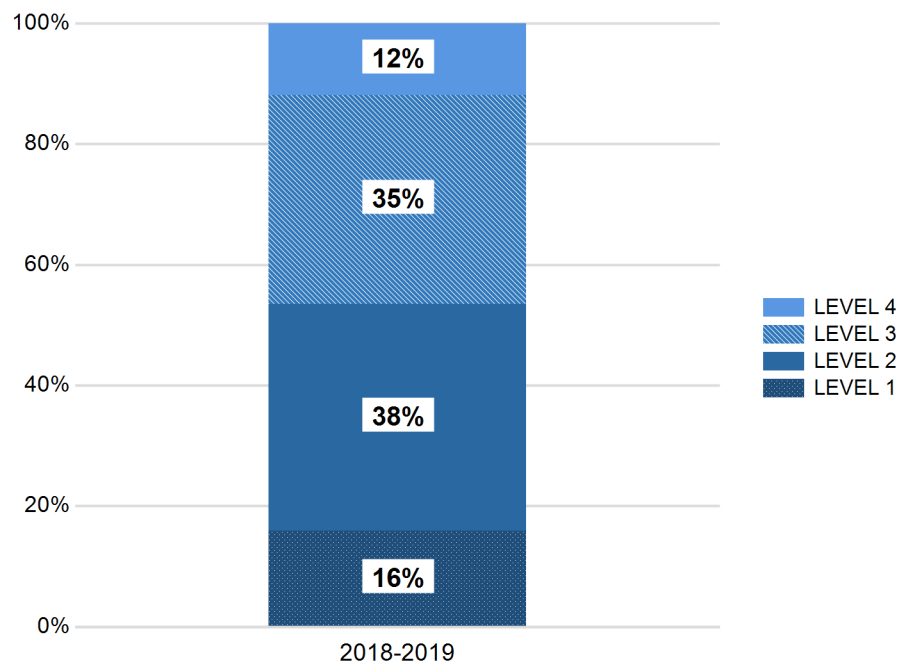
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	16	38	35	12
White	16	47	27	11
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	15	8	62	15
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	27	40	13
Male	13	46	31	10
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	46	54	0	0
Students without Disabilities	9	34	43	14
English Learners	N	N	N	N
Non-English Learners	16	38	35	12
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Sandshore Rd. Elementary School

(27-3450-065)

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2018-2019

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

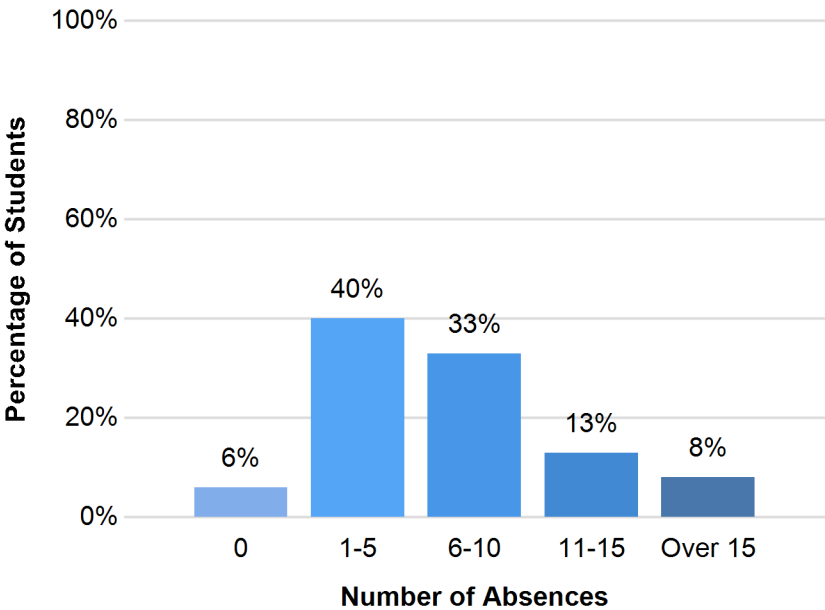
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	4.6	8.9	Met
White	15	5.2	8.9	Met
Hispanic	1	1.9	8.9	Met
Black or African American	1	4.0	8.9	Met
Asian, Native Hawaiian, or Pacific	3	4.1	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	8.3	**	**
Female	10	4.7		
Male	11	4.6		
Economically Disadvantaged Students	4	13.3	8.9	Not Met
Students with Disabilities	8	10.7	8.9	Not Met
English Learners	3	12.5	8.9	Not 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.





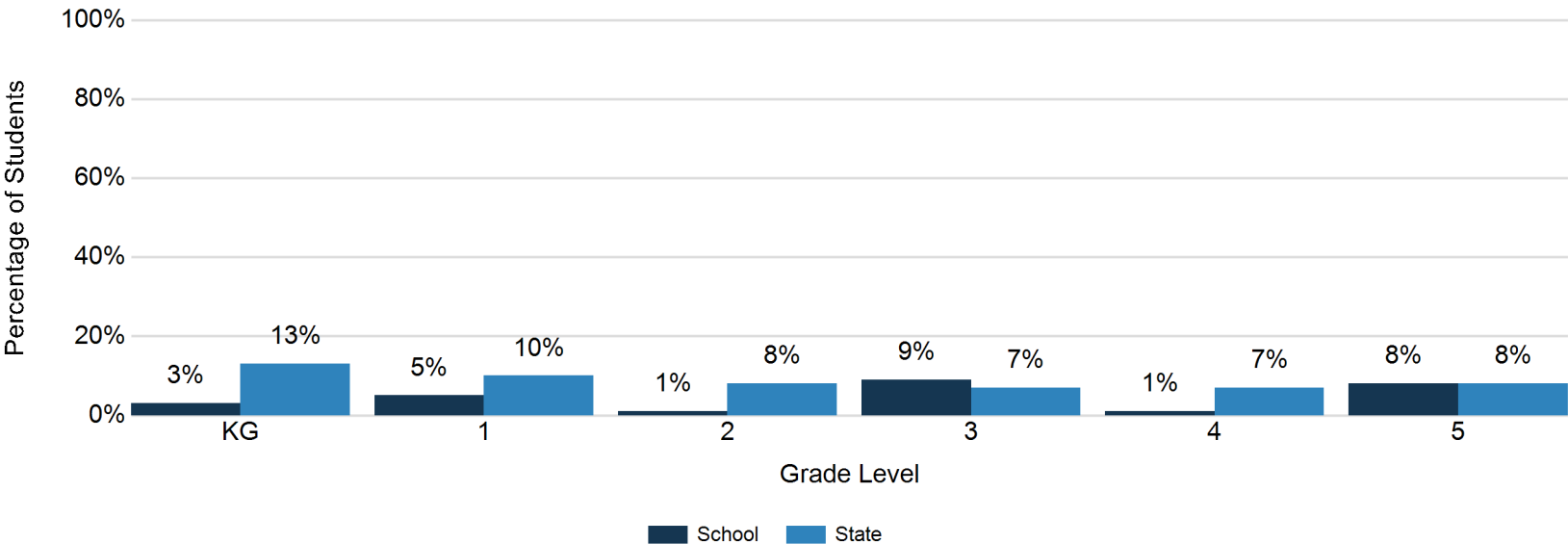
Sandshore Rd. Elementary School
(27-3450-065)
Grades Offered: KG-05
2018-2019

Report Key:
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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.





Sandshore Rd. Elementary School

(27-3450-065)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.44

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	1	1
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



Sandshore Rd. Elementary School
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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	3:50 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 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	33	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	75.8%	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	25	9,530
Average years experience in public schools	10.0	16.0
Average years experience in district	10.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	229:1	185:1
Teachers to Administrators	17:1	15:1
Students to Librarians/Media Specialists		772:1
Students to Nurses		661:1
Students to Counselors		289:1
Students to Child Study Team Members		210:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	53.0%	9.1%	0.0%	51.6%	22.9%	45.1%
White	63.0%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	16.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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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	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	73.1%	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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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.0%	79.4%	69.5%
Math Proficiency	65.5%	68.0%	59.5%
ELA Growth	55	57	46
Math Growth	40	47	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.6%	52.6%
Chronic Absenteeism	7.1%	5.6%	4.6%

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <div>Mission, Vision, Theme:</div>	<p>Sandshore School is the site of a student-centered environment that seeks to challenge its students to become independent thinkers and learners. We provide a safe, nurturing learning environment and an exceptional educational experience for all students.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Sandshore School was rated top 100 schools with the best teachers in the state niche.com 39 School Districts to make AP National Honor Roll. Sandshore School received the NJ Future Ready Certification (bronze level).</p>





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 <div>Courses, Curriculum, Instruction:</div>	Our district has developed an integrated learning curriculum that promotes critical thinking, collaboration, and innovation. Special programs are developed to identify and support students across the learning spectrum. Our educational programs offer support to all students.
 <div>Clubs and Activities:</div>	Special clubs and extracurricular activities offered include the Sandshore Digital Dish, ASPIRE Gifted and Talented, MOPD LEAD program, TREP\$, Safety Patrol, and Mt. Olive Success Academy.





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 <div>Before and After School Programs:</div>	ASPIRE Gifted and Talented program, Mt. Olive Success Academy, Digital Dish, TREP\$
 <div>Staff and Professional Learning:</div>	Teachers are trained on Professional Development Days and have opportunities to attend professional development throughout the school year. Teachers meet in weekly PLCs to support the needs of all students.






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 <div>Student Supports and Services:</div>	<p>English Language Learners receive supports and services from a certified ESL teacher. Students with disabilities receive supports and services per their IEPs. Students struggling in the areas of ELA and Math receive intervention services from the reading specialist and math interventionist.</p>
 <div>Student Health and Wellness:</div>	<p>All students engage in 30 minutes of recess time each day.</p>
 <div>Parent and Community Involvement:</div>	<p>Parents actively support the the school through the SHSP (Sandshore Home and School Partnership). They provide fundraising activities and student events, such as curriculum enhancement assemblies that offer a wide variety of educational programs throughout the school year.</p>





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 <p>Facilities:</p>	<p>The school was built in 1972. Recent renovations include new windows installed in every classroom, updated hallways (ceiling tiles and lights), new bathrooms, and main office renovations. The school is equipped with air conditioning and solar panels help to conserve energy. Our facilities include a library/media center, art room, and gymnasium.</p>
 <p>School Safety:</p>	<p>Student safety is our first priority. All visitors must scan their license before entering the building through our double door system. A security guard is present during the school day to maintain security throughout the building. All exterior doors are alarmed. Staff members gain entrance to the school through a key fob system. All staff members and visitors can be identified by their ID badge. ID lanyards must be worn by all staff members and visitors at all times. Security cameras have been installed both inside and outside of the building.</p>




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<div><div>Technology and STEM:</div></div>	All classrooms are equipped with a SMART BOARD and we are 1:1 with student technology.
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Tinc Rd. Elementary School
(27-3450-070)
Grades Offered: KG-05
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Tinc Rd. Elementary School
(27-3450-070)
Grades Offered: KG-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Morris
District	Mount Olive Township School District
Principal Name	Mr. Scott Lipson
Address	24 TINC ROAD FLANDERS, NJ 07836
Phone Number	973-927-2203
Email Address	scott.lipson@motsd.org
Website	https://www.motsd.org/trs/
Twitter	https://twitter.com/tincroadschool



Tinc Rd. Elementary School

(27-3450-070)

Grades Offered: KG-05

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	67	73	61
1	68	72	82
2	82	68	73
3	78	87	70
4	79	81	92
5	79	79	76
Total	453	460	454

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

Student Group	2016-17	2017-18	2018-19
Female	47.7%	49.6%	51.3%
Male	52.3%	50.4%	48.7%
Economically Disadvantaged Students	21.6%	18.3%	16.1%
Students with Disabilities	19.6%	19.8%	19.6%
English Learners	6.2%	6.7%	6.8%
Homeless Students	0.7%	1.5%	0.2%
Students in Foster Care	0.2%	0.4%	0.4%
Military-Connected Students	0.2%	0.7%	1.1%
Migrant Students	0.7%	0.7%	0.4%

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	62.5%	60.0%	60.6%
Hispanic	15.2%	16.7%	17.4%
Black or African American	8.2%	7.6%	8.1%
Asian	8.8%	9.6%	8.4%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	5.1%	5.7%	5.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	67	73	61
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	71.8%
Spanish	10.8%
Arabic	3.7%
Polish	1.8%
Urdu	1.5%
Other Languages	10.4%



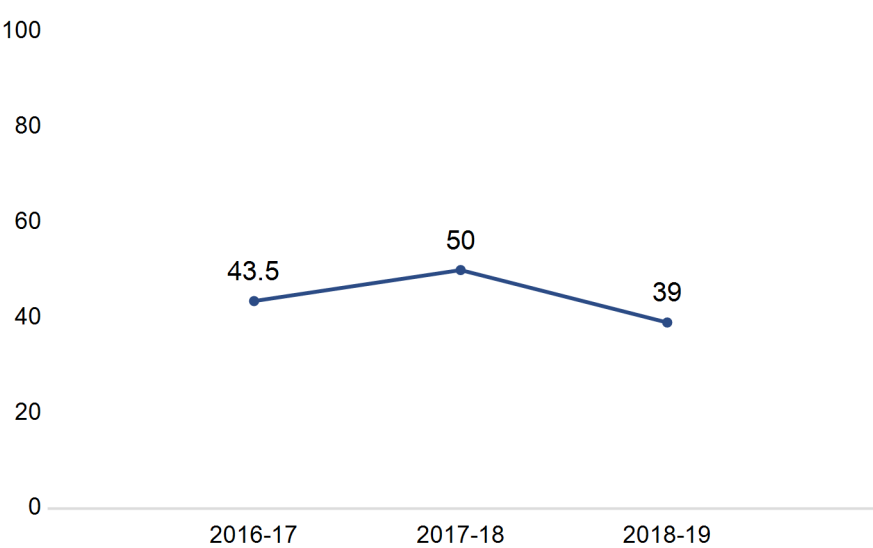
Tinc Rd. Elementary School
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Grades Offered: KG-05
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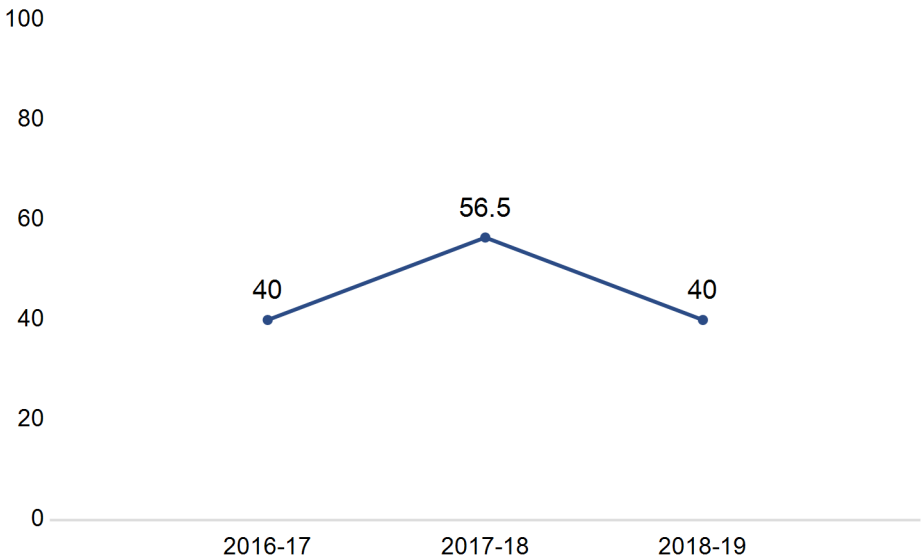
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43.5	50	39	40	56.5	40
Met Standard (40-59.5)?	Met Standard	Met Standard	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	39	51	50	Not Met	40	49	50	Met Standard
White	38	51	50	Not Met	41	48	52	Met Standard
Hispanic	53.5	48	49	Met Standard	27.5	45.5	47	Not Met
Black or African American	33	39.5	45	**	45	41.5	43	**
Asian, Native Hawaiian, or Pacific Islander	54	60	59	**	53	61	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	44	49	**	*	44	52	**
Female	40	53	53	N	36	49	50	N
Male	31.5	50	47	N	47.5	50	51	N
Economically Disadvantaged Students	34	47	48	**	36	40	46	Not Met
Students with Disabilities	30	45	43	Not Met	40	36	45	Met Standard
English Learners	53	55.5	52	**	47.5	39	50	**
Homeless Students	N	63.5	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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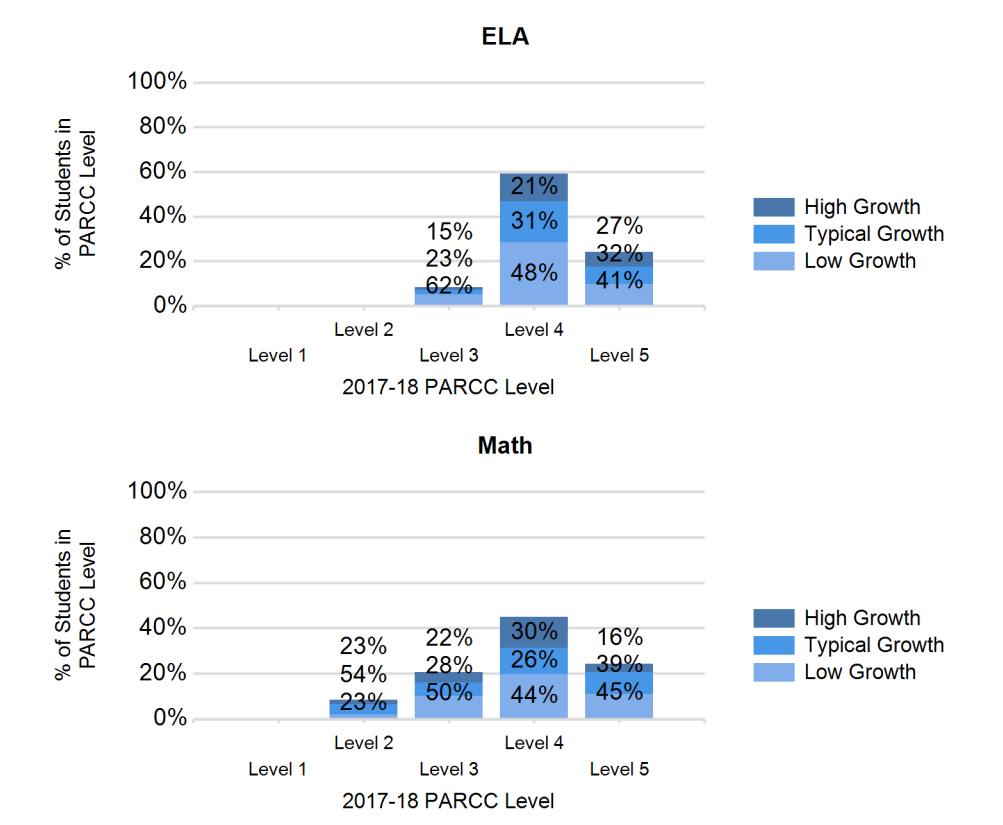
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

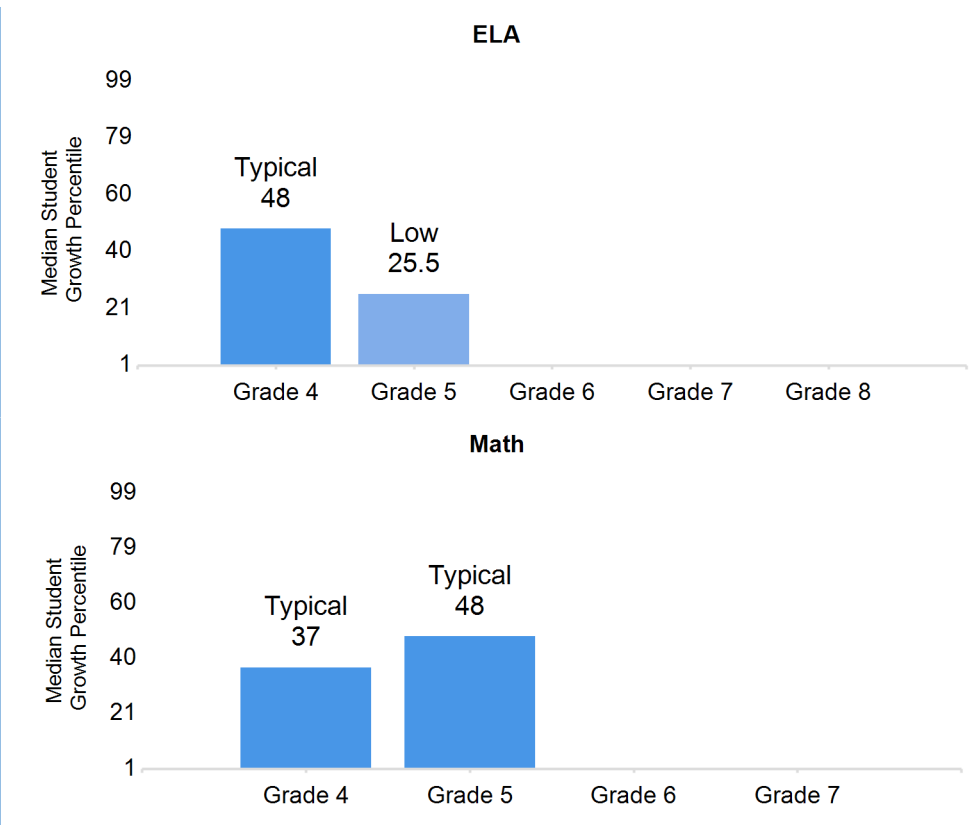
Student Growth by Performance Level

Student Growth by Grade

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.



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



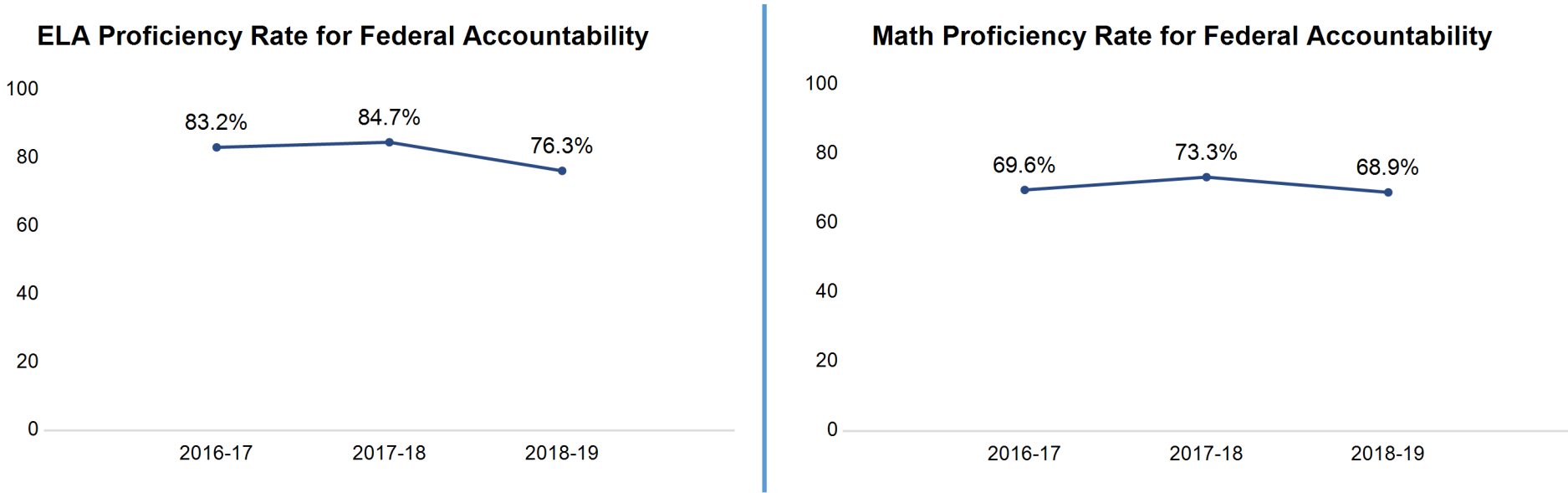


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	99.1%	98.3%	97.4%	99.2%	98.3%
Proficiency Rate for Federal Accountability	83.2%	84.7%	76.3%	69.6%	73.3%	68.9%
Annual Target	80.0%	80.0%	80.0%	77.9%	78.0%	78.1%
Met Annual Target?	Met Goal	Met Goal	Met Target†	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	228	98.3	76.3	78.6	57.9	76.3	80	Met Target†
White	144	97.3	77.1	80.2	66.9	77.1	80	Met Target†
Hispanic	29	100.0	62.1	69.3	43.9	62.1	77.9	Not Met
Black or African American	25	100.0	76.0	*	38.5	76.0	80	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	82.4	87.0	82.9	82.4	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	13	100.0	92.3	*	64.4	92.3	**	**
Female	121	98.4	76.9	83.2	64.8	76.9		
Male	107	98.2	75.7	73.8	51.3	75.7		
Economically Disadvantaged Students	32	100.0	59.4	63.1	40.0	59.4	75	Not Met
Non-Economically Disadvantaged Students	196	98.0	79.1	80.6	67.9	79.1		
Students with Disabilities	45	95.7	37.8	34.3	22.7	37.8	51.4	Not Met
Students without Disabilities	183	98.9	85.8	87.5	65.1	85.8		
English Learners	24	100.0	58.3	*	29.3	58.3	68.8	Met Target†
Non-English Learners	204	98.1	78.4	*	60.6	78.4		
Homeless Students	*	*	*	38.9	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	88.2	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

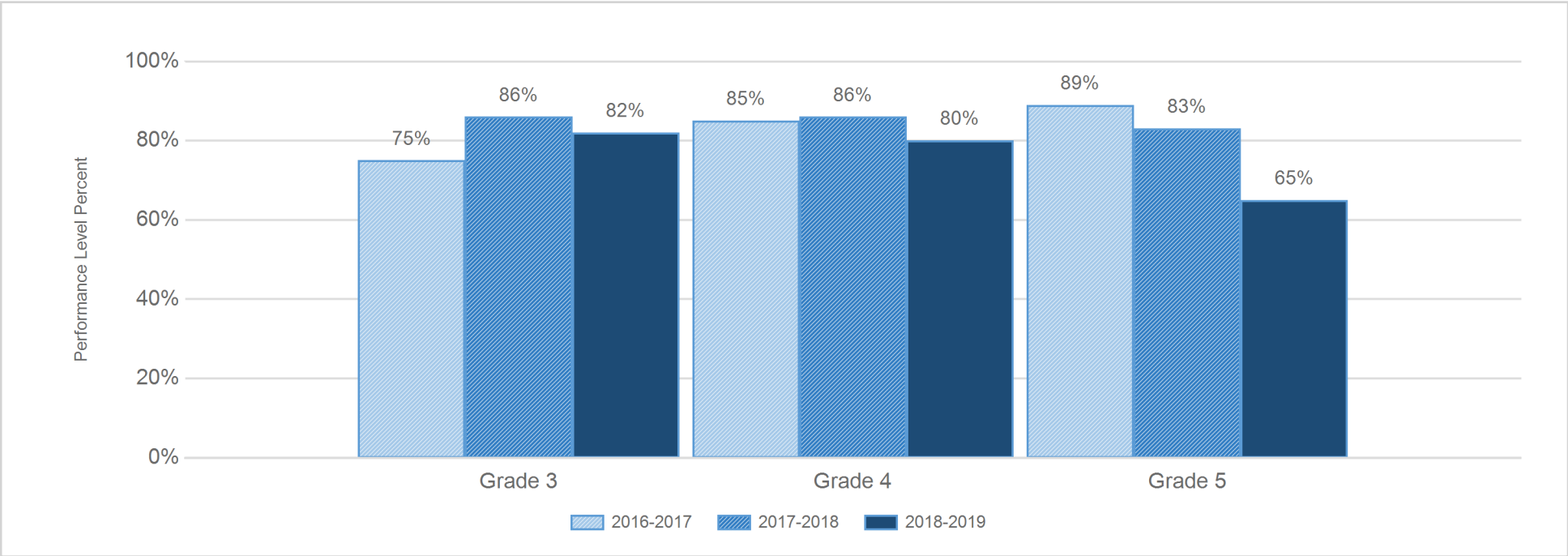


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	776	767	748	*	*	*	66%	16%	82%	50%
White	46	779	767	757	0%	*	*	*	*	83%	60%
Hispanic	*	*	757	734	*	*	*	*	*	*	36%
Black or African American	*	*	759	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	787	756	*	*	*	*	*	*	58%
Female	32	772	773	753	*	*	*	*	*	78%	55%
Male	36	780	761	743	*	*	*	*	*	86%	46%
Economically Disadvantaged Students	10	758	758	731	*	*	*	*	*	70%	33%
Non-Economically Disadvantaged Students	58	779	768	759	*	*	*	*	*	84%	61%
Students with Disabilities	13	750	730	719	*	*	*	*	*	46%	24%
Students without Disabilities	55	782	772	754	*	*	*	*	*	91%	56%
English Learners	*	*	735	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	776	769	755	*	*	12%	46%	34%	80%	57%
White	56	778	769	763	0%	*	*	46%	34%	80%	67%
Hispanic	13	762	755	743	*	0%	*	*	*	62%	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	763	762	*	*	*	*	*	*	64%
Female	54	776	773	760	*	*	*	43%	37%	80%	62%
Male	36	776	763	750	*	*	*	50%	31%	81%	53%
Economically Disadvantaged Students	*	*	753	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	771	765	*	*	*	*	*	*	69%
Students with Disabilities	14	756	737	725	*	*	*	*	*	50%	25%
Students without Disabilities	76	780	776	761	*	*	*	*	*	86%	64%
English Learners	*	*	715	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	762	768	756	*	*	30%	51%	14%	65%	58%
White	42	763	770	764	*	*	26%	*	*	67%	68%
Hispanic	11	750	*	743	0%	0%	*	*	*	45%	44%
Black or African American	10	776	*	739	0%	0%	*	*	*	80%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	36	769	770	761	*	*	*	*	*	69%	64%
Male	35	754	766	750	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	13	760	755	740	*	*	*	*	*	62%	39%
Non-Economically Disadvantaged Students	58	762	770	766	*	*	*	*	*	66%	69%
Students with Disabilities	17	733	*	724	*	*	59%	*	*	24%	23%
Students without Disabilities	54	771	*	762	*	*	20%	*	*	78%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	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	228	98.3	68.9	57.6	44.5	68.9	78.1	Not Met
White	144	97.3	71.5	58.3	54.1	71.5	80	Not Met
Hispanic	29	100.0	58.6	44.8	28.8	58.6	70.6	Met Target†
Black or African American	25	100.0	64.0	*	23.0	64.0	66.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	76.5	77.8	76.5	76.5	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	13	100.0	61.5	*	53.3	61.5	**	**
Female	121	98.4	66.1	58.1	44.9	66.1		
Male	107	98.2	72.0	57.2	44.2	72.0		
Economically Disadvantaged Students	32	100.0	56.3	36.5	26.3	56.3	61.5	Met Target†
Non-Economically Disadvantaged Students	196	98.0	70.9	60.3	54.9	70.9		
Students with Disabilities	45	95.7	44.4	20.3	17.4	44.4	47.3	Met Target†
Students without Disabilities	183	98.9	74.9	64.9	50.0	74.9		
English Learners	24	100.0	50.0	*	25.0	50.0	40.8	Met Target
Non-English Learners	204	98.1	71.1	*	46.5	71.1		
Homeless Students	*	*	*	37.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	52.9	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

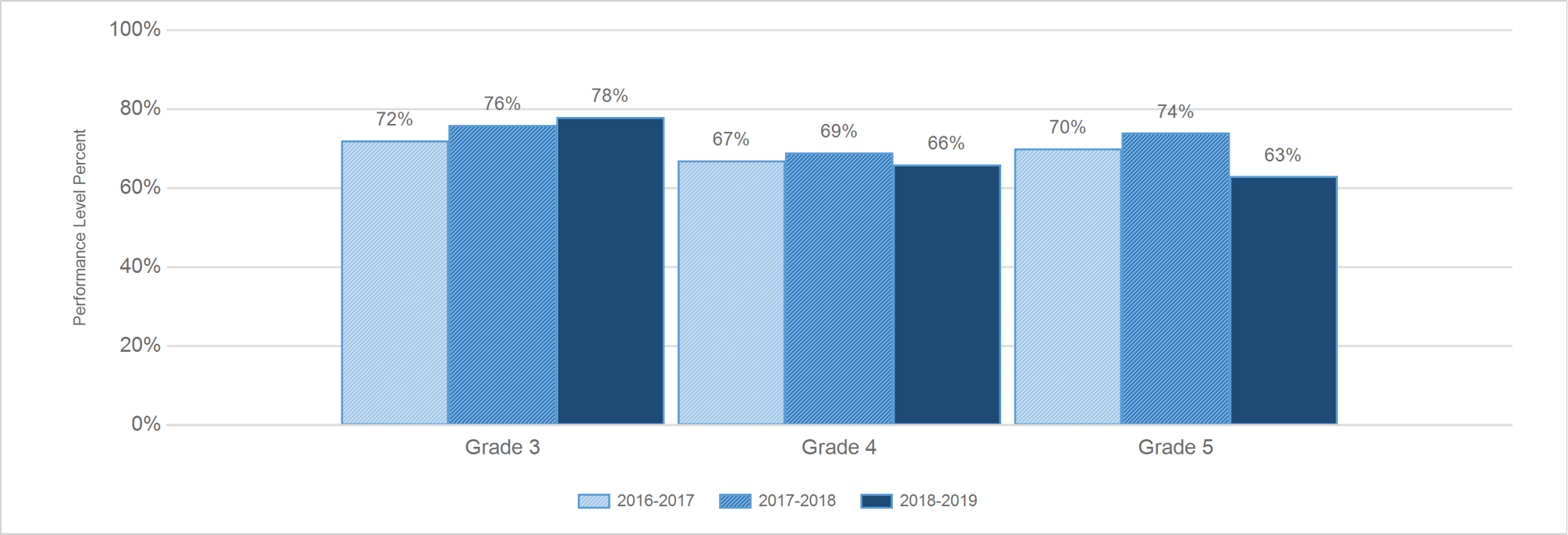


Tinc Rd. Elementary School
(27-3450-070)
Grades Offered: KG-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.



Tinc Rd. Elementary School
(27-3450-070)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	767	762	752	*	*	*	54%	24%	78%	55%
White	46	770	761	760	*	*	*	57%	26%	83%	66%
Hispanic	*	*	752	739	*	*	*	*	*	*	40%
Black or African American	*	*	757	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	777	758	*	*	*	*	*	*	62%
Female	32	763	762	751	*	*	*	*	*	78%	54%
Male	36	771	761	752	*	*	*	*	*	78%	56%
Economically Disadvantaged Students	10	748	753	737	*	*	*	*	*	60%	37%
Non-Economically Disadvantaged Students	58	770	763	761	*	*	*	*	*	81%	67%
Students with Disabilities	13	754	734	731	*	*	*	*	*	54%	31%
Students without Disabilities	55	770	766	756	*	*	*	*	*	84%	60%
English Learners	*	*	740	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	762	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Tinc Rd. Elementary School

(27-3450-070)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	761	758	749	*	*	24%	52%	13%	66%	51%
White	56	762	759	757	0%	*	23%	*	*	70%	62%
Hispanic	13	752	744	737	0%	*	*	*	*	46%	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	54	759	756	749	*	*	*	*	*	57%	50%
Male	36	766	761	749	*	*	*	*	*	78%	52%
Economically Disadvantaged Students	*	*	743	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	14	743	736	726	*	*	*	*	*	57%	25%
Students without Disabilities	76	765	763	754	*	*	*	*	*	67%	56%
English Learners	*	*	720	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	760	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Tinc Rd. Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	758	753	747	*	*	21%	46%	17%	63%	47%
White	43	758	754	755	*	*	*	*	*	60%	58%
Hispanic	11	745	*	735	0%	*	*	*	*	55%	30%
Black or African American	10	770	*	729	0%	*	*	*	*	80%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	36	761	752	747	*	*	*	*	*	67%	47%
Male	36	754	754	747	*	*	*	*	*	58%	47%
Economically Disadvantaged Students	13	755	742	732	*	*	*	*	*	69%	27%
Non-Economically Disadvantaged Students	59	758	754	757	*	*	*	*	*	61%	59%
Students with Disabilities	17	735	*	725	*	*	*	*	*	29%	19%
Students without Disabilities	55	764	*	752	*	*	*	*	*	73%	52%
English Learners	*	*	722	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	754	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Tinc Rd. Elementary School
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	73.9%	56.6%	<u>Exceeds</u>

† 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	16	87.5%	12.5%
3-4	12	50.0%	50.0%
5 or more	*	*	*



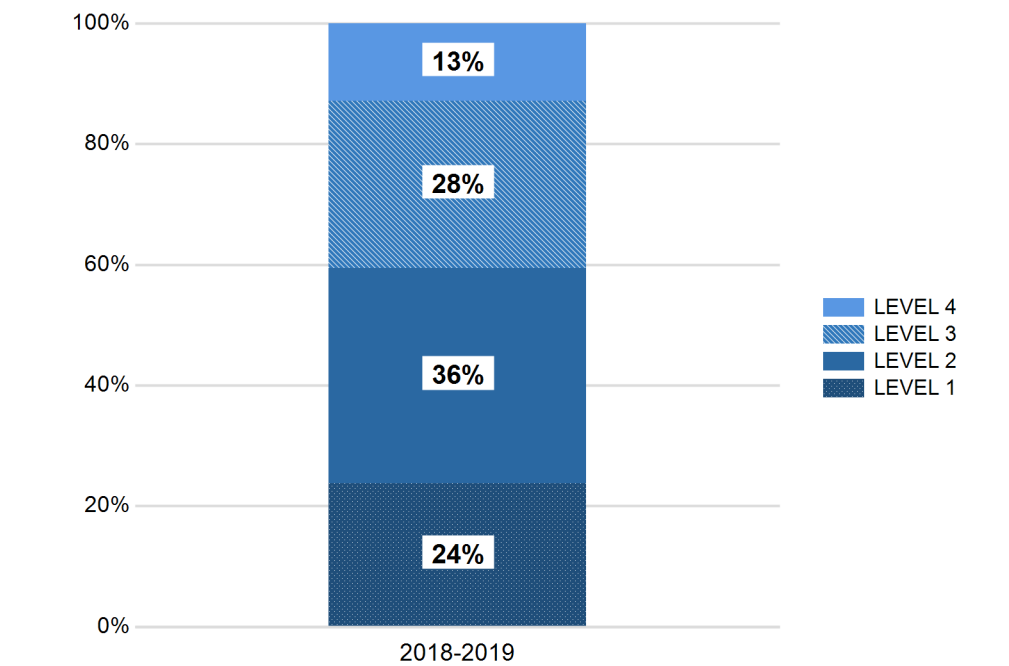
Tinc Rd. Elementary School
(27-3450-070)
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	24	36	28	13
White	21	35	28	16
Hispanic	45	45	9	0
Black or African American	10	30	60	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	27	27	19
Male	20	46	29	6
Economically Disadvantaged Students	31	46	23	0
Non-Economically Disadvantaged Students	22	34	29	15
Students with Disabilities	59	35	6	0
Students without Disabilities	13	36	35	16
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



Tinc Rd. Elementary School

(27-3450-070)

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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.

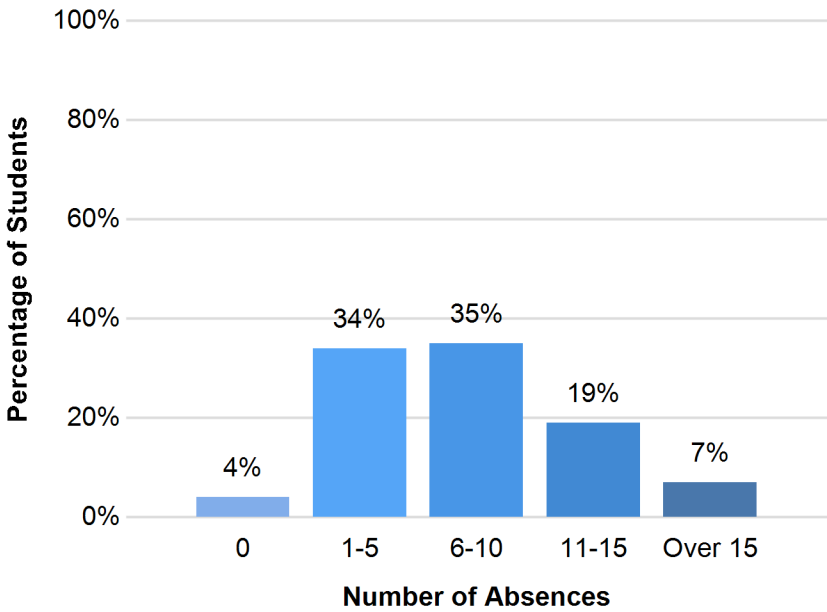
Chronic Absenteeism

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	23	5.0	8.9	Met
White	13	4.7	8.9	Met
Hispanic	6	7.8	8.9	Met
Black or African American	0	0	8.9	Met
Asian, Native Hawaiian, or Pacific	3	7.0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.2	8.9	Met
Female	12	5.1		
Male	11	5.0		
Economically Disadvantaged Students	4	5.4	8.9	Met
Students with Disabilities	5	5.3	8.9	Met
English Learners	2	6.3	8.9	Met
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.





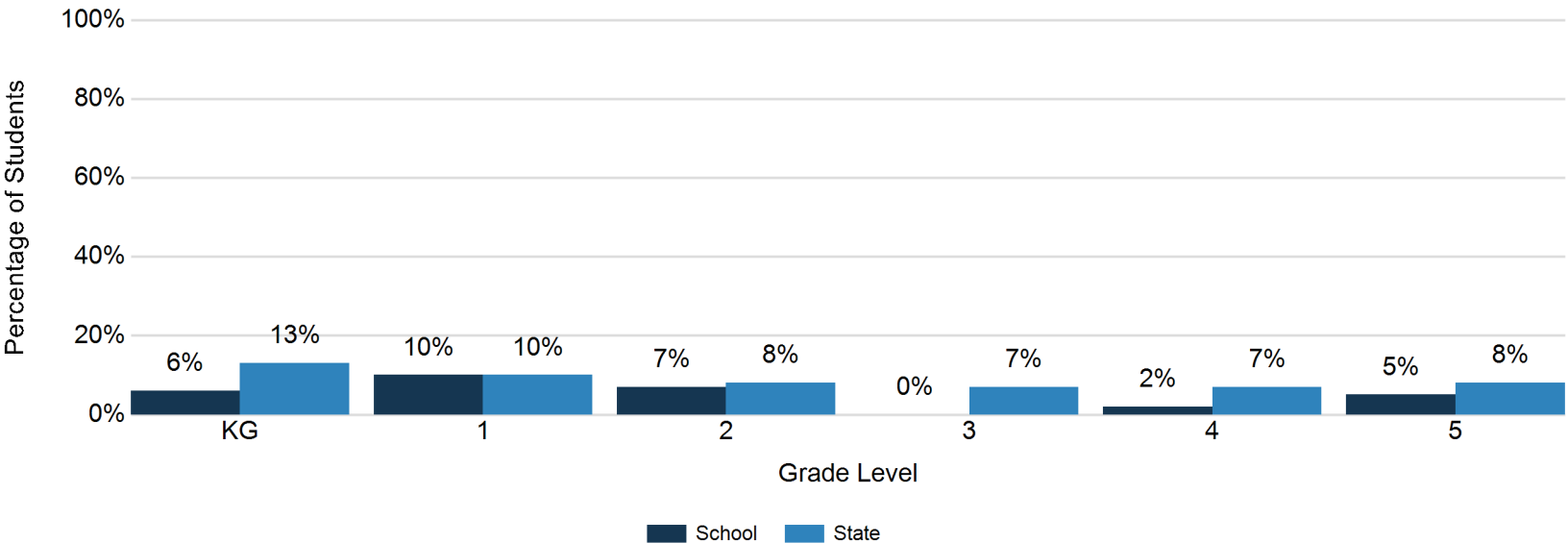
Tinc Rd. Elementary School
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Chronic Absenteeism by Grade

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





Tinc Rd. Elementary School

(27-3450-070)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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



Tinc Rd. Elementary School

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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	8:30 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 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	32	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	90.6%	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	25	9,530
Average years experience in public schools	10.0	16.0
Average years experience in district	10.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	227:1	185:1
Teachers to Administrators	16:1	15:1
Students to Librarians/Media Specialists		772:1
Students to Nurses		661:1
Students to Counselors		289:1
Students to Child Study Team Members		210:1



Tinc Rd. Elementary School
(27-3450-070)
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2018-2019

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.3%	93.8%	0.0%	48.4%	77.1%	54.9%
Male	48.7%	6.3%	100.0%	51.6%	22.9%	45.1%
White	60.6%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	8.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Tinc Rd. Elementary School
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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - 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	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	73.1%	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	96.1%



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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Tinc Rd. Elementary School
(27-3450-070)
Grades Offered: KG-05
2018-2019

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

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

ESSA Accountability Status

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

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.



Tinc Rd. Elementary School

(27-3450-070)

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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	83.2%	84.7%	76.3%
Math Proficiency	69.6%	73.3%	68.9%
ELA Growth	44	50	39
Math Growth	40	56	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		57.9%	73.9%
Chronic Absenteeism	5.6%	5.9%	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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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Our school received an NJEA Pride Grant to bring in Muralist Caren Olmsted for a 3-week residency. Students, staff, and parent volunteers created a life-size mural depicting Tinc and our town. Tinc Road received the NJ Future Ready Bronze Certification. Future Ready is a school certification program aligned with the national framework to prepare students for success in the digital age. Tinc Road went through a complete renovation. Floors and ceilings were replaced, the school was painted, and students' workspaces were replaced with new desks, chairs, and flexible seating options.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Our goals as Tinc Road educators are to understand children, care for them, value their unique traits, and provide a meaningful academic experience to prepare them for a successful future.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Tinc Road was ranked #105 Best Public Elementary Schools in NJ according to niche.com. Tinc Road was awarded the Bronze Tier Certification as part of the NJ Future Ready Certification process.</p>




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 <div>Clubs and Activities:</div>	<p>Tinc Road has many clubs and activities that help promote the whole child. Our local Mount Olive Township Police Dept. comes in to teach our students to live safe, healthy, drug-free lives through the L.E.A.D. program (Law Enforcement Against Drugs). Students that meet a specific criteria are invited to be part of Aspire, our Gifted & Talented after-school program. Our Kindness club brings students together to discuss school-wide initiatives to promote kindness and respect. Safety Patrol was introduced this year for 5th graders to help with arrival and dismissal procedures.</p>
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 <div>Before and After School Programs:</div>	3rd, 4th, and 5th grade girls can participate in Girls on the Run, an after-school program that encourages positive emotional, social, mental, and physical development. We also offer an academic support program before and school called Mount Olive Success Academy.
 <div>Staff and Professional Learning:</div>	Our school is a community of learners, where teachers continuously learn and reflect on their practice. Tinc Road teachers collaborate in weekly grade-level PLCs designed to analyze student data, then construct and modify meaningful and challenging lessons.






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 <div>Student Supports and Services:</div>	<p>English Language Learners receive support from our school's ESL teacher. Using the RTI model, our committee meets to identify students not on grade level and provide them with appropriate modifications. These range from interventions by the classroom teacher and/or Reading/Math Interventionists, or a Child Study Team referral for additional evaluations.</p>
 <div>Student Health and Wellness:</div>	<p>Tinc Road encourages students to make healthy choices every day. A local Dietician speaks to our students several times about the impacts of sugar in our bodies, and a local Dentist comes to talk about dental health to our 1st graders. 3rd gr students learn about healthy shopping and take a trip to Shop Rite to "buy" a cart of food. Our Kdg students took part in St Clare's Teddy Bear Health Clinic, which gave the children familiarity with an ambulance and the procedures of the EMS.</p>
 <div>Parent and Community Involvement:</div>	<p>Tinc Road has a very active Parent-Teacher Organization (PTO). Good communication is essential in establishing a positive relationship between the school and the home. Monthly PTO meetings and weekly electronic newsletters are aimed at keeping parents informed of school and community events. Classrooms have room parents to help organize holiday parties and chaperone field trips. Our annual Fall Festival, Family Fun Night, Sweetheart Dance, and Family Movie Night bring the community together with games and attractions for the whole family. Money raised at PTO functions help fund cultural arts programs for the school.</p>