



Arthur M. Judd
(23-3620-055)
Grades Offered: PK-05
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Middlesex
District	North Brunswick Township School District
Principal Name	Mr. Joseph Schmidt
Address	1595 ROOSEVELT AVENUE NORTH BRUNSWICK, NJ 08902
Phone Number	732-289-3202
Email Address	jschmidt@nbtschools.org
Website	http://judd.nbtschools.org



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	155	152	172
KG	100	107	88
1	136	102	102
2	128	126	96
3	110	137	126
4	130	101	136
5	124	142	102
Total	883	867	822

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	44.4%	42.9%	44.4%
Male	55.6%	57.1%	55.6%
Economically Disadvantaged Students	33.9%	34.4%	34.8%
Students with Disabilities	20.5%	21.3%	22.9%
English Learners	4.3%	4.8%	5.4%
Homeless Students	0.1%	0.6%	0.4%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.2%	0.5%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	23.2%	23.0%	21.2%
Hispanic	27.0%	27.9%	31.4%
Black or African American	25.1%	25.5%	25.1%
Asian	20.2%	18.9%	18.5%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.4%
American Indian or Alaska Native	0.3%	0.5%	0.5%
Two or More Races	3.9%	3.9%	3.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	140	141	147
PK - Full Day	15	11	25
KG - Half Day	0	0	0
KG - Full Day	100	107	88

Enrollment by Home Language

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

Home Language	% of Students
English	64.2%
Spanish	18.7%
Gujarati	2.2%
Hindi	1.8%
Arabic	1.5%
Other Languages	11.6%



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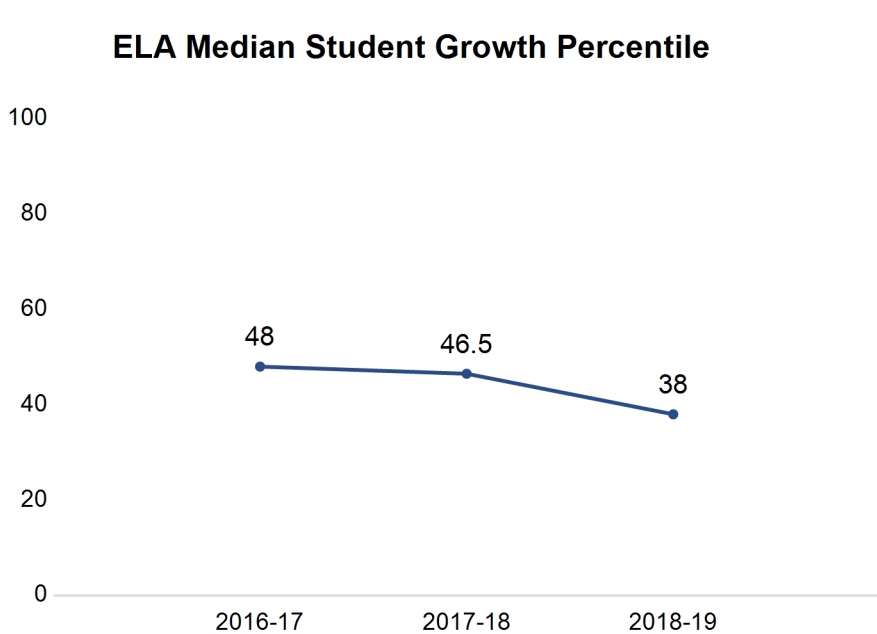
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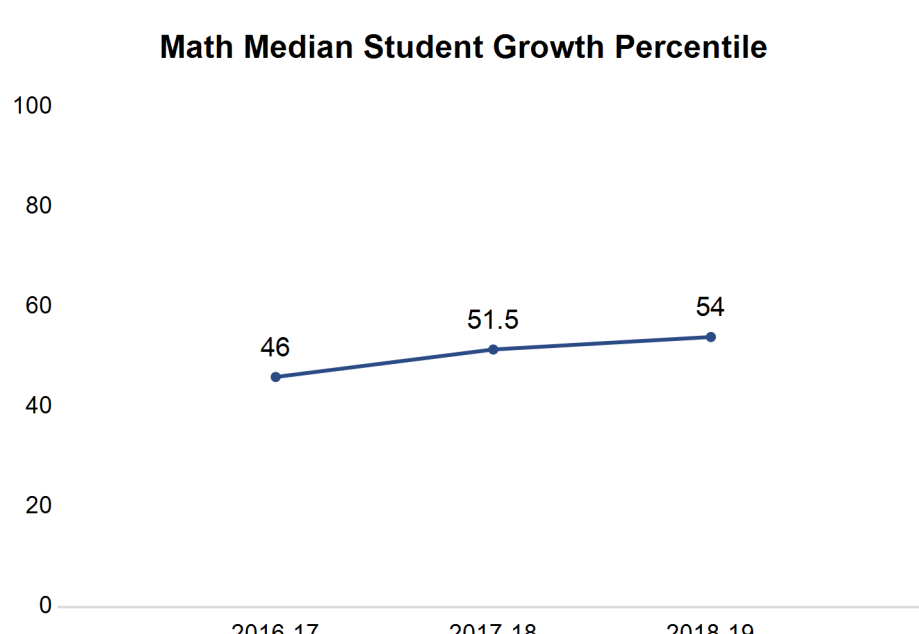
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	46.5	38	46	51.5	54
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	38	53	50	Not Met	54	55	50	Met Standard
White	40	53	50	Met Standard	61	55	52	Exceeds Standard
Hispanic	36.5	50	49	Not Met	54	55	47	Met Standard
Black or African American	31	43	45	Not Met	34	48	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	57	63	59	Met Standard	57.5	61	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	42.5	56.5	49	**	58.5	56	52	**
Female	39	57	53	N	44	55.5	50	N
Male	37	47	47	N	57	55	51	N
Economically Disadvantaged Students	38	48	48	Not Met	44	54	46	Met Standard
Students with Disabilities	45	40	43	Met Standard	29	44	45	Not Met
English Learners	60	56	52	Exceeds Standard	48.5	57	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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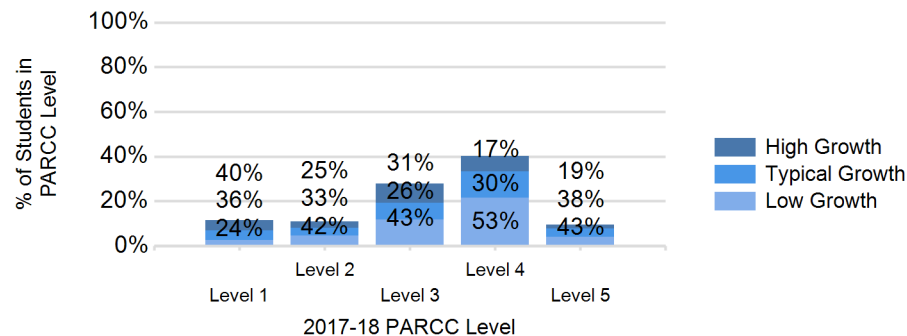
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

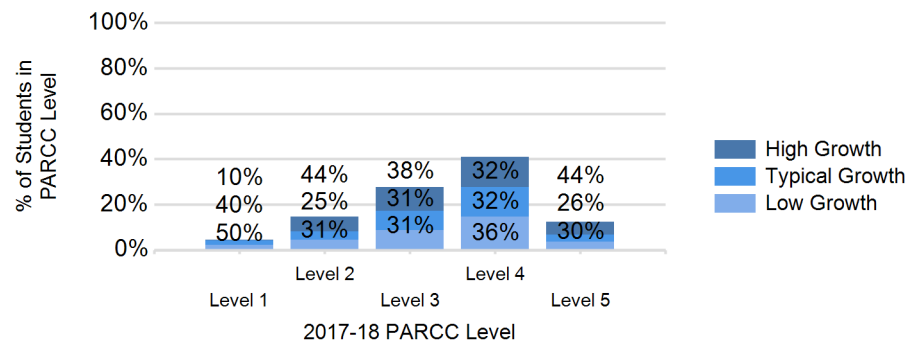
Student Growth by Performance Level

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

ELA



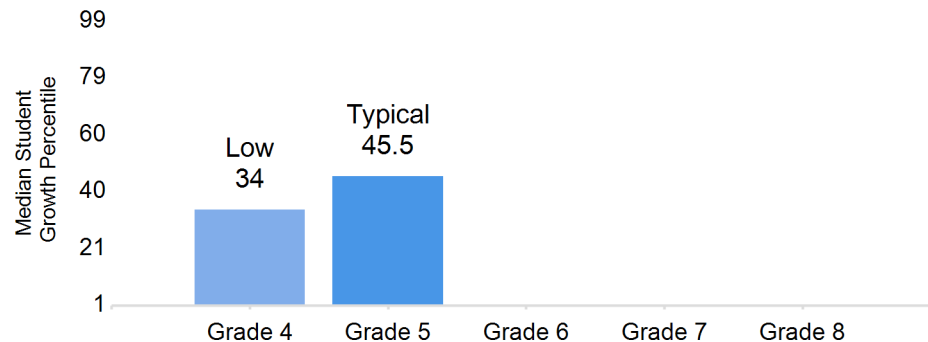
Math



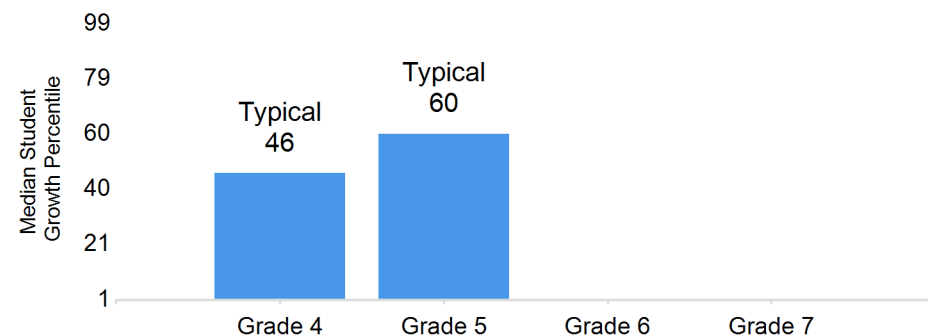
Student Growth by Grade

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

ELA



Math





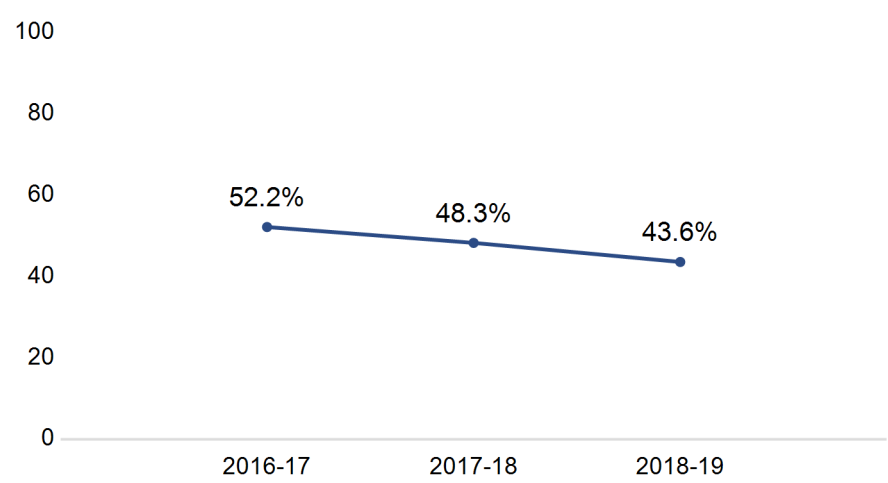
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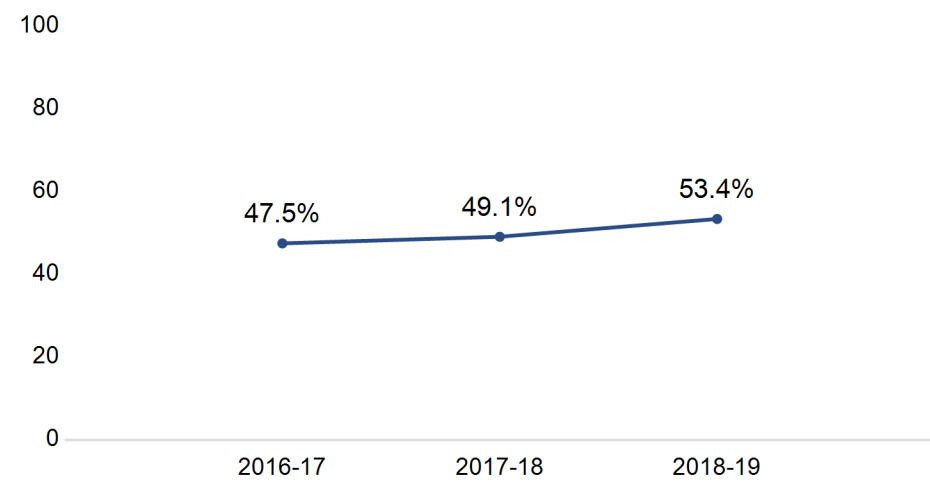
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	99.0%	99.2%	98.3%	99.0%	99.2%
Proficiency Rate for Federal Accountability	52.2%	48.3%	43.6%	47.5%	49.1%	53.4%
Annual Target	50.6%	52.1%	53.6%	51.8%	53.3%	54.8%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	349	99.2	43.6	50.2	57.9	43.6	53.6	Not Met
White	80	97.6	61.3	*	66.9	61.3	62.5	Met Target†
Hispanic	108	100.0	35.2	35.6	43.9	35.2	46.3	Not Met
Black or African American	90	100.0	32.2	37.4	38.5	32.2	38.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	53	100.0	50.9	79.1	82.9	50.9	66	Not Met
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	160	99.4	46.3	56.4	64.8	46.3		
Male	189	99.0	41.3	44.2	51.3	41.3		
Economically Disadvantaged Students	150	100.0	32.7	32.3	40.0	32.7	38.1	Met Target†
Non-Economically Disadvantaged Students	199	98.6	51.8	64.0	67.9	51.8		
Students with Disabilities	60	95.4	11.7	13.3	22.7	11.7	27.6	Not Met
Students without Disabilities	289	100.0	50.2	56.3	65.1	50.2		
English Learners	36	100.0	13.9	17.4	29.3	13.9	19.1	Met Target†
Non-English Learners	313	99.1	47.0	53.5	60.6	47.0		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



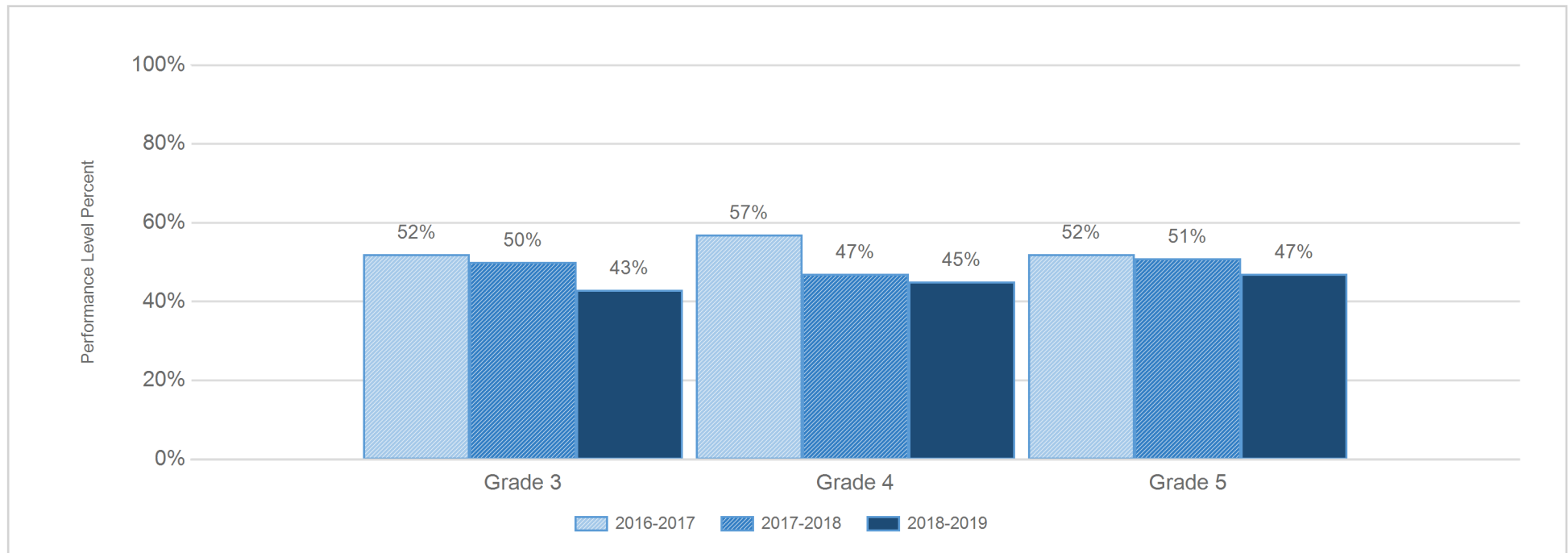
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English Language Arts Assessment - Performance Trends

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	118	742	738	748	16%	20%	20%	*	*	43%	50%
White	26	753	737	757	*	*	*	*	*	62%	60%
Hispanic	39	725	723	734	28%	26%	*	*	*	23%	36%
Black or African American	30	740	731	731	*	*	*	40%	0%	40%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	753	756	*	*	*	*	*	*	58%
Female	61	737	740	753	*	16%	*	*	*	39%	55%
Male	57	747	737	743	*	25%	*	*	*	47%	46%
Economically Disadvantaged Students	49	723	720	731	*	27%	22%	*	*	24%	33%
Non-Economically Disadvantaged Students	69	756	753	759	*	16%	19%	*	*	57%	61%
Students with Disabilities	16	715	706	719	*	*	*	*	*	25%	24%
Students without Disabilities	102	746	743	754	*	*	*	*	*	46%	56%
English Learners	*	*	688	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	128	748	742	755	*	20%	28%	*	*	45%	57%
White	25	763	755	763	0%	*	*	*	*	68%	67%
Hispanic	50	741	729	743	*	28%	20%	*	*	42%	44%
Black or African American	31	732	*	739	*	*	55%	*	*	13%	39%
Asian, Native Hawaiian, or Pacific Islander	15	776	776	779	0%	*	*	*	*	80%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	56	756	745	760	*	21%	*	*	*	57%	62%
Male	72	742	739	750	*	19%	*	*	*	36%	53%
Economically Disadvantaged Students	61	740	727	740	*	*	25%	*	*	36%	40%
Non-Economically Disadvantaged Students	67	755	758	765	*	*	31%	*	*	54%	69%
Students with Disabilities	13	709	696	725	*	*	*	*	*	*	25%
Students without Disabilities	115	752	749	761	*	*	*	*	*	*	64%
English Learners	*	*	708	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	749	749	756	*	12%	32%	*	*	47%	58%
White	26	755	755	764	*	*	*	*	*	58%	68%
Hispanic	20	741	739	743	*	*	*	*	*	45%	44%
Black or African American	27	743	738	739	*	*	*	*	*	44%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	758	762	*	*	*	*	*	*	65%
Female	44	750	752	761	*	*	45%	*	*	45%	64%
Male	49	747	745	750	*	*	20%	*	*	49%	52%
Economically Disadvantaged Students	37	738	735	740	*	*	30%	*	*	38%	39%
Non-Economically Disadvantaged Students	56	755	759	766	*	*	34%	*	*	54%	69%
Students with Disabilities	14	721	714	724	*	*	*	*	*	*	23%
Students without Disabilities	79	754	754	762	*	*	*	*	*	*	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	750	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	352	99.2	53.4	40.1	44.5	53.4	54.8	Met Target†
White	80	97.6	76.3	49.0	54.1	76.3	64.1	Met Target
Hispanic	109	100.0	41.3	24.6	28.8	41.3	46	Met Target†
Black or African American	90	100.0	37.8	27.0	23.0	37.8	40.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	55	100.0	63.6	72.2	76.5	63.6	67.3	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	160	99.4	53.1	40.5	44.9	53.1		
Male	192	99.0	53.6	39.7	44.2	53.6		
Economically Disadvantaged Students	151	100.0	37.1	23.0	26.3	37.1	39.6	Met Target†
Non-Economically Disadvantaged Students	201	98.6	65.7	53.6	54.9	65.7		
Students with Disabilities	60	95.4	13.3	10.5	17.4	13.3	29	Not Met
Students without Disabilities	292	100.0	61.6	44.8	50.0	61.6		
English Learners	39	100.0	25.6	*	25.0	25.6	26.2	Met Target†
Non-English Learners	313	99.1	56.9	*	46.5	56.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



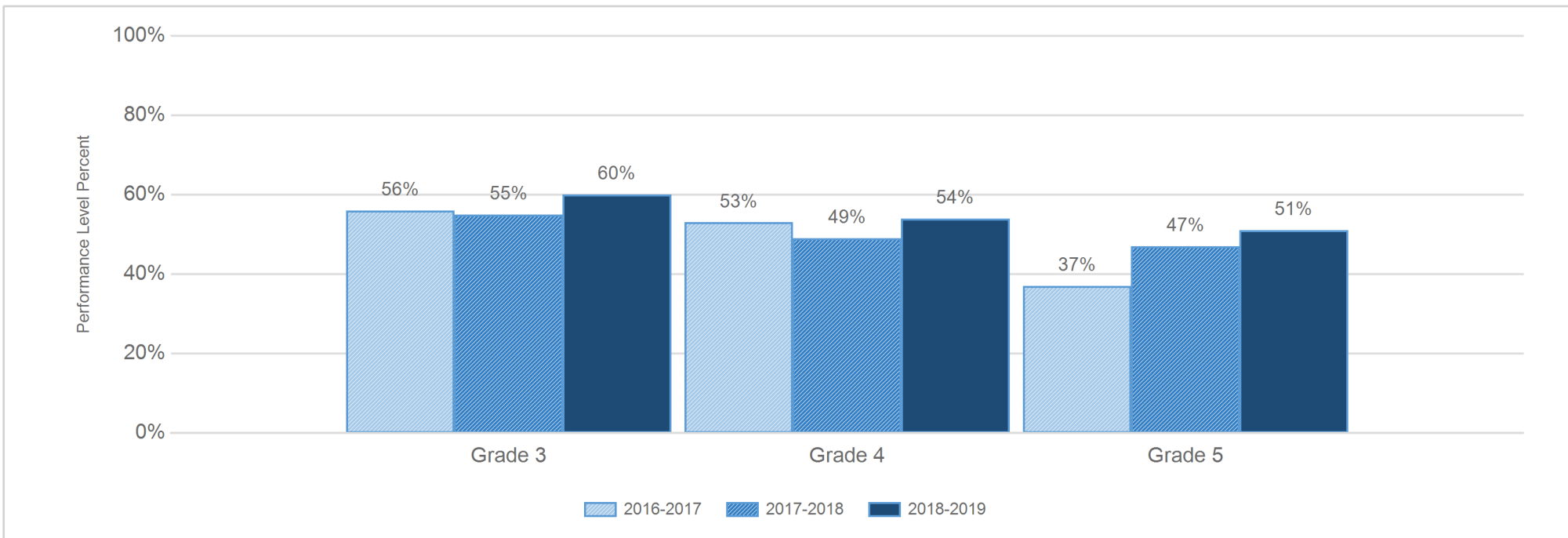
Arthur M. Judd
(23-3620-055)
Grades Offered: PK-05
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	756	751	752	8%	15%	17%	38%	22%	60%	55%
White	26	773	757	760	*	*	*	*	*	85%	66%
Hispanic	40	739	735	739	*	*	25%	*	*	40%	40%
Black or African American	30	747	740	735	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	766	758	*	*	*	*	*	*	62%
Female	61	755	750	751	*	*	*	41%	20%	61%	54%
Male	59	758	752	752	*	*	*	36%	24%	59%	56%
Economically Disadvantaged Students	49	736	732	737	*	*	*	*	*	37%	37%
Non-Economically Disadvantaged Students	71	770	766	761	*	*	*	*	*	76%	67%
Students with Disabilities	16	727	724	731	*	*	*	*	*	31%	31%
Students without Disabilities	104	761	755	756	*	*	*	*	*	64%	60%
English Learners	10	718	710	728	*	*	*	*	*	30%	26%
Non-English Learners	110	760	754	754	*	*	*	*	*	63%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	129	752	747	749	*	14%	25%	*	*	54%	51%
White	25	766	760	757	0%	*	*	*	*	72%	62%
Hispanic	51	743	733	737	*	*	31%	*	*	41%	36%
Black or African American	31	739	*	731	*	*	*	42%	0%	42%	29%
Asian, Native Hawaiian, or Pacific Islander	15	783	777	776	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	56	749	744	749	*	*	29%	*	*	48%	50%
Male	73	754	749	749	*	*	22%	*	*	59%	52%
Economically Disadvantaged Students	62	742	733	734	*	*	31%	*	*	42%	32%
Non-Economically Disadvantaged Students	67	761	761	759	*	*	19%	*	*	66%	63%
Students with Disabilities	13	714	708	726	*	*	*	*	*	*	25%
Students without Disabilities	116	756	752	754	*	*	*	*	*	*	56%
English Learners	*	*	714	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	94	751	749	747	*	19%	24%	*	*	51%	47%
White	26	768	756	755	0%	*	*	*	*	77%	58%
Hispanic	20	741	737	735	*	0%	*	*	*	45%	30%
Black or African American	27	738	737	729	0%	37%	41%	*	*	22%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	761	753	*	*	*	*	*	*	55%
Female	44	748	747	747	*	*	*	*	*	52%	47%
Male	50	754	750	747	*	*	*	*	*	50%	47%
Economically Disadvantaged Students	37	738	735	732	*	*	*	*	*	32%	27%
Non-Economically Disadvantaged Students	57	759	759	757	*	*	*	*	*	63%	59%
Students with Disabilities	14	723	719	725	*	*	*	*	*	*	19%
Students without Disabilities	80	756	753	752	*	*	*	*	*	*	52%
English Learners	*	*	709	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	750	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	*	*

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	57.7%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	26	*	*
3-4	13	84.6%	15.4%
5 or more	N	N	N



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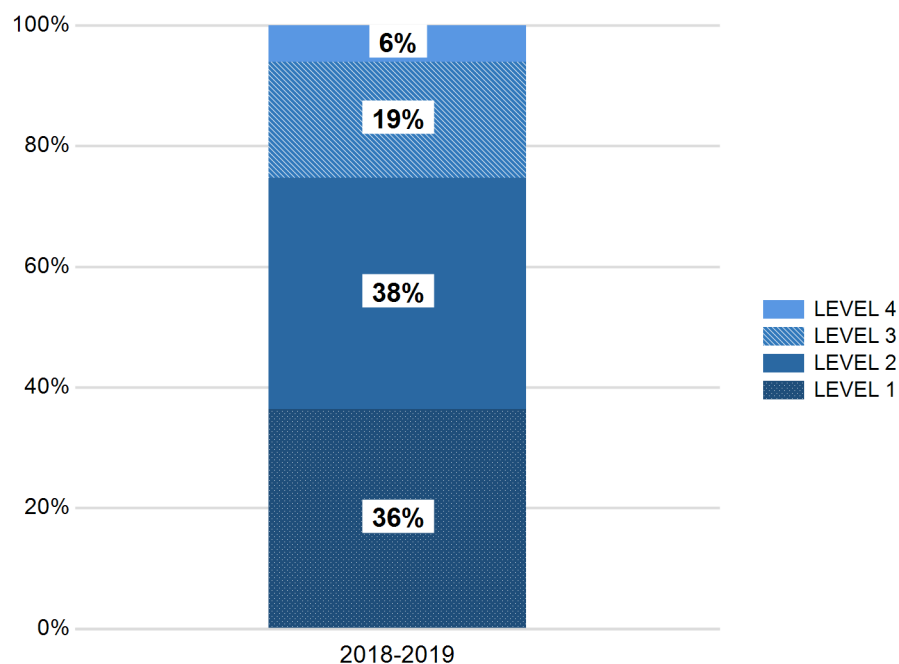
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	36	38	19	6
White	15	42	31	12
Hispanic	40	50	10	0
Black or African American	48	33	15	4
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	34	48	16	2
Male	38	30	22	10
Economically Disadvantaged Students	53	36	8	3
Non-Economically Disadvantaged Students	26	40	26	9
Students with Disabilities	79	21	0	0
Students without Disabilities	29	41	23	8
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

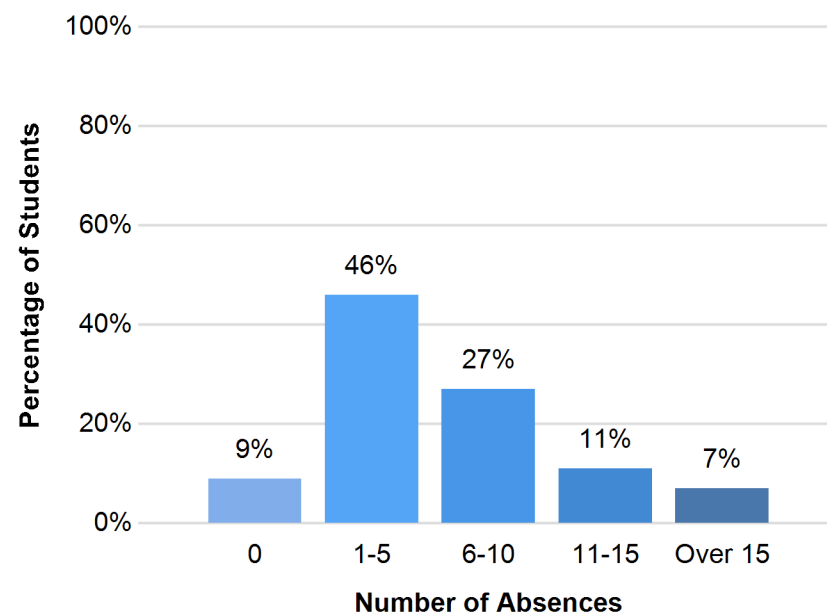
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	36	5.6	8.9	Met
White	12	9.1	8.9	Not Met
Hispanic	15	6.8	8.9	Met
Black or African American	7	3.9	8.9	Met
Asian, Native Hawaiian, or Pacific	2	2.3	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Female	14	4.7		
Male	22	6.4		
Economically Disadvantaged Students	26	9.3	8.9	Not Met
Students with Disabilities	8	8.6	8.9	Met
English Learners	3	6.8	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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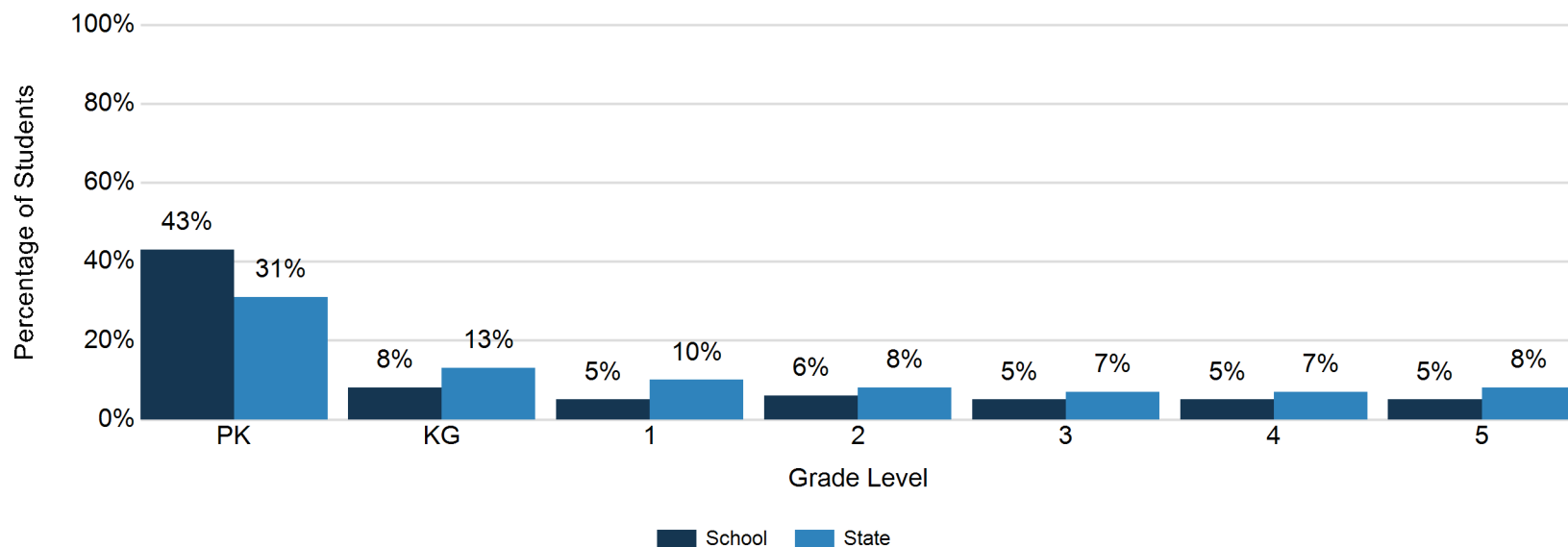
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.12

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
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	*	*
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

*



Arthur M. Judd

(23-3620-055)

Grades Offered: PK-05

2018-2019

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

School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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	75	118,214
Average years experience in public schools	9.4	12.1
Average years experience in district	8.9	10.8
Percentage of Teachers with 4 or more years experience in the district	73.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	12.4	12.0
Percentage of Administrators with 4 or more years experience in the district	89.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	206:1	125:1
Teachers to Administrators	19:1	11:1
Students to Librarians/Media Specialists		997:1
Students to Nurses		748:1
Students to Counselors		399:1
Students to Child Study Team Members		352:1



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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	44.4%	90.7%	75.0%	48.4%	77.1%	54.9%
Male	55.6%	9.3%	25.0%	51.6%	22.9%	45.1%
White	21.2%	93.3%	75.0%	42.4%	83.6%	77.4%
Hispanic	31.4%	1.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	25.1%	1.3%	25.0%	15.0%	6.6%	13.9%
Asian	18.5%	4.0%	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	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Arthur M. Judd
(23-3620-055)
Grades Offered: PK-05
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

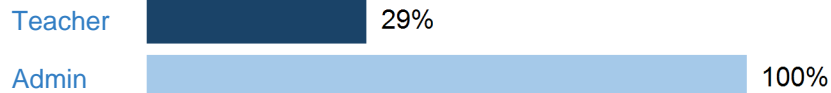
Teachers and Administrators - Level of Education

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

Bachelor's Degree



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	88.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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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	52.2%	48.3%	43.6%
Math Proficiency	47.5%	49.1%	53.4%
ELA Growth	48	46	38
Math Growth	46	52	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		53.8%	57.7%
Chronic Absenteeism	2.9%	5.9%	5.6%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Arthur M. Judd
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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:

- Judd School is a caring community of learners, which embraces the diversity of our entire school community.
- At Judd School we strive to meet the academic, social and emotional needs of each and every learner every day!
- At Judd School we believe that every learner should be allowed to learn at their own developmentally appropriate pace.



Mission, Vision, Theme:

Arthur M. Judd Elementary School is a dynamic community of educators, children and families with a diverse population of approximately 700 students in grades PreK-5. Our children stem from a wide range of racial and national origins and represent numerous cultures and languages. We believe that this diversity helps us learn, grow, and work together in what can truly be called a "global learning community."



Arthur M. Judd

(23-3620-055)

Grades Offered: PK-05

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Courses, Curriculum, Instruction:

As a learning community, we are devoted to fulfilling the NBTS's mission to educate, inspire and empower our students to meet challenges and achieve success. To that end, Judd School offers research-based programs and authentic learning opportunities that address this goal. We strive to base our instructional decisions on curricular design and materials that offer our students the rigorous and relevant opportunities they need to become knowledgeable thinkers and confident problem solvers.



Clubs and Activities:

At Judd, students express their voice and demonstrate leadership through involvement in Student Council, Chorus Officers, Peer Mediators, Morning News Team, Buddy Classes, Junior Autism Ambassadors, and a fifth grade "jobs" program that provides assistance to students and teachers all around the building. Under the direction of our music teacher, our students in grades 3-5 present an annual winter musical for students, staff and families.





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 <p>Before and After School Programs:</p>	<p>To meet the needs of all students, we offer various remedial and enrichment programs, both before and after school. These include the following academic programs: GATE, ACHIEVE, EXPLORE, MORNING MATH, which are all overseen by teachers with an expertise in that particular area and specific grade level.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff members utilize ongoing PLC (professional learning communities) time to meet with colleagues to analyze data, plan lessons and collaborate on "best" instructional practices. The Judd School staff works collaboratively with members of NJPSA/FEA to continue to implement the CAR Model.</p>






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 <p>Student Supports and Services:</p>	<p>Inclusive education is the hallmark of Judd School. Research-based programs for students of exceptionality in special education, academic support, gifted and talented, and ESL are offered to students at all levels who are in need of specialized programs, accelerated learning, small group assistance, or academic intervention.</p>
 <p>Student Health and Wellness:</p>	<p>We believe that studies in the fine arts, media arts and physical education are fundamental to a well-rounded education and to the development of the complete individual. Connecting mind and body, our physical education program focuses on healthy life choices, cooperation, and personal goal setting. Our full-time nurse is an advocate for healthy choices and works cooperatively with parents and staff to ensure the daily safety of each and every student!</p>
 <p>Parent and Community Involvement:</p>	<p>The Judd School motto Growing and Learning Together epitomizes our commitment to collaboration and partnership. We enjoy a high level of parental attendance at every school-related event, and we utilize community volunteers to provide significant support to the classrooms, media center, after school programs, and off-campus trips. Parent Teacher Organization (P.T.O.) members sponsor family-themed programs, provide mini-grants, and fund a variety of academic and co-curricular activities.</p>



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Facilities:

Although our physical building is more than 50 years old, our building is "state of the art!" We house a full technology lab, gymnasium, media center, a newly renovated "outside classroom" garden area. In the area of fine arts, we have two music rooms (one for choral instruction and one for instrumental instruction) and an updated art room.



School Safety:

Judd School is in Year 4 of implementing the PBSIS (Positive Behavior Systems in Schools) Initiative. We utilize lessons and incentives (school wide "paws" passes, directly tied to our school mascot, "Buddy the Bulldog") to encourage students to make positive behavioral choices every day. Under the direction of our Instructional Dean, our School Safety Team (made up of administrators, teachers and parents) meets periodically throughout the school year in order to create a warm, nurturing and secure environment for all.



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Technology and STEM:

Students are 1:1 with Chromebooks in grades 3, 4, and 5. There are carts of Chromebooks available to the other grade levels in the school. We also have approximately 4 to 5 iPads per grade level with more available in inclusion classrooms. The computer lab is equipped with Window PCs and each classroom has an interactive display.



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Other Information

We believe that in the face of change, Judd will persevere in creating a productive learning environment for all students through positive attitudes, collegial support and enthusiasm, and by starting each day with high expectations. We believe that we, like our students, are works in progress who depend on continued support and guidance from our colleagues, supervisors, and administrators. We must never stop learning because expectations are always changing, and we must adapt and continue to learn if we are to be effective teachers. We believe that every student deserves instruction based on their needs and that it is our responsibility to adjust our teaching and differentiate instruction if we are to help all children learn.



John Adams
(23-3620-060)
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:



John Adams
(23-3620-060)
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2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	North Brunswick Township School District
Principal Name	Dr. Frederick Johnson
Address	1420 REDMOND STREET NORTH BRUNSWICK, NJ 08902
Phone Number	732-289-3102
Email Address	fjohnson@nbtschools.org
Website	http://ja.nbtschools.org
Facebook	https://www.facebook.com/pages/John-Adams-Elementary-School/20588035606866
Twitter	https://twitter.com/JAdamsSchool



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	122	102	87
1	99	119	95
2	107	95	115
3	114	104	89
4	117	110	97
5	104	114	107
Total	663	644	590

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.7%	45.3%	44.9%
Male	51.3%	54.7%	55.1%
Economically Disadvantaged Students	35.3%	34.3%	34.6%
Students with Disabilities	12.1%	13.4%	12.9%
English Learners	7.1%	6.5%	6.3%
Homeless Students	0.3%	0.3%	0.2%
Students in Foster Care	0.2%	0.2%	0.8%
Military-Connected Students	0.0%	0.2%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	17.3%	15.5%	16.8%
Hispanic	26.7%	28.6%	28.1%
Black or African American	17.6%	18.2%	19.7%
Asian	34.1%	32.6%	29.5%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	3.8%	4.7%	5.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	122	102	87

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	69.0%
Spanish	11.9%
Gujarati	3.4%
Hindi	3.4%
Telugu	2.2%
Other Languages	10.2%

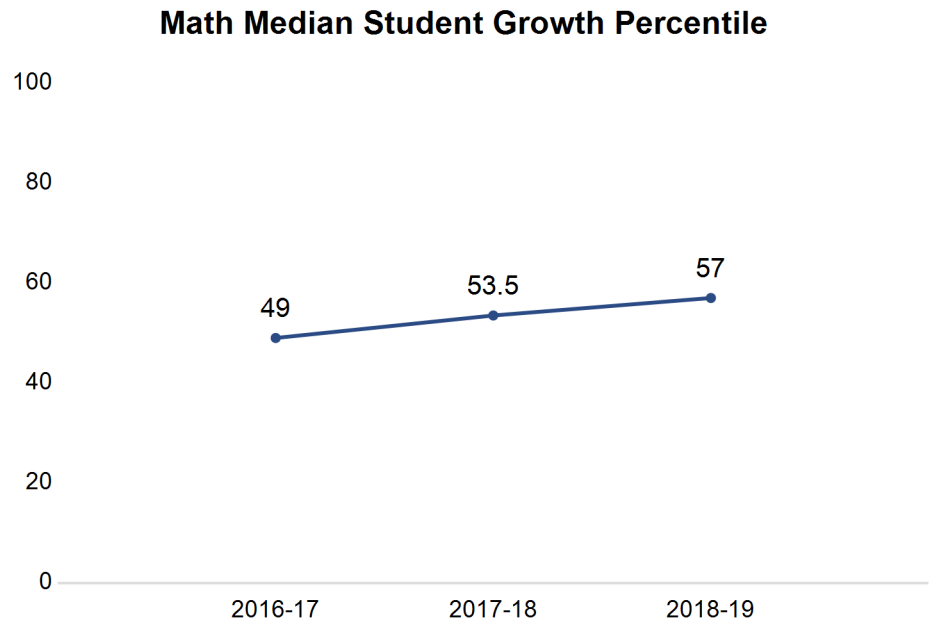
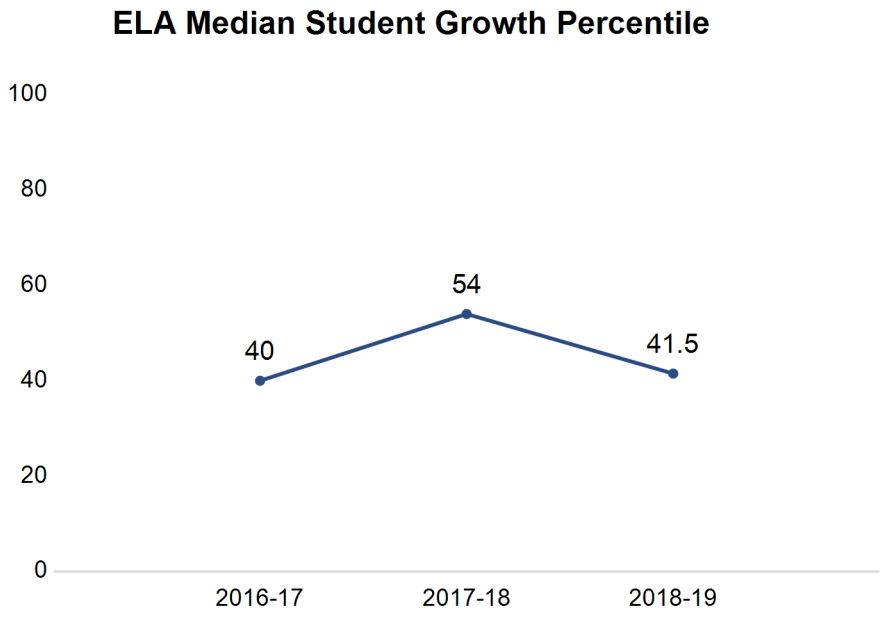


John Adams
 (23-3620-060)
 Grades Offered: KG-05
 2018-2019

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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	40	54	41.5	49	53.5	57
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



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	41.5	53	50	Met Standard	57	55	50	Met Standard
White	48	53	50	Met Standard	54	55	52	Met Standard
Hispanic	35.5	50	49	Not Met	53.5	55	47	Met Standard
Black or African American	38	43	45	Not Met	60	48	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	42	63	59	Met Standard	67	61	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56.5	49	**	*	56	52	**
Female	42	57	53	N	57	55.5	50	N
Male	40	47	47	N	57	55	51	N
Economically Disadvantaged Students	38.5	48	48	Not Met	55	54	46	Met Standard
Students with Disabilities	16	40	43	Not Met	48	44	45	Met Standard
English Learners	33	56	52	**	47	57	50	**
Homeless Students	*	*	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



John Adams
 (23-3620-060)
 Grades Offered: KG-05
 2018-2019

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

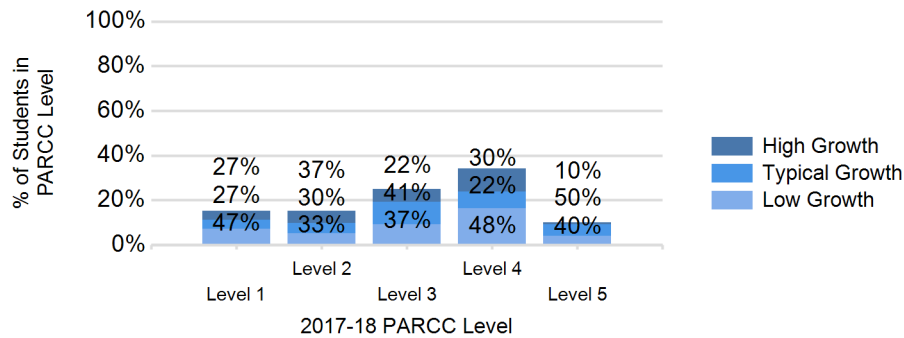
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

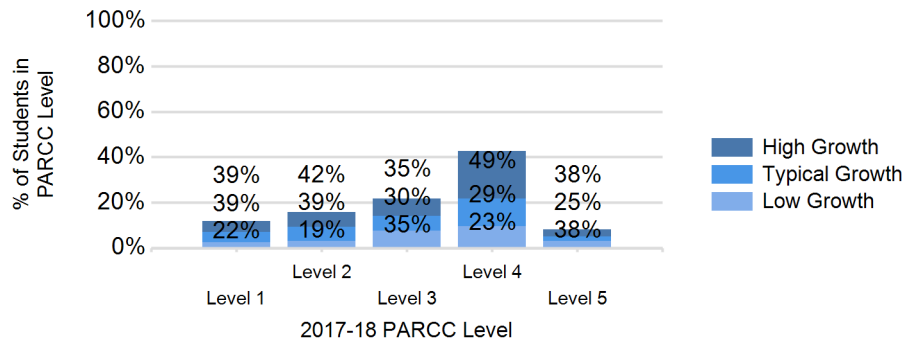
Student Growth by Performance Level

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

ELA



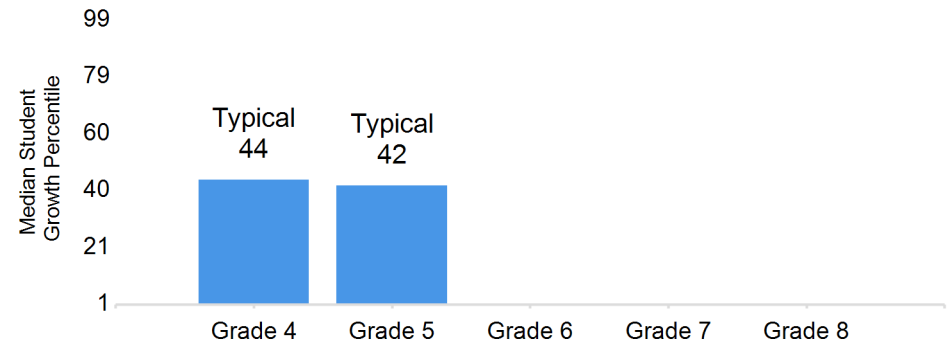
Math



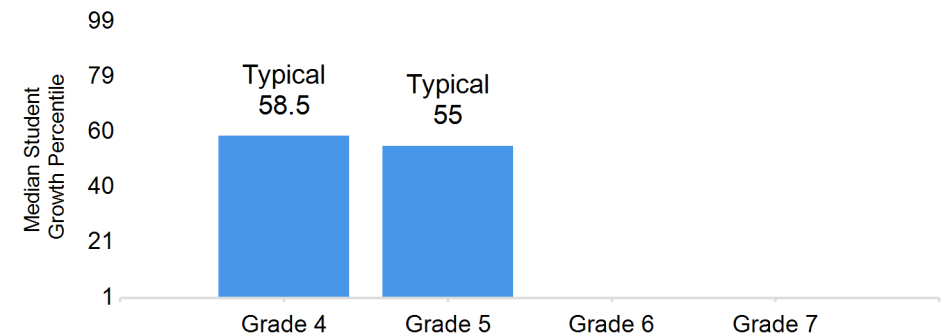
Student Growth by Grade

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

ELA



Math





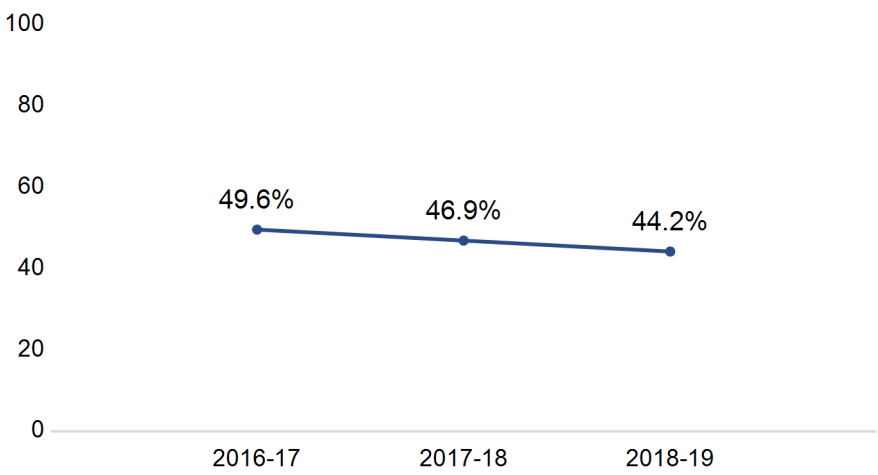
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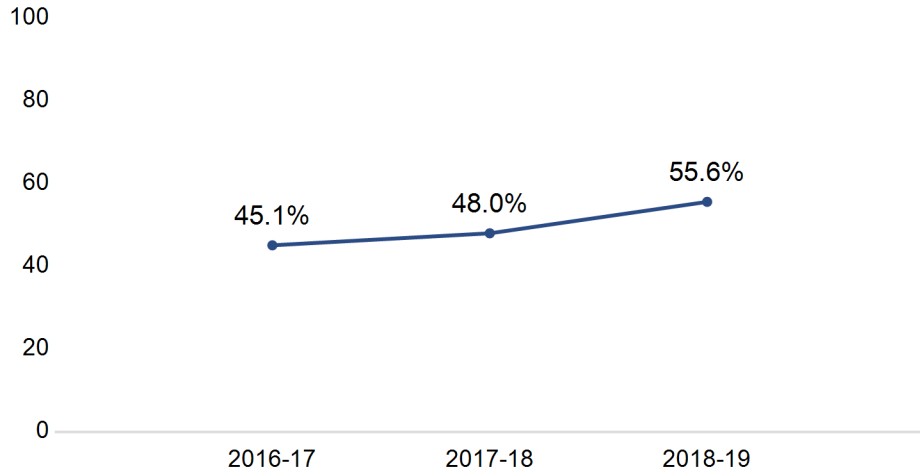
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.1%	98.8%	99.3%	99.1%	98.8%	99.3%
Proficiency Rate for Federal Accountability	49.6%	46.9%	44.2%	45.1%	48.0%	55.6%
Annual Target	48.0%	49.7%	51.4%	50.1%	51.6%	53.2%
Met Annual Target?	Met Target	Met Target†	Not Met	Not Met	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.



John Adams
(23-3620-060)
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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	283	99.3	44.2	50.2	57.9	44.2	51.4	Not Met
White	44	97.8	50.0	*	66.9	50.0	49.6	Met Target
Hispanic	79	98.8	22.8	35.6	43.9	22.8	31.6	Not Met
Black or African American	68	100.0	30.9	37.4	38.5	30.9	34.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	81	100.0	71.6	79.1	82.9	71.6	77	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	100.0	54.5	*	64.4	54.5	**	**
Female	135	99.3	49.6	56.4	64.8	49.6		
Male	148	99.3	39.2	44.2	51.3	39.2		
Economically Disadvantaged Students	101	99.1	21.8	32.3	40.0	21.8	27.6	Met Target†
Non-Economically Disadvantaged Students	182	99.5	56.6	64.0	67.9	56.6		
Students with Disabilities	45	100.0	*	13.3	22.7	*	23	Not Met
Students without Disabilities	238	99.2	*	56.3	65.1	*		
English Learners	27	96.7	29.6	17.4	29.3	29.6	26.6	Met Target
Non-English Learners	256	99.6	45.7	53.5	60.6	45.7		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



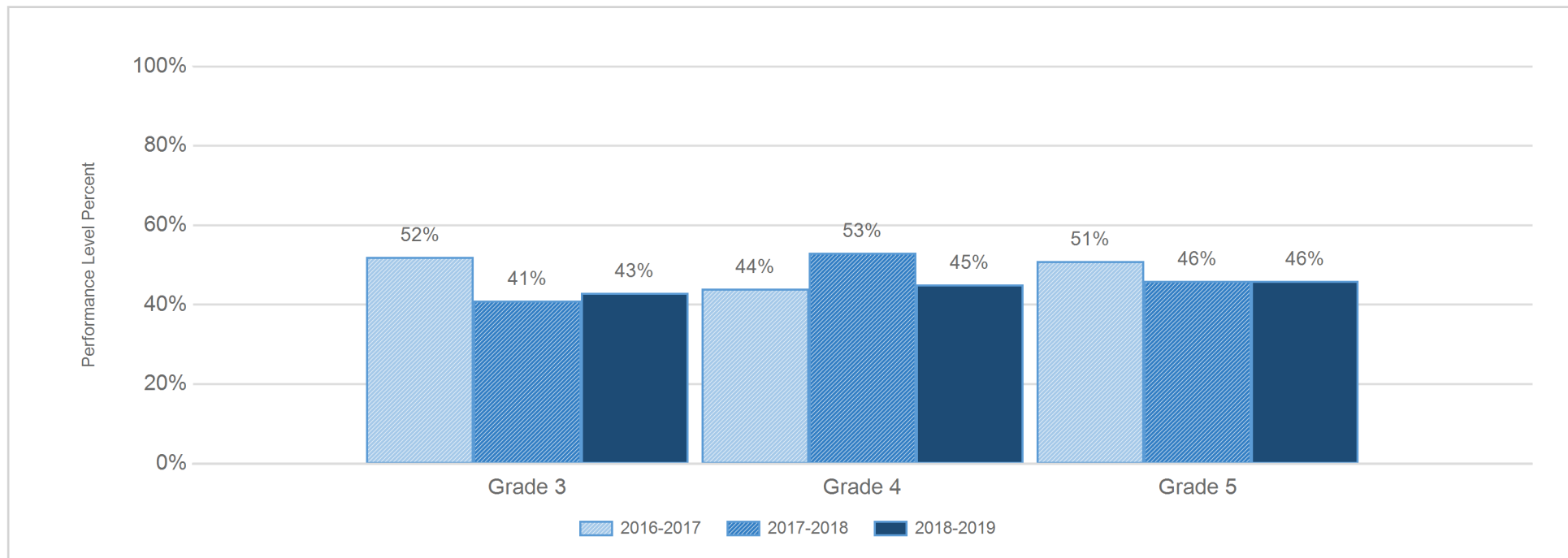
John Adams
(23-3620-060)
Grades Offered: KG-05
2018-2019

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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	87	740	738	748	17%	18%	22%	*	*	43%	50%
White	*	*	737	757	*	*	*	*	*	*	60%
Hispanic	25	723	723	734	*	*	*	*	*	24%	36%
Black or African American	18	727	731	731	*	*	*	*	*	28%	33%
Asian, Native Hawaiian, or Pacific Islander	29	763	*	773	*	*	*	*	*	69%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	753	756	*	*	*	*	*	*	58%
Female	45	741	740	753	*	*	*	*	*	49%	55%
Male	42	738	737	743	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	27	718	720	731	*	*	*	*	*	15%	33%
Non-Economically Disadvantaged Students	60	750	753	759	*	*	*	*	*	55%	61%
Students with Disabilities	11	698	706	719	*	*	*	*	*	*	24%
Students without Disabilities	76	746	743	754	*	*	*	*	*	*	56%
English Learners	*	*	688	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



John Adams
(23-3620-060)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	743	742	755	17%	11%	28%	31%	14%	45%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	33	729	729	743	*	*	33%	*	*	27%	44%
Black or African American	27	724	*	739	*	*	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	25	772	776	779	*	*	*	*	*	76%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	52	748	745	760	*	*	29%	*	*	50%	62%
Male	49	738	739	750	*	*	27%	*	*	39%	53%
Economically Disadvantaged Students	38	720	727	740	*	*	29%	*	*	24%	40%
Non-Economically Disadvantaged Students	63	757	758	765	*	*	27%	*	*	57%	69%
Students with Disabilities	17	674	696	725	*	*	*	*	*	*	25%
Students without Disabilities	84	757	749	761	*	*	*	*	*	*	64%
English Learners	*	*	708	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	103	747	749	756	*	20%	27%	*	*	46%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	25	724	739	743	*	*	*	*	*	20%	44%
Black or African American	23	740	738	739	*	*	*	*	*	30%	38%
Asian, Native Hawaiian, or Pacific Islander	31	762	*	781	0%	*	*	*	*	71%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	758	762	*	*	*	*	*	*	65%
Female	47	753	752	761	*	*	28%	*	*	51%	64%
Male	56	743	745	750	*	*	27%	*	*	41%	52%
Economically Disadvantaged Students	40	733	735	740	*	*	33%	*	*	25%	39%
Non-Economically Disadvantaged Students	63	756	759	766	*	*	24%	*	*	59%	69%
Students with Disabilities	13	710	714	724	*	*	*	*	*	*	23%
Students without Disabilities	90	753	754	762	*	*	*	*	*	*	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



John Adams
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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	284	99.3	55.6	40.1	44.5	55.6	53.2	Met Target
White	44	97.8	63.6	49.0	54.1	63.6	48	Met Target
Hispanic	80	98.9	32.5	24.6	28.8	32.5	28.2	Met Target
Black or African American	68	100.0	35.3	27.0	23.0	35.3	40.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	81	100.0	87.7	72.2	76.5	87.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	100.0	81.8	*	53.3	81.8	**	**
Female	135	99.3	53.3	40.5	44.9	53.3		
Male	149	99.4	57.7	39.7	44.2	57.7		
Economically Disadvantaged Students	101	99.1	33.7	23.0	26.3	33.7	29.3	Met Target
Non-Economically Disadvantaged Students	183	99.5	67.8	53.6	54.9	67.8		
Students with Disabilities	45	100.0	11.1	10.5	17.4	11.1	23	Not Met
Students without Disabilities	239	99.2	64.0	44.8	50.0	64.0		
English Learners	28	97.0	50.0	*	25.0	50.0	41.1	Met Target
Non-English Learners	256	99.6	56.3	*	46.5	56.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



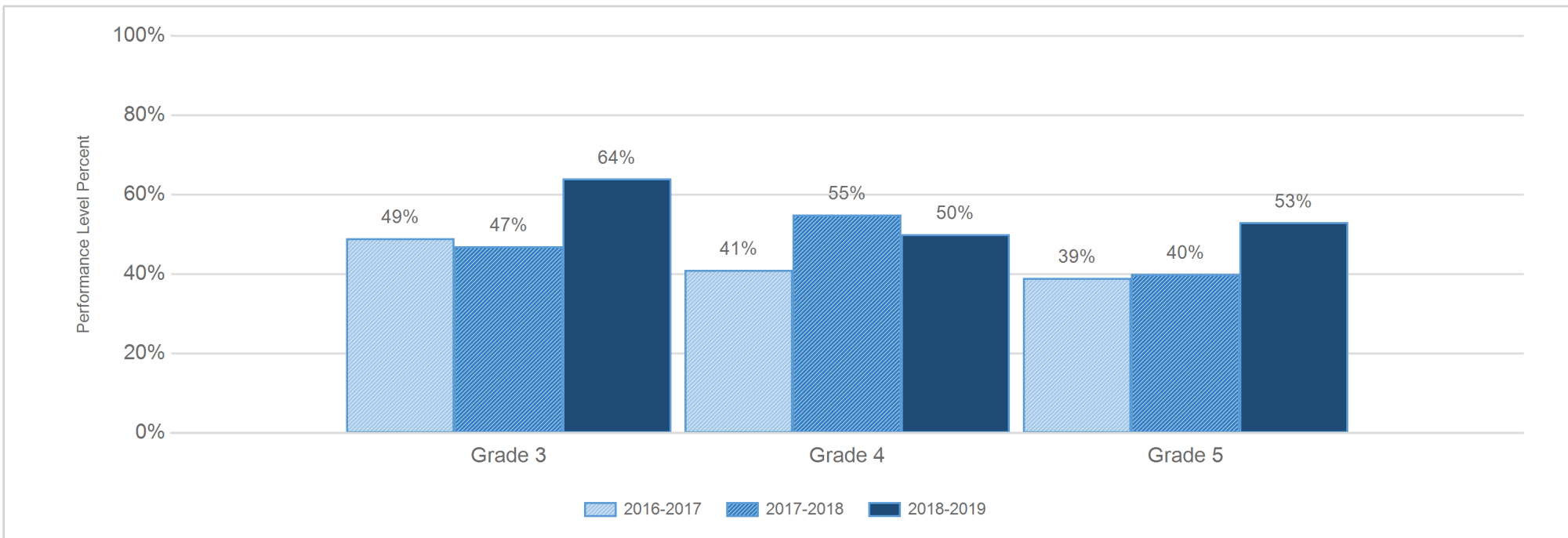
John Adams
(23-3620-060)
Grades Offered: KG-05
2018-2019

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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.



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Grades Offered: KG-05
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	752	751	752	*	*	16%	51%	13%	64%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	25	742	735	739	*	*	*	*	*	44%	40%
Black or African American	18	733	740	735	*	*	*	*	*	39%	35%
Asian, Native Hawaiian, or Pacific Islander	30	772	*	778	0%	*	*	*	*	87%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	766	758	*	*	*	*	*	*	62%
Female	45	749	750	751	*	*	*	*	*	60%	54%
Male	43	756	752	752	*	*	*	*	*	67%	56%
Economically Disadvantaged Students	27	731	732	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	61	762	766	761	*	*	*	*	*	74%	67%
Students with Disabilities	11	715	724	731	*	*	*	*	*	18%	31%
Students without Disabilities	77	758	755	756	*	*	*	*	*	70%	60%
English Learners	*	*	710	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	754	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	745	747	749	14%	14%	23%	*	*	50%	51%
White	*	*	760	757	*	*	*	*	*	*	62%
Hispanic	33	731	733	737	*	*	45%	*	*	21%	36%
Black or African American	27	729	*	731	*	*	*	37%	0%	37%	29%
Asian, Native Hawaiian, or Pacific Islander	25	770	777	776	*	*	*	*	*	88%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	52	745	744	749	*	*	*	*	*	42%	50%
Male	49	745	749	749	*	*	*	*	*	57%	52%
Economically Disadvantaged Students	38	723	733	734	*	*	29%	*	*	21%	32%
Non-Economically Disadvantaged Students	63	758	761	759	*	*	19%	*	*	67%	63%
Students with Disabilities	17	690	708	726	*	*	*	*	*	*	25%
Students without Disabilities	84	756	752	754	*	*	*	*	*	*	56%
English Learners	*	*	714	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



John Adams
(23-3620-060)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	749	749	747	*	15%	23%	*	*	53%	47%
White	*	*	756	755	*	*	*	*	*	*	58%
Hispanic	27	726	737	735	*	*	*	*	*	33%	30%
Black or African American	23	737	737	729	*	*	*	*	*	35%	23%
Asian, Native Hawaiian, or Pacific Islander	31	772	*	775	0%	*	*	*	*	84%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	761	753	*	*	*	*	*	*	55%
Female	48	749	747	747	*	*	27%	*	*	56%	47%
Male	57	749	750	747	*	*	19%	*	*	51%	47%
Economically Disadvantaged Students	40	738	735	732	*	*	33%	*	*	40%	27%
Non-Economically Disadvantaged Students	65	756	759	757	*	*	17%	*	*	62%	59%
Students with Disabilities	13	711	719	725	*	*	*	*	*	*	19%
Students without Disabilities	92	754	753	752	*	*	*	*	*	*	52%
English Learners	*	*	709	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	750	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%



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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	70.6%	**	**

† 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	24	*	*
3-4	*	*	*
5 or more	N	N	N



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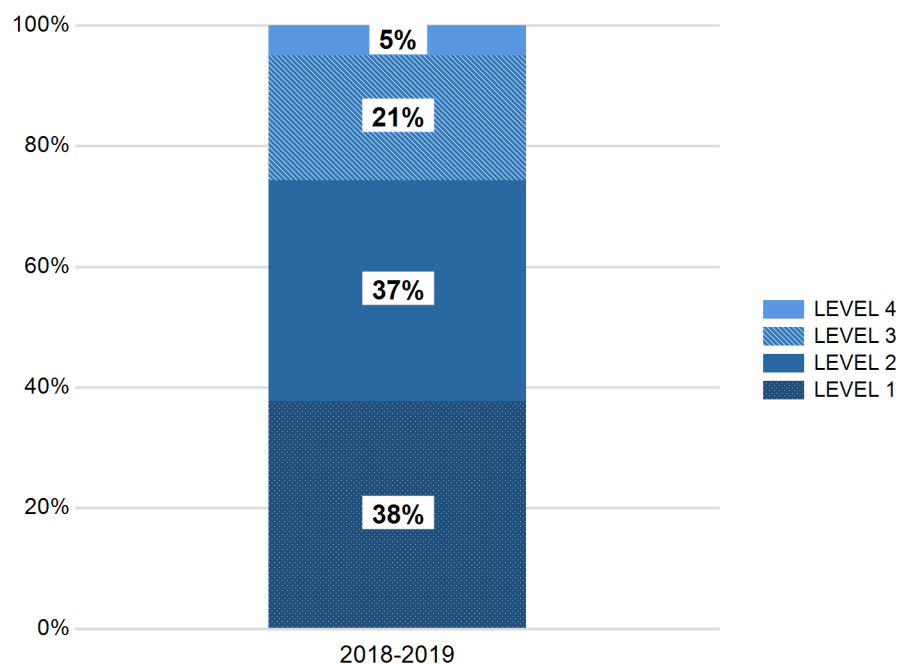
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	38	37	21	5
White	*	*	*	*
Hispanic	65	27	8	0
Black or African American	57	30	13	0
Asian, Native Hawaiian, or Pacific Islander	6	52	32	10
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	32	47	17	4
Male	42	28	25	5
Economically Disadvantaged Students	53	35	13	0
Non-Economically Disadvantaged Students	28	38	27	8
Students with Disabilities	85	15	0	0
Students without Disabilities	31	40	24	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

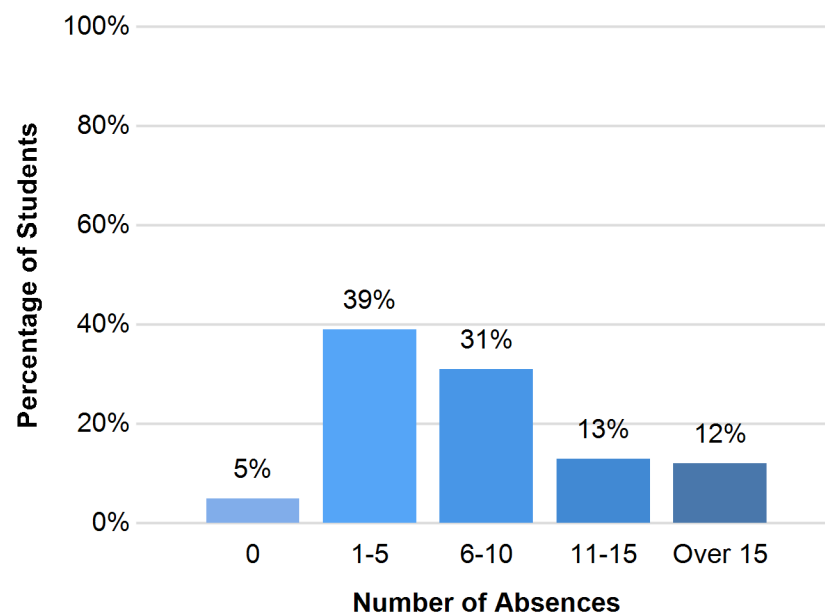
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	42	7.2	8.9	Met
White	7	7.1	8.9	Met
Hispanic	17	10.6	8.9	Not Met
Black or African American	8	7.0	8.9	Met
Asian, Native Hawaiian, or Pacific	9	5.0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Female	19	7.3		
Male	23	7.1		
Economically Disadvantaged Students	21	10.7	8.9	Not Met
Students with Disabilities	12	15.6	8.9	Not Met
English Learners	4	11.4	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





John Adams
(23-3620-060)
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2018-2019

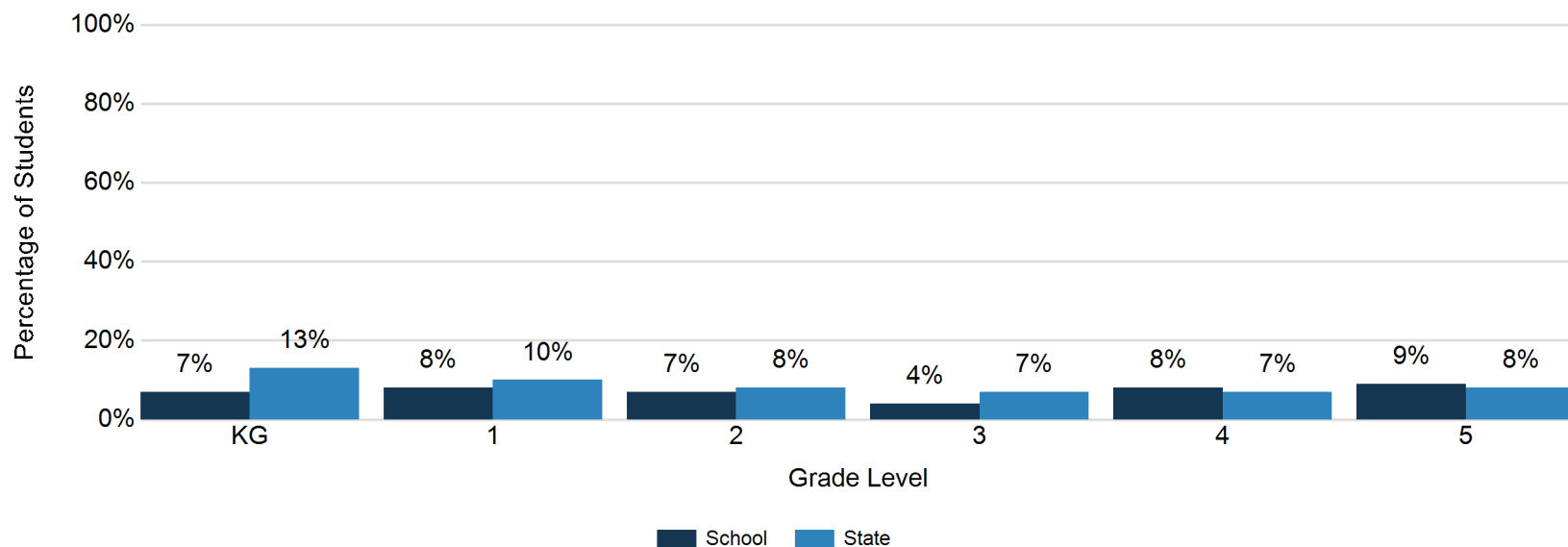
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.85

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
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)	1
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	11	1.9%
Any Suspension	12	2.0%
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

17

**John Adams**

(23-3620-060)

Grades Offered: KG-05

2018-2019

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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	58	118,214
Average years experience in public schools	10.5	12.1
Average years experience in district	9.8	10.8
Percentage of Teachers with 4 or more years experience in the district	69.0%	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	48	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	12.4	12.0
Percentage of Administrators with 4 or more years experience in the district	89.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	197:1	125:1
Teachers to Administrators	19:1	11:1
Students to Librarians/Media Specialists		997:1
Students to Nurses		748:1
Students to Counselors		399:1
Students to Child Study Team Members		352:1



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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	44.9%	94.8%	66.7%	48.4%	77.1%	54.9%
Male	55.1%	5.2%	33.3%	51.6%	22.9%	45.1%
White	16.8%	93.1%	66.7%	42.4%	83.6%	77.4%
Hispanic	28.1%	1.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	19.7%	3.4%	33.3%	15.0%	6.6%	13.9%
Asian	29.5%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.4%	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.

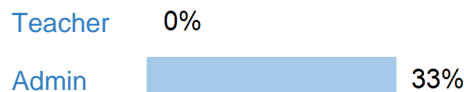
Bachelor's Degree



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	88.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.4%	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.



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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	49.6%	46.9%	44.2%
Math Proficiency	45.1%	48.0%	55.6%
ELA Growth	40	54	42
Math Growth	49	54	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.6%	70.6%
Chronic Absenteeism	11.0%	6.1%	7.2%

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



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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.



John Adams
(23-3620-060)
Grades Offered: KG-05
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



John Adams
(23-3620-060)
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2018-2019

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School Narrative

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



Highlights:

- Our school offers a balanced curriculum of academics, arts, and physical education. Our Character Education Program ensures that our students are well-rounded and socially responsible youngsters.
- Chorus, Band, Robotics Club, Chess Club, Student Council - Community Service Projects
- Gifted and Talented Program, Math Olympiad



Mission, Vision, Theme:

Our John Adams stakeholders are dedicated to providing each member of our diverse student body with the opportunity, skills, and tools necessary to achieve success now and in the future. We acknowledge our rich diversity and stress academic growth for all as we also instill students with a sense of their own social responsibilities as a basis for a lifetime of productive citizenship.



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2018-2019

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Courses, Curriculum, Instruction:

Our curriculum meets the NJ Student Learning Standards and the Next Generation Science Standards. We use Everyday Math 4, Balanced Literacy, and Hands-on Science kits. In addition, our teachers have been trained to differentiated instruction so that students are able to meet with success as they go through the curriculum.



Clubs and Activities:

We have a variety of clubs and programs for our students. GATE and Math Olympiad are programs where students are invited to participate. Other programs include Band, Chorus, Chess Club, Robotics Club, Student Council, and Explore.





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2018-2019

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 <p>Before and After School Programs:</p>	<p>John Adams hosts a before school and after school wrap around program for students in grades Kindergarten - 5. This program is facilitated by our township and it is called L.E.A.L..</p>
 <p>Staff and Professional Learning:</p>	<p>Professional Development and continuous learning are hallmarks of our staff. We participate in online and regular classes about curriculum, technology, and pedagogy on an ongoing basis. Our teachers schedule appointments with our Math and ELA coaches to strengthen their instruction. Grade levels work in PLC's to share ideas and further their understanding of student learning.</p>






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2018-2019

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School Narrative

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 <p>Student Supports and Services:</p>	<p>English Language Learners receive the support of 2.5 certified ELL teachers. Students with disabilities receive support via Resource Center, In-class Support, Inclusion, and LLD Classes. Struggling learners gain support via ELA and Math Interventionists, Morning Math and ELA Achieve programs occur before school.</p>
 <p>Student Health and Wellness:</p>	<p>Family Living for Gr. 5 students, Dental Program for Gr. K-5, Optical Academy for Vision Checks (staff and students), Flu Shots for staff. We have a full-time certified school nurse and a part-time nurse assistant.</p>
 <p>Parent and Community Involvement:</p>	<p>PTO hosts programs for the school community monthly (i.e. Family Fun Night, Walkathon). Our Science Fair brings hundreds of community members together to participate in, view, and judge presentations. S.E.P.T.O. is a district group that encourages community support of students with disabilities. Parents utilize our parent portal to communicate with the school. Partnership with Rutgers Univ. Teacher Program for student teachers, practicums and student tutoring. Our evening Band/Chorus concerts and art shows are well-attended.</p>






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 <p>Climate Surveys:</p>	00
 <p>Facilities:</p>	<p>John Adams School was built in 1961 and there have been two additions since the opening of the school to accommodate the growing student population. All instructional classrooms have air conditioning as well as Smartboards. Student and staff safety is a priority in the district therefore John Adams has a staging area for guest visitors prior to being admitted.</p>
 <p>School Safety:</p>	<p>Our school security booth is staffed with two security aides and an RPO. The staff is well-trained in various drills and evacuations, should any emergencies occur.</p>



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Technology and STEM:

Students are 1:1 with Chromebooks in grades 3, 4, and 5. There are additional Chromebook carts available to the other grade levels and Media Center in the school. We also have approximately 4 to 5 iPads per grade level with more available in inclusion classrooms. The computer lab is equipped with Window PCs and each classroom has an interactive display.



Linwood Middle School
(23-3620-065)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Linwood Middle School
(23-3620-065)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	North Brunswick Township School District
Principal Name	Mr. Richard Selover
Address	25 LINWOOD PLACE NORTH BRUNSWICK, NJ 08902
Phone Number	732-289-3602
Email Address	rselover@nbtschools.org
Website	http://linwood.nbtschools.org



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	448	441	460
7	457	465	471
8	437	469	473
Total	1,344	1,377	1,406

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.5%	48.8%	49.7%
Male	51.5%	51.2%	50.3%
Economically Disadvantaged Students	41.8%	42.1%	44.7%
Students with Disabilities	11.4%	12.5%	14.4%
English Learners	4.6%	3.7%	4.1%
Homeless Students	0.0%	0.2%	0.2%
Students in Foster Care	0.2%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	19.4%	20.2%	18.9%
Hispanic	34.0%	35.7%	38.0%
Black or African American	21.1%	20.7%	22.3%
Asian	23.6%	21.3%	17.5%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	1.6%	1.7%	2.8%

Enrollment by Home Language

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

Home Language	% of Students
English	64.6%
Spanish	22.5%
Arabic	1.6%
Urdu	1.4%
Telugu	1.4%
Other Languages	8.7%



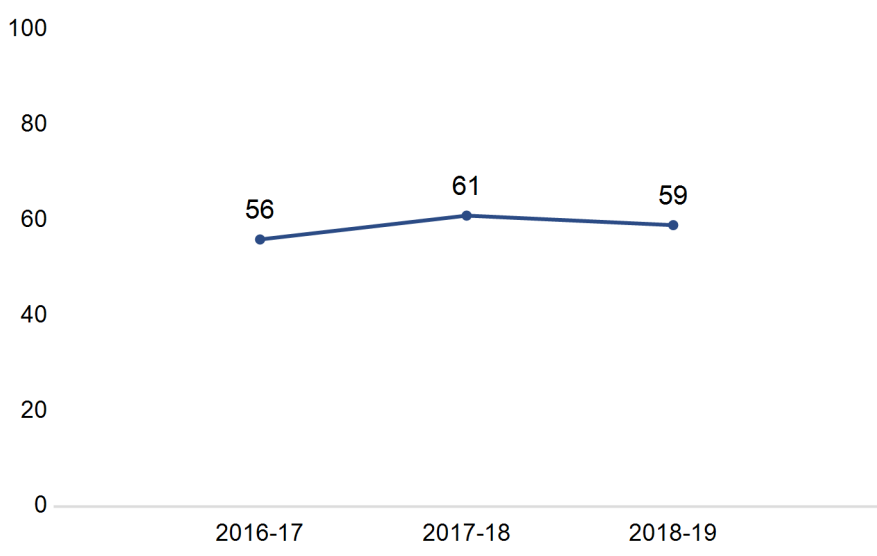
Linwood Middle School
 (23-3620-065)
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 2018-2019

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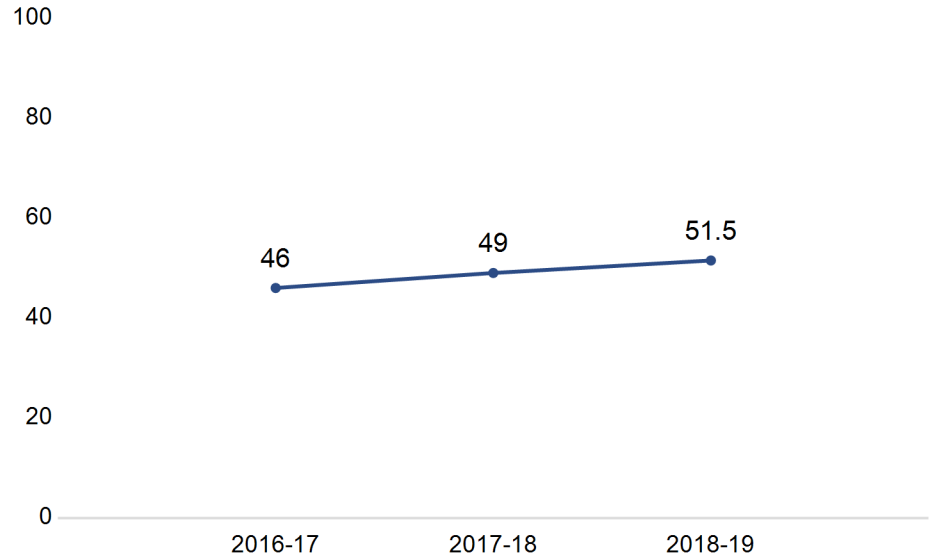
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	61	59	46	49	51.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	59	53	50	Met Standard	51.5	55	50	Met Standard
White	60.5	53	50	Exceeds Standard	50	55	52	Met Standard
Hispanic	56	50	49	Met Standard	51	55	47	Met Standard
Black or African American	53	43	45	Met Standard	45	48	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	68	63	59	Exceeds Standard	57.5	61	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	60.5	56.5	49	Exceeds Standard	48	56	52	Met Standard
Female	68	57	53	N	53	55.5	50	N
Male	50	47	47	N	50	55	51	N
Economically Disadvantaged Students	56	48	48	Met Standard	48.5	54	46	Met Standard
Students with Disabilities	40.5	40	43	Met Standard	31	44	45	Not Met
English Learners	58	56	52	Met Standard	55.5	57	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	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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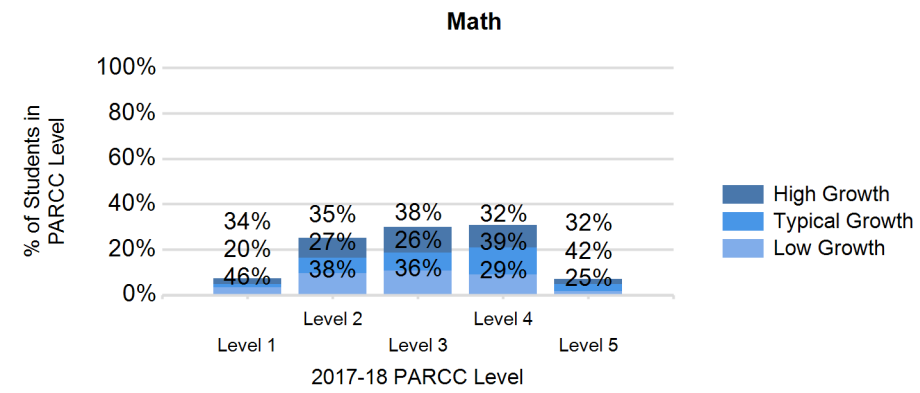
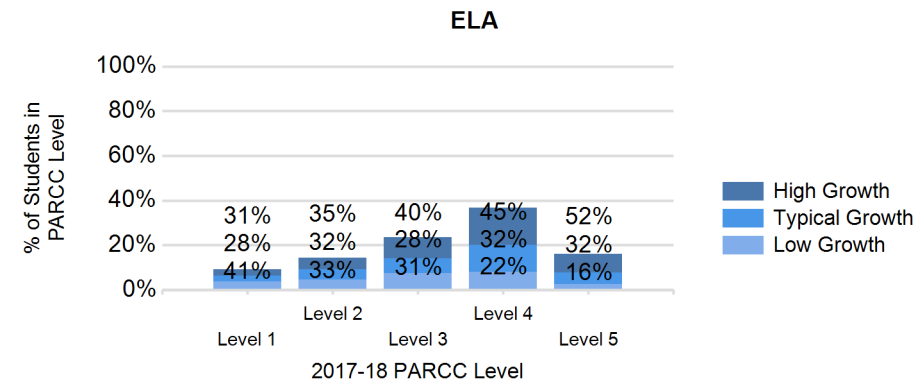
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores 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.

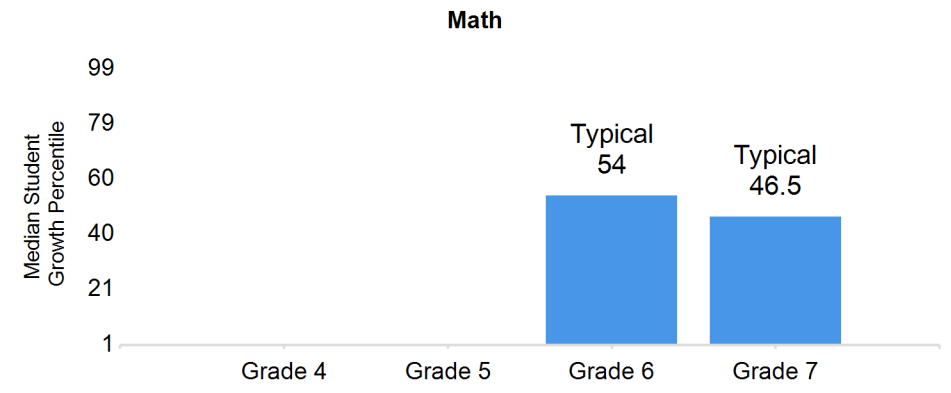
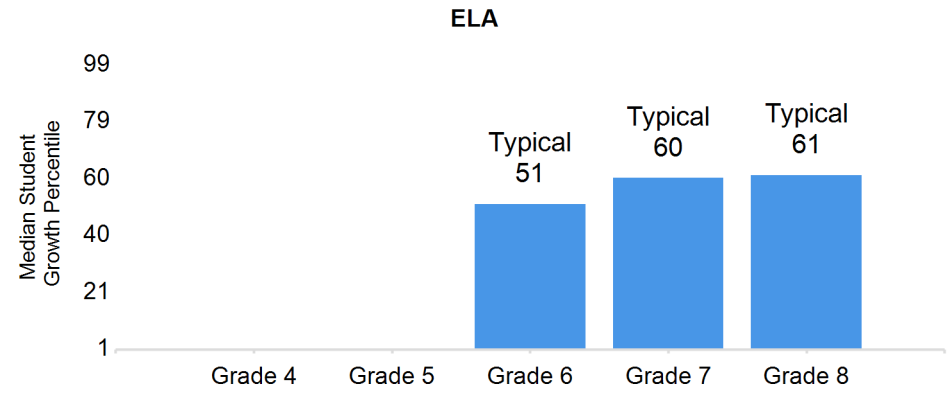
Student Growth by Performance Level

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.





Linwood Middle School
(23-3620-065)
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2018-2019

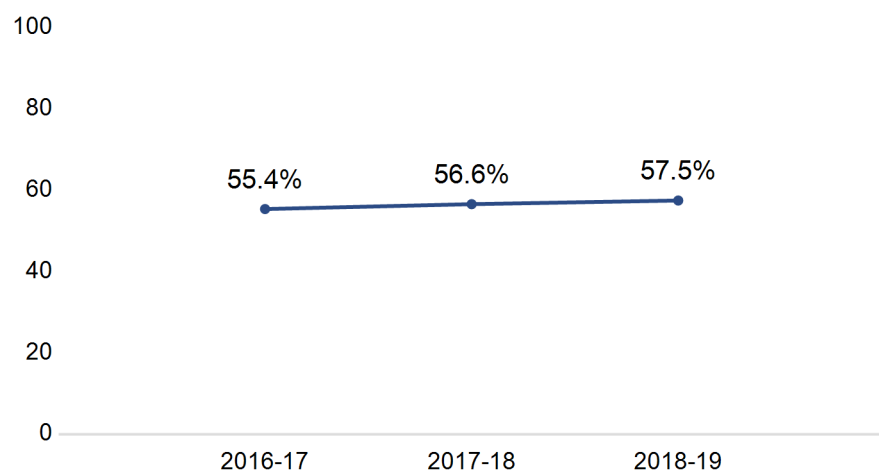
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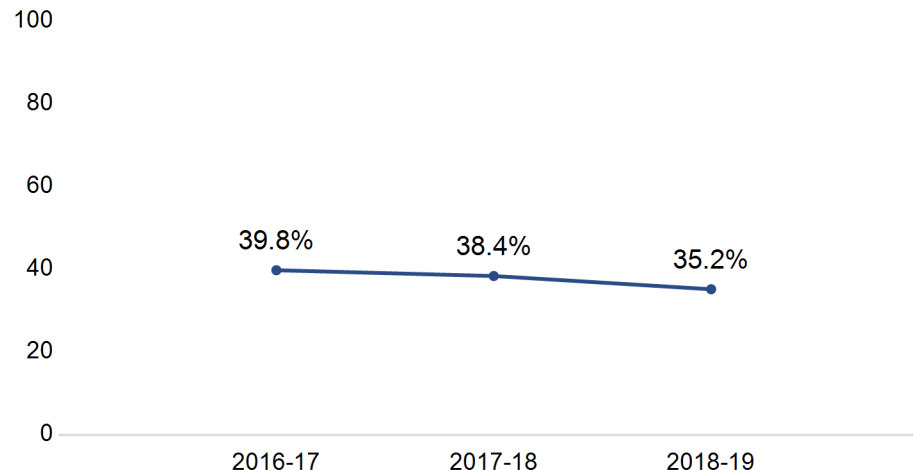
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	98.3%	98.6%	99.3%	98.2%	98.6%
Proficiency Rate for Federal Accountability	55.4%	56.6%	57.5%	39.8%	38.4%	35.2%
Annual Target	57.5%	58.7%	59.9%	44.8%	46.6%	48.5%
Met Annual Target?	Met Target†	Met Target†	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1345	98.6	57.5	50.2	57.9	57.5	59.9	Not Met
White	259	98.1	69.5	*	66.9	69.5	68.4	Met Target
Hispanic	508	99.0	44.9	35.6	43.9	44.9	40.6	Met Target
Black or African American	296	98.4	46.3	37.4	38.5	46.3	48.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	243	99.2	84.8	79.1	82.9	84.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	59.5	Met Target†
Female	677	99.1	66.5	56.4	64.8	66.5		
Male	668	98.1	48.5	44.2	51.3	48.5		
Economically Disadvantaged Students	594	98.5	40.7	32.3	40.0	40.7	42.6	Met Target†
Non-Economically Disadvantaged Students	751	98.7	70.8	64.0	67.9	70.8		
Students with Disabilities	194	95.6	17.5	13.3	22.7	17.5	24.2	Not Met
Students without Disabilities	1151	99.2	64.3	56.3	65.1	64.3		
English Learners	102	99.1	19.6	17.4	29.3	19.6	25.9	Met Target†
Non-English Learners	1243	98.6	60.7	53.5	60.6	60.7		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



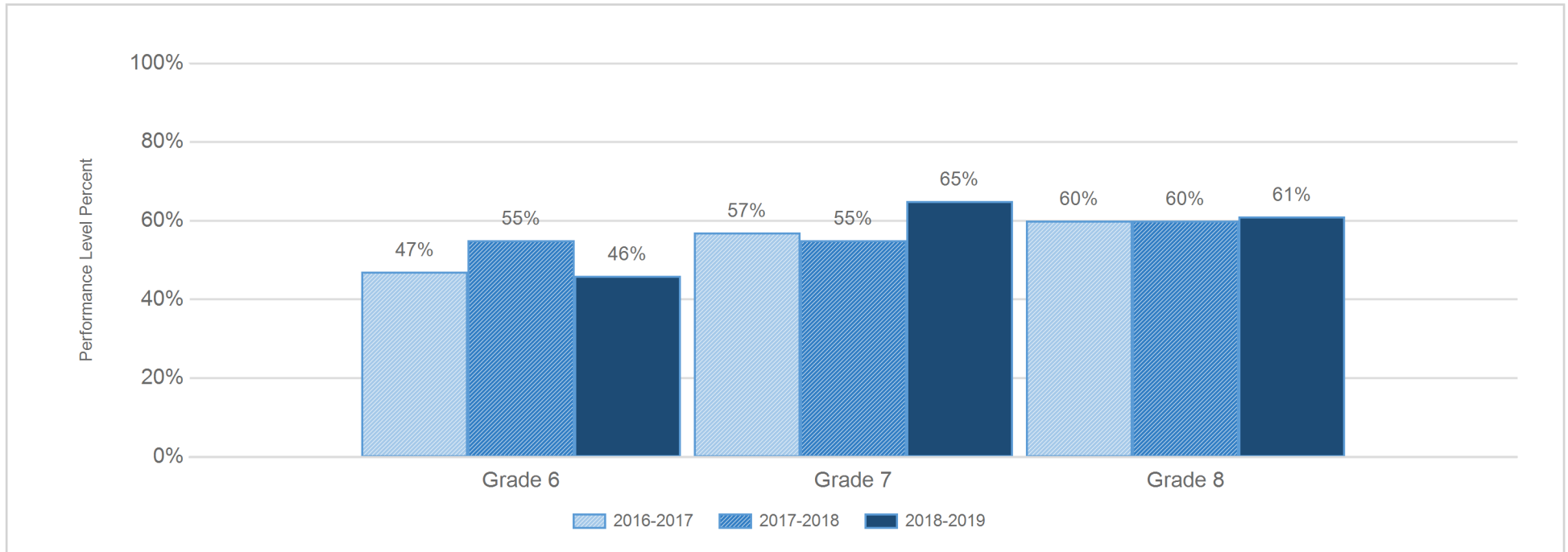
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 2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	440	745	745	754	11%	17%	25%	38%	8%	46%	56%
White	72	755	755	762	*	*	25%	42%	15%	57%	65%
Hispanic	172	733	733	743	15%	23%	31%	*	*	31%	43%
Black or African American	102	737	737	738	16%	21%	26%	*	*	37%	36%
Asian, Native Hawaiian, or Pacific Islander	71	770	770	780	*	*	14%	62%	21%	83%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	217	753	753	762	7%	12%	25%	43%	12%	55%	64%
Male	223	736	736	748	15%	22%	26%	33%	5%	38%	48%
Economically Disadvantaged Students	208	734	734	740	15%	22%	33%	*	*	30%	39%
Non-Economically Disadvantaged Students	232	754	754	763	7%	13%	19%	*	*	61%	67%
Students with Disabilities	68	713	713	722	32%	31%	24%	*	*	13%	19%
Students without Disabilities	372	750	750	761	7%	15%	26%	*	*	52%	64%
English Learners	15	704	704	710	*	*	*	*	*	*	*
Non-English Learners	425	746	746	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Linwood Middle School
(23-3620-065)
Grades Offered: 06-08
2018-2019

Report Key:

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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	456	763	763	761	9%	12%	14%	33%	32%	65%	63%
White	97	777	777	769	*	12%	*	33%	45%	78%	72%
Hispanic	171	748	748	747	13%	13%	21%	38%	14%	52%	50%
Black or African American	101	749	749	741	12%	18%	18%	37%	16%	52%	43%
Asian, Native Hawaiian, or Pacific Islander	80	797	797	790	*	*	*	19%	71%	90%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	231	770	770	769	6%	12%	12%	32%	38%	70%	71%
Male	225	757	757	753	11%	13%	16%	35%	25%	60%	55%
Economically Disadvantaged Students	210	745	745	743	14%	18%	18%	35%	15%	50%	45%
Non-Economically Disadvantaged Students	246	779	779	771	4%	7%	11%	32%	46%	78%	73%
Students with Disabilities	54	718	718	720	35%	31%	*	*	*	24%	22%
Students without Disabilities	402	770	770	769	5%	10%	*	*	*	70%	71%
English Learners	14	695	695	706	*	*	*	*	*	*	12%
Non-English Learners	442	766	766	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Linwood Middle School
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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	457	763	763	762	10%	13%	16%	33%	28%	61%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	172	749	749	747	10%	16%	24%	36%	14%	50%	49%
Black or African American	99	746	746	741	18%	16%	18%	33%	14%	47%	43%
Asian, Native Hawaiian, or Pacific Islander	90	800	800	794	0%	*	*	26%	61%	87%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	230	778	778	771	*	*	17%	39%	35%	74%	71%
Male	227	748	748	753	*	*	15%	28%	20%	48%	55%
Economically Disadvantaged Students	183	742	742	743	16%	19%	23%	33%	9%	42%	45%
Non-Economically Disadvantaged Students	274	777	777	772	6%	9%	11%	34%	40%	74%	72%
Students with Disabilities	54	716	716	721	37%	24%	*	*	*	22%	22%
Students without Disabilities	403	769	769	770	6%	12%	*	*	*	66%	71%
English Learners	14	698	698	708	*	*	*	*	*	*	12%
Non-English Learners	443	765	765	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1354	98.6	35.2	40.1	44.5	35.2	48.5	Not Met
White	261	98.1	43.3	49.0	54.1	43.3	56.5	Not Met
Hispanic	513	98.9	21.1	24.6	28.8	21.1	31.3	Not Met
Black or African American	299	98.7	21.4	27.0	23.0	21.4	32	Not Met
Asian, Native Hawaiian, or Pacific Islander	242	99.2	71.9	72.2	76.5	71.9	75.4	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	29.4	Met Target
Female	681	99.0	37.3	40.5	44.9	37.3		
Male	673	98.3	33.0	39.7	44.2	33.0		
Economically Disadvantaged Students	600	98.6	18.7	23.0	26.3	18.7	31.6	Not Met
Non-Economically Disadvantaged Students	754	98.7	48.3	53.6	54.9	48.3		
Students with Disabilities	194	95.6	*	10.5	17.4	*	17.8	Not Met
Students without Disabilities	1160	99.2	*	44.8	50.0	*		
English Learners	110	98.3	*	*	25.0	*	21.8	Not Met
Non-English Learners	1244	98.7	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



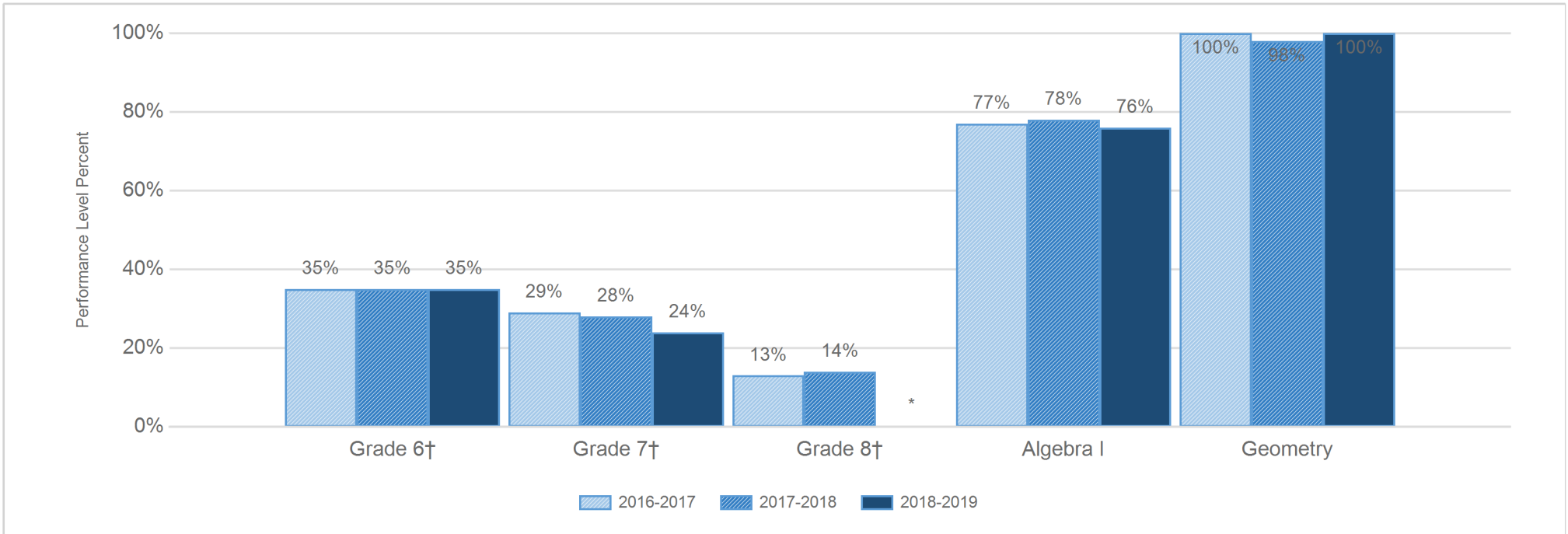
Linwood Middle School
(23-3620-065)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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	446	736	736	741	11%	29%	26%	29%	6%	35%	41%
White	73	746	746	749	*	18%	29%	*	*	48%	51%
Hispanic	175	725	725	729	13%	39%	28%	*	*	19%	24%
Black or African American	104	728	728	722	15%	33%	28%	*	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	71	766	766	769	*	*	14%	55%	23%	77%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	220	737	737	742	10%	27%	24%	33%	5%	39%	42%
Male	226	735	735	740	11%	31%	27%	25%	6%	31%	40%
Economically Disadvantaged Students	211	725	725	726	15%	37%	29%	*	*	18%	21%
Non-Economically Disadvantaged Students	235	746	746	750	6%	22%	22%	*	*	50%	53%
Students with Disabilities	68	710	710	716	*	*	*	*	*	*	12%
Students without Disabilities	378	741	741	746	*	*	*	*	*	*	46%
English Learners	20	715	715	709	*	*	*	*	*	*	*
Non-English Learners	426	737	737	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	397	732	732	744	12%	27%	37%	*	*	24%	42%
White	76	736	736	751	*	28%	43%	*	*	21%	53%
Hispanic	168	728	728	733	15%	26%	39%	20%	0%	20%	26%
Black or African American	99	725	725	727	16%	37%	31%	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	201	729	729	744	13%	30%	36%	*	*	21%	42%
Male	196	734	734	743	11%	25%	38%	*	*	27%	42%
Economically Disadvantaged Students	205	726	726	731	17%	31%	36%	*	*	16%	24%
Non-Economically Disadvantaged Students	192	738	738	751	7%	23%	38%	*	*	32%	53%
Students with Disabilities	53	712	712	718	*	*	*	*	*	*	13%
Students without Disabilities	344	735	735	749	*	*	*	*	*	*	48%
English Learners	17	710	710	716	*	*	*	*	*	*	10%
Non-English Learners	380	733	733	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Linwood 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	265	712	712	728	*	*	*	*	*	*	29%
White	33	712	712	737	*	42%	*	*	*	12%	38%
Hispanic	136	714	714	722	*	*	*	*	*	*	22%
Black or African American	74	710	710	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	117	716	716	731	*	*	*	*	*	*	31%
Male	148	709	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	145	709	709	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	120	715	715	735	*	*	*	*	*	*	36%
Students with Disabilities	49	696	696	707	*	*	*	*	*	*	10%
Students without Disabilities	216	715	715	734	*	*	*	*	*	*	35%
English Learners	18	690	690	706	*	*	*	*	*	*	10%
Non-English Learners	247	713	713	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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	213	770	741	744	0%	*	21%	*	*	76%	42%
White	71	770	751	752	0%	*	21%	*	*	76%	53%
Hispanic	42	759	731	728	0%	*	33%	*	*	64%	24%
Black or African American	26	756	731	725	0%	*	*	62%	0%	62%	20%
Asian, Native Hawaiian, or Pacific Islander	70	782	*	775	0%	*	*	67%	20%	87%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	120	770	744	745	0%	*	23%	*	*	76%	44%
Male	93	771	739	743	0%	*	18%	*	*	76%	41%
Economically Disadvantaged Students	46	758	730	727	0%	*	33%	*	*	61%	23%
Non-Economically Disadvantaged Students	167	773	749	752	0%	*	17%	*	*	80%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	779	749	737	0%	0%	0%	62%	38%	100%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	35	781	761	762	0%	0%	0%	60%	40%	100%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	26	778	750	738	0%	0%	0%	*	*	100%	36%
Male	21	781	749	736	0%	0%	0%	*	*	100%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	47	779	*	741	0%	0%	0%	62%	38%	100%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	47	779	*	738	0%	0%	0%	62%	38%	100%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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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	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	30.6%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	38	*	*
3-4	14	*	*
5 or more	*	*	*



Linwood Middle School
(23-3620-065)
Grades Offered: 06-08
2018-2019

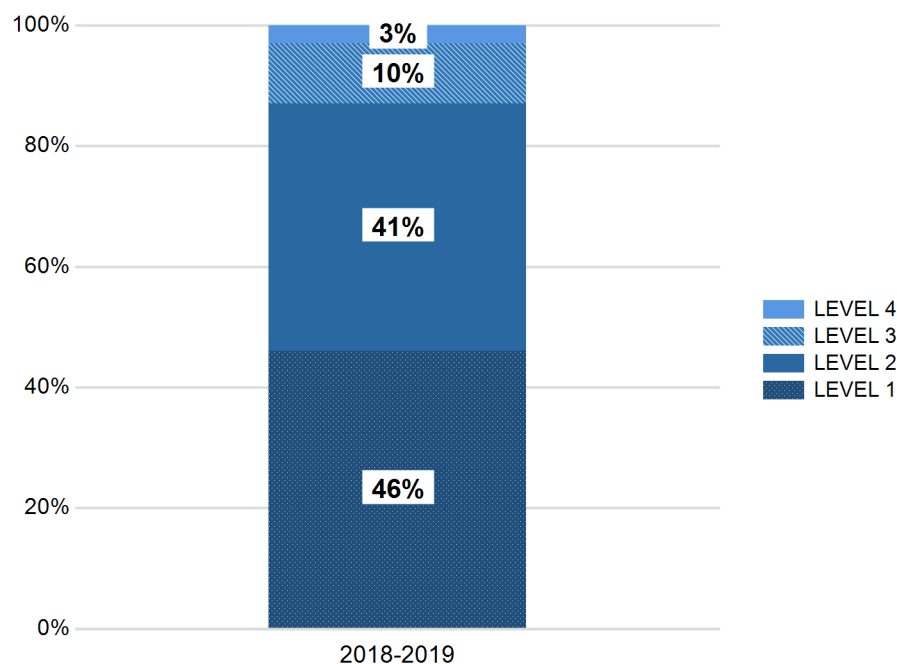
Report Key:

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

NJSLA Science Assessment: Grade 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	46	41	10	3
White	*	*	*	*
Hispanic	56	40	4	0
Black or African American	63	33	4	0
Asian, Native Hawaiian, or Pacific Islander	18	46	24	12
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	36	51	12	2
Male	56	31	8	5
Economically Disadvantaged Students	66	30	3	1
Non-Economically Disadvantaged Students	32	48	14	5
Students with Disabilities	80	19	2	0
Students without Disabilities	41	44	11	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	477
7	67	0	421
8	155	48	287
Total	222	48	1185

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	256	101	53	0	85	0	0
7	291	80	47	0	66	0	0
8	297	75	40	0	60	0	0
Total	844	256	140	0	211	0	0



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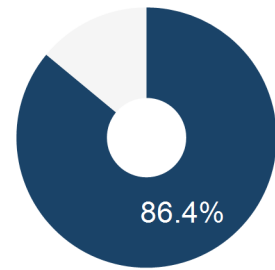
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Visual and Performing Arts – Course Participation

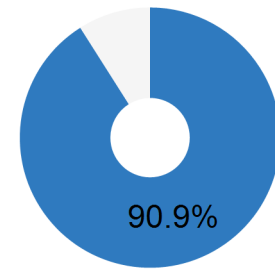
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

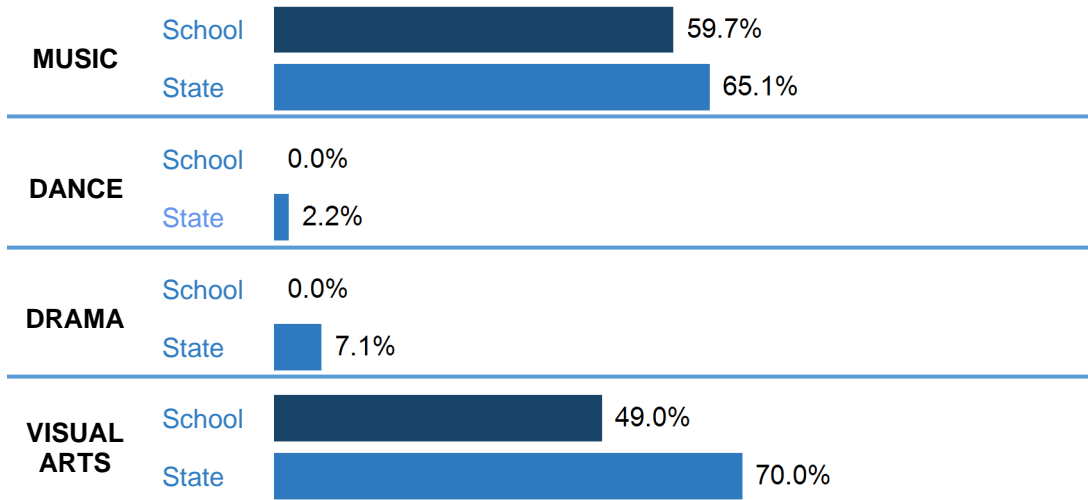


School



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.

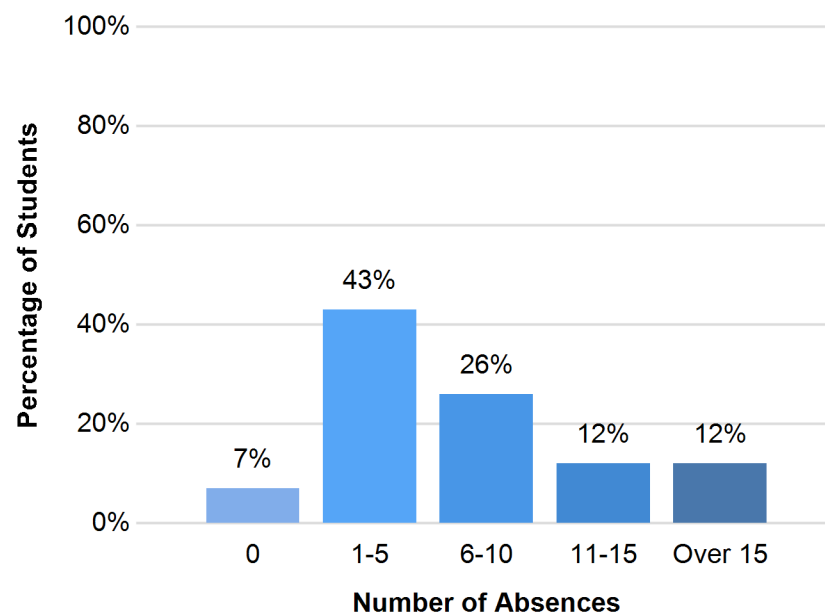
Chronic Absenteeism

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	118	8.4	9.1	Met
White	18	6.7	9.1	Met
Hispanic	49	9.3	9.1	Not Met
Black or African American	33	10.6	9.1	Not Met
Asian, Native Hawaiian, or Pacific	12	4.7	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Not Met
Female	60	8.6		
Male	58	8.3		
Economically Disadvantaged Students	72	11.4	9.1	Not Met
Students with Disabilities	22	10.8	9.1	Not Met
English Learners	6	10.7	9.1	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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2018-2019

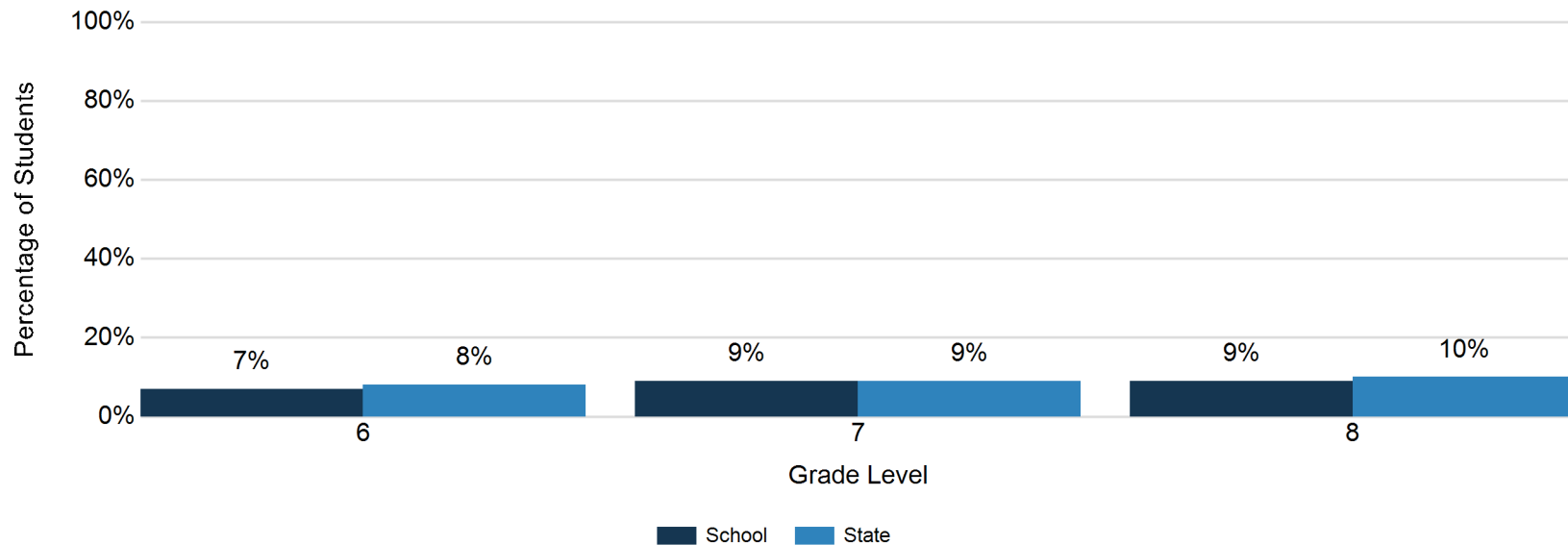
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	19
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	1.92

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	2	1	3
Disability	0	1	1
Other	6	3	9
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	131	9.3%
Out-of-School Suspensions	89	6.3%
Any Suspension	177	12.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
240



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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	3:05 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	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	110	118,214
Average years experience in public schools	9.1	12.1
Average years experience in district	8.8	10.8
Percentage of Teachers with 4 or more years experience in the district	61.8%	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	48	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	12.4	12.0
Percentage of Administrators with 4 or more years experience in the district	89.6%	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	11:1
Students to Administrators	176:1	125:1
Teachers to Administrators	14:1	11:1
Students to Librarians/Media Specialists		997:1
Students to Nurses		748:1
Students to Counselors		399:1
Students to Child Study Team Members		352:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.7%	79.1%	50.0%	48.4%	77.1%	54.9%
Male	50.3%	20.9%	50.0%	51.6%	22.9%	45.1%
White	18.9%	92.7%	75.0%	42.4%	83.6%	77.4%
Hispanic	38.0%	1.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	22.3%	2.7%	25.0%	15.0%	6.6%	13.9%
Asian	17.5%	2.7%	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	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers 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.

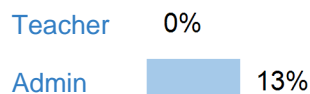
Bachelor's Degree



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	88.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.4%	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%



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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	55.4%	56.6%	57.5%
Math Proficiency	39.8%	38.4%	35.2%
ELA Growth	56	61	59
Math Growth	46	49	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		16.7%	30.6%
Chronic Absenteeism	6.3%	7.0%	8.4%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Linwood Middle School
(23-3620-065)
Grades Offered: 06-08
2018-2019

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School Narrative

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



Highlights:

- Linwood held it's 3rd Community Day in 2019. There were many participants and presenters, including local vendors & various school programs, as well as games and activities for children.
- Continued and expanded digital communication with families, including the use of Kinvo, newsletters and a new website, linked to social media.
- Parent academy offerings for parents on current issues: vaping, social media use, college preparedness, etc.



Mission, Vision, Theme:

At Linwood, we are a committed and diverse team of educators who work diligently to ensure that all students value diversity, learn collaboratively and reach their greatest potential. We believe that all students should be taught responsible behavior, respectful communication and tolerance of each other's differences.



Awards, Recognition, Accomplishments:

-8th Grade student won a Scholastic Writing Award from the Newark Public Library- out of over 3,000 applicants! -Grade 7 student, competed in both the State Geography and Spelling Bees! - 2 - 6th grade math classes place 3rd and 4th out of 550 teams in the Stock Market Game



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Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Wrestling (Coed)



Clubs and Activities:

8th Grade Activities, Student Council, Newspaper, Pandemonium (Literary Magazine), Yearbook, Choir, Strings, Drama, Jazz Band, Wind Ensemble, Academic Challenge, Homework, Robotics, Math Olympiad, Linwood Awareness Buddies, Operation Achievement, SLICE, NJHS, Book, PBIS, Student Council, Art Club, Humanitarian Club, Pappas Club, NJHS.




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 <p>Staff and Professional Learning:</p>	<p>Extensive district-wide professional development program found at nbschools.org Through staff meetings and our professional learning communities, the faculty at Linwood meet consistently to share best practices and expertise; improve content and instructional implementation; and engage in collaborative inquiry to enhance pedagogical skills and academic performance of students. As a school community, we have engaged in book studies and article reviews to grow our understanding of the social & emotional development of our student population.</p>
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 <p>Student Supports and Services:</p>	<p>Guidance; S.A.C.; CST; DREAMS program; Initiatives from outside Vendors (UBHC, Wellspring Center) Linwood Middle School has four guidance counselors that seek to assist students with understanding the complexities of middle school, while providing direct services to individual and/or groups of students. Our knowledgeable CST monitors, assists and supports our Special Education students and their families. All of our support staff members assist students with academic, social and personal challenges such as decision making, study habits, class work, and school/family relationships.</p>
 <p>Student Health and Wellness:</p>	<p>LMS offers a breakfast program each morning for students who wish to attend. Linwood Middle School has established varied community-based partnerships with local and state agencies to assist our students and families with enhancing their social, emotional and family wellness. Also, our I&RS program provides a standardized, systematic problem solving process to assist staff and support students who are academically, socially, emotionally or behaviorally underperforming and at risk for failure.</p>
 <p>Parent and Community Involvement:</p>	<p>The LMS PTSO plays a vital role in the success of our school by sponsoring many student based activities and events. This parent organization supports these endeavors through fundraising while also providing teachers with mini-grants to fund school projects. Our monthly parent academies respectfully engage parents in researched-based strategies that support the whole-child and provide students with opportunities to publicly demonstrate progress through presentations of project-based learning.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers</p>
 <p>Facilities:</p>	<p>New 7-8 school under construction. LMS offers a Media Center consisting of a Library and Computer Lab. There are 3 Art Rooms, a STEM classroom, 2 Gyms, 3 additional dedicated computer labs and a multi-purpose cafetorium. Lab equipment extends technology access. Our courtyard is used as an outdoor classroom and extended learning environment. This space can be utilized by parents, students, teachers and staff for activities to support our school academic and community projects.</p>



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Technology and STEM:

S.T.E.A.M. Robotics Aerospace Engineering C.A.D. Coding in our computer classes Students are 1:1 with Chromebooks in grades 6, 7, and 8. There are carts of Chromebooks available to the other grade levels in the school. We also have approximately 4 to 5 iPads per grade level with more available in inclusion classrooms. The computer labs are equipped with PCs and each classroom has an interactive display.



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Other Information

Our success at Linwood Middle School is the direct result of the combined efforts from the home and the school. With a dedicated staff and administration team, and a supportive parent community, Linwood Middle School will continue to enjoy its reputation for caring about every student as an individual, who has the potential for unlimited achievement. Our goal is to provide the best educational experiences that will ensure the success of each student as they prepare to lead responsible and productive lives.



Livingston Park
(23-3620-070)
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:



Livingston Park
(23-3620-070)
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School Contact Information

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

Type	Contact Information
County	Middlesex
District	North Brunswick Township School District
Principal Name	Mr. Sidney Dawson
Address	1128 LIVINGSTON AVENUE NORTH BRUNSWICK, NJ 08902
Phone Number	732-289-3302
Email Address	sdawson@nbtschools.org
Website	http://lp.nbtschools.org
Facebook	https://www.facebook.com/Livingston-Park-Elementary-School-
Twitter	https://twitter.com/livingstonpark



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	80	83	94
1	91	84	97
2	98	99	84
3	118	102	99
4	96	126	102
5	114	94	125
Total	597	588	601

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.1%	47.8%	47.6%
Male	49.9%	52.2%	52.4%
Economically Disadvantaged Students	34.0%	37.6%	40.6%
Students with Disabilities	10.1%	13.4%	13.3%
English Learners	10.6%	9.5%	7.2%
Homeless Students	0.5%	0.3%	0.0%
Students in Foster Care	0.0%	0.3%	0.2%
Military-Connected Students	0.2%	0.2%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	15.2%	13.6%	12.8%
Hispanic	28.8%	31.6%	32.3%
Black or African American	19.9%	19.7%	23.0%
Asian	33.7%	31.3%	28.0%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.2%
Two or More Races	1.8%	3.6%	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	0	0	0
KG - Full Day	80	83	94

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	60.1%
Spanish	20.5%
Telugu	5.0%
Gujarati	2.8%
Hindi	2.7%
Other Languages	9.0%



Livingston Park
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2018-2019

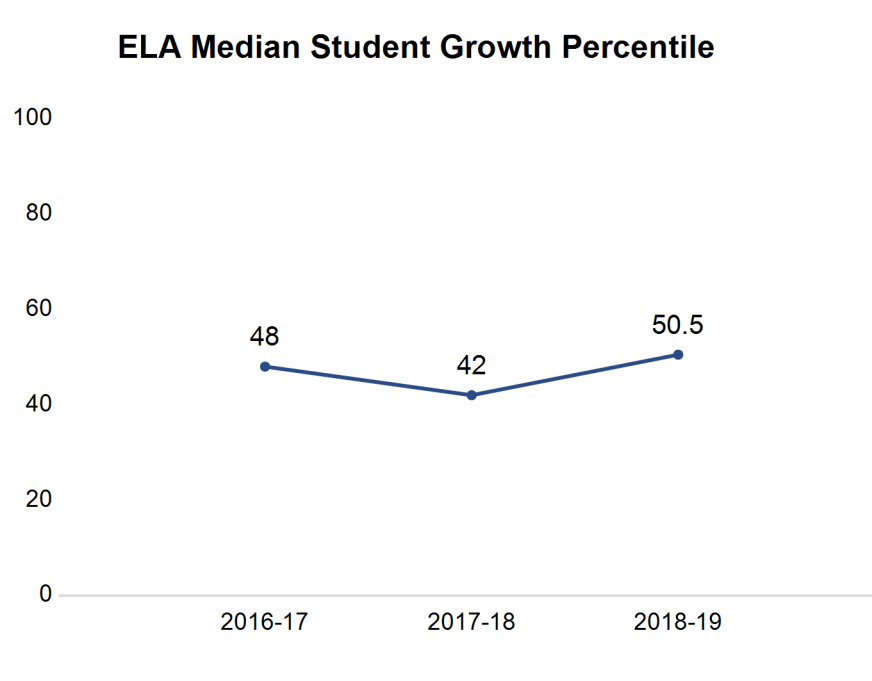
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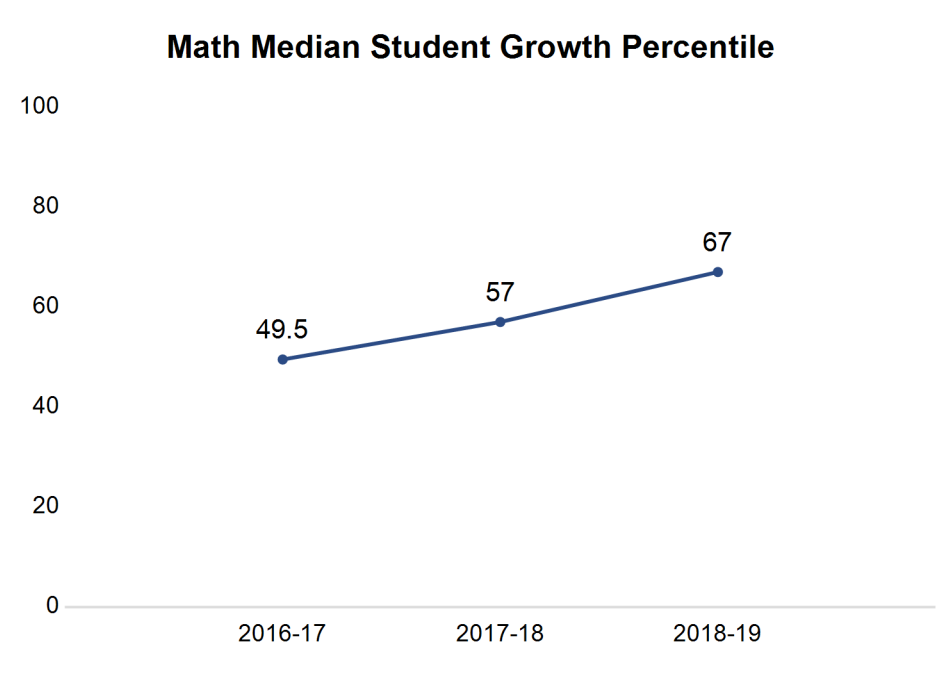
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	42	50.5	49.5	57	67
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50.5	53	50	Met Standard	67	55	50	Exceeds Standard
White	38.5	53	50	Not Met	71.5	55	52	Exceeds Standard
Hispanic	51	50	49	Met Standard	70.5	55	47	Exceeds Standard
Black or African American	37.5	43	45	Not Met	71.5	48	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	62	63	59	Exceeds Standard	63	61	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56.5	49	**	*	56	52	**
Female	51	57	53	N	69	55.5	50	N
Male	48	47	47	N	67	55	51	N
Economically Disadvantaged Students	41.5	48	48	Met Standard	65	54	46	Exceeds Standard
Students with Disabilities	44	40	43	Met Standard	82	44	45	Exceeds Standard
English Learners	56	56	52	Met Standard	58	57	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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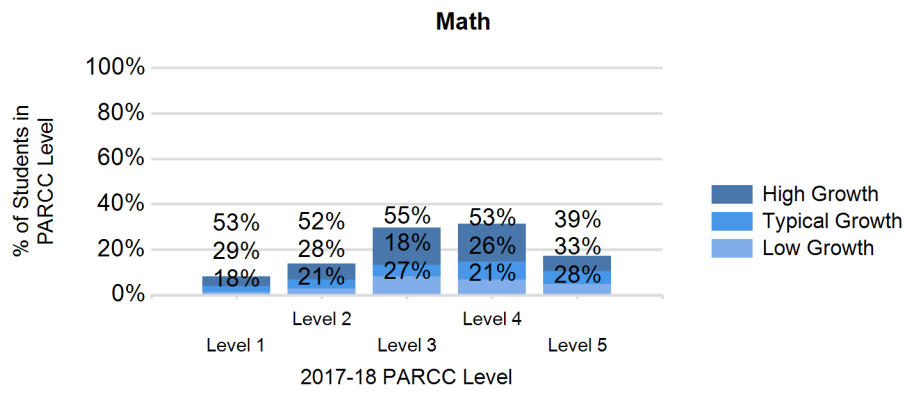
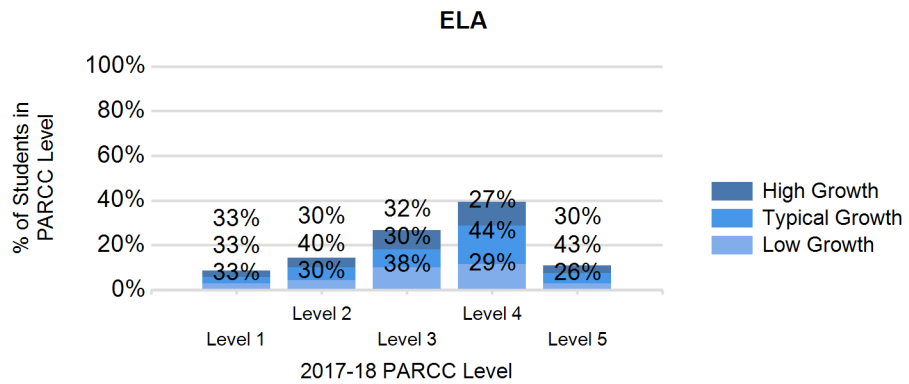
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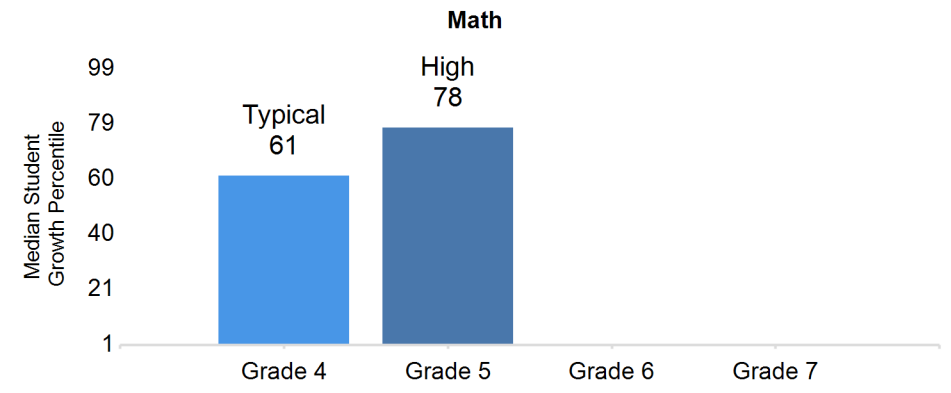
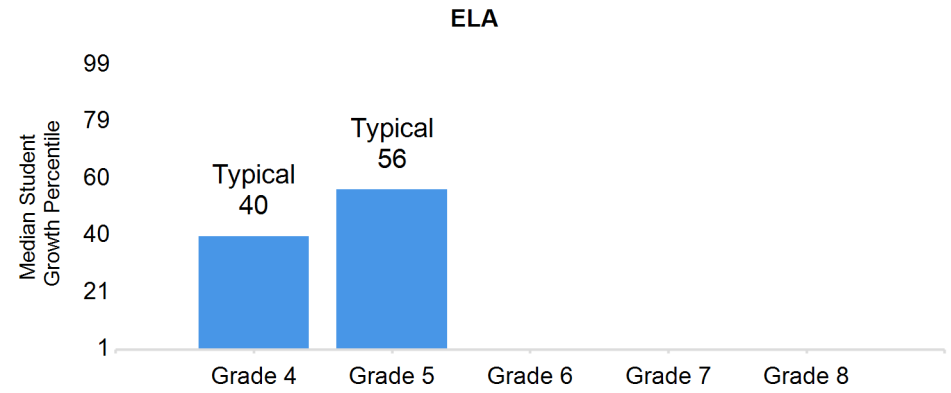
Student Growth by Performance Level

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



Student Growth by Grade

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





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2018-2019

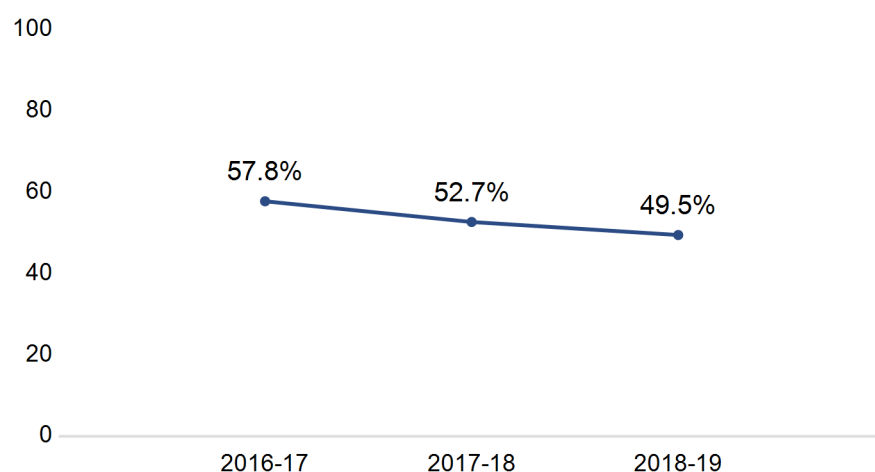
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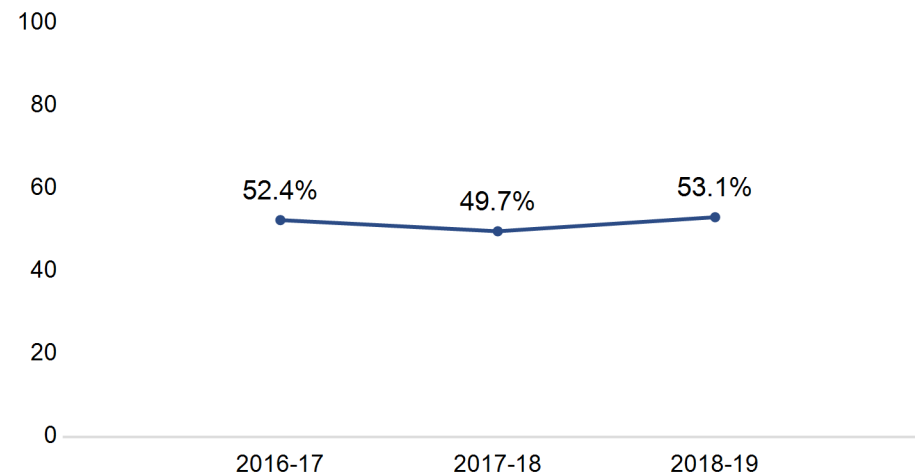
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	99.4%	99.7%	99.7%	99.1%	99.7%
Proficiency Rate for Federal Accountability	57.8%	52.7%	49.5%	52.4%	49.7%	53.1%
Annual Target	51.5%	53.0%	54.5%	55.3%	56.6%	57.9%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	309	99.7	49.5	50.2	57.9	49.5	54.5	Not Met
White	*	*	*	*	66.9	*	56.1	Not Met
Hispanic	91	100.0	29.7	35.6	43.9	29.7	34.3	Met Target†
Black or African American	77	98.8	29.9	37.4	38.5	29.9	34.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	97	100.0	86.6	79.1	82.9	86.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	160	100.0	53.1	56.4	64.8	53.1		
Male	149	99.4	45.6	44.2	51.3	45.6		
Economically Disadvantaged Students	120	100.0	24.2	32.3	40.0	24.2	31.5	Not Met
Non-Economically Disadvantaged Students	189	99.5	65.6	64.0	67.9	65.6		
Students with Disabilities	45	97.9	20.0	13.3	22.7	20.0	23	Met Target†
Students without Disabilities	264	100.0	54.5	56.3	65.1	54.5		
English Learners	32	100.0	18.8	17.4	29.3	18.8	22.2	Met Target†
Non-English Learners	277	99.7	53.1	53.5	60.6	53.1		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



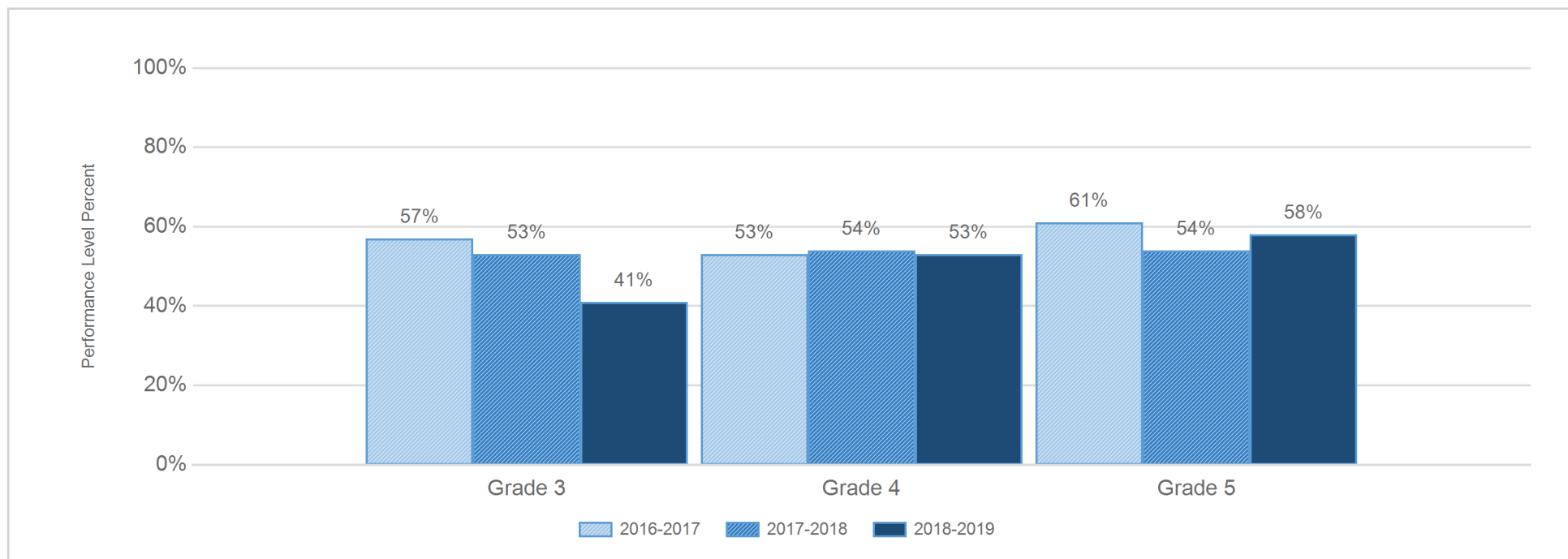
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English Language Arts Assessment - Performance Trends

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





Livingston Park
(23-3620-070)
Grades Offered: KG-05
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	746	738	748	*	20%	29%	*	*	41%	50%
White	*	*	737	757	*	*	*	*	*	*	60%
Hispanic	24	732	723	734	*	*	*	*	*	25%	36%
Black or African American	16	718	731	731	*	*	*	*	*	13%	33%
Asian, Native Hawaiian, or Pacific Islander	34	777	*	773	*	*	*	*	*	76%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	753	756	*	*	*	*	*	*	58%
Female	41	750	740	753	*	*	29%	*	*	41%	55%
Male	49	743	737	743	*	*	29%	*	*	41%	46%
Economically Disadvantaged Students	32	730	720	731	*	*	44%	*	*	16%	33%
Non-Economically Disadvantaged Students	58	755	753	759	*	*	21%	*	*	55%	61%
Students with Disabilities	10	727	706	719	*	*	*	*	*	30%	24%
Students without Disabilities	80	749	743	754	*	*	*	*	*	43%	56%
English Learners	*	*	688	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Livingston Park
(23-3620-070)
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	98	748	742	755	11%	17%	18%	38%	15%	53%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	31	726	729	743	*	35%	*	*	*	23%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	32	780	776	779	*	0%	*	56%	38%	94%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	54	753	745	760	*	*	*	*	*	63%	62%
Male	44	741	739	750	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	43	728	727	740	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	55	763	758	765	*	*	*	*	*	75%	69%
Students with Disabilities	11	721	696	725	*	0%	*	*	*	18%	25%
Students without Disabilities	87	751	749	761	*	20%	*	*	*	57%	64%
English Learners	*	*	708	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Livingston Park
(23-3620-070)
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	119	757	749	756	*	13%	26%	*	*	58%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	36	747	739	743	*	*	36%	44%	0%	44%	44%
Black or African American	32	737	738	739	*	*	31%	38%	0%	38%	38%
Asian, Native Hawaiian, or Pacific Islander	31	784	*	781	0%	*	*	61%	32%	94%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	758	762	*	*	*	*	*	*	65%
Female	64	762	752	761	*	*	28%	*	*	58%	64%
Male	55	753	745	750	*	*	24%	*	*	58%	52%
Economically Disadvantaged Students	41	738	735	740	*	*	32%	*	*	37%	39%
Non-Economically Disadvantaged Students	78	768	759	766	*	*	23%	*	*	69%	69%
Students with Disabilities	12	734	714	724	*	*	*	*	*	33%	23%
Students without Disabilities	107	760	754	762	*	*	*	*	*	61%	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Livingston Park
(23-3620-070)
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	309	99.7	53.1	40.1	44.5	53.1	57.9	Not Met
White	*	*	*	49.0	54.1	*	59.3	Met Target†
Hispanic	91	100.0	35.2	24.6	28.8	35.2	33.2	Met Target
Black or African American	77	98.8	32.5	27.0	23.0	32.5	38.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	97	100.0	84.5	72.2	76.5	84.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	160	100.0	53.8	40.5	44.9	53.8		
Male	149	99.4	52.3	39.7	44.2	52.3		
Economically Disadvantaged Students	120	100.0	29.2	23.0	26.3	29.2	35.5	Met Target†
Non-Economically Disadvantaged Students	189	99.5	68.3	53.6	54.9	68.3		
Students with Disabilities	45	97.9	24.4	10.5	17.4	24.4	31.2	Met Target†
Students without Disabilities	264	100.0	58.0	44.8	50.0	58.0		
English Learners	32	100.0	15.6	*	25.0	15.6	29	Not Met
Non-English Learners	277	99.7	57.4	*	46.5	57.4		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



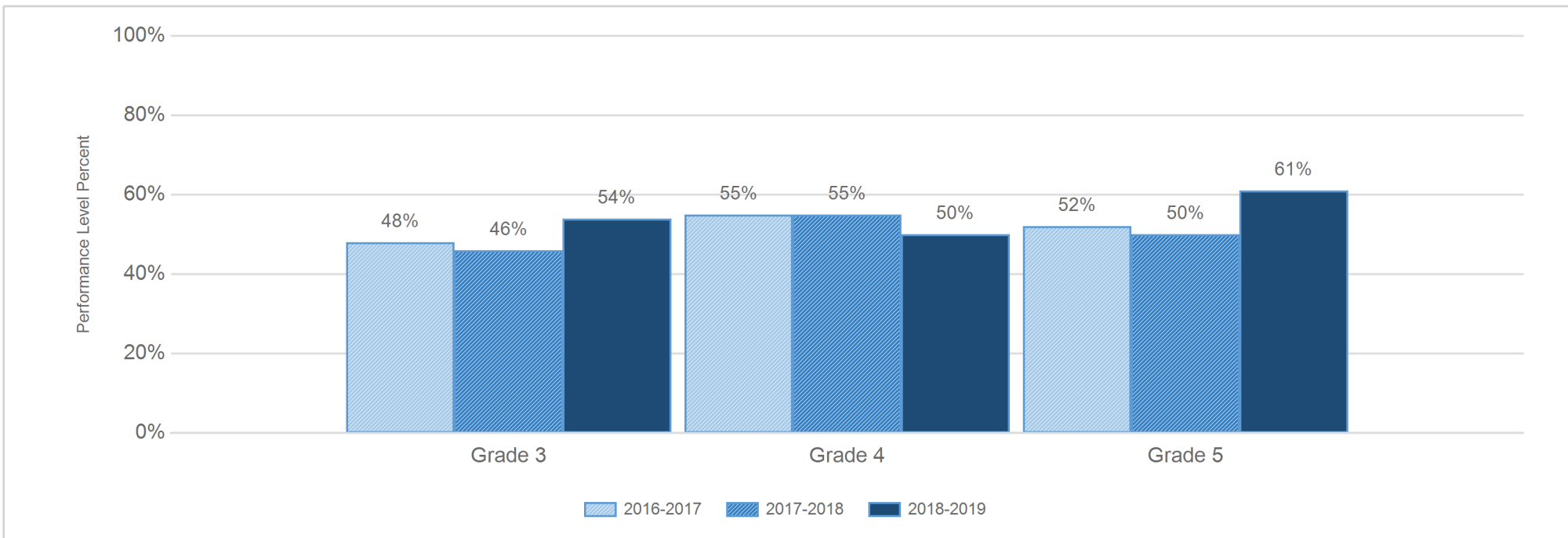
Livingston Park
(23-3620-070)
Grades Offered: KG-05
2018-2019

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.



Livingston Park
(23-3620-070)
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	91	756	751	752	*	*	27%	34%	20%	54%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	24	736	735	739	*	*	*	*	*	33%	40%
Black or African American	16	736	740	735	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	35	782	*	778	0%	*	*	37%	46%	83%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	766	758	*	*	*	*	*	*	62%
Female	41	754	750	751	*	*	*	*	*	56%	54%
Male	50	757	752	752	*	*	*	*	*	52%	56%
Economically Disadvantaged Students	32	736	732	737	*	*	34%	38%	0%	38%	37%
Non-Economically Disadvantaged Students	59	766	766	761	*	*	24%	32%	31%	63%	67%
Students with Disabilities	10	749	724	731	*	*	*	*	*	40%	31%
Students without Disabilities	81	756	755	756	*	*	*	*	*	56%	60%
English Learners	*	*	710	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	754	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Livingston Park
(23-3620-070)
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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	98	750	747	749	*	17%	29%	*	*	50%	51%
White	*	*	760	757	*	*	*	*	*	*	62%
Hispanic	31	722	733	737	*	39%	35%	*	*	16%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	32	779	777	776	0%	0%	*	*	*	84%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	54	750	744	749	*	*	31%	*	*	48%	50%
Male	44	749	749	749	*	*	25%	*	*	52%	52%
Economically Disadvantaged Students	43	732	733	734	*	*	*	*	*	23%	32%
Non-Economically Disadvantaged Students	55	764	761	759	*	*	*	*	*	71%	63%
Students with Disabilities	11	731	708	726	*	*	*	*	*	27%	25%
Students without Disabilities	87	752	752	754	*	*	*	*	*	53%	56%
English Learners	*	*	714	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Livingston Park
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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	119	760	749	747	*	*	24%	40%	20%	61%	47%
White	*	*	756	755	*	*	*	*	*	*	58%
Hispanic	36	754	737	735	*	*	28%	*	*	56%	30%
Black or African American	32	740	737	729	*	*	44%	*	*	31%	23%
Asian, Native Hawaiian, or Pacific Islander	31	780	*	775	*	*	0%	45%	45%	90%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	761	753	*	*	*	*	*	*	55%
Female	64	760	747	747	*	*	22%	42%	20%	63%	47%
Male	55	760	750	747	*	*	25%	38%	20%	58%	47%
Economically Disadvantaged Students	41	743	735	732	*	*	*	*	*	37%	27%
Non-Economically Disadvantaged Students	78	768	759	757	*	*	*	*	*	73%	59%
Students with Disabilities	12	742	719	725	*	*	*	*	*	33%	19%
Students without Disabilities	107	762	753	752	*	*	*	*	*	64%	52%
English Learners	*	*	709	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	750	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Livingston Park
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	60.7%	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	28	89.3%	10.7%
3-4	*	*	*
5 or more	*	*	*



Livingston Park
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2018-2019

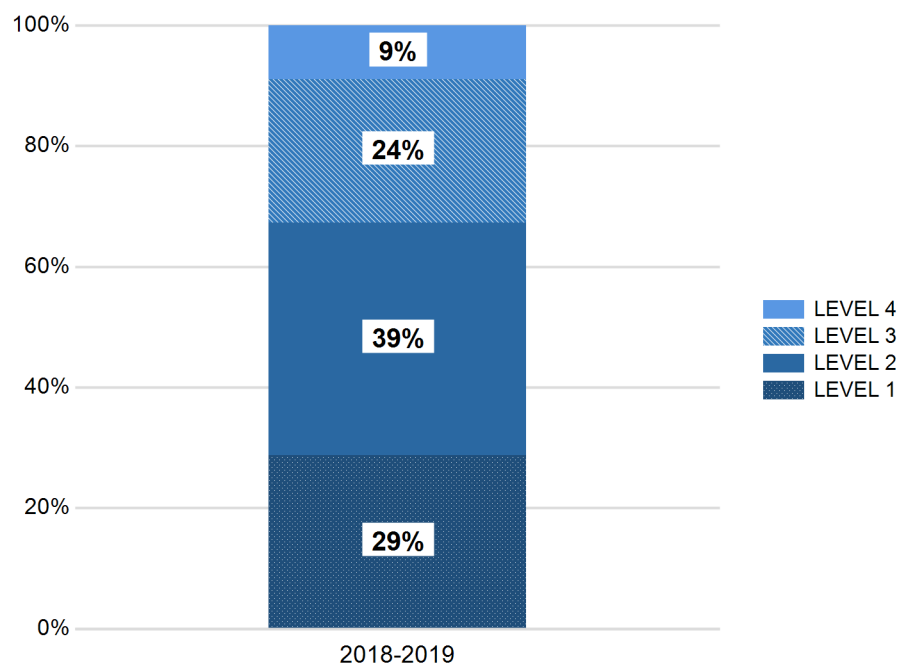
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	29	39	24	9
White	*	*	*	*
Hispanic	31	44	19	6
Black or African American	56	38	3	3
Asian, Native Hawaiian, or Pacific Islander	6	35	42	16
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	38	22	9
Male	25	40	25	9
Economically Disadvantaged Students	41	44	12	2
Non-Economically Disadvantaged Students	22	36	29	13
Students with Disabilities	42	50	0	8
Students without Disabilities	27	37	26	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Livingston Park
(23-3620-070)
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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.

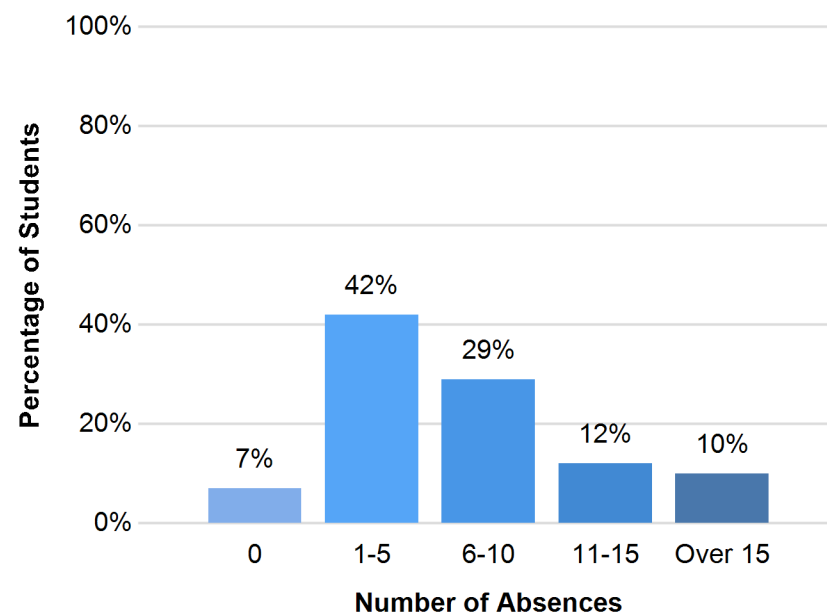
Chronic Absenteeism

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	47	7.8	8.9	Met
White	10	13.0	8.9	Not Met
Hispanic	16	8.2	8.9	Met
Black or African American	8	5.9	8.9	Met
Asian, Native Hawaiian, or Pacific	10	5.8	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Not Met
Female	18	6.3		
Male	29	9.1		
Economically Disadvantaged Students	28	11.3	8.9	Not Met
Students with Disabilities	11	12.8	8.9	Not Met
English Learners	5	11.6	8.9	Not Met
Homeless Students	N	N		
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.





Livingston Park
(23-3620-070)
Grades Offered: KG-05
2018-2019

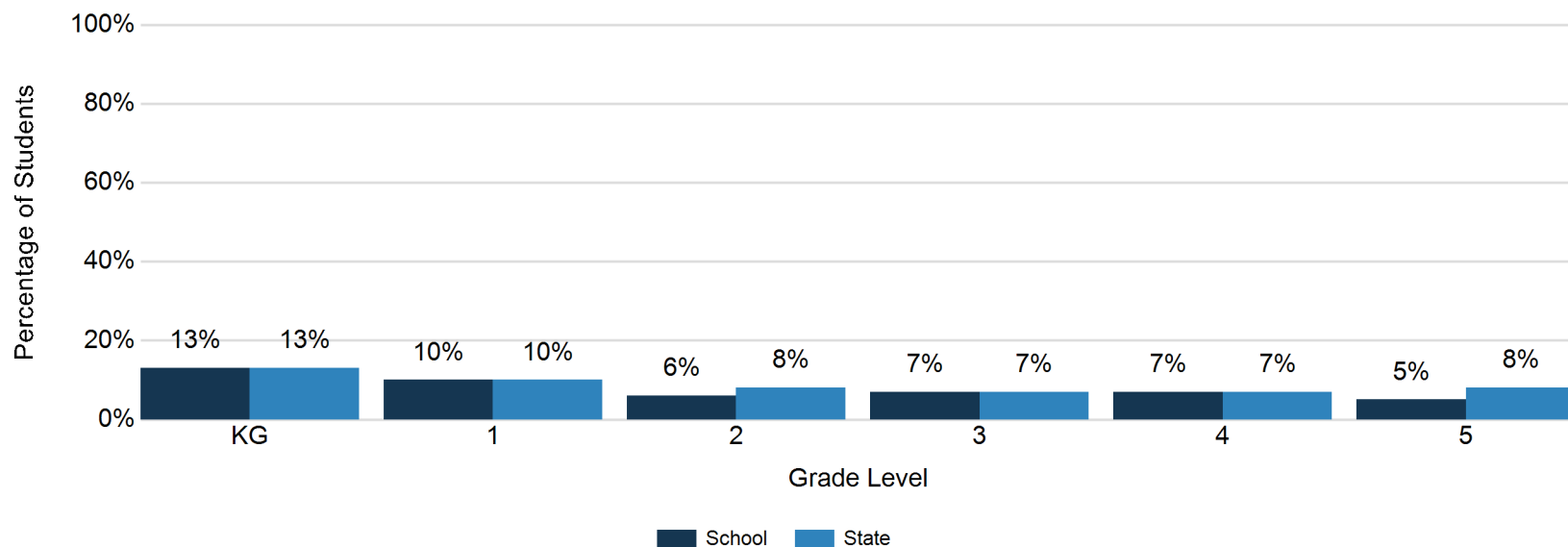
Report Key:

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

Chronic Absenteeism by Grade

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





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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	0.17

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	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	10	1.7%
Out-of-School Suspensions	*	*
Any Suspension	10	1.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*

**Livingston Park**

(23-3620-070)

Grades Offered: KG-05

2018-2019

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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	61	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	72.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	12.4	12.0
Percentage of Administrators with 4 or more years experience in the district	89.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	200:1	125:1
Teachers to Administrators	20:1	11:1
Students to Librarians/Media Specialists		997:1
Students to Nurses		748:1
Students to Counselors		399:1
Students to Child Study Team Members		352:1



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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	47.6%	86.9%	66.7%	48.4%	77.1%	54.9%
Male	52.4%	13.1%	33.3%	51.6%	22.9%	45.1%
White	12.8%	93.4%	66.7%	42.4%	83.6%	77.4%
Hispanic	32.3%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.0%	1.6%	33.3%	15.0%	6.6%	13.9%
Asian	28.0%	1.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	57.8%	52.7%	49.5%
Math Proficiency	52.4%	49.7%	53.1%
ELA Growth	48	42	50
Math Growth	50	57	67
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.0%	60.7%
Chronic Absenteeism	10.4%	7.0%	7.8%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- We are proud to be a diverse school that serves many types of students.
- Our staff and students have extensive access to use technology.
- Using the Connected Action Roadmap, staff actively use PLC time to design targeted and rigorous instruction.



Mission, Vision, Theme:

Livingston Park Elementary School has served a diverse population of students in grades K-5 in North Brunswick, New Jersey for over 100 years. We believe that all students can learn, and that everyone is entitled to a rigorous, high quality education in a safe and positive environment. We know that good character is developed through teaching, example and practice, and that creating a caring school community is a prerequisite to effective teaching and learning.



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**Courses, Curriculum,
Instruction:**

Livingston Park has developed a dual language immersion program that supports the development of bilingual students. Students in the program receive instruction in both English and Spanish.



Clubs and Activities:

Livingston Park's Student Council gives youngsters a voice in school issues. We believe the student government experience promotes citizenship and shared responsibility for the school. These values will carry over into the child's life and develop the sense of community. Through our fifth grade peer leadership program, students are empowered to be role models for younger children. Students may also participate in Robotics, Math Olympiad, Achieve, Gate, Yearbook, Explore, and the National Spelling Bee.



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<p>Student Supports and Services:</p>	<p>Livingston Park School used the Connected Action Roadmap (CAR) survey. The Livingston Park staff was asked to participate in the survey twice in one calendar school year. The results of the survey were used to drive the work of Professional Learning Communities, Professional Development and to address and improve the school culture and climate. The results of the survey were reviewed and discussed with school community.</p>
<p>Student Health and Wellness:</p>	<p>A number of programs allow our students to learn about health and wellness. In addition to physical education, all students have access to recess and a healthy breakfast program. Assembly programs work to teach children to stop bullying, have positive interactions with one another, and live healthy lifestyles.</p>
<p>Parent and Community Involvement:</p>	<p>Parents are valued partners in the educational process and their participation is welcomed. Parents support and strengthen school programs and contribute greatly to our children's success through Livingston Park's PTO. The PTO sponsors assembly programs, coordinates classroom volunteers, and hosts a series of events for our students and their families. The local police and fire departments partner with our school to help students learn about safety and responsibility.</p>



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Facilities:

Though Livingston Park was constructed in 1896, the building has been renovated extensively over time. Our school is air conditioned, and includes a library, computer lab, cafeteria, gymnasium and many classrooms. Multiple playgrounds are available for students. A kind and caring facilities staff, led by Mr. Smith, keeps our school spotlessly clean and in tip-top shape.



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Technology and STEM:

Students are 1:1 with Chromebooks in grades 3, 4, and 5. There are carts of Chromebooks available to the other grade levels in the school. We also have approximately 4 to 5 iPads per grade level with more available in inclusion classrooms. The computer lab is equipped with Window PCs and each classroom has an interactive display.



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Other Information

Livingston Park Elementary School is an institution known for having a positive school culture, characterized by a highly dedicated staff that care deeply for students. Our staff work hard to help all students develop mastery of the curriculum, and we are proud to support learners with different needs and ability levels. We believe that all children can learn, and that all children will benefit from the guidance of a caring and devoted classroom teacher.



North Brunswick Township High School

(23-3620-040)

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:



North Brunswick Township High School
(23-3620-040)
Grades Offered: 09-12
2018-2019

Report Key:

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	North Brunswick Township School District
Principal Name	Mr. Michael Kneller
Address	98 RAIDER ROAD NORTH BRUNSWICK, NJ 08902-9607
Phone Number	732-289-3702
Email Address	mkneller@nbtschools.org
Website	http://nbths.nbtschools.org/o/nbths
Twitter	http://@NBTHS_Principal



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	459	438	464
10	411	465	451
11	433	414	469
12	463	462	434
Total	1,766	1,779	1,818

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.5%	47.9%	47.3%
Male	51.5%	52.1%	52.7%
Economically Disadvantaged Students	41.3%	41.4%	41.7%
Students with Disabilities	13.6%	12.8%	13.0%
English Learners	4.8%	5.2%	4.6%
Homeless Students	0.2%	0.2%	0.2%
Students in Foster Care	0.2%	0.1%	0.1%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	20.6%	20.4%	20.1%
Hispanic	32.5%	33.4%	33.0%
Black or African American	23.6%	22.1%	22.5%
Asian	22.1%	23.0%	23.2%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.8%	0.8%	1.0%

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	1,765	1,778	1,817
Shared Time Students	1	1	1
Full Time Equivalent	1,766	1,779	1,818

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	57.8%
Spanish	22.0%
Gujarati	3.2%
Hindi	2.6%
Arabic	1.8%
Other Languages	12.7%



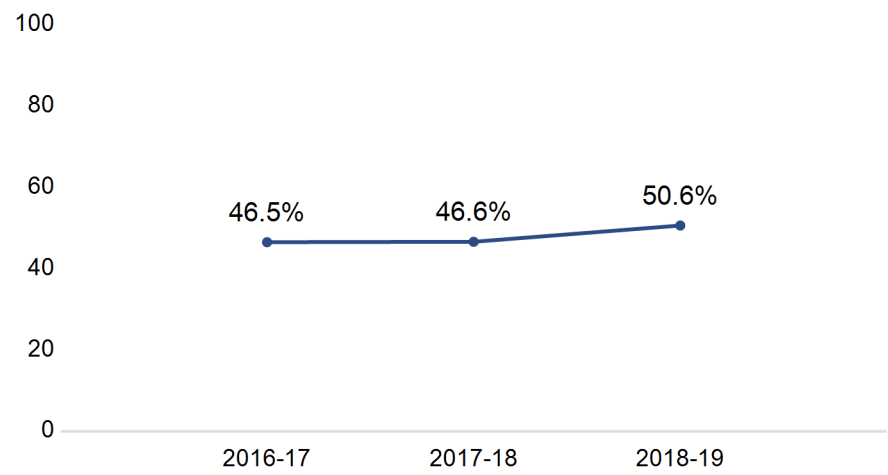
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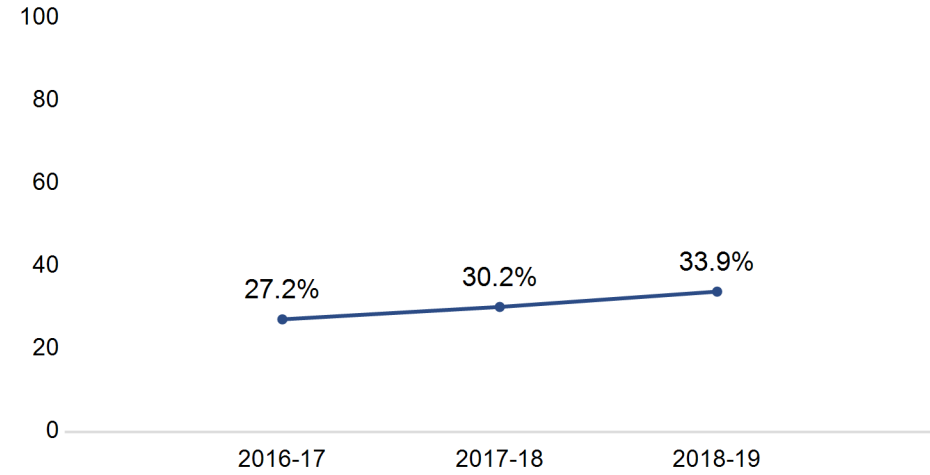
English Language Arts and Mathematics Performance Trends

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	99.3%	99.4%	99.5%	99.5%	99.8%	99.3%
Proficiency Rate for Federal Accountability	46.5%	46.6%	50.6%	27.2%	30.2%	33.9%
Annual Target	54.4%	55.8%	57.1%	27.6%	30.3%	33.1%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	890	99.5	50.6	50.2	57.9	50.6	57.1	Not Met
White	172	100.0	61.0	*	66.9	61.0	65	Met Target†
Hispanic	289	99.0	33.6	35.6	43.9	33.6	44.5	Not Met
Black or African American	192	100.0	33.9	37.4	38.5	33.9	45.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	226	99.1	79.2	79.1	82.9	79.2	78.6	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	100.0	36.4	*	64.4	36.4	**	**
Female	428	99.3	57.7	56.4	64.8	57.7		
Male	462	99.6	43.9	44.2	51.3	43.9		
Economically Disadvantaged Students	337	99.1	32.3	32.3	40.0	32.3	39.6	Not Met
Non-Economically Disadvantaged Students	553	99.6	61.7	64.0	67.9	61.7		
Students with Disabilities	99	99.0	11.1	13.3	22.7	11.1	24.3	Not Met
Students without Disabilities	791	99.5	55.5	56.3	65.1	55.5		
English Learners	68	100.0	11.8	17.4	29.3	11.8	13	Met Target†
Non-English Learners	822	99.4	53.8	53.5	60.6	53.8		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



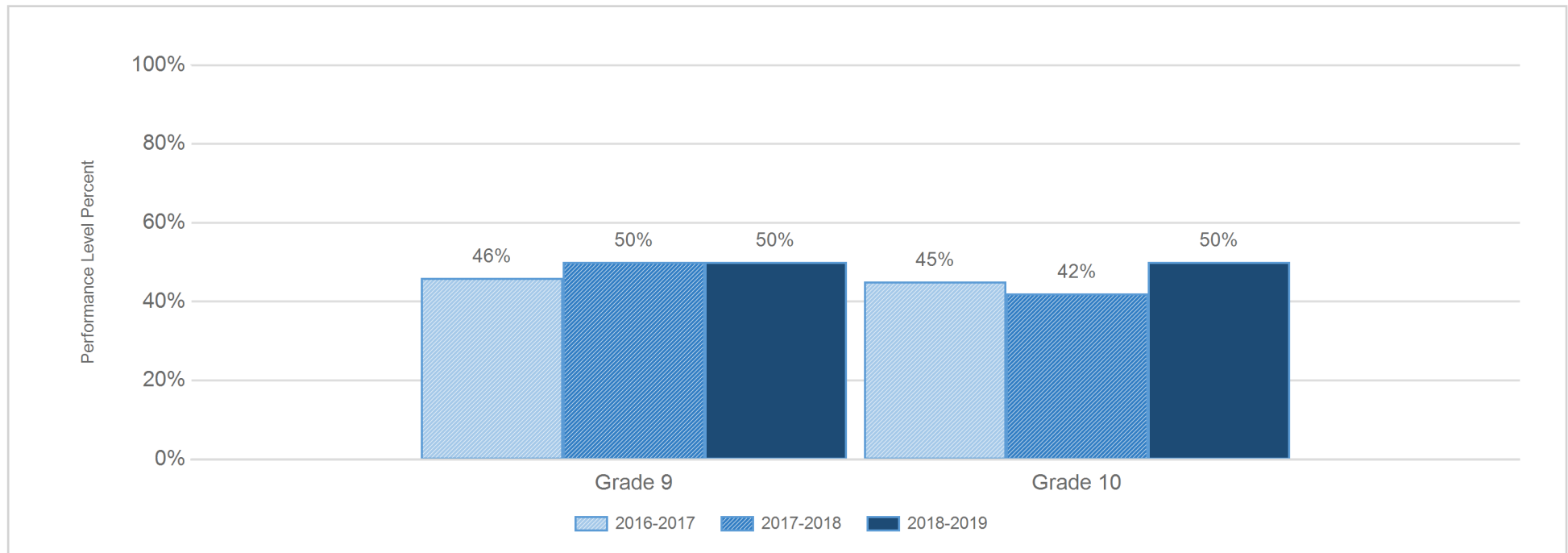
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	458	751	751	753	13%	15%	21%	30%	20%	50%	56%
White	87	757	757	762	*	*	22%	36%	23%	59%	65%
Hispanic	153	734	734	737	22%	22%	23%	25%	8%	33%	40%
Black or African American	95	737	737	732	16%	20%	28%	*	*	36%	33%
Asian, Native Hawaiian, or Pacific Islander	113	782	782	783	*	*	*	35%	46%	81%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	10	734	734	761	*	*	*	*	*	30%	63%
Female	220	757	757	760	11%	11%	20%	34%	25%	59%	63%
Male	238	745	745	746	15%	19%	23%	26%	16%	42%	49%
Economically Disadvantaged Students	184	732	732	734	21%	23%	23%	26%	7%	33%	36%
Non-Economically Disadvantaged Students	274	763	763	762	8%	10%	20%	33%	29%	62%	65%
Students with Disabilities	48	707	707	717	*	*	*	*	*	*	17%
Students without Disabilities	410	756	756	760	*	*	*	*	*	*	63%
English Learners	11	682	682	693	*	*	*	*	*	*	*
Non-English Learners	447	752	752	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	444	747	747	757	24%	13%	12%	30%	21%	50%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	142	724	724	738	37%	15%	15%	23%	9%	32%	43%
Black or African American	102	726	726	733	31%	17%	19%	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	114	781	781	792	9%	*	*	35%	43%	78%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	215	755	755	766	20%	10%	14%	33%	24%	56%	66%
Male	229	738	738	749	28%	17%	11%	27%	18%	45%	51%
Economically Disadvantaged Students	155	721	721	735	40%	15%	12%	23%	10%	33%	40%
Non-Economically Disadvantaged Students	289	760	760	767	15%	12%	13%	33%	27%	60%	67%
Students with Disabilities	47	704	704	711	51%	21%	*	*	*	15%	19%
Students without Disabilities	397	752	752	765	21%	12%	*	*	*	55%	65%
English Learners	24	678	678	687	*	*	*	*	*	*	*
Non-English Learners	420	750	750	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	817	99.3	33.9	40.1	44.5	33.9	33.1	Met Target
White	162	100.0	*	49.0	54.1	*	35.5	Met Target
Hispanic	275	98.9	19.6	24.6	28.8	19.6	24.2	Not Met
Black or African American	179	99.5	24.0	27.0	23.0	24.0	22.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	191	99.0	58.1	72.2	76.5	58.1	52.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	100.0	*	*	53.3	*	**	**
Female	391	99.3	34.5	40.5	44.9	34.5		
Male	426	99.3	33.3	39.7	44.2	33.3		
Economically Disadvantaged Students	324	98.5	21.0	23.0	26.3	21.0	20.2	Met Target
Non-Economically Disadvantaged Students	493	99.8	42.4	53.6	54.9	42.4		
Students with Disabilities	71	100.0	15.5	10.5	17.4	15.5	15.9	Met Target†
Students without Disabilities	746	99.2	35.7	44.8	50.0	35.7		
English Learners	65	100.0	15.4	*	25.0	15.4	10.2	Met Target
Non-English Learners	752	99.2	35.5	*	46.5	35.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



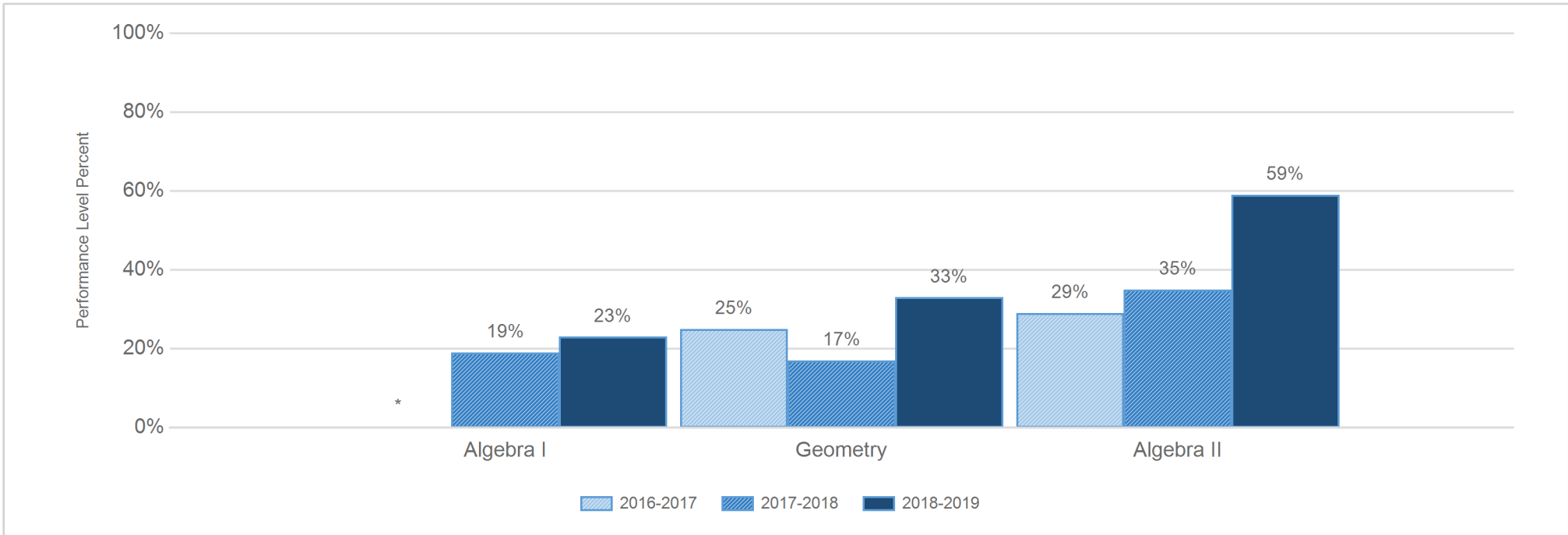
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Mathematics Assessment – Performance Trends

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	472	728	741	744	10%	36%	31%	*	*	23%	42%
White	78	733	751	752	*	31%	33%	*	*	29%	53%
Hispanic	200	724	731	728	11%	42%	32%	17%	0%	17%	24%
Black or African American	128	726	731	725	13%	37%	26%	*	*	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	219	730	744	745	8%	34%	32%	*	*	26%	44%
Male	253	727	739	743	11%	37%	31%	*	*	21%	41%
Economically Disadvantaged Students	241	725	730	727	10%	43%	29%	*	*	18%	23%
Non-Economically Disadvantaged Students	231	732	749	752	10%	28%	34%	*	*	29%	52%
Students with Disabilities	50	719	*	717	*	48%	20%	*	*	16%	12%
Students without Disabilities	422	730	*	748	*	34%	33%	*	*	24%	47%
English Learners	33	713	*	710	*	*	*	*	*	*	*
Non-English Learners	439	730	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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	153	740	749	737	*	14%	48%	*	*	33%	35%
White	41	749	*	743	0%	*	46%	*	*	44%	43%
Hispanic	39	733	*	724	*	*	56%	*	*	18%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	42	744	761	762	*	*	38%	48%	0%	48%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	72	739	750	738	*	*	51%	*	*	31%	36%
Male	81	741	749	736	*	*	46%	*	*	36%	34%
Economically Disadvantaged Students	48	733	*	722	*	*	50%	*	*	23%	16%
Non-Economically Disadvantaged Students	105	743	*	743	*	*	48%	*	*	38%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	201	755	755	755	*	11%	25%	*	*	59%	58%
White	43	752	752	758	*	*	*	65%	0%	65%	62%
Hispanic	39	746	746	731	*	*	41%	*	*	36%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	92	767	767	777	*	*	17%	65%	11%	76%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	107	750	750	752	*	*	27%	*	*	54%	55%
Male	94	761	761	758	*	*	23%	*	*	65%	62%
Economically Disadvantaged Students	35	741	741	729	*	*	37%	*	*	40%	32%
Non-Economically Disadvantaged Students	166	758	758	761	*	*	23%	*	*	63%	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	201	755	755	755	*	11%	25%	*	*	59%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



North Brunswick Township High School

(23-3620-040)

Grades Offered: 09-12

2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	35.6%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	43	*	*
3-4	26	*	*
5 or more	*	*	*



North Brunswick Township High School
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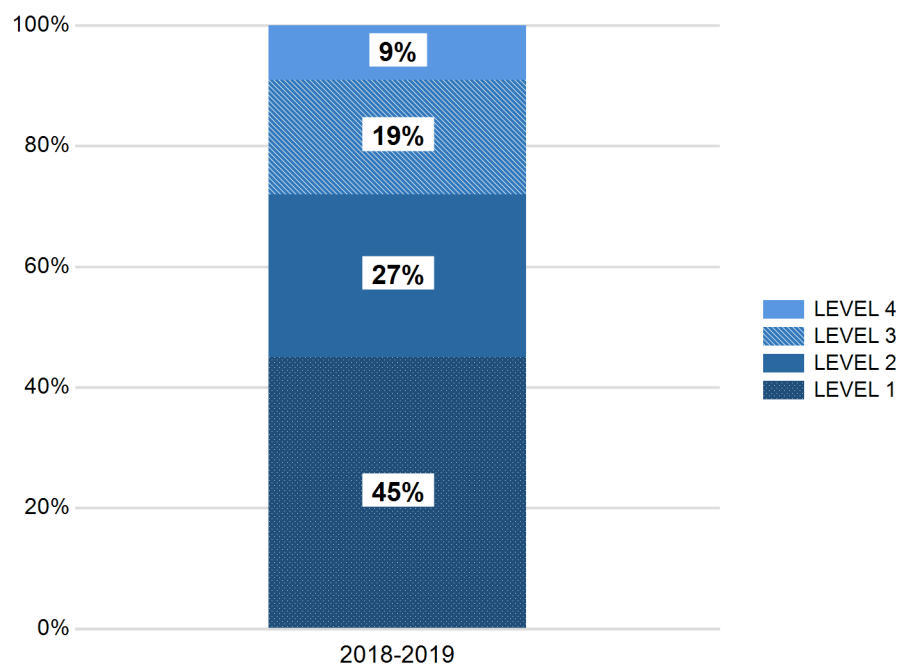
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	45	27	19	9
White	30	31	28	10
Hispanic	67	20	12	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	23	28	29	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	44	29	20	7
Male	45	25	19	10
Economically Disadvantaged Students	61	27	7	4
Non-Economically Disadvantaged Students	34	27	27	12
Students with Disabilities	86	12	2	0
Students without Disabilities	39	29	22	10
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about 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	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	65.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	20.5%	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	453	476	Grade 10: 430 Grade 11: 460	54%	61%
PSAT 10/NMSQT - Math	456	477	Grade 10: 480 Grade 11: 510	35%	43%
SAT - Reading and Writing	539	539	480	74%	70%
SAT - Math	541	541	530	53%	53%
ACT - Reading	24	25	22	63%	66%
ACT - English	23	24	18	80%	81%
ACT - Math	23	24	22	57%	65%
ACT - Science	23	24	23	47%	57%



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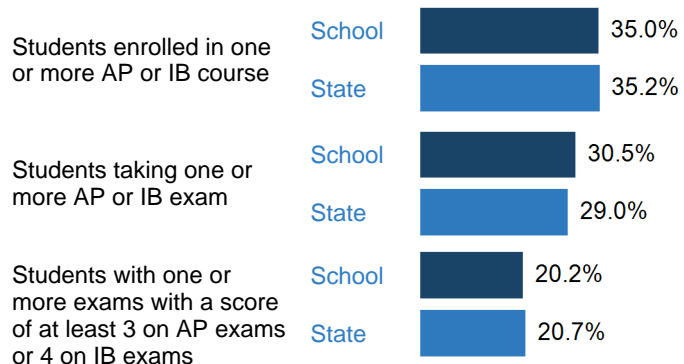
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

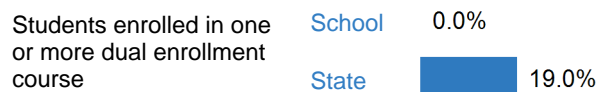
AP/IB Coursework – Participation and Performance

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



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	74	66
AP Calculus AB	34	26
AP Calculus BC	30	29
AP Chemistry	17	14
AP Computer Science A	40	35
AP Computer Science Principles	18	13
AP English Language and Composition	96	91
AP English Literature and Composition	95	89
AP German Language and Culture	6	6
AP Government	13	0
AP Human Geography	0	19
AP Macroeconomics	40	31
AP Microeconomics	48	39
AP Music Theory	10	2
AP Physics 1	0	20
AP Physics B	27	0



North Brunswick Township High School

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	17
AP Psychology	93	78
AP Spanish Language	16	10
AP Statistics	16	14
AP U.S. Government and Politics	0	13
AP U.S. History	58	50
Total Exams taken		662
Exams with scores of at least 3 on AP exams or 4 on IB exams		387



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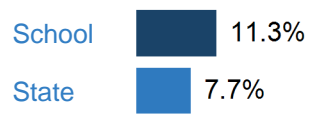
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

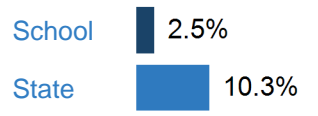
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

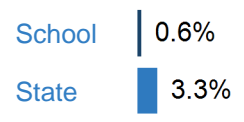
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	11.3%	2.5%	7.7%	10.3%
White	11.0%	*	6.1%	9.6%
Hispanic	11.5%	*	10.3%	11.3%
Black or African American	15.9%	3.7%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	0.0%	6.8%	12.1%
Female	10.5%	1.7%	7.3%	10.6%
Male	12.1%	3.2%	8.0%	10.1%
Economically Disadvantaged Students	12.0%	2.6%	10.4%	11.8%
Students with Disabilities	10.6%	*	6.6%	9.2%
English Learners	*	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School 0.0%

State 0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	141		
Marketing	111		
Total (All Clusters)	252	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	263	151	7	0	0	0	145
10	83	179	118	6	2	1	222
11	31	78	198	83	21	26	93
12	16	38	123	30	105	56	79
Total	393	446	446	119	128	83	539
Enrolled in AP/IB Course					64	16	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	4	84	8	2	383	0
10	106	317	6	1	36	1
11	349	28	1	33	37	51
12	64	8	0	75	47	121
Total	523	437	15	111	503	173
Enrolled in AP/IB Course	74	17		0	27	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	473	17	0	0	0	24
10	47	416	10	0	0	60
11	15	465	39	27	0	119
12	11	100	54	66	0	193
Total	546	998	103	93	0	396
Enrolled in AP/IB Course	0	58	86	93		13
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	323	46	36	0	35	0	0
10	304	63	32	0	40	0	0
11	207	44	14	0	28	0	0
12	60	10	11	0	12	0	0
Total	894	163	93	0	115	0	0
Enrolled in AP/IB Course	16	0	0	0	6	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	219	71	27	0	63	0	0



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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	18	0	0	0	0	0
10	16	0	4	0	0	0
11	23	0	6	0	0	0
12	26	0	8	0	0	0
Total	83	0	18	0	0	0
Enrolled in AP/IB Course	40		18			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
Arabic	*
Hindi	*
Italian	*
Spanish	19
Total	23



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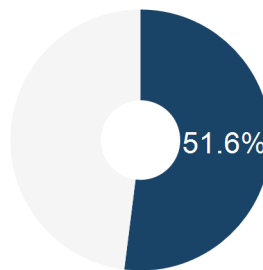
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Visual and Performing Arts – Course Participation

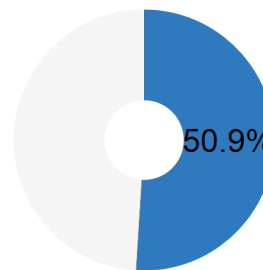
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

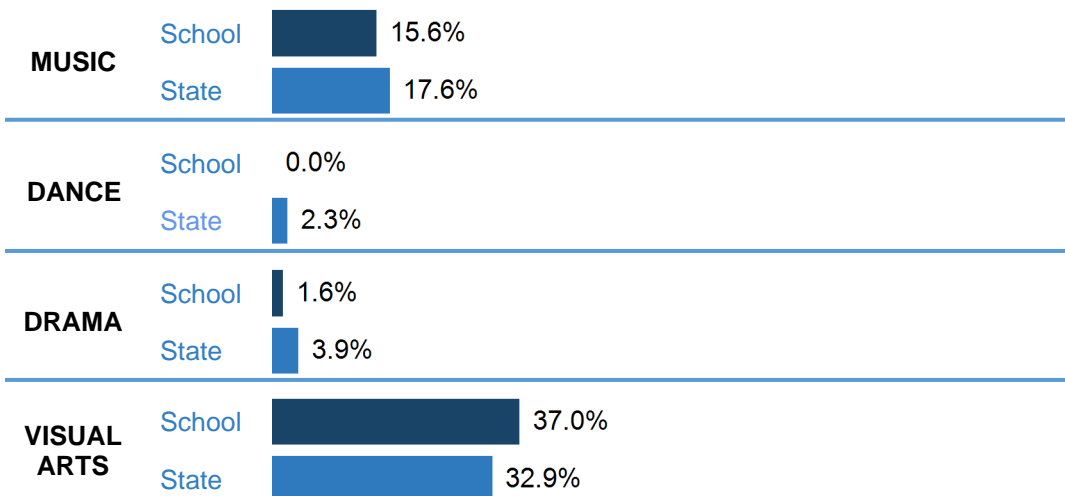


School



State

Students enrolled in one or more classes by discipline:





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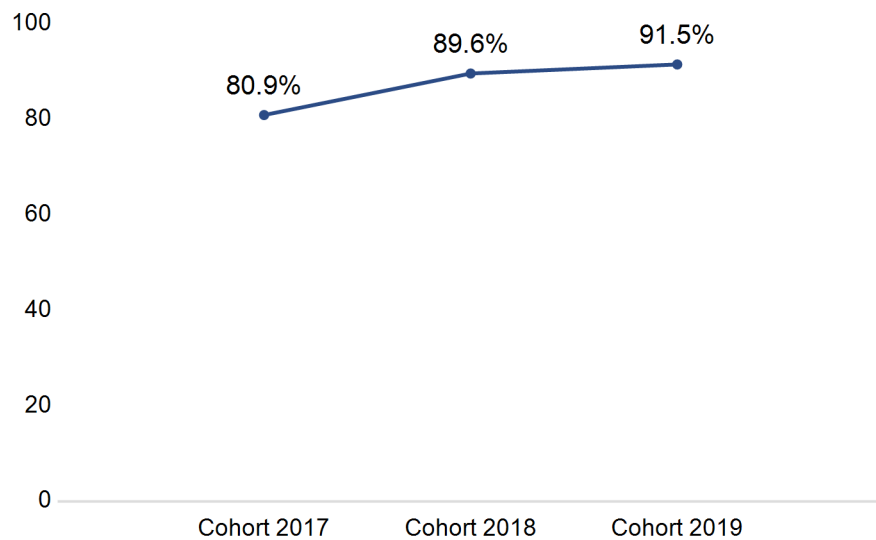
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

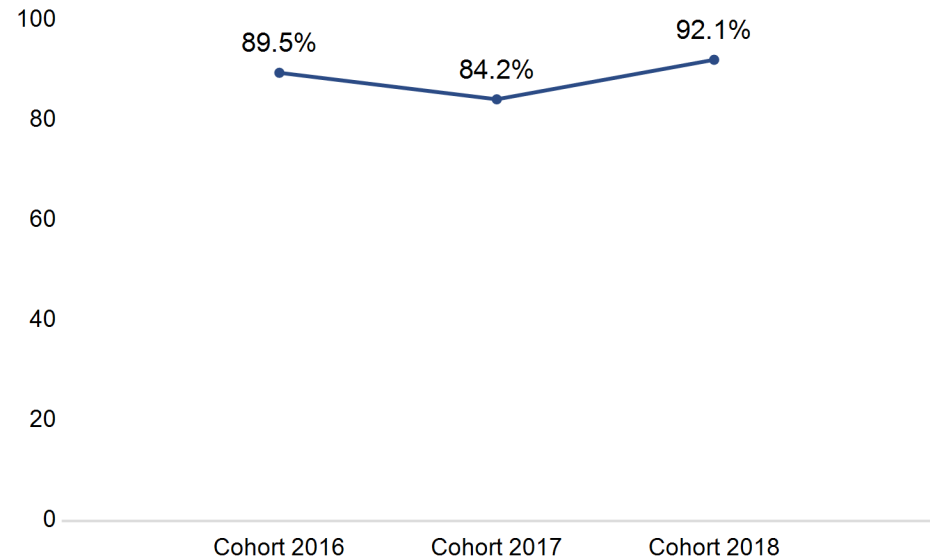
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	80.9%	89.6%	91.5%	89.5%	84.2%	92.1%
Annual Target	85.4%	85.9%		90.2%	90.6%	
Met Annual Target?	Not Met	Met Target		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.5%	90.6%	92.1%	92.5%	89.6%	85.9%	Met Target	84.2%	90.6%	Not Met
White	95.7%	94.9%	91.6%	95.9%	91.5%	92.8%	Not Met	84.6%	94.1%	Not Met
Hispanic	86.4%	84.5%	89.4%	87.3%	85.3%	72.1%	Met Target	75.3%	81.1%	Not Met
Black or African American	90.4%	83.3%	*	87.1%	*	85.0%	Met Target	86.6%	90.6%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	96.6%	97.8%	96.6%	N	Met Goal	*	96.0%	Not Met
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	94.9%	92.8%	93.7%	94.4%	92.8%			89.8%		
Male	88.1%	88.5%	90.6%	90.8%	86.7%			79.0%		
Economically Disadvantaged Students	86.5%	84.0%	89.3%	87.3%	86.4%	80.6%	Met Target	76.5%	86.1%	Not Met
Students with Disabilities	90.4%	79.2%	79.7%	83.8%	75.0%	82.5%	Not Met	77.3%	84.9%	Not Met
English Learners	68.4%	75.4%	73.3%	80.1%	50.0%	**	**	58.8%	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



North Brunswick Township High School
(23-3620-040)
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2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	75.6%	57.4%
Substitute Competency Test	15.4%	28.2%
Portfolio Appeals Process	3.5%	8.3%
Alternate Requirements specified in IEP	5.5%	6.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.0%	1.2%
2017-2018	0.9%	1.2%
2016-2017	0.4%	1.1%



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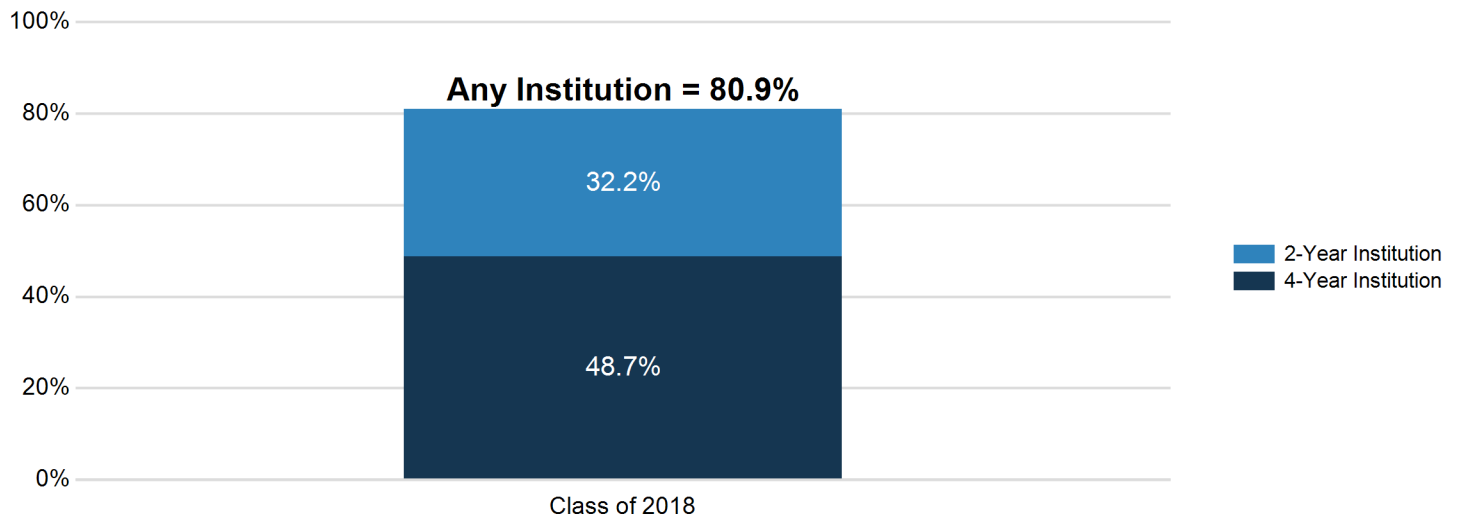
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	32.2%
% Enrolled in 4-Year Institution	48.7%
% Enrolled in Any Postsecondary Institution	80.9%



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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	69.1%	36.7%	63.3%
White	69.9%	30.8%	69.2%
Hispanic	58.2%	53.8%	46.2%
Black or African American	67%	41.8%	58.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	59.1%	55.4%	44.6%
Students with Disabilities	31.7%	73.7%	26.3%
English Learners	50%	62.5%	37.5%

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	80.9%	39.8%	60.2%	81%	19%	81.9%	18.1%
White	88.4%	35.5%	64.5%	75%	25%	78.9%	21.1%
Hispanic	69.6%	65.6%	34.4%	86.5%	13.5%	88.5%	11.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	94.6%	17.1%	82.9%	80%	20%	76.2%	23.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	74.5%	60.4%	39.6%	84.7%	15.3%	91.9%	8.1%
Students with Disabilities	57.7%	90%	10%	96.7%	3.3%	96.7%	3.3%
English Learners	33.3%	100%	0%	100%	0%	100%	0%



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

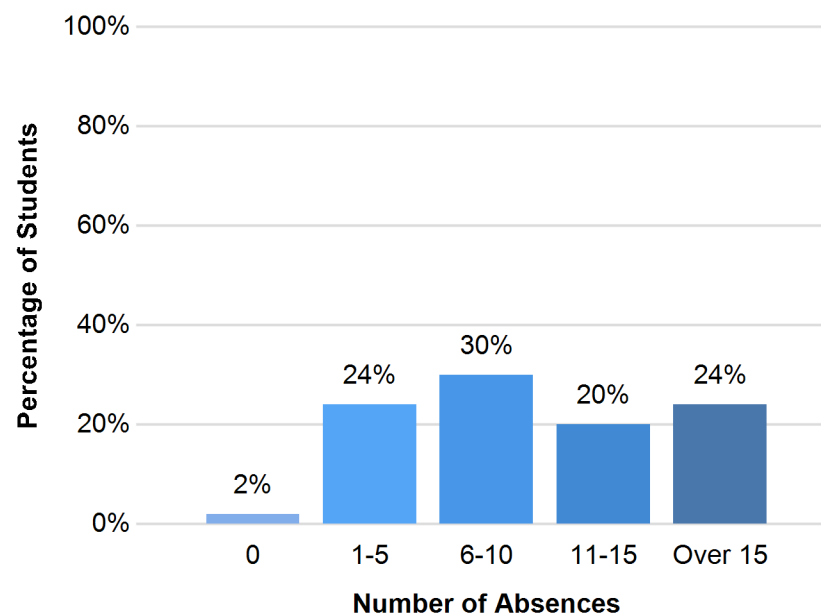
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	361	19.7	14.2	Not Met
White	73	19.6	14.2	Not Met
Hispanic	155	25.8	14.2	Not Met
Black or African American	90	21.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	38	8.9	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	26.3	**	**
Female	186	21.5		
Male	175	18.1		
Economically Disadvantaged Students	203	26.7	14.2	Not Met
Students with Disabilities	75	29.9	14.2	Not Met
English Learners	23	27.7	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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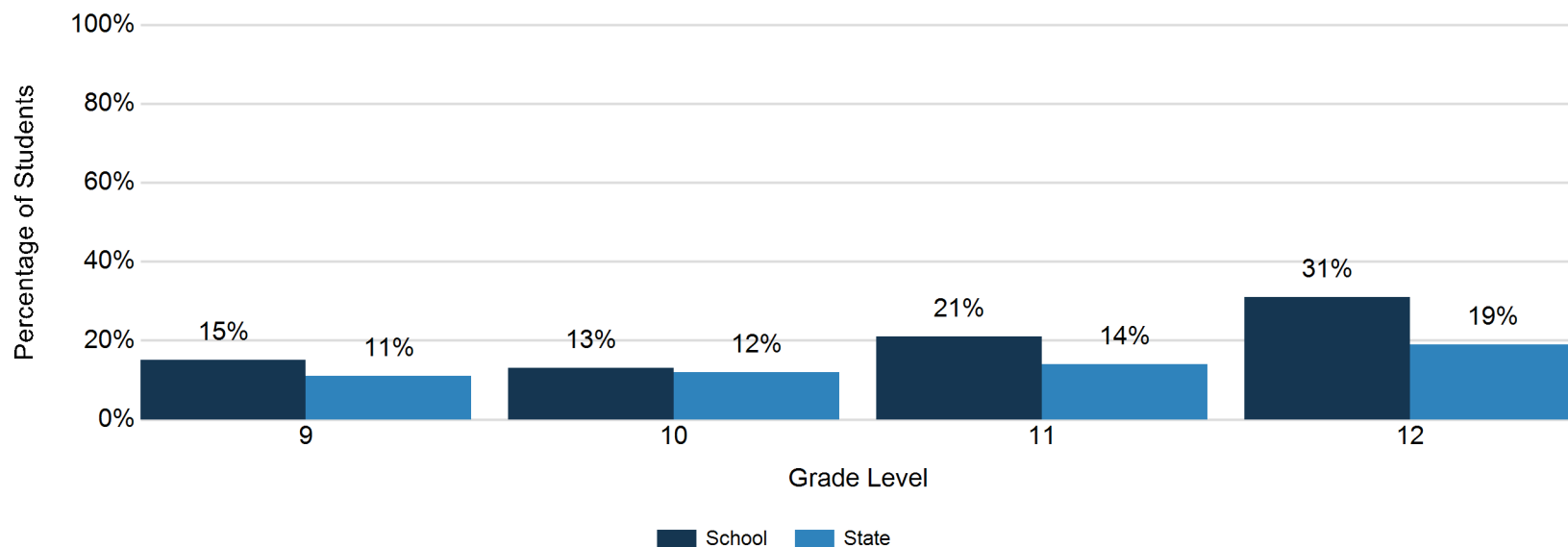
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	45
Weapons	3
Vandalism	7
Substances	16
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	80
Incidents Per 100 Students Enrolled	4.40

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	8
Weapons	3
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	0	2
Religion	0	0	0
Ancestry	1	0	1
Gender	2	0	2
Sexual Orientation	5	2	7
Disability	0	2	2
Other	2	6	8
No Identified Nature	7		7

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	220	12.1%
Out-of-School Suspensions	193	10.6%
Any Suspension	308	16.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	12	0.7%

School Days Missed due to Out-of-School Suspensions
941



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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	7:35 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 40 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	147	118,214
Average years experience in public schools	9.6	12.1
Average years experience in district	8.9	10.8
Percentage of Teachers with 4 or more years experience in the district	68.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	12.4	12.0
Percentage of Administrators with 4 or more years experience in the district	89.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	121:1	125:1
Teachers to Administrators	10:1	11:1
Students to Librarians/Media Specialists		997:1
Students to Nurses		748:1
Students to Counselors		399:1
Students to Child Study Team Members		352:1



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	63.3%	60.0%	48.4%	77.1%	54.9%
Male	52.7%	36.7%	40.0%	51.6%	22.9%	45.1%
White	20.1%	83.0%	86.7%	42.4%	83.6%	77.4%
Hispanic	33.0%	8.2%	6.7%	29.9%	7.3%	7.2%
Black or African American	22.5%	4.1%	6.7%	15.0%	6.6%	13.9%
Asian	23.2%	4.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.7%	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	88.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.5%	46.6%	50.6%
Math Proficiency	27.2%	30.2%	33.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	80.9%	89.6%	91.5%
5-Year Graduation Rate†	89.5%	84.2%	92.1%
Progress toward English Language Proficiency		14.6%	35.6%
Chronic Absenteeism	17.9%	17.5%	19.7%

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



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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.



North Brunswick Township High School
(23-3620-040)
Grades Offered: 09-12
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- NBTHS is a National Project Lead the Way school and offered a STEM Academy for the first time in 2018-2019.
- NBTHS offers over 20 Advanced Placement courses in a variety of content areas. Open Enrollment Policy encourages students to challenge themselves to take high level Honors and AP courses.
- NBT schools were recognized as one of America's Best Communities for Education in 2019. This is the third year in a row the district has received this distinction.



Mission, Vision, Theme:

The mission of the North Brunswick Township High School is to provide a nurturing environment that fosters personal and academic growth, creating life-long learners who are globally aware citizens.



Awards, Recognition, Accomplishments:

2018 3rd place winner NJ State STEAM TANK competition. 23 students were awarded the Seal of Biliteracy in 2018-2019. 10 Students received the Meritorious Student Award from the Consulate of the Dominican Republic 20th Annual Middlesex County Freeholders Don't Drive Dangerously Public Service Announcement Contest 1st Place Winners Painted Words Literary Magazine won second place in ASPA NBTHS teacher was named NJ State Finalist Presidential Award for Excellence in Mathematics and Science Teaching NBTHS student was named 2018-2019 New Jersey Americal Legion Boys State Governor NBTHS student was elected Central Jersey Regional Vice President by the New Jersey state DECA chapter



North Brunswick Township High School

(23-3620-040)

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Courses, Curriculum, Instruction:

Courses offered in College Prep, Honors, and Advanced Placement; students can earn college credit through AP courses. Our AVID (Advanced Via Individual Determination) program exists currently in Grades 9-11, which provides selected students with a more equitable, student-centered approach to learning. The high school also has an established Freshman Academy to seamlessly transition students from middle school to high school. First year of NBTHS STEM Academy 2018-2019. Business Department Reinstated honors Law into the curriculum Bilingual ELA offered to increase biliteracy in ELLs The NBTHS STEM Academy has successfully accepted its second cohort of students. The curriculum is progressing and students have participated in a guest lecture series, STEAM Tank Competition, and PPPL's Young Women in Science Conference. Ongoing initiatives and activities are currently being developed for our participating students.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Golf (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 (Boys & Girls), Wrestling (Coed)

2018 Varsity Football team made it to the NJSIAA sectional finals for the first time since 1979. Girls Varsity Lacrosse won the Greater Middlesex County Tournament for the first time since 2016. Our boys tennis team won the Greater Middlesex Conference White Division. Student-athletes awarded/signed Division I offers to play college sports while many others committed to play Division II and Division III. Multiple student athletes earned all division, conference and state honors, as well as teams receiving recognition for Sportsmanship.



Clubs and Activities:

36 extra-curricular clubs & programs with focus on academics, service, student support, and school spirit. Students participate in local, regional, and national competitions for Mathematics, Sciences, STEAM, Robotics, DECA, FBLA. Local competitions for Mock Trial and Model UN. NJ Blood Services recognized the Student Government organization as a top school in NJ for facilitating Blood Drives. Clubs and Activities raised \$36,500 for various charities and community donations. Students recorded 6,728 hours of community service.






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 <p>Before and After School Programs:</p>	<p>School Breakfast offered by Chartwells food service.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff complete 17 hours of professional learning each year outside of school hours. Robust professional learning program offered by both administrators and certificated staff.</p>
 <p>Postsecondary Information:</p>	<p>89% of members of class of 2019 accepted to higher education programs with a balance of 9% employment, 2% Military, & 0% undecided. College Board program recognition for the Class of 2019: All AP & PSAT Exams are paid for by the Board of Education, 59% of all 2019 AP exams score 3 or better; One Finalists in the National Merit Program; Six Commended Students in the National Merit Scholarship. Competition. Class of 2019 earned over \$1.1 million in 4 year total of college scholarships and awards. PSAT offered to all students 9-11. SAT prep elective course offered. Saturday SAT and ACT exams offered - fee waivers provided to all students who qualify. 3 Scheduled Financial Aid Programs for parents, numerous others scheduled by outside groups. We use NAVIANCE to develop programs that support students when searching for and applying to colleges or employment. Our school runs one of the largest college & career fairs in the immediate surrounding area each fall.</p>



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Student Supports and Services:

Supports and services provided for classified students through continual monitoring by Child Study Team. Supports and services provided through ESL program for English language learners. After school tutoring and study hall offered 4 days a week in school library (MRC). The I&RS process, home instruction, Section: 504 accommodations, alternative learning environments (online coursework), and our AVID Program established and maintained through the Guidance Department.



Student Health and Wellness:

Breakfast programs offered through Chartwells Dining Service. Physical Education/Health Education 9-12, on site Eye Exams and Flu Shot clinic. Student Government Organization sponsored Blood Drives twice a year. Filtered water fountains designed for refilling water bottles available to students and staff. On site UBHC clinician's available to support students in crisis. Student Assistance Counselor on staff. A staff member has been hired to oversee our weight room and to also implement a new fitness program, entitled Volt, which is open to both students and staff.



Parent and Community Involvement:

Active PTSO, SEPTO. Parents attend monthly meetings. Freshman Orientation, Freshman Parent Night, Sophomore, Junior and Senior parent nights. College planning nights. Parents have access to Genesis Parent Portal, partnerships with North Brunswick Township Parks and Recreation Department on a number of community initiatives.



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Facilities:

Original building constructed in 1973. Additions in 1990 and 2006. Library- upgraded with technology and makerspace lab, State of the Art Auditorium, 10 Computer labs, 14 Science labs, 3 Engineering labs, Main Gym, 2 Auxiliary Gyms, Aquatic Center & Air conditioning. Technology available in every classroom. Two (2) Artificial Surface playing fields lined for boys and girls soccer, football, boys and girls lacrosse. Two (2) natural grass baseball and softball fields. Shared services with township tennis courts and cross country course.



School Safety:

The NBTHS Security Plan is a multi-level document that was created by the school administration, Central Office DOE certified School Security Specialist, NBTPD, NBTOEM, NBTFD, NBFARS, and other community shareholders. The plan uses target hardening, crime prevention through environmental design, latest technologies, and trained personnel to ensure a safe and secure environment for staff and students. The NBTHS plan and policies meet and exceed the specifications outlined by the NJDOE and NJ OHSP. Specifics of the plan are confidential but supplied to certified shareholders upon request.



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Technology and STEM:

Students are 1:1 with Chromebooks in grades 3, 4, and 5. There are carts of Chromebooks available to the other grade levels in the high school. We also have approximately 4 to 5 iPads per grade level with more available in inclusion classrooms. The computer lab is equipped with Window PCs and each classroom has an interactive display. Interactive smartboards in use in certain classes. Chromebooks are available for student and class use throughout the day in the MRC. The High School has two engineering labs and also a Computer Science Lab. Two additional computer labs exist in the school MRC and one other in the English department. All are available for whole school use. Chromebook carts for all departments, use of Google Classroom by staff, STEM Academy, courses offered in engineering and computer science. CAD lab, smartboards in math classes, interactive projectors and lap tops in all classrooms. Technology club. Award winning Raider Robotix program.



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Other Information

School day runs from 7:36-2:12. 4 Day Rotational Schedule. Students take 8 classes, 6 classes meet a day (2 drop). 55 minute class periods. All classrooms in the school outfitted with lap top and projector for interactive presentations. Chromebooks carts available for student use by department. Parent communication available through Friday Folder: <https://sites.google.com/nbtschools.org/nbthsfridayfolder/home>, Parent Portal, email, Social Media. NBTHS Guidance Department LiveBinder- #1 most accessed LiveBinder on the site: <http://www.livebinders.com/play/play?id=329553>



Parsons
(23-3620-090)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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



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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	Middlesex
District	North Brunswick Township School District
Principal Name	Mrs. Diana Whalen
Address	116 HOLLYWOOD STREET NORTH BRUNSWICK, NJ 08902
Phone Number	732-289-3402
Email Address	dwhalen@nbtschools.org
Website	http://parsons.nbtschools.org



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	121	108	105
1	137	112	112
2	144	128	117
3	118	141	131
4	136	100	142
5	112	134	111
Total	768	723	718

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.7%	49.5%	50.1%
Male	50.3%	50.5%	49.9%
Economically Disadvantaged Students	53.4%	58.4%	60.2%
Students with Disabilities	11.2%	12.6%	13.6%
English Learners	7.4%	8.9%	9.1%
Homeless Students	0.0%	0.0%	0.1%
Students in Foster Care	0.4%	0.1%	0.3%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.7%	9.8%	10.3%
Hispanic	45.7%	49.7%	53.5%
Black or African American	15.4%	16.2%	15.0%
Asian	25.8%	21.3%	19.1%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.4%	0.7%	0.6%
Two or More Races	1.8%	2.1%	1.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	121	108	105

Enrollment by Home Language

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

Home Language	% of Students
English	50.6%
Spanish	35.7%
Telugu	3.2%
Urdu	2.8%
Arabic	1.5%
Other Languages	6.3%



Parsons
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Grades Offered: PK-05
2018-2019

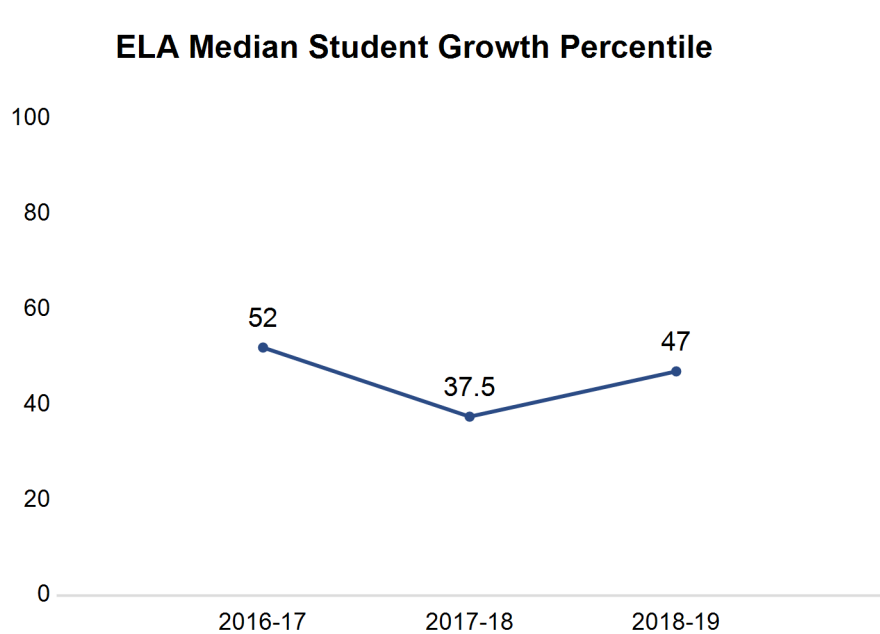
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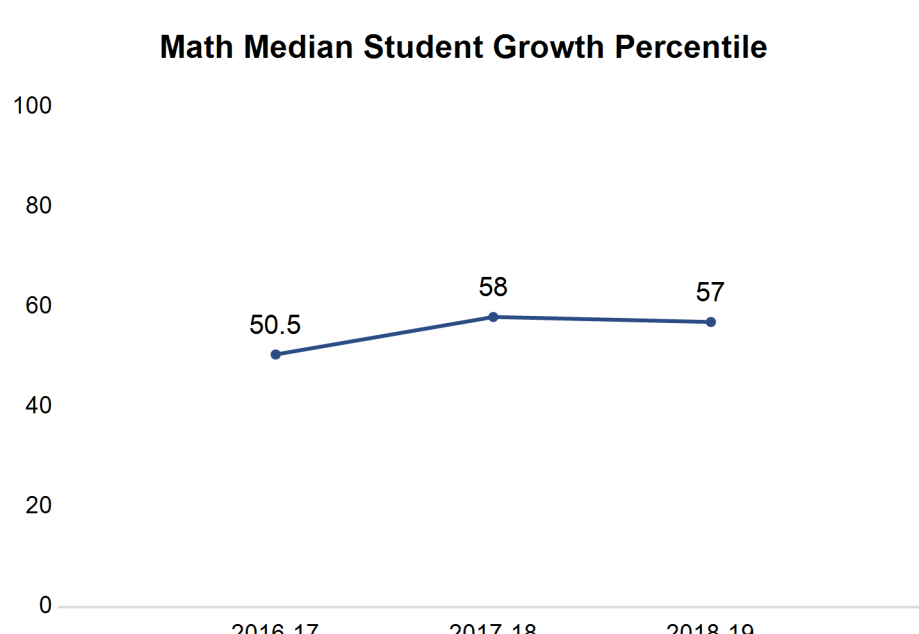
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	52	37.5	47	50.5	58	57
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	47	53	50	Met Standard	57	55	50	Met Standard
White	46.5	53	50	Met Standard	65	55	52	Exceeds Standard
Hispanic	50	50	49	Met Standard	56	55	47	Met Standard
Black or African American	29.5	43	45	Not Met	44.5	48	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	63.5	63	59	Exceeds Standard	73	61	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	56.5	49	**	*	56	52	**
Female	42.5	57	53	N	58	55.5	50	N
Male	57	47	47	N	57	55	51	N
Economically Disadvantaged Students	42.5	48	48	Met Standard	56.5	54	46	Met Standard
Students with Disabilities	29.5	40	43	Not Met	45.5	44	45	Met Standard
English Learners	57	56	52	Met Standard	63	57	50	Exceeds Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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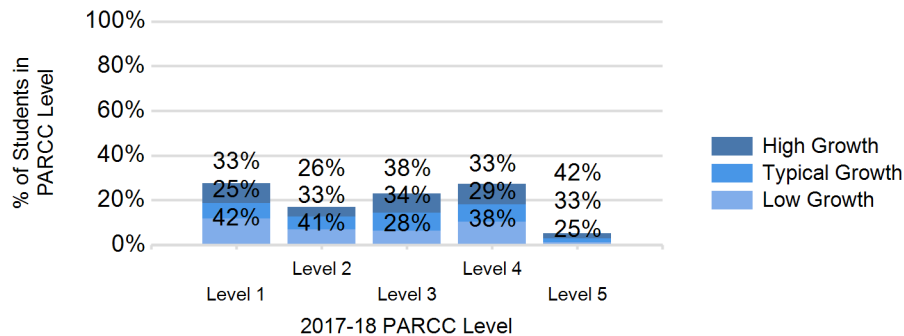
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

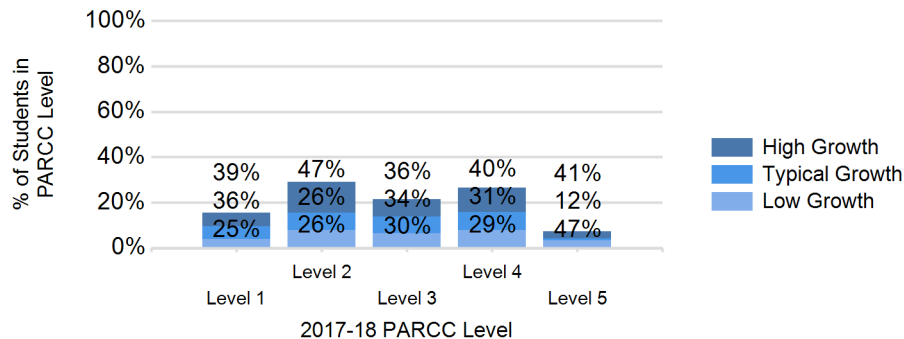
Student Growth by Performance Level

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

ELA



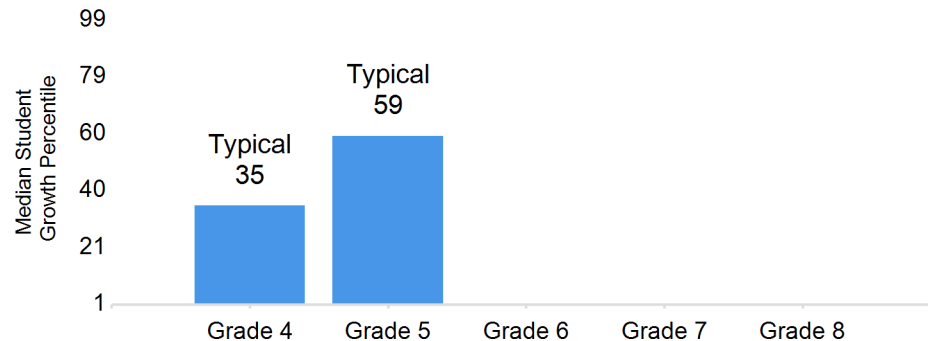
Math



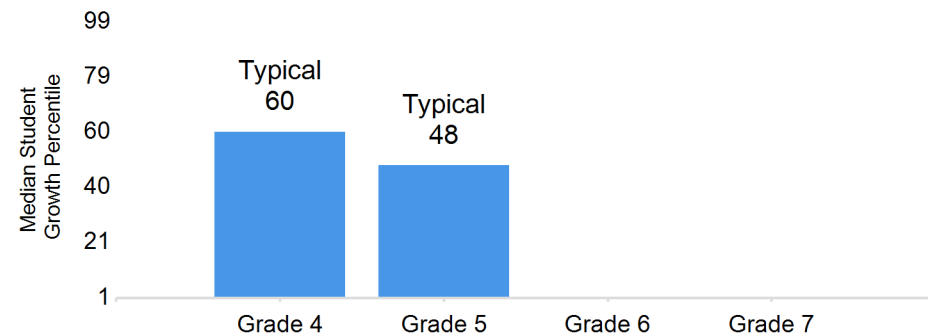
Student Growth by Grade

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

ELA



Math





Parsons
(23-3620-090)
Grades Offered: PK-05
2018-2019

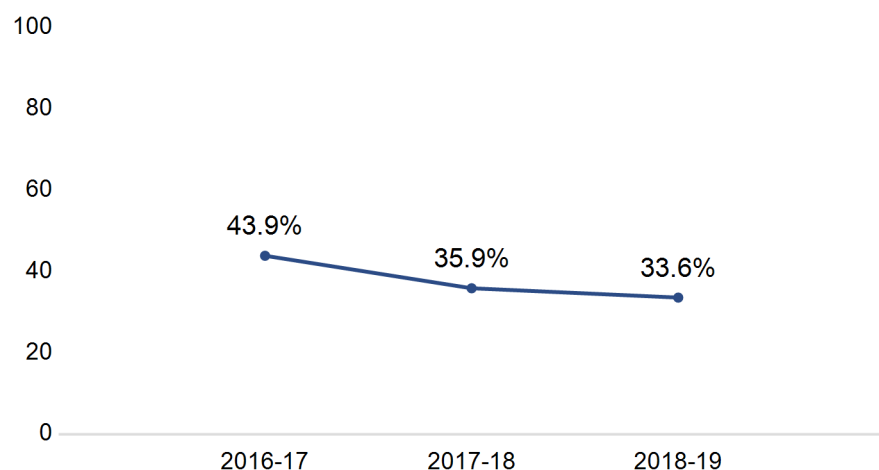
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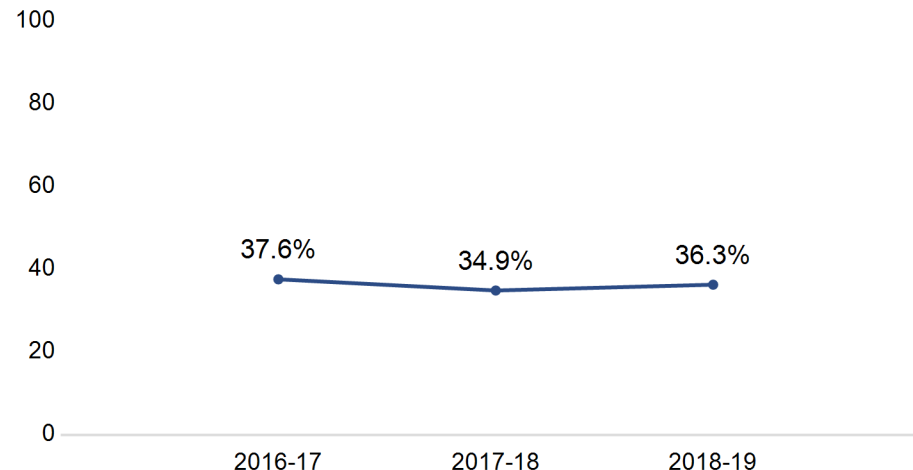
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	97.6%	98.7%	98.4%	97.9%	98.7%
Proficiency Rate for Federal Accountability	43.9%	35.9%	33.6%	37.6%	34.9%	36.3%
Annual Target	38.8%	40.9%	43.1%	42.4%	44.4%	46.3%
Met Annual Target?	Met Target	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Parsons
(23-3620-090)
Grades Offered: PK-05
2018-2019

Report Key:

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	357	98.7	33.6	50.2	57.9	33.6	43.1	Not Met
White	36	97.4	27.8	*	66.9	27.8	49.5	Not Met
Hispanic	209	99.5	23.4	35.6	43.9	23.4	25.8	Met Target†
Black or African American	47	98.0	27.7	37.4	38.5	27.7	35.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	60	97.0	78.3	79.1	82.9	78.3	74.8	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	177	98.4	32.2	56.4	64.8	32.2		
Male	180	98.9	35.0	44.2	51.3	35.0		
Economically Disadvantaged Students	235	98.4	19.6	32.3	40.0	19.6	25	Not Met
Non-Economically Disadvantaged Students	122	99.3	60.7	64.0	67.9	60.7		
Students with Disabilities	60	100.0	*	13.3	22.7	*	25.3	Not Met
Students without Disabilities	297	98.4	*	56.3	65.1	*		
English Learners	56	100.0	16.1	17.4	29.3	16.1	14	Met Target
Non-English Learners	301	98.4	36.9	53.5	60.6	36.9		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



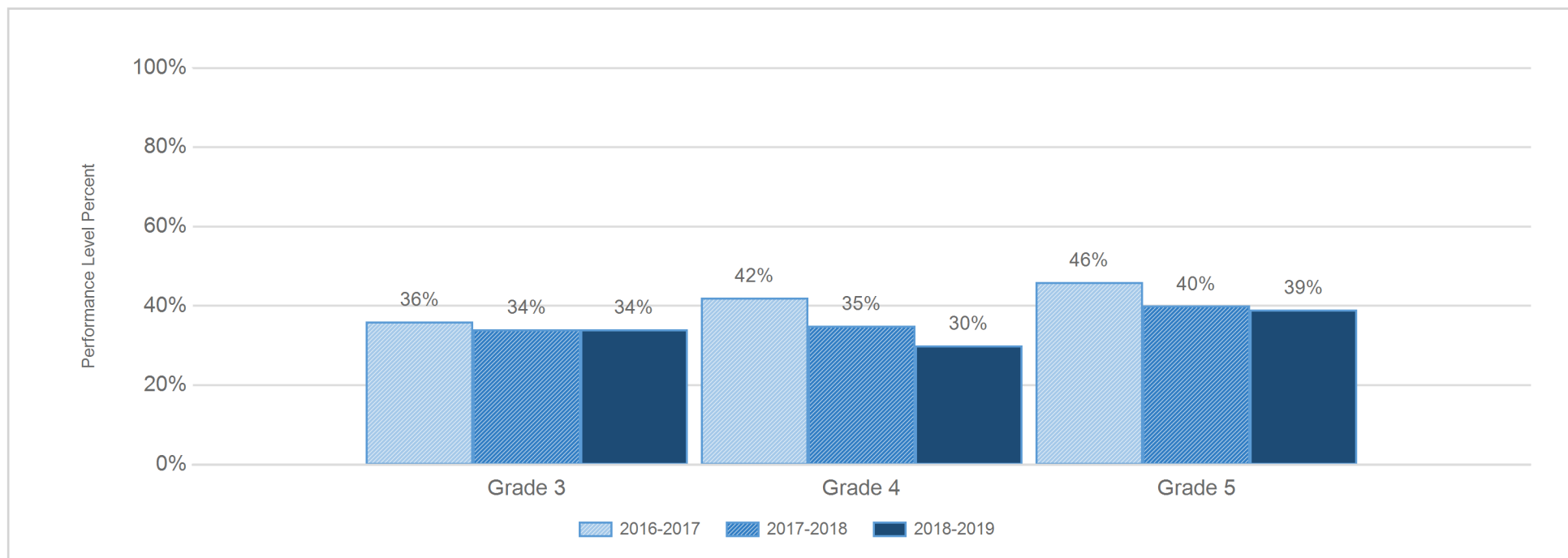
Parsons
(23-3620-090)
Grades Offered: PK-05
2018-2019

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.





Parsons
(23-3620-090)
Grades Offered: PK-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	127	728	738	748	28%	17%	22%	*	*	34%	50%
White	*	*	737	757	*	*	*	*	*	*	60%
Hispanic	74	718	723	734	34%	19%	27%	20%	0%	20%	36%
Black or African American	16	731	731	731	*	*	*	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	24	757	*	773	*	*	*	*	*	75%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	753	756	*	*	*	*	*	*	58%
Female	60	735	740	753	23%	*	23%	*	*	38%	55%
Male	67	722	737	743	31%	*	21%	*	*	30%	46%
Economically Disadvantaged Students	79	715	720	731	*	*	*	*	*	15%	33%
Non-Economically Disadvantaged Students	48	750	753	759	*	*	*	*	*	65%	61%
Students with Disabilities	18	692	706	719	78%	*	*	*	*	11%	24%
Students without Disabilities	109	734	743	754	19%	*	*	*	*	38%	56%
English Learners	12	669	688	713	*	*	*	*	*	*	17%
Non-English Learners	115	734	742	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Parsons
(23-3620-090)
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	132	732	742	755	23%	24%	23%	21%	9%	30%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	79	722	729	743	25%	29%	27%	*	*	19%	44%
Black or African American	17	727	*	739	*	*	*	*	*	24%	39%
Asian, Native Hawaiian, or Pacific Islander	24	775	776	779	*	*	*	*	*	83%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	71	728	745	760	27%	24%	24%	*	*	25%	62%
Male	61	736	739	750	18%	25%	21%	*	*	36%	53%
Economically Disadvantaged Students	92	720	727	740	*	*	22%	*	*	18%	40%
Non-Economically Disadvantaged Students	40	758	758	765	*	*	25%	*	*	58%	69%
Students with Disabilities	18	691	696	725	*	*	*	*	*	*	25%
Students without Disabilities	114	738	749	761	*	*	*	*	*	*	64%
English Learners	*	*	708	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Parsons
(23-3620-090)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	740	749	756	14%	21%	27%	*	*	39%	58%
White	18	741	755	764	*	*	*	*	*	39%	68%
Hispanic	59	739	739	743	*	24%	24%	*	*	37%	44%
Black or African American	15	726	738	739	*	*	*	*	*	20%	38%
Asian, Native Hawaiian, or Pacific Islander	17	757	*	781	*	*	*	*	*	59%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	758	762	N	N	N	N	N	N	65%
Female	54	742	752	761	*	*	31%	*	*	37%	64%
Male	55	739	745	750	*	*	22%	*	*	40%	52%
Economically Disadvantaged Students	65	731	735	740	*	*	28%	*	*	28%	39%
Non-Economically Disadvantaged Students	44	754	759	766	*	*	25%	*	*	55%	69%
Students with Disabilities	18	699	714	724	*	*	*	*	*	*	23%
Students without Disabilities	91	748	754	762	*	*	*	*	*	*	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Parsons
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Grades Offered: PK-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	361	98.7	36.3	40.1	44.5	36.3	46.3	Not Met
White	36	97.4	36.1	49.0	54.1	36.1	47	Met Target†
Hispanic	213	99.6	23.5	24.6	28.8	23.5	28.3	Met Target†
Black or African American	47	98.0	31.9	27.0	23.0	31.9	30.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	60	97.1	85.0	72.2	76.5	85.0	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	179	98.5	33.0	40.5	44.9	33.0		
Male	182	99.0	39.6	39.7	44.2	39.6		
Economically Disadvantaged Students	239	98.4	20.1	23.0	26.3	20.1	27.4	Not Met
Non-Economically Disadvantaged Students	122	99.3	68.0	53.6	54.9	68.0		
Students with Disabilities	60	100.0	*	10.5	17.4	*	25.3	Not Met
Students without Disabilities	301	98.5	*	44.8	50.0	*		
English Learners	60	100.0	15.0	*	25.0	15.0	22.6	Met Target†
Non-English Learners	301	98.4	40.5	*	46.5	40.5		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



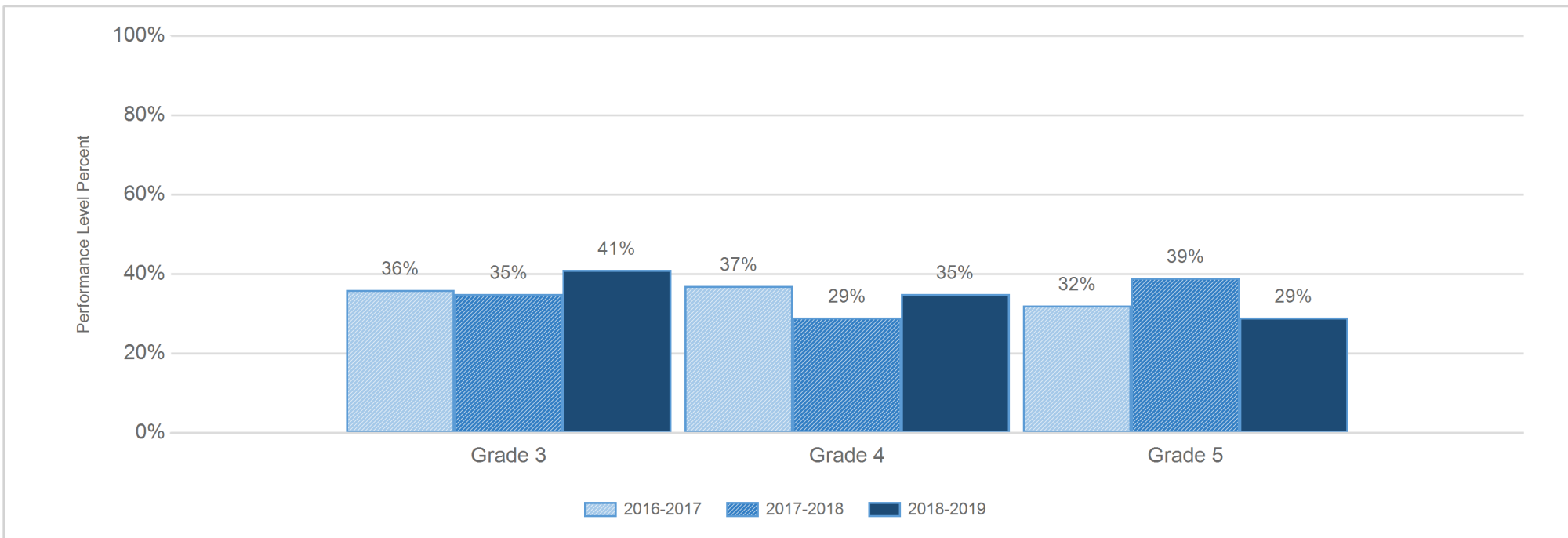
Parsons
(23-3620-090)
Grades Offered: PK-05
2018-2019

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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.



Parsons
(23-3620-090)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	742	751	752	14%	17%	27%	31%	10%	41%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	75	729	735	739	15%	23%	39%	24%	0%	24%	40%
Black or African American	16	740	740	735	*	*	*	*	*	44%	35%
Asian, Native Hawaiian, or Pacific Islander	24	781	*	778	*	*	*	46%	42%	88%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	766	758	*	*	*	*	*	*	62%
Female	60	743	750	751	*	17%	25%	*	*	45%	54%
Male	68	740	752	752	*	18%	29%	*	*	38%	56%
Economically Disadvantaged Students	79	727	732	737	*	*	*	23%	0%	23%	37%
Non-Economically Disadvantaged Students	49	766	766	761	*	*	*	45%	27%	71%	67%
Students with Disabilities	18	712	724	731	*	*	*	*	*	17%	31%
Students without Disabilities	110	746	755	756	*	*	*	*	*	45%	60%
English Learners	13	691	710	728	*	*	*	*	*	*	26%
Non-English Learners	115	747	754	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Parsons
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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	137	741	747	749	9%	26%	29%	28%	7%	35%	51%
White	*	*	760	757	*	*	*	*	*	*	62%
Hispanic	83	732	733	737	12%	29%	39%	*	*	20%	36%
Black or African American	17	733	*	731	*	*	*	*	*	35%	29%
Asian, Native Hawaiian, or Pacific Islander	25	778	777	776	*	*	*	*	*	88%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	73	735	744	749	*	32%	30%	*	*	27%	50%
Male	64	747	749	749	*	20%	28%	*	*	44%	52%
Economically Disadvantaged Students	96	732	733	734	*	*	*	21%	0%	21%	32%
Non-Economically Disadvantaged Students	41	762	761	759	*	*	*	44%	24%	68%	63%
Students with Disabilities	18	705	708	726	*	*	*	*	*	*	25%
Students without Disabilities	119	746	752	754	*	*	*	*	*	*	56%
English Learners	11	719	714	722	*	*	*	*	*	18%	18%
Non-English Learners	126	743	749	751	*	*	*	*	*	37%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Parsons
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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	110	734	749	747	12%	33%	26%	*	*	29%	47%
White	18	733	756	755	*	*	*	*	*	33%	58%
Hispanic	60	730	737	735	*	38%	27%	*	*	25%	30%
Black or African American	15	725	737	729	*	*	*	*	*	13%	23%
Asian, Native Hawaiian, or Pacific Islander	17	756	*	775	*	*	*	*	*	53%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	761	753	N	N	N	N	N	N	55%
Female	55	731	747	747	*	40%	31%	*	*	22%	47%
Male	55	737	750	747	*	25%	22%	*	*	36%	47%
Economically Disadvantaged Students	65	726	735	732	*	37%	*	*	*	15%	27%
Non-Economically Disadvantaged Students	45	746	759	757	*	27%	*	*	*	49%	59%
Students with Disabilities	18	707	719	725	*	*	*	*	*	*	19%
Students without Disabilities	92	739	753	752	*	*	*	*	*	*	52%
English Learners	*	*	709	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	750	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Parsons
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	61.3%	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	43	*	*
3-4	15	80.0%	20.0%
5 or more	N	N	N



Parsons
(23-3620-090)
Grades Offered: PK-05
2018-2019

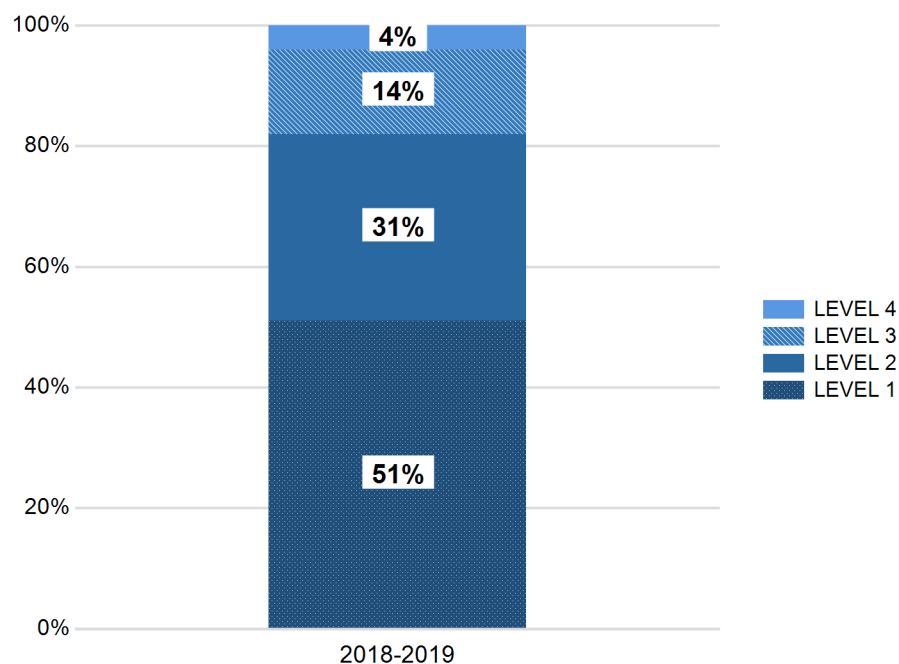
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	51	31	14	4
White	47	41	12	0
Hispanic	60	25	13	2
Black or African American	50	38	13	0
Asian, Native Hawaiian, or Pacific Islander	25	38	19	19
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	55	35	7	4
Male	48	28	20	4
Economically Disadvantaged Students	59	35	6	0
Non-Economically Disadvantaged Students	40	26	26	9
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Parsons
(23-3620-090)
Grades Offered: PK-05
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.

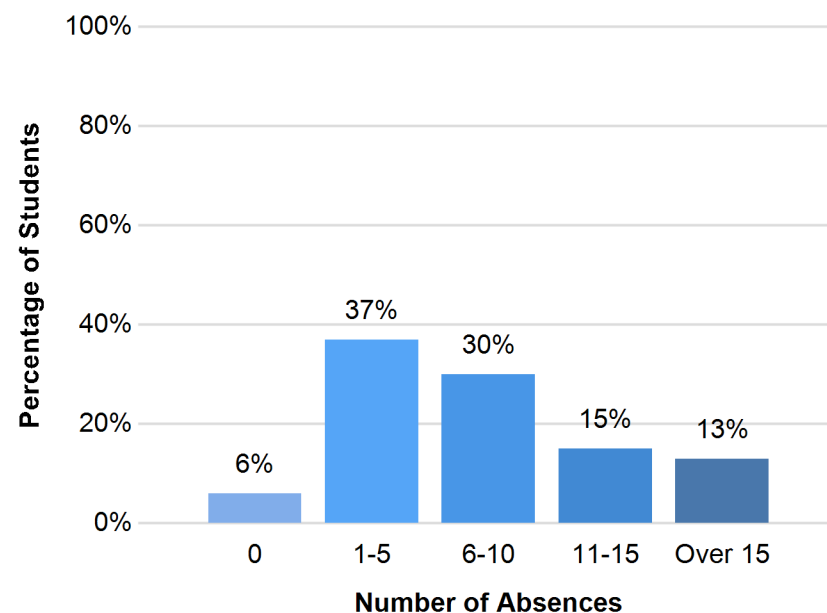
Chronic Absenteeism

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	65	9.1	8.9	Not Met
White	6	7.8	8.9	Met
Hispanic	38	10.1	8.9	Not Met
Black or African American	8	7.5	8.9	Met
Asian, Native Hawaiian, or Pacific	12	8.8	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	30	8.5		
Male	35	9.8		
Economically Disadvantaged Students	46	10.7	8.9	Not Met
Students with Disabilities	12	11.9	8.9	Not Met
English Learners	8	12.7	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.





Parsons
(23-3620-090)
Grades Offered: PK-05
2018-2019

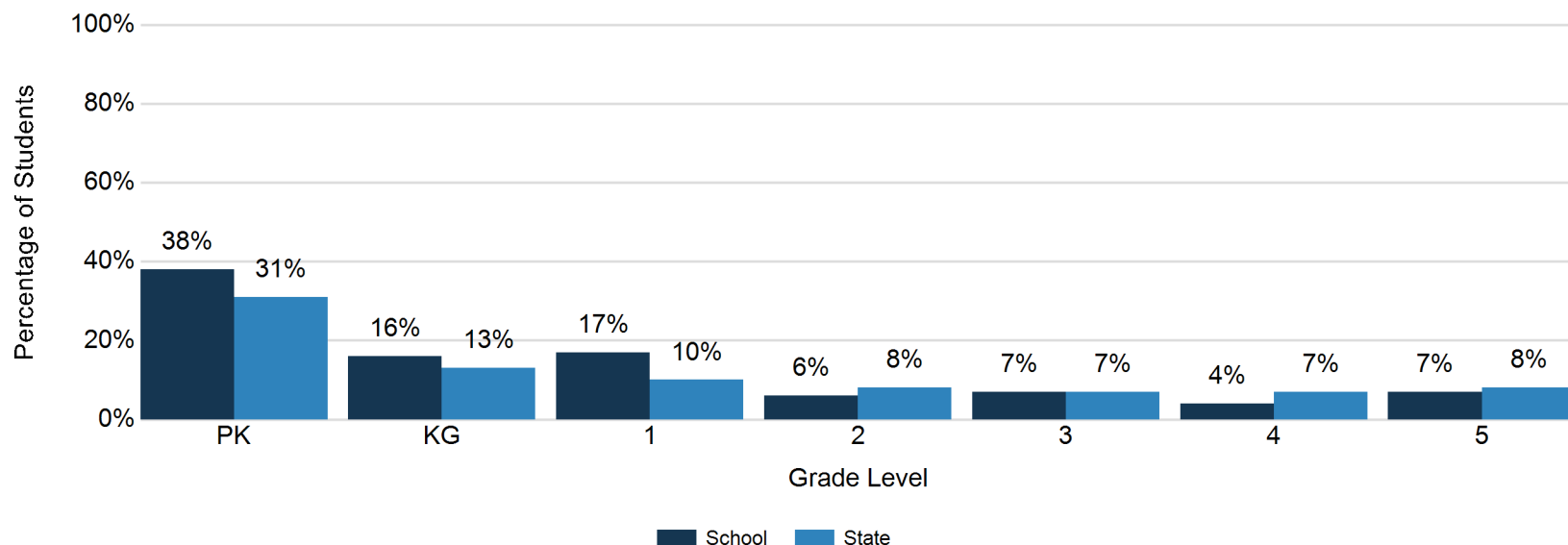
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Chronic Absenteeism by Grade

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





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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	3
Weapons	0
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.67

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	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	3	3
No Identified Nature	9		9

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	14	1.9%
Out-of-School Suspensions	10	1.4%
Any Suspension	22	3.1%
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

22

**Parsons**

(23-3620-090)

Grades Offered: PK-05

2018-2019

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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	67	118,214
Average years experience in public schools	9.5	12.1
Average years experience in district	8.9	10.8
Percentage of Teachers with 4 or more years experience in the district	65.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	12.4	12.0
Percentage of Administrators with 4 or more years experience in the district	89.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	239:1	125:1
Teachers to Administrators	22:1	11:1
Students to Librarians/Media Specialists		997:1
Students to Nurses		748:1
Students to Counselors		399:1
Students to Child Study Team Members		352:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.1%	94.0%	100.0%	48.4%	77.1%	54.9%
Male	49.9%	6.0%	0.0%	51.6%	22.9%	45.1%
White	10.3%	88.1%	66.7%	42.4%	83.6%	77.4%
Hispanic	53.5%	1.5%	33.3%	29.9%	7.3%	7.2%
Black or African American	15.0%	6.0%	0.0%	15.0%	6.6%	13.9%
Asian	19.1%	4.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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2018-2019

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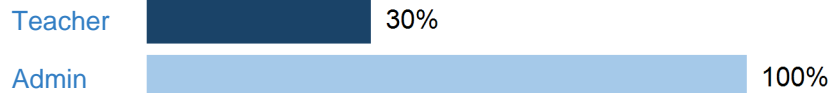
Teachers and Administrators - Level of Education

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	88.2%	90.5%
2017-18 Administrators: Same district 2018-19	88.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	43.9%	35.9%	33.6%
Math Proficiency	37.6%	34.9%	36.3%
ELA Growth	52	38	47
Math Growth	50	58	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		37.8%	61.3%
Chronic Absenteeism	12.5%	9.5%	9.1%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Our curriculum includes Everyday Math, Balanced Literacy, hands on explorations in Science, Social Studies, Art, Music, Library, World Language and Physical Education.
- At Parsons school we have a modern state-of-art computer lab, networked computers in every classroom and 1:1 technology in grades 3-5 to prepare future ready students.
- Achieve ELA and Morning Math Intervention and Enrichment, Gate, Math Olympiad, Explore Enrichment programs, Student Council, Robotics, Parsons Pride and Chess club.



Mission, Vision, Theme:

The mission of the North Brunswick School District, in partnership with the community, is to educate, inspire and empower our students to meet challenges and achieve success. Paramount, is a safe and secure environment, a belief in high expectations and providing an exceptional education utilizing a challenging and differentiated curriculum. The education of all children is the collaborative responsibility of the home, school and community. Parsons School Mission Statement: The mission of Parsons School, in partnership with the community, is to empower independent thinkers who utilize creativity and problem solving to ensure academic, social, and emotional success. In a safe and engaging environment, students will become responsible, respectful, and trustworthy citizens. We inspire and encourage acceptance, a love of learning, and the belief that trying your best leads to success.



Awards, Recognition, Accomplishments:

Parsons prides itself on celebrating student success. Each marking period students are recognized for best effort and outstanding character. Most improved students were recognized at a Somerset Patriot Game. Students are recognized weekly for demonstrating respect, willingness to learn, giving their best effort and having the courage to try. They are our weekly Parsons Sensational 7 and they are recognized on our morning newscast and on our social media feeds.



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Courses, Curriculum, Instruction:

In ELA we utilize the Readers and Writers workshop model which includes reading, writing and language. The Everyday Math program utilizes a hands-on experiential approach to help children understand mathematical concepts. Our Science literacy program utilizes hands-on explorations, which provide a framework for standards-driven learning goals and student-centered instruction. Our teachers utilize differentiated instruction to meet the needs of individual learners. GATE, our program for gifted and talented students, offers challenging supplemental activities after school. We offer a dual language immersion program (English/Spanish) beginning in Kindergarten.



Clubs and Activities:

At Parsons school our students participate in a variety of activities including, Student Council, Peer Mediators and Safety Patrols. Students also participate in Achieve, Explore, Robotics, Gate, Math Olympiad, Chess and the National Spelling Bee.





Parsons
(23-3620-090)
Grades Offered: PK-05
2018-2019

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School Narrative

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 <p>Before and After School Programs:</p>	<p>We offer before and after school intervention and enrichment programs including Achieve-ELA, Morning Math, GATE, Math Olympiad, Explore, Robotics and Chess. We also offer Parson's Pride whose mission is to provide students an opportunity to succeed by developing school relationships that will increase their self esteem, help foster stronger grades and provide a friendly atmosphere that will develop positive relationships here at Parsons School. We have a partnership with Point Church to provide a homework helpers club.</p>
 <p>Staff and Professional Learning:</p>	<p>ELA, Math and Special Education coaches provide ongoing professional development and support to help differentiate instruction to meet the needs of all learners. Faculty meetings focused on differentiated instruction utilizing multitiered system of supports in reading and math to improve delivery of instruction. Weekly Professional Learning Communities met to analyze data to purposely meet the needs of our subgroups (ED, SE, ELL). Staff participated in professional development in a multitude of areas including, data analysis, intervention strategies, multisensory strategies, I&RS process and social emotional learning.</p>



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Student Supports and Services:

Classroom support models include but are not limited to, co-teaching, resource room, and self-contained classrooms. Our ELL population is supported by ELL specialists through push in and pull out programs. Students with disabilities are supported through our CST, behaviorist and counselor to provide an educational program in a least restrictive environment. Intervention and Referral Services team through a collaborative effort assists teachers, parents and students with learning and behavioral issues. Academic Support in ELA/Math provides intervention and enrichment to identified students. In addition, students and staff are supported by an ELA coach a Math coach and a Special Education Coach.



Student Health and Wellness:

We offer a breakfast and lunch program at our school. Teachers promote healthy snacks in the classroom. Students participate in physical education class twice a week and recess daily. Students participate in a daily social emotional wellness activity daily. Our school nurse provides health resources to families. Our school nurse provides screening in: vision, hearing, height, weight and scoliosis. Health assessments and wellness promotion are performed and many resources are provided to meet the needs of our families. We also have a partnership with Catholic Charities to provide services and resources for families.



Parent and Community Involvement:

PTO provides activities for students and staff including Back to School Night and kindergarten orientation. They support bookfairs, teacher appreciation week, holiday shop, 5th grade send off, assemblies and class trips. Parents are an integral component in the fabric of our school and lend their expertise to enrich our schoolwide experiences. We have a partnership with our local police department for the Adopt a Cop program and our local fire department for fire safety programs. We have partnerships with Catholic Charities and Point Church. Parent portal available through Genesis is used for home/school communication. Our monthly newsletter and Grade level websites provide parents with up to date information about what is going on in our school community and their participation is always welcomed and encouraged.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers We utilized the Connected Action Roadmap (CAR) Rubric Survey as it relates to culture and climates surrounding our school mission statement.</p>
 <p>Facilities:</p>	<p>Parsons School, nestled in the corner of beautiful Babbage Park, serves 700 students from Kindergarten through Grade 5. Our building has been in existence for 52 years and has had significant additions and renovations. Our school includes a library, computer lab, two music rooms, cafeteria, gymnasium and many classrooms. All instructional classrooms have air conditioning as well as smartboards. Multiple playgrounds are available for students as well as our courtyard, green house and certified habitat.</p>
 <p>School Safety:</p>	<p>Student and staff safety is a priority in the district therefore Parsons has a secure area for guest visitors to be vetted prior to being admitted in the building. We have a full time Class III officer and two full time building security aides. Parsons benefits from a floating RPO in the evening to cover school sponsored activities. School safety and security is our priority.</p>



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Technology and STEM:

Technology is integrated throughout the curriculum both in the use of specific software (Letterland, iStation, ConnectED McGraw Hill, Discovery Science Techbook) and in the sense that students have access to digital materials and resources. Students are taught more targeted skills during technology class where they learn about Digital Citizenship, keyboarding skills, computer coding, and Lego Robotics.



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Other Information

Our students come from every continent, from scores of different countries, and from every ethnic and religious group. Our students are also diverse in their needs, abilities and interests. We believe we derive the strength of our educational program from this diversity. We have developed programs to help insure the success of all of our students. We have a highly dedicated staff that care deeply for our students. We at Parsons school are a family and we each have a significant role in developing our students into positive role models and good citizens within their community. We pride ourselves in working together to meet the unique and varied needs of every child in every classroom every day at Parsons School.