



## CEDAR GROVE HIGH SCHOOL

2016-2017

Grade Span 09-12

13-0760-050

ESSEX

CEDAR GROVE TWP


90 RUGBY RD

CEDAR GROVE, NJ 07009

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



**CEDAR GROVE HIGH SCHOOL**  
2016-2017

**Grade Span 09-12**

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



## CEDAR GROVE HIGH SCHOOL

2016-2017

Grade Span 09-12

13-0760-050

ESSEX

CEDAR GROVE TWP

90 RUGBY RD

CEDAR GROVE, NJ 07009

## Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	140	128	115
10	117	140	131
11	114	116	146
12	107	112	119
Ungraded	1	0	0
Total	478	496	511

## Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	52%	48%	49%
Male	48%	52%	51%
Economically Disadvantaged Students	4%	2%	3%
Students with Disabilities	11%	11%	13%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

## Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	85.9%
Hispanic	7.3%
Asian	5.5%
Black or African American	1.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

## Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	507
Shared Time Students	6
Full Time Equivalent	510

## 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. All other students are included in Other Languages.

Home Language	% of Students
English	91.8%
Arabic	2.5%
Spanish	1.8%
Gujarati	1.0%
Other	3.0%



**CEDAR GROVE HIGH SCHOOL**  
2016-2017

**Grade Span 09-12**

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

**English Language Arts/Literacy Assessment - Participation and Performance**

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	238	98.0	68.90	67.50	54.90	68.9	71.9	Met Target†
White	205	99.1	66.80	66.90	63.90	66.8	71.6	Met Target†
Hispanic	21	95.7	76.20	63.40	39.80	76.2	62.8	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	84.6	90.90	85.50	80.70	90.9	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	50.00	54.90	N	**	**
Female	108	97.3	78.70	76.80	62.20	78.7		
Male	130	98.5	60.70	58.80	48.10	60.7		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	32	97.1	15.60	24.90	20.50	15.6	27.8	Not Met
Students without Disabilities	206	98.1	77.20	76.80	61.90	77.2		
English Learners	N	N	N	26.70	25.20	N	**	**
Non-English Learners	238	98.4	68.90	68.10	57.40	68.9		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



**CEDAR GROVE HIGH SCHOOL**  
2016-2017

**Grade Span 09-12**

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 9**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	115	766	766	749	*	*	17%	52%	22%	74%	52%
White	103	763	763	757	*	*	18%	54%	17%	71%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	N	N	N	730	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	58	773	773	756	*	*	*	64%	22%	86%	60%
Male	57	759	759	741	*	*	*	40%	21%	61%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	18	724	724	714	*	*	*	*	*	17%	13%
Students without Disabilities	97	774	774	754	*	*	*	*	*	85%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 10**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	129	759	759	743	*	*	21%	47%	16%	63%	46%
White	106	758	758	749	*	*	21%	45%	16%	61%	52%
Hispanic	15	749	749	728	*	0%	*	67%	0%	67%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	52	766	766	752	*	*	21%	50%	*	69%	54%
Male	77	754	754	734	*	*	21%	46%	*	58%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	14	718	718	704	*	*	*	*	0%	14%	12%
Students without Disabilities	115	764	764	749	*	*	*	*	17%	69%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



**CEDAR GROVE HIGH SCHOOL**  
2016-2017

**Grade Span 09-12**

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\***

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	146	751	751	736	8%	20%	20%	37%	16%	53%	38%
White	125	750	750	738	*	21%	19%	38%	*	53%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	10	775	775	756	0%	*	*	*	*	80%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	82	764	764	744	*	*	22%	45%	*	67%	46%
Male	64	734	734	729	*	*	17%	27%	*	34%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	16	716	716	709	*	*	*	*	*	13%	12%
Students without Disabilities	130	755	755	741	*	*	*	*	*	58%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

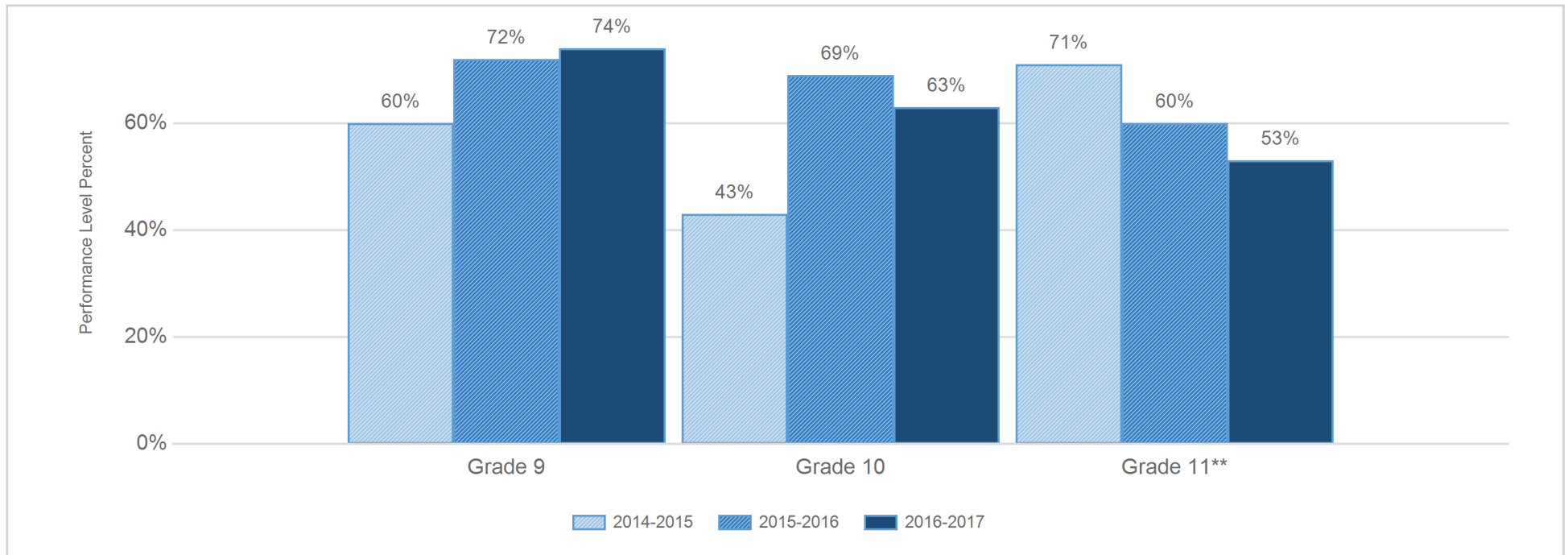


**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS exam and their performance may not be reflected in the results.



**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

**Mathematics Assessment - Participation and Performance**

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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](#).

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Schoolwide	237	98.4	35.00	52.50	43.50	35	46.6	Not Met
White	204	98.6	34.30	51.20	52.40	34.3	45.6	Not Met
Hispanic	21	100.0	28.60	40.00	27.60	28.6	40.2	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	92.3	63.60	85.50	75.60	63.6	**	**
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	50.00	44.90	N	**	**
Female	107	97.3	32.70	52.70	44.10	32.7		
Male	130	99.3	37.00	52.50	42.90	37		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	32	100.0	12.50	24.30	16.50	12.5	16.3	Met Target†
Students without Disabilities	205	98.1	38.50	58.80	48.80	38.5		
English Learners	N	N	N	50.00	23.30	N	**	**
Non-English Learners	237	98.4	35.00	52.60	45.20	35		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

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

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	70	736	746	743	*	20%	46%	27%	*	27%	42%
White	63	735	744	751	*	22%	44%	25%	*	25%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	31	737	748	744	*	*	45%	*	0%	32%	43%
Male	39	736	744	741	*	*	46%	*	0%	23%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	17	719	*	714	*	*	*	*	0%	12%	10%
Students without Disabilities	53	742	*	747	*	*	*	*	0%	32%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

**Mathematics Assessment - Performance by Test: Geometry**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	115	738	738	734	*	24%	37%	36%	*	36%	30%
White	96	738	738	740	*	23%	37%	37%	*	37%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	56	738	738	735	*	21%	43%	32%	*	32%	31%
Male	59	737	737	733	*	27%	31%	39%	*	39%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	15	715	715	711	*	*	*	*	*	13%	*
Students without Disabilities	100	741	741	738	*	*	*	*	*	39%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	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	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



**CEDAR GROVE HIGH SCHOOL**  
2016-2017

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

**Grade Span 09-12**

**Mathematics Assessment - Performance by Test: Algebra II**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	134	723	723	725	31%	*	27%	*	*	22%	28%
White	113	721	721	731	32%	*	27%	*	*	21%	33%
Hispanic	14	725	725	710	*	*	*	*	0%	14%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	63	724	724	725	25%	*	33%	19%	*	19%	27%
Male	71	722	722	725	35%	*	21%	23%	*	24%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	15	691	691	692	*	*	*	*	*	*	*
Students without Disabilities	119	727	727	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

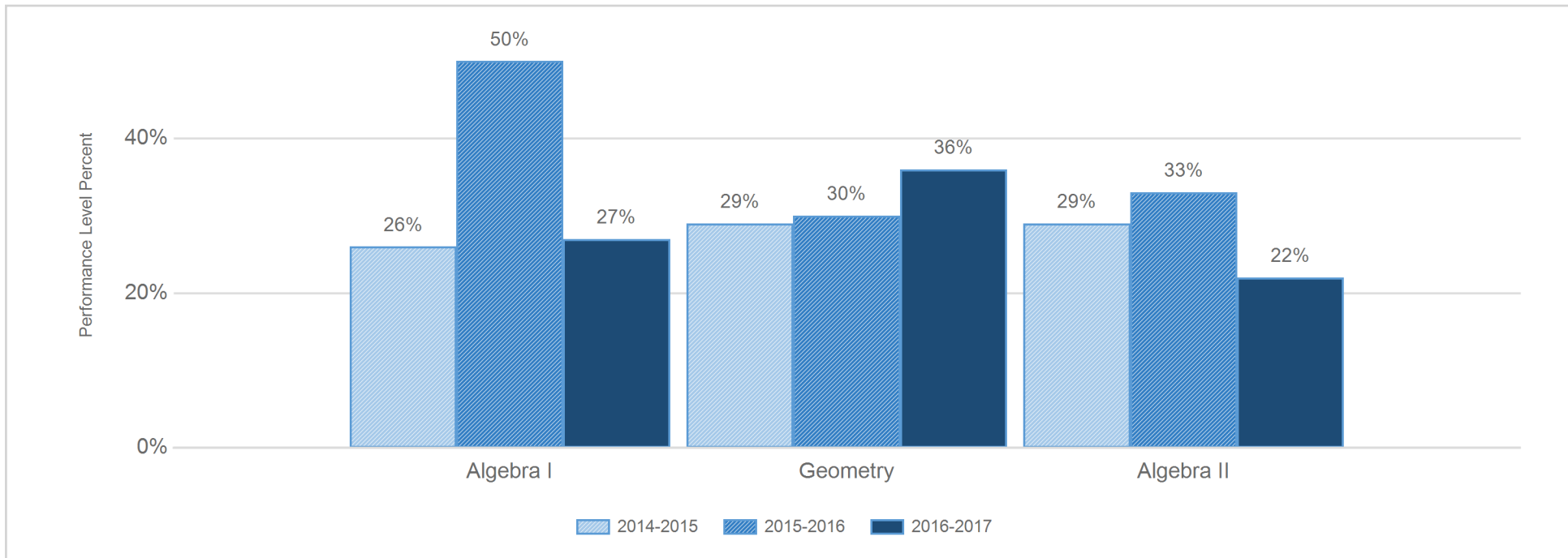


**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**CEDAR GROVE HIGH SCHOOL  
2016-2017**

**Grade Span 09-12**

**13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009**

**Alternate Assessments - Participation**

This table shows the number of students taking the Dynamic Learning Maps 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 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. The table also shows 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
1	*	*	*
2	*	*	*
3	N	N	N
4	*	*	*
5+	N	N	N



**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

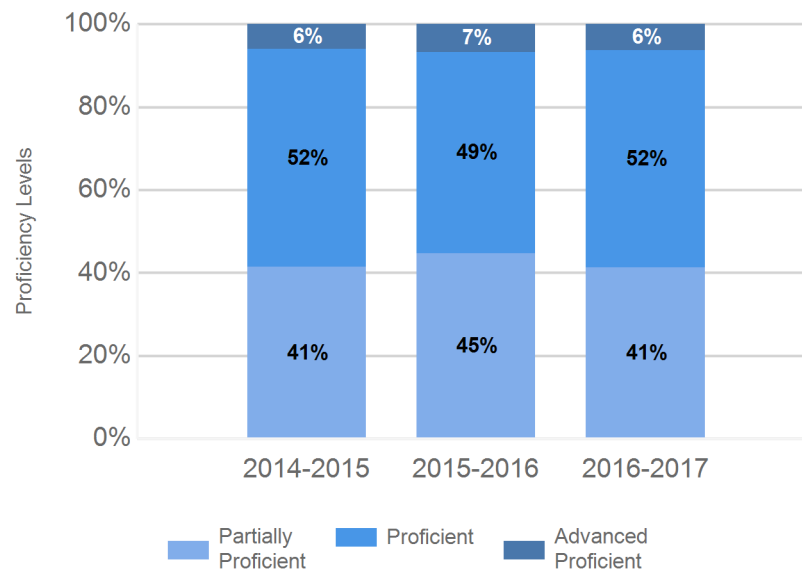
**Biology Assessment - Performance**

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	6%	52%	41%
White	N	N	*
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	7%	53%	40%
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	*
English Learners	N	N	N

**Biology Assessment - Proficiency Trends**

This graph displays the percentage of students by proficiency category for the past three school years.





**CEDAR GROVE HIGH SCHOOL**  
2016-2017

**Grade Span 09-12**

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	96.9%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	27.7%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	505	481	Varies By Grade	77%	67%
PSAT - Math	497	483	Varies By Grade	57%	49%
SAT - Reading and Writing	545	551	480	83%	77%
SAT - Math	532	552	530	51%	58%
ACT - Reading	23	24	22	55%	65%
ACT - English	22	24	18	85%	79%
ACT - Math	22	24	22	45%	65%
ACT - Science	22	23	23	45%	54%



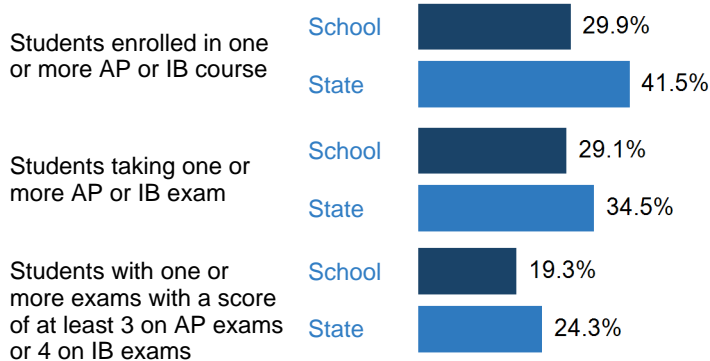
**CEDAR GROVE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are 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.

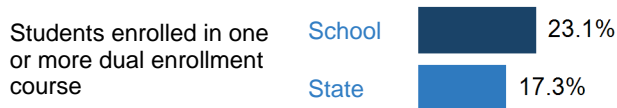
**AP/IB Coursework – Participation and Performance**

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



**Dual Enrollment Coursework - Participation**

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	18
AP Calculus AB	9	11
AP Chemistry	0	12
AP English Literature and Composition	6	6
AP Environmental Science	19	18
AP Macroeconomics	17	17
AP Microeconomics	0	17
AP Music Theory	7	7
AP Physics 2	0	4
AP Physics B	4	0
AP Spanish Language	10	10
AP Statistics	14	7
AP U.S. Government and Politics	11	9
AP U.S. History	15	13
<b>Total Exams Taken</b>		149
<b>Exams with scores of at least 3 on AP exams or 4 on IB exams</b>		100



**CEDAR GROVE HIGH SCHOOL**  
2016-2017

Grade Span 09-12

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

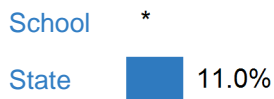
**CTE Participants**

(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 displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



**CEDAR GROVE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	70	45	0	0	0	0	6
10	1	78	62	0	0	0	3
11	0	2	74	66	1	10	7
12	0	0	6	34	14	4	77
Schoolwide	71	125	142	100	15	14	93
Enrolled in AP/IB Course					9	14	0

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	46	0	0	0	68	0
10	77	24	0	1	3	0
11	13	35	0	30	30	0
12	9	3	0	18	22	0
Schoolwide	145	62	0	49	123	0
Enrolled in AP/IB Course	18	0		19	4	0



**CEDAR GROVE HIGH SCHOOL**  
 2016-2017  
 Grade Span 09-12

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

**Social Studies and History - Course Participation**

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	115	0	0	0	0	4
10	3	130	0	0	0	13
11	1	146	1	9	9	4
12	0	46	16	16	16	17
Schoolwide	119	322	17	25	25	38
Enrolled in AP/IB Course	0	15	17	0	0	11

**World Languages - Course Participation**

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	78	0	36	0	0	0	0
10	65	0	57	0	0	0	0
11	59	0	43	0	0	0	0
12	20	0	31	0	0	0	0
Schoolwide	222	0	167	0	0	0	0
Enrolled in AP/IB Course	10	0	0	0	0	0	0
Enrolled in Level 3 or Higher	70	0	74	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



**CEDAR GROVE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

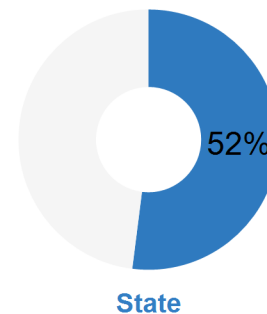
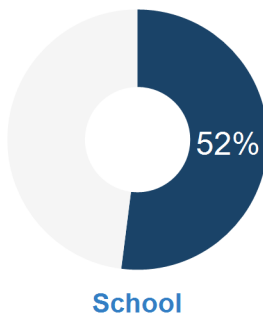
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ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

Visual and Performing Arts – Course Participation

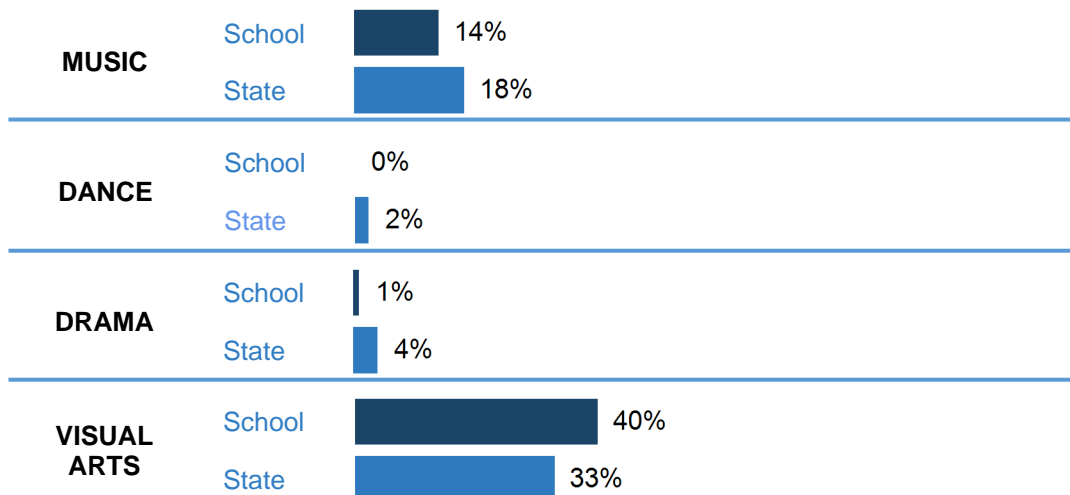
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

**Graduation Rates**

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	98.4%	90.5%	98.3%	91.8%	96.6%	N	Met Goal	97.4%	N	Met Goal
White	98.2%	94.5%	98.1%	95.1%	97.2%	N	Met Goal	97.1%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	*	83.4%	N	85.3%	N	N	N	N	N	N
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	95.0%	78.8%	92.9%	82.1%	92.9%	**	**	84.6%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

**Graduation Rate Trends**

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	98.4%	-
2016	96.6%	98.3%
2015	98.2%	97.4%

**Dropout Rate Trends**

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0%	1.1%

\*\* ESSA accountability targets are only included if data is available for at least 20 students



**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

**Postsecondary Enrollment Rates: Fall**

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	89.7%	29.5%	70.5%
White	90.5%	27.4%	72.6%
Hispanic	*	*	*
Black or African American	*	*	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	72.2%	61.5%	38.5%
English Learners	*	*	0%

**Postsecondary Enrollment Rates: 16 month**

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	90%	13.1%	86.9%	70.7%	29.3%	52.5%	47.5%
White	89.2%	13.2%	86.8%	71.4%	28.6%	51.7%	48.4%
Hispanic	*	*	*	*	*	*	*
Black or African American	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*



**CEDAR GROVE HIGH SCHOOL**  
2016-2017

**Grade Span 09-12**

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

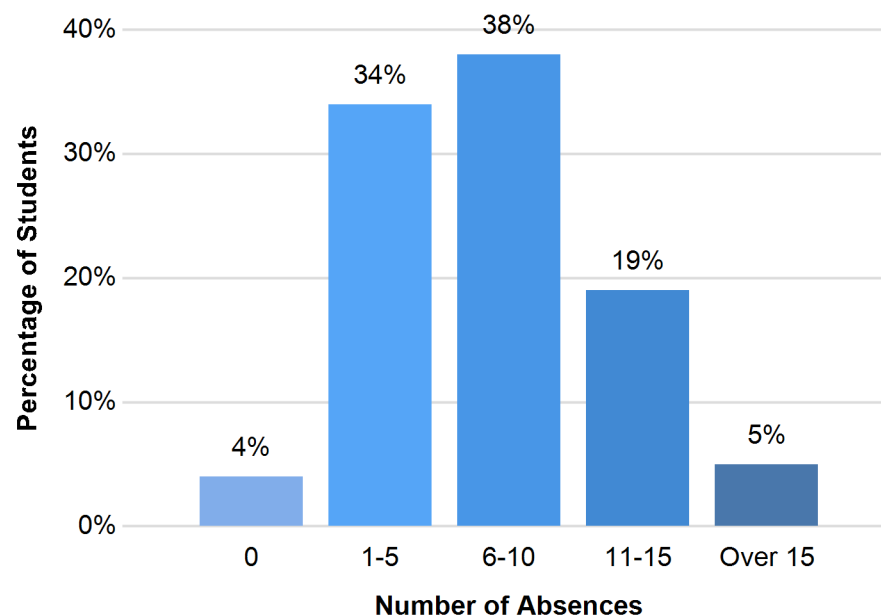
### Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.00	14.30	Met Target
White	3.10	14.30	Met Target
Hispanic	2.70	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	6.10	14.30	Met Target
English Learners	N	**	**

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

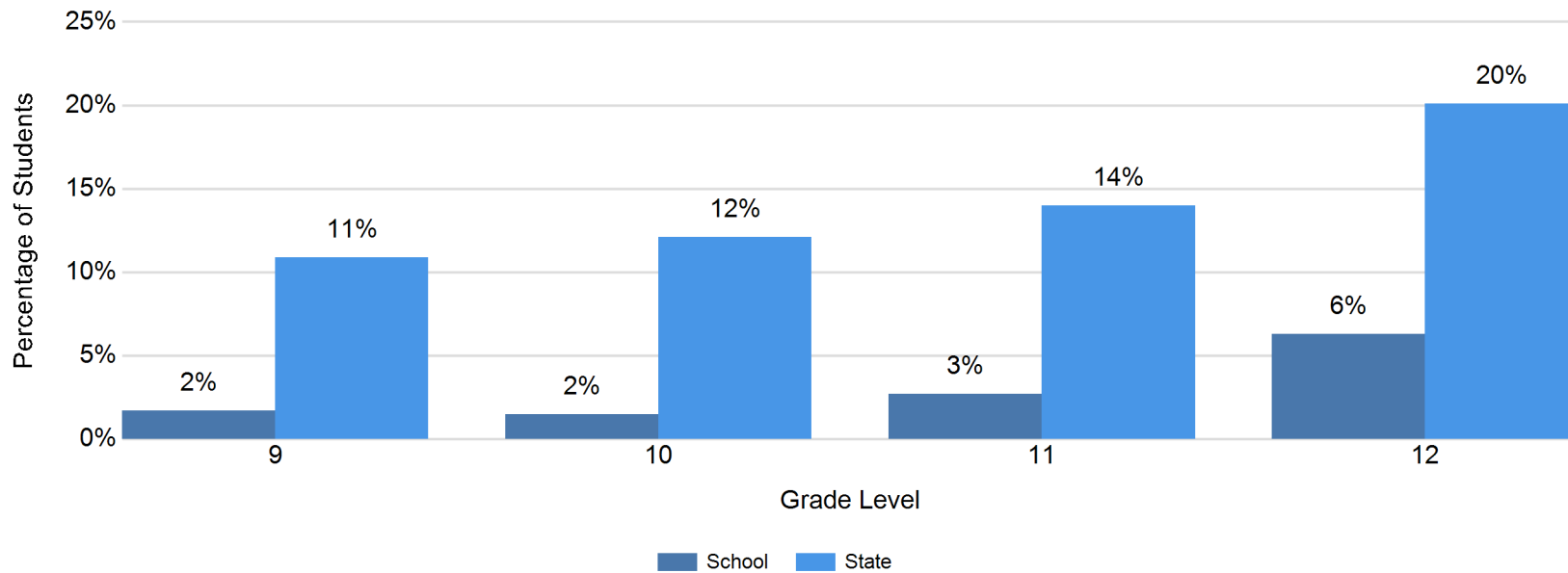


**CEDAR GROVE HIGH SCHOOL**  
 2016-2017  
 Grade Span 09-12

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

**Chronic Absenteeism by Grade**

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**CEDAR GROVE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

**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.

Category	School
Typical Start Time	8:10AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 34 Mins.
Shared Time - Instructional Time	2 Hrs. 46 Mins.

**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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.18

**Student Suspension Rate**

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.4%
Out-of-School Suspensions	0.4%
Any Suspension	0.8%

**Student Expulsions**

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**CEDAR GROVE HIGH SCHOOL**  
 2016-2017  
 Grade Span 09-12

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	186.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$335	\$14,179	\$14,514



**CEDAR GROVE HIGH SCHOOL**  
 2016-2017  
 Grade Span 09-12

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

**Teachers – Experience**

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	43	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	72%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	9.6	11.6
Administrators in district for 4 or more years	100%	74%

**Student to Staff Ratios**

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	170:1	134:1
Librarian/Media Specialists		536:1
Nurses		402:1
Counselors		402:1
Child Study Team		321:1



**CEDAR GROVE HIGH SCHOOL**  
 2016-2017  
 Grade Span 09-12

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

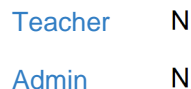
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

**Faculty Attendance**

This table shows the percentage of days that school 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
2016-17	99%



**CEDAR GROVE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

13-0760-050  
ESSEX  
CEDAR GROVE TWP  
90 RUGBY RD  
CEDAR GROVE, NJ 07009

### Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	86.7	17.5%
Mathematics Proficiency	67.9	17.5%
Graduation - 4-Year	71.0	25.0%
Graduation - 5-Year	68.9	25.0%
Chronic Absenteeism	93.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		76.1
<b>Summative Rating:</b> Percentile rank of Summative Score		84.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

**Accountability Summary by Student Group**

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	76.1	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
White	70.2	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	N	N	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Not Met	Met Target†	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



**CEDAR GROVE HIGH SCHOOL**  
 2016-2017  
 Grade Span 09-12




13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

School General Info

<b>Principal:</b>	Mr. Mangili	<b>Email Address:</b>	<a href="mailto:mangili.rick@cgschools.org">mangili.rick@cgschools.org</a>
<b>Address:</b>	90 RUGBY RD CEDAR GROVE, NJ 07009	<b>Website:</b>	<a href="http://www.cedargrove.k12.nj.us">www.cedargrove.k12.nj.us</a>
<b>Phone:</b>	(973)239-6400	<b>Facebook:</b>	<a href="https://www.facebook.com/CedarGroveHighSchool">https://www.facebook.com/CedarGroveHighSchool</a>
		<b>Twitter:</b>	<a href="https://twitter.com/CGpantherpride">https://twitter.com/CGpantherpride</a>

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 your school directly.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Ranked 62nd Best High School in New Jersey by U.S. News and World Report</li> <li>• We prepare students for C&amp;C readiness as 83% of students taking Adv Placement courses earn a 3 or better on the exam</li> <li>• AP college credit courses, Sports Mgmt, Acctg I &amp; Tomorrow's Tchr are options for students to prepare for C&amp;C Readiness</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Through its dedication to high standards, collaboration, digital learning and community involvement, the Cedar Grove School District, an academic community committed to excellence, provides a comprehensive education that empowers all students to become life-long learners &amp; productive citizens in the 21st century. In C.G., we envision a digitally connected school district &amp; community where learning is continuous, collaborative, relevant, &amp; adaptive to meet the needs of the 21st century learner</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Ranked 62nd Best High School in New Jersey by U.S. News and World Report. 83% of students taking Advanced Placement courses earn a score of 3 or better on the exam. 98% of our students in grades 9, 10 &amp; 11 take the PSAT assessment</p>







**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Cedar Grove High School has a small population of about 500 students. Although we are small size wise, we offer a large amount of classes to prepare our students for college and career readiness. We offer 13 AP classes and over 20 honors classes along with 3 dual enrollment classes which college credit is give: Tomorrows Teachers (Fairleigh Dickinson University), Sports Management and Accounting I (Syracuse University)</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys), Cross-Country (Co-ed), Football (Boys), Ice Hockey (Boys &amp; Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys &amp; Girls)</p> <p>Producing well-rounded individuals is one of our main goals and we take great deal of pride in our competitive interscholastic athletic programs which is evident at our spirited athletic events. CGHS students can participate in various sports that stress value of leadership, responsibility, teamwork and sportsmanship. CGHS was recently crowned Group I State Champions in softball and Group I sectional champions in wrestling.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Cedar Grove High School offers over 25 extra-curricular clubs; there is something for everyone at CGHS; All School Council, Film Club, Chess Club, Robotics, Science Club, Red Cross Club, Peer Leadership, Spanish &amp; Italian Club, Irish Club, Travel Club and much more!</p>
 <p><b>Before and After School Programs:</b></p>	<p>Cedar Grove High School offers juniors a “Zero Period” 2 credit pass/fail SAT prep class from January to March at 7:10 AM. Students meet twice a week in preparation for the March SAT which is offered at CGHS.</p>








**CEDAR GROVE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

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 your school directly.

 <p><b>Staff and Professional Learning:</b></p>	<p>Staff at CGHS is beginning to focus more and more on analyzing data; teachers are able to use a program called, "Performance Matters" to assist them when differentiating instruction. Additionally, the staff at CGHS has incorporated technology into their classrooms, google documents and google classroom are used daily through chrome books in most classes.</p>
 <p><b>Postsecondary Information:</b></p>	<p>90% of students in the class of 2016-17 were accepted into 2/4 year colleges with 4% enlisting in the military. Cedar Grove High School offers an annual Financial Aid night for students/parents each fall. Students attend a variety of colleges/universities such as; Fordham, Rutgers, Connecticut, Delaware, Pittsburgh, Rhode Island, Ohio State, Montclair State, Penn State, Rowan and Marist</p>
 <p><b>Student Supports and Services:</b></p>	<p>CGHS offers a various amount of student support services such as; academic support, I &amp; RS, 504 Committee, ESL, Child Study Team, Peer Tutoring, Math Applications and Reading/Writing Strategies</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Cedar Grove High School offers breakfast daily for students beginning at 7:30 AM. Students participate in physical education for three marking periods and have one marking period of health class. Sophomores have two marking periods of physical education, one marking period of health and one marking period of driver's education.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>It is paramount for the success of CG HS to have parent and community involvement continually. Our Association of Parents and Teachers (APT) work tirelessly to provide scholarships to students in the senior class as well as using funds for beautification purposes inside &amp; outside CGHS. We have a true partnership with the community and it is evident by the tremendous amount of support we receive when having events such as; drama &amp; musical performances, concerts and especially athletic events.</p>



**CEDAR GROVE HIGH SCHOOL**  
 2016-2017  
 Grade Span 09-12

13-0760-050  
 ESSEX  
 CEDAR GROVE TWP  
 90 RUGBY RD  
 CEDAR GROVE, NJ 07009

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 your school directly.



Facilities:

CG HS just completed a massive renovation both in school & on the athletic field. A brand new auditorium was completed in December 2016 along with new bathrooms & locker rooms. Additionally, all floor tiling in the school was removed & replaced. Additionally, CGHS updated their Athletic Complex with a new turf field for football, soccer and lacrosse games while adding new bleachers as well. The baseball field was updated by adding a new drainage system, in ground sprinklers & new sod.



## MEMORIAL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

13-0760-058

ESSEX

CEDAR GROVE TWP


500 RIDGE ROAD

CEDAR GROVE, NJ 07009

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



## MEMORIAL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

13-0760-058

ESSEX

CEDAR GROVE TWP

500 RIDGE ROAD

CEDAR GROVE, NJ 07009

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



## MEMORIAL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

13-0760-058

ESSEX

CEDAR GROVE TWP

500 RIDGE ROAD

CEDAR GROVE, NJ 07009

## Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
5	133	122	127
6	138	134	125
7	132	141	132
8	145	129	139
Ungraded	3	0	1
Total	551	526	524

## Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	45%	49%	51%
Male	55%	51%	49%
Economically Disadvantaged Students	2%	3%	2%
Students with Disabilities	11%	14%	17%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

## Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	86.2%
Asian	5.9%
Hispanic	5.0%
Black or African American	1.7%
Native Hawaiian or Pacific Islander	1.0%
American Indian or Alaska Native	0.2%
Two or More Races	0.0%

## Enrollment by Home Language

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

Home Language	% of Students
English	88.7%
Arabic	2.9%
Spanish	2.1%
Polish	1.3%
Other	5.2%



**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

13-0760-058  
 ESSEX  
 CEDAR GROVE TWP  
 500 RIDGE ROAD  
 CEDAR GROVE, NJ 07009

**English Language Arts/Literacy Assessment - Participation and Performance**

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	510	97.4	65.70	67.50	54.90	65.7	61.3	Met Target
White	440	96.9	66.20	66.90	63.90	66.2	60.1	Met Target
Hispanic	27	100.0	55.50	63.40	39.80	55.5	47.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	84.40	85.50	80.70	84.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	260	97.8	78.10	76.80	62.20	78.1		
Male	250	96.9	52.80	58.80	48.10	52.8		
Economically Disadvantaged Students	14	100.0	42.80	33.40	36.20	42.8	**	**
Non-Economically Disadvantaged Students	496	97.3	66.40	68.30	65.80	66.4		
Students with Disabilities	93	94.1	24.70	24.90	20.50	24.5	24.9	Met Target†
Students without Disabilities	417	98.1	74.90	76.80	61.90	74.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



## MEMORIAL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

13-0760-058

ESSEX

CEDAR GROVE TWP

500 RIDGE ROAD

CEDAR GROVE, NJ 07009

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	128	772	772	756	*	*	15%	56%	23%	78%	59%
White	109	773	773	763	*	*	15%	58%	22%	80%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	71	775	775	761	*	*	*	58%	25%	83%	66%
Male	57	769	769	750	*	*	*	53%	19%	72%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	29	741	741	725	*	*	*	*	*	35%	22%
Students without Disabilities	99	781	781	762	*	*	*	*	*	91%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



## MEMORIAL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	123	759	759	752	*	*	24%	51%	13%	64%	54%
White	108	759	759	758	*	*	24%	51%	15%	66%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	64	761	761	758	*	*	17%	61%	*	73%	61%
Male	59	756	756	746	*	*	32%	41%	*	54%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	24	728	728	722	*	*	*	*	0%	17%	17%
Students without Disabilities	99	766	766	758	*	*	*	*	16%	76%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	127	766	766	756	*	*	20%	35%	34%	69%	59%
White	108	764	764	764	*	*	20%	35%	32%	67%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	12	785	785	784	0%	0%	*	*	*	92%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	66	778	778	764	*	*	17%	36%	46%	82%	68%
Male	61	753	753	749	*	*	23%	33%	21%	54%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	19	734	734	719	*	*	*	*	*	32%	19%
Students without Disabilities	108	771	771	763	*	*	*	*	*	75%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	127	766	766	758	*	*	20%	35%	34%	69%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	135	751	751	757	*	10%	29%	49%	*	54%	59%
White	115	751	751	764	*	10%	31%	48%	*	53%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	60	764	764	766	*	*	18%	67%	*	75%	68%
Male	75	740	740	749	*	*	37%	35%	*	37%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	20	724	724	718	*	*	*	*	*	15%	18%
Students without Disabilities	115	755	755	764	*	*	*	*	*	61%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	135	751	751	759	*	10%	29%	49%	*	54%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

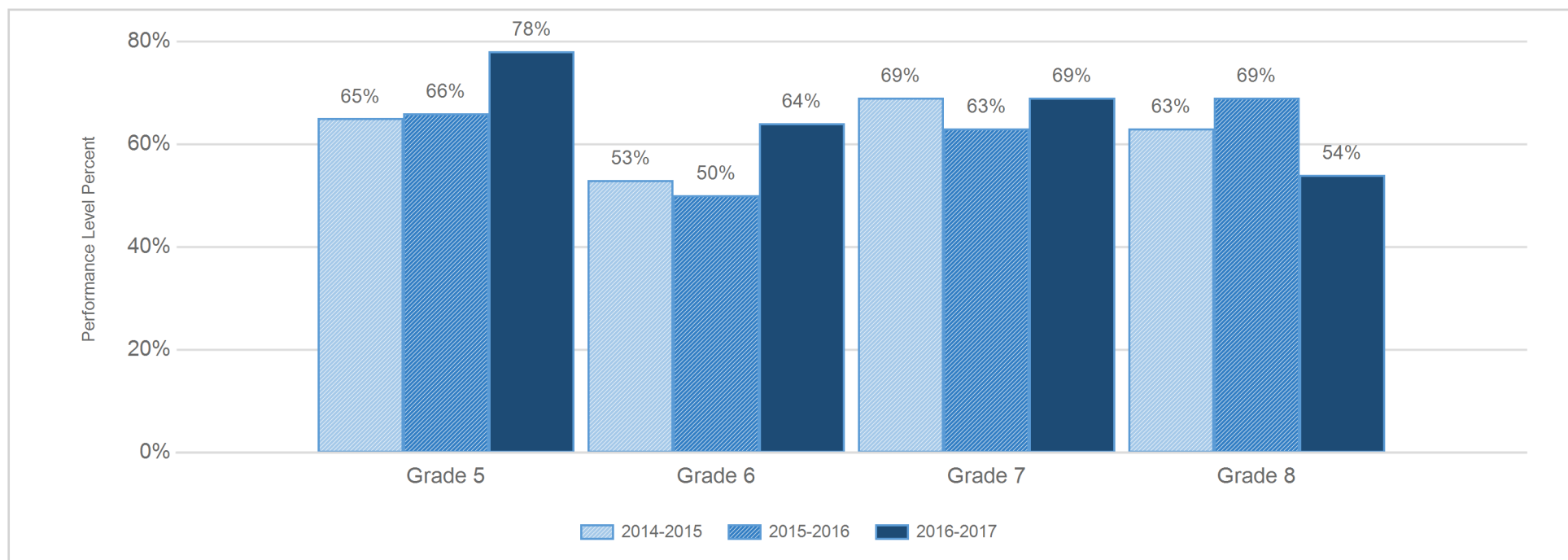


**MEMORIAL MIDDLE SCHOOL  
2016-2017  
Grade Span 05-08**

13-0760-058  
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CEDAR GROVE, NJ 07009

### English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





## MEMORIAL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

13-0760-058

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CEDAR GROVE, NJ 07009

## Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	510	97.6	51.00	52.50	43.50	51	47.2	Met Target
White	440	97.2	50.20	51.20	52.40	50.2	45.9	Met Target
Hispanic	27	100.0	37.00	40.00	27.60	37	30.1	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	84.40	85.50	75.60	84.4	78.9	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	260	98.1	52.70	52.70	44.10	52.7		
Male	250	97.0	49.20	52.50	42.90	49.2		
Economically Disadvantaged Students	14	100.0	21.40	26.00	25.10	21.4	**	**
Non-Economically Disadvantaged Students	496	97.5	51.80	53.20	54.30	51.8		
Students with Disabilities	93	94.1	21.50	24.30	16.50	21.3	16.8	Met Target
Students without Disabilities	417	98.4	57.60	58.80	48.80	57.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

13-0760-058  
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 CEDAR GROVE, NJ 07009

**Mathematics Assessment - Performance by Grade: Grade 5**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	128	759	759	747	*	*	23%	56%	12%	68%	46%
White	109	760	760	754	*	*	24%	59%	10%	69%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	71	758	758	747	*	*	27%	49%	*	62%	47%
Male	57	761	761	746	*	*	18%	65%	*	75%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	29	740	740	725	*	*	*	41%	0%	41%	19%
Students without Disabilities	99	765	765	751	*	*	*	61%	15%	76%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

13-0760-058  
 ESSEX  
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 CEDAR GROVE, NJ 07009

**Mathematics Assessment - Performance by Grade: Grade 6\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	126	743	743	743	*	15%	29%	44%	*	45%	44%
White	111	744	744	751	*	15%	29%	44%	*	46%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	65	743	743	745	*	*	29%	48%	*	48%	45%
Male	61	743	743	742	*	*	30%	39%	*	43%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	24	713	713	717	*	*	*	*	*	17%	13%
Students without Disabilities	102	750	750	748	*	*	*	*	*	52%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

13-0760-058  
 ESSEX  
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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	128	748	748	741	*	13%	33%	45%	*	51%	40%
White	109	747	747	748	*	13%	36%	42%	*	48%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	12	768	768	764	*	*	*	92%	*	100%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	67	749	749	743	*	*	34%	49%	*	55%	41%
Male	61	746	746	740	*	*	31%	41%	*	46%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	19	724	724	716	*	*	*	*	*	21%	11%
Students without Disabilities	109	752	752	746	*	*	*	*	*	56%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	128	748	748	742	*	13%	33%	45%	*	51%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



## MEMORIAL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

13-0760-058

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## Mathematics Assessment - Performance by Grade: Grade 8\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	93	726	726	728	16%	29%	33%	22%	0%	22%	28%
White	81	728	728	736	14%	30%	35%	22%	0%	22%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	37	724	724	730	*	27%	41%	*	*	16%	30%
Male	56	728	728	725	*	30%	29%	*	*	25%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	19	705	705	705	*	*	*	*	*	*	*
Students without Disabilities	74	732	732	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

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

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	43	761	746	743	0%	*	*	77%	0%	77%	42%
White	35	759	744	751	0%	*	*	71%	0%	71%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	23	763	748	744	*	*	*	83%	*	83%	43%
Male	20	759	744	741	*	*	*	70%	*	70%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	43	761	*	745	0%	*	*	77%	0%	77%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

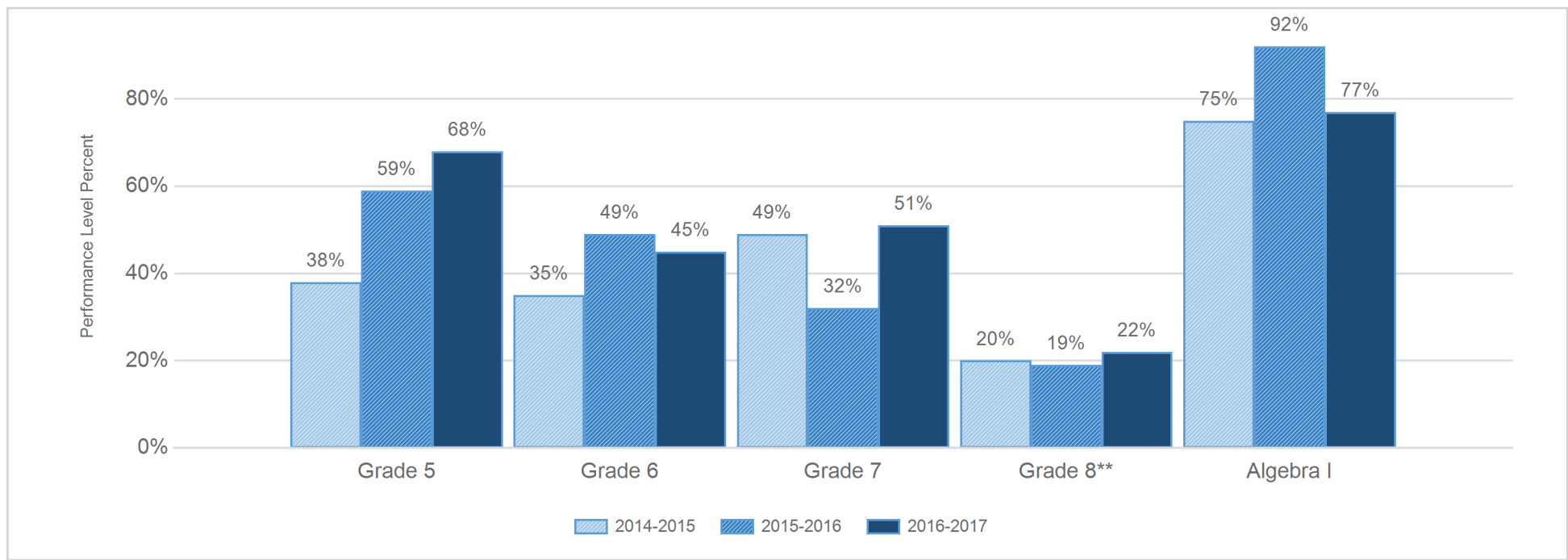


**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

13-0760-058  
 ESSEX  
 CEDAR GROVE TWP  
 500 RIDGE ROAD  
 CEDAR GROVE, NJ 07009

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**MEMORIAL MIDDLE SCHOOL**  
2016-2017  
Grade Span 05-08

13-0760-058  
ESSEX  
CEDAR GROVE TWP  
500 RIDGE ROAD  
CEDAR GROVE, NJ 07009

### Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps 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
5	N	N
6	*	*
7	N	N
8	*	*

### 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. The table also shows 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
1	*	*	*
2	N	N	N
3	*	*	*
4	*	*	*
5+	N	N	N



## MEMORIAL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

13-0760-058

ESSEX

CEDAR GROVE TWP

500 RIDGE ROAD

CEDAR GROVE, NJ 07009

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

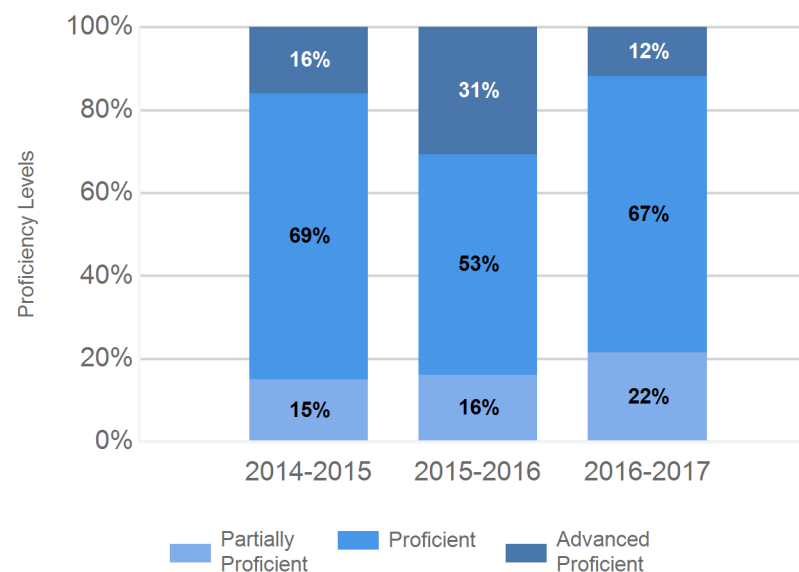
## NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	12%	67%	22%
White	12%	67%	21%
Hispanic	*	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	10%	33%	57%
English Learners	N	*	N

## NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

13-0760-058  
 ESSEX  
 CEDAR GROVE TWP  
 500 RIDGE ROAD  
 CEDAR GROVE, NJ 07009

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

**Student Growth**

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	44	47	50	Met Target	43.5	45	50	Met Target
White	44	47	50	Met Target	43	45	52	Met Target
Hispanic	45.5	40.5	49	Met Target	41	50	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	45.5	47	60	Met Target	50	53.5	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	48	*	47	**	*	*	46	**
Students with Disabilities	35	40	41	Not Met	32	34	43	Not Met
English Learners	*	56.5	53	**	*	*	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

13-0760-058  
 ESSEX  
 CEDAR GROVE TWP  
 500 RIDGE ROAD  
 CEDAR GROVE, NJ 07009

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

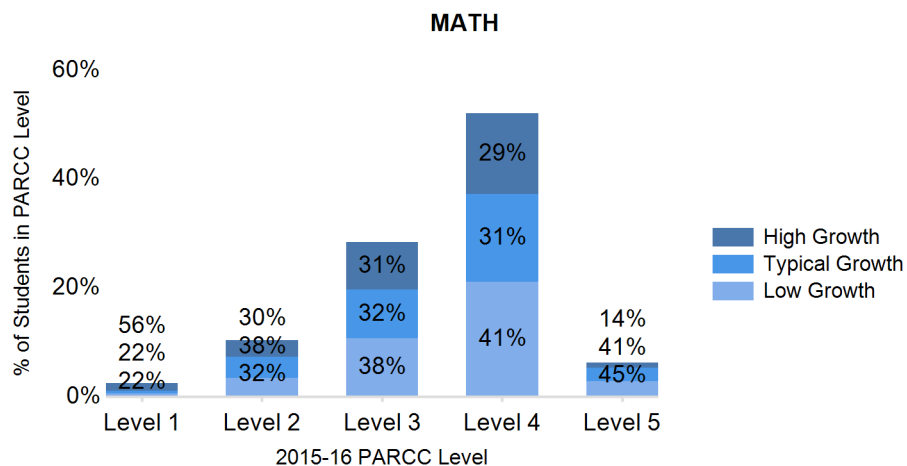
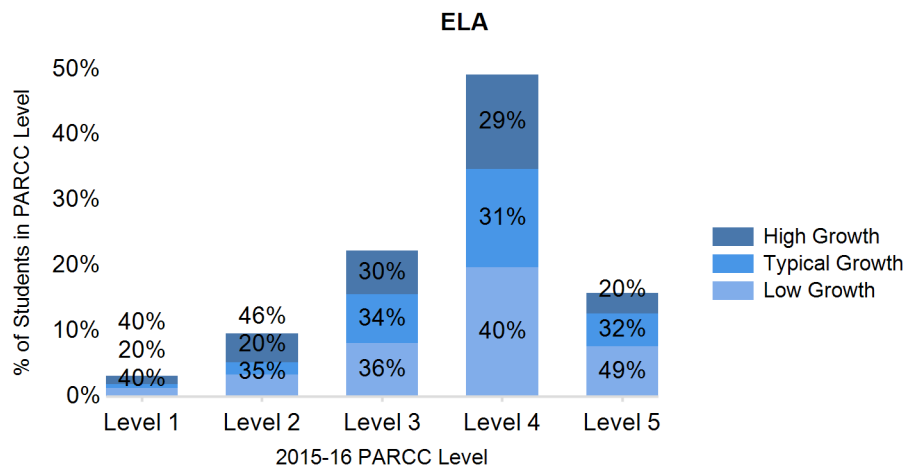
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

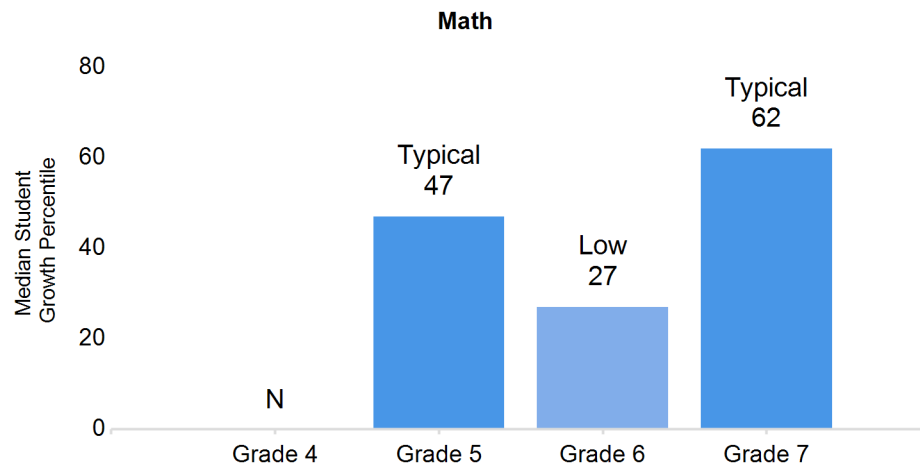
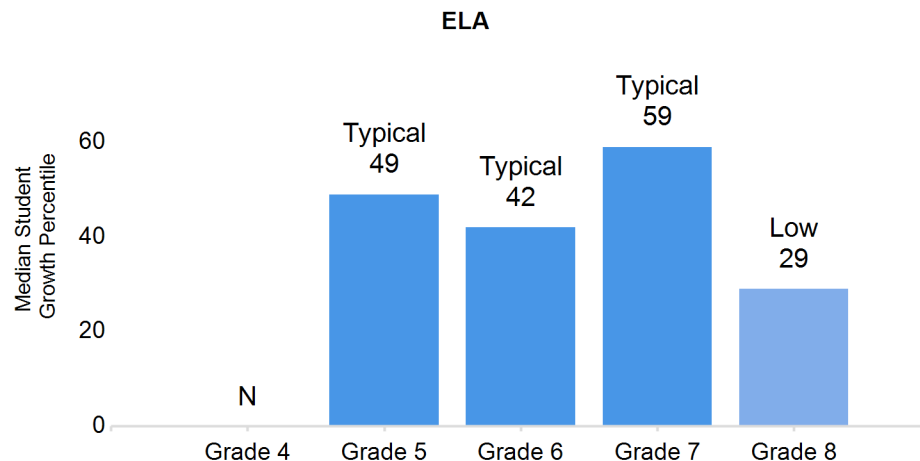
**Student Growth by Performance Level**

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



**Student Growth by Grade**

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





MEMORIAL MIDDLE SCHOOL  
2016-2017

Grade Span 05-08

13-0760-058

ESSEX

CEDAR GROVE TWP

500 RIDGE ROAD

CEDAR GROVE, NJ 07009

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	126
7	0	0	134
8	44	0	96
Schoolwide	44	0	356

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	115	0	0	0	0	0	0
7	N	N	N	N	N	N	N
8	111	0	0	0	0	0	0
Schoolwide	226	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

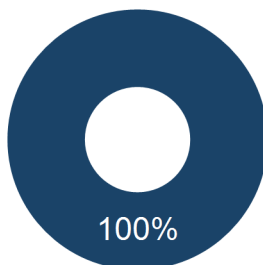
13-0760-058  
 ESSEX  
 CEDAR GROVE TWP  
 500 RIDGE ROAD  
 CEDAR GROVE, NJ 07009

**Visual and Performing Arts – Course Participation**

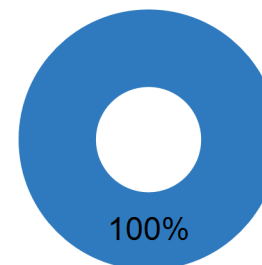
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 6-8:**

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

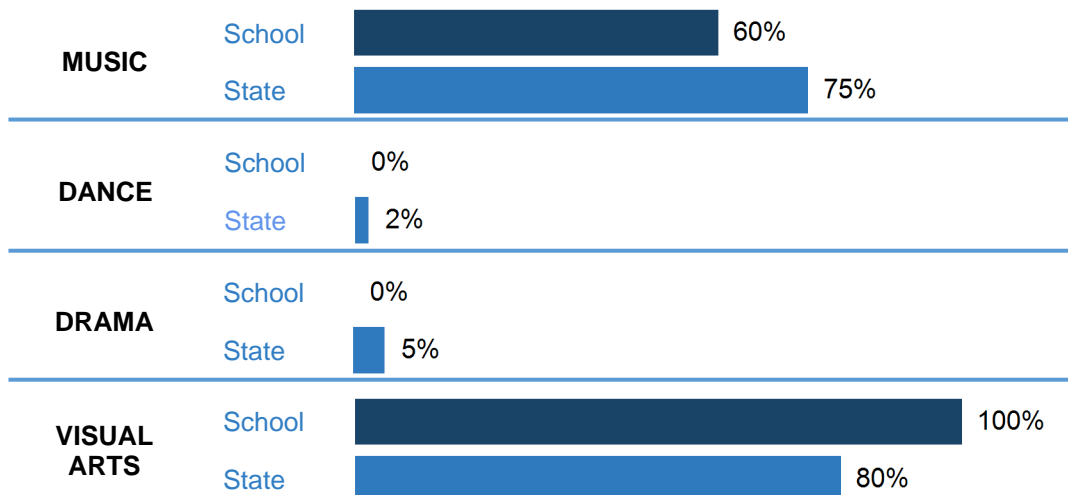


School



State

Students enrolled in one or more classes by discipline:





**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

13-0760-058  
 ESSEX  
 CEDAR GROVE TWP  
 500 RIDGE ROAD  
 CEDAR GROVE, NJ 07009

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

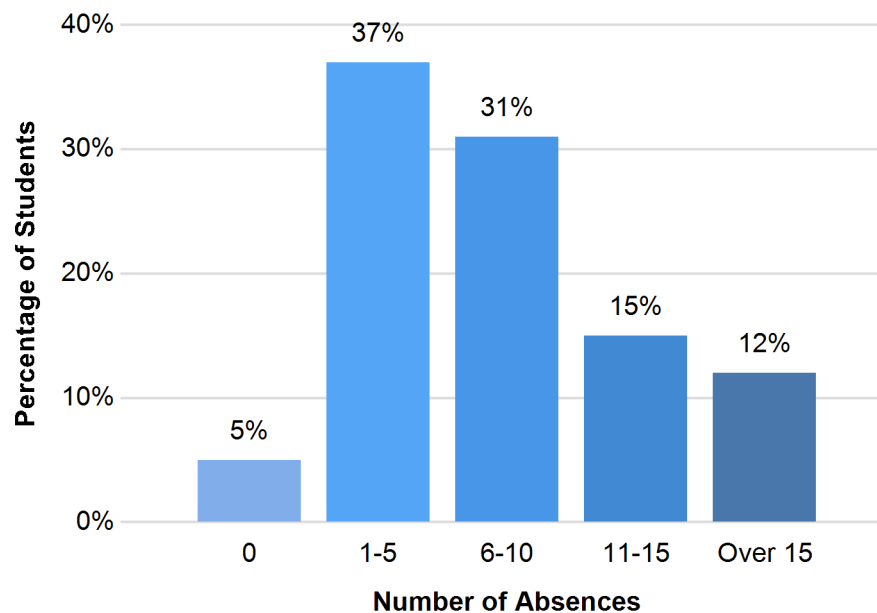
**Chronic Absenteeism**

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.40	8.30	Not Met
White	8.70	8.30	Not Met
Hispanic	3.70	8.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	8.30	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	13.10	8.30	Not Met
English Learners	N	**	**

**Days Absent**

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



\*\* ESSA accountability targets are only included if data is available for at least 20 students.

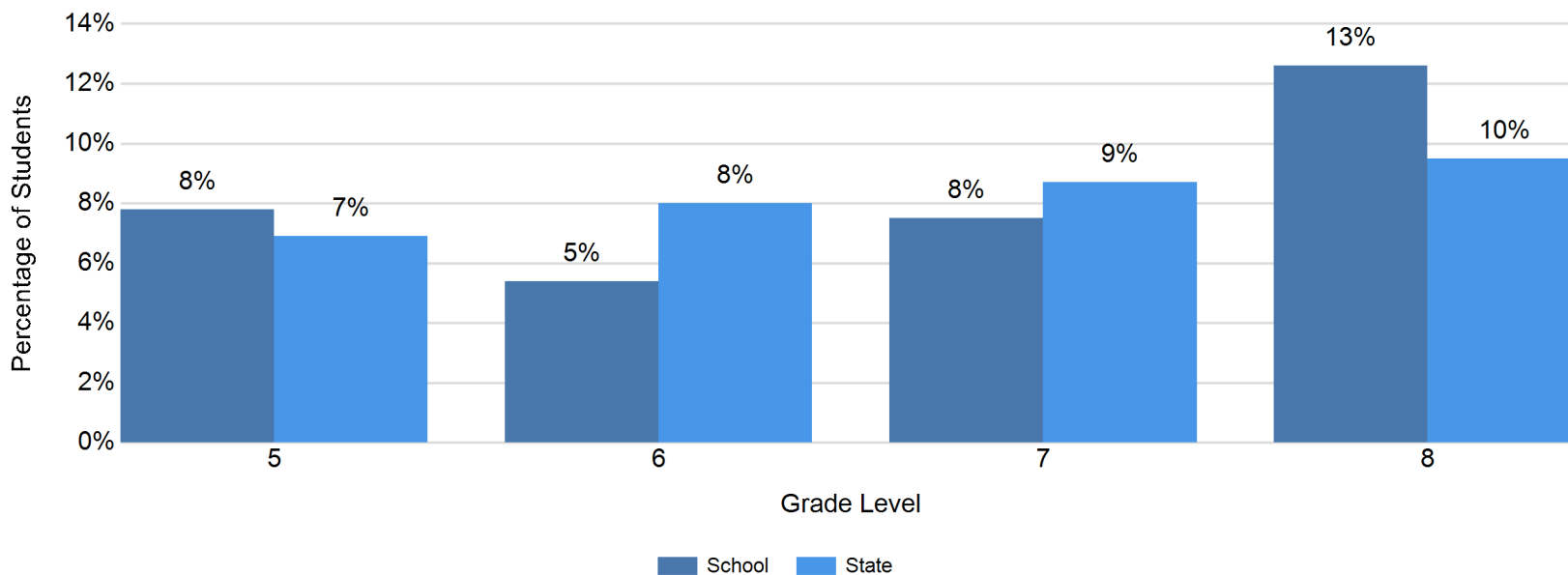


MEMORIAL MIDDLE SCHOOL  
2016-2017  
Grade Span 05-08

13-0760-058  
ESSEX  
CEDAR GROVE TWP  
500 RIDGE ROAD  
CEDAR GROVE, NJ 07009

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





## MEMORIAL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

13-0760-058

ESSEX

CEDAR GROVE TWP

500 RIDGE ROAD

CEDAR GROVE, NJ 07009

## 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.

Category	School
Typical Start Time	8:00AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 46 Mins.
Shared Time - Instructional Time	*

## 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	1
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.91

## Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.4%
Out-of-School Suspensions	2.7%
Any Suspension	3.1%

## Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



## MEMORIAL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

13-0760-058

ESSEX

CEDAR GROVE TWP

500 RIDGE ROAD

CEDAR GROVE, NJ 07009

## Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	186.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$335	\$14,179	\$14,514



MEMORIAL MIDDLE SCHOOL  
2016-2017

Grade Span 05-08

13-0760-058

ESSEX

CEDAR GROVE TWP

500 RIDGE ROAD

CEDAR GROVE, NJ 07009

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	120,724
Average years experience in public schools	7.8	11.8
Average years experience in district	6.8	10.5
Teachers in district for 4 or more years	76%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	9.6	11.6
Administrators in district for 4 or more years	100%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	262:1	134:1
Librarian/Media Specialists		536:1
Nurses		402:1
Counselors		402:1
Child Study Team		321:1



**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

13-0760-058  
 ESSEX  
 CEDAR GROVE TWP  
 500 RIDGE ROAD  
 CEDAR GROVE, NJ 07009

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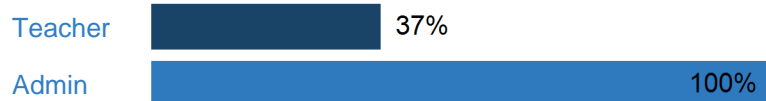
**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

**Faculty Attendance**

This table shows the percentage of days that school 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
2016-17	98%



**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

13-0760-058  
 ESSEX  
 CEDAR GROVE TWP  
 500 RIDGE ROAD  
 CEDAR GROVE, NJ 07009

### Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	61.8	17.5%
Mathematics Proficiency	52.9	17.5%
English Language Arts Growth	21.4	25.0%
Mathematics Growth	20.6	25.0%
Chronic Absenteeism	32.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		35.5
<b>Summative Rating:</b> Percentile rank of Summative Score		26.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



## MEMORIAL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

13-0760-058

ESSEX

CEDAR GROVE TWP

500 RIDGE ROAD

CEDAR GROVE, NJ 07009

## Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	35.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	30.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	61.5	11.9	No	Met Target	Met Target	Met Target	Met Target	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	29.2	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	39.0	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**MEMORIAL MIDDLE SCHOOL**  
 2016-2017  
 Grade Span 05-08




13-0760-058  
 ESSEX  
 CEDAR GROVE TWP  
 500 RIDGE ROAD  
 CEDAR GROVE, NJ 07009

School General Info

<b>Principal:</b>	Mr. DeCorte	<b>Email Address:</b>	<a href="mailto:decorte.nicholas@cgschools.org">decorte.nicholas@cgschools.org</a>
<b>Address:</b>	500 RIDGE ROAD CEDAR GROVE, NJ 07009	<b>Website:</b>	<a href="http://www.cedargrove.k12.nj.us">www.cedargrove.k12.nj.us</a>
<b>Phone:</b>	(973)239-2646		

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 your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Go Math-5th,Conn. Math-6/7th,balanced literacy prog.reflecting NJSLS.Science Curriculum reflecting Nxt Gen Sci.standards</li> <li>• 21st century learning classes: STEM,Computer App. f/the Real World,recent recipient of the NJ Future Ready Certification</li> <li>• Award winning Music Program,25 after school clubs meet students diverse interests academically and socially</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Memorial Middle School provides each student with a sound academic program matched with a variety of activities, which will broaden and extend the learning process. Our staff utilizes 21st Century Learning Strategies to prepare our students for college and careers</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Memorial Middle School has been awarded the NJ Future Ready Certification which encompasses many facets to instruction and programming. We also have students that won National Math awards, compete in National History Bee, and became inductees of the Natl Jr. Honor Society</p>





**MEMORIAL MIDDLE SCHOOL**  
2016-2017  
Grade Span 05-08

13-0760-058  
ESSEX  
CEDAR GROVE TWP  
500 RIDGE ROAD  
CEDAR GROVE, NJ 07009

### 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 your school directly.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>English,Math,block period of LA and Math,Science,Social Studies.Cycles:Art,Music,Character Ed,STEM,Computer App f/Real World,Spanish</p>
 <p><b>Clubs and Activities:</b></p>	<p>Student Council,Yearbook,Newspaper,Technology,Makers club,Drama,Chess,Homework Alliance,Intramurals,Random Acts of Kindness,Academically Speaking,Science Club,Art Club,Debate Club</p>







**MEMORIAL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

13-0760-058  
 ESSEX  
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 500 RIDGE ROAD  
 CEDAR GROVE, NJ 07009

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 your school directly.

 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers are provided many opportunities for PD throughout the year. For example: Monthly faculty meetings provide workshops such as data analysis to drive differentiated instruction. Staff also have an opportunity to present to their colleges. We also provide multiple in district workshop days per year. This year we offered Ed Camps for the 1st time where teachers choose their PD. We also foster an encouragement for staff to seek out their own PD in their content area</p>
 <p><b>Student Supports and Services:</b></p>	<p>Our ESL program supports students in their transition to this country. Our IR&amp;S is comprised of individuals that make recommendations for teachers to assist at risk students to become successful in and out of the classroom</p>
 <p><b>Student Health and Wellness:</b></p>	<p>5th Grade Health and Wellness Fair provided annually. Students have an opportunity to visit multiple stations ranging from yoga to hygiene. Students are also provided with a healthy lunch courtesy of our FSA (Family and School Association).</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our FSA serves as a viable and valuable asset of the school community. Parent volunteers raise funds to support cultural arts and school wide enrichment programs. They also provide items and services to enhance the learning environment. Our parent's efforts inspire school spirit and pride.</p>




NORTH END ELEMENTARY  
2016-2017  
Grade Span PK-04

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



NORTH END ELEMENTARY  
2016-2017  
Grade Span PK-04

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
PK	0	17	19
KG	58	48	44
1	63	54	40
2	66	64	57
3	59	63	59
4	61	57	59
Ungraded	0	0	1
Total	307	303	279

Student Group	2014-15	2015-16	2016-17
Female	47%	44%	43%
Male	53%	56%	57%
Economically Disadvantaged Students	4%	4%	3%
Students with Disabilities	14%	22%	26%
English Learners	4%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	80.3%
Asian	9.0%
Hispanic	6.5%
Native Hawaiian or Pacific Islander	2.2%
Black or African American	1.4%
American Indian or Alaska Native	0.7%
Two or More Races	0.0%

**PreK and K - Full Day and Half Day**

**Enrollment by Home Language**

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	20	17	19
KG - Half Day	0	0	0
KG - Full Day	56	48	44

Home Language	% of Students
English	90.0%
Spanish	2.2%
Gujarati	1.8%
Arabic	1.4%
Other	4.7%



**NORTH END ELEMENTARY**  
**2016-2017**  
**Grade Span PK-04**

13-0760-060  
 ESSEX  
 CEDAR GROVE TWP  
 122 STEVENS AVE  
 CEDAR GROVE, NJ 07009-1147

**English Language Arts/Literacy Assessment - Participation and Performance**

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	115	98.3	63.50	67.50	54.90	63.5	74.5	Not Met
White	90	97.9	62.30	66.90	63.90	62.3	75.7	Not Met
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	81.30	85.50	80.70	81.3	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	50.00	54.90	N	**	**
Female	47	100.0	68.10	76.80	62.20	68.1		
Male	68	97.2	60.30	58.80	48.10	60.3		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	29	96.7	24.10	24.90	20.50	24.1	41.1	Not Met
Students without Disabilities	86	98.9	76.70	76.80	61.90	76.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 3**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	58	763	761	749	*	*	22%	48%	*	62%	50%
White	45	761	759	759	*	*	24%	51%	*	60%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	22	766	764	754	*	*	*	50%	*	68%	55%
Male	36	761	759	745	*	*	*	47%	*	58%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	16	730	724	720	*	*	*	*	*	31%	24%
Students without Disabilities	42	776	770	755	*	*	*	*	*	74%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
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	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	60	762	770	753	*	*	25%	43%	22%	65%	56%
White	48	761	768	762	*	*	23%	42%	23%	65%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	27	770	776	758	*	*	*	41%	*	67%	61%
Male	33	756	764	749	*	*	*	46%	*	64%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	13	736	745	725	*	*	*	0%	*	15%	25%
Students without Disabilities	47	769	777	759	*	*	*	55%	*	79%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	60	762	770	755	*	*	25%	43%	22%	65%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

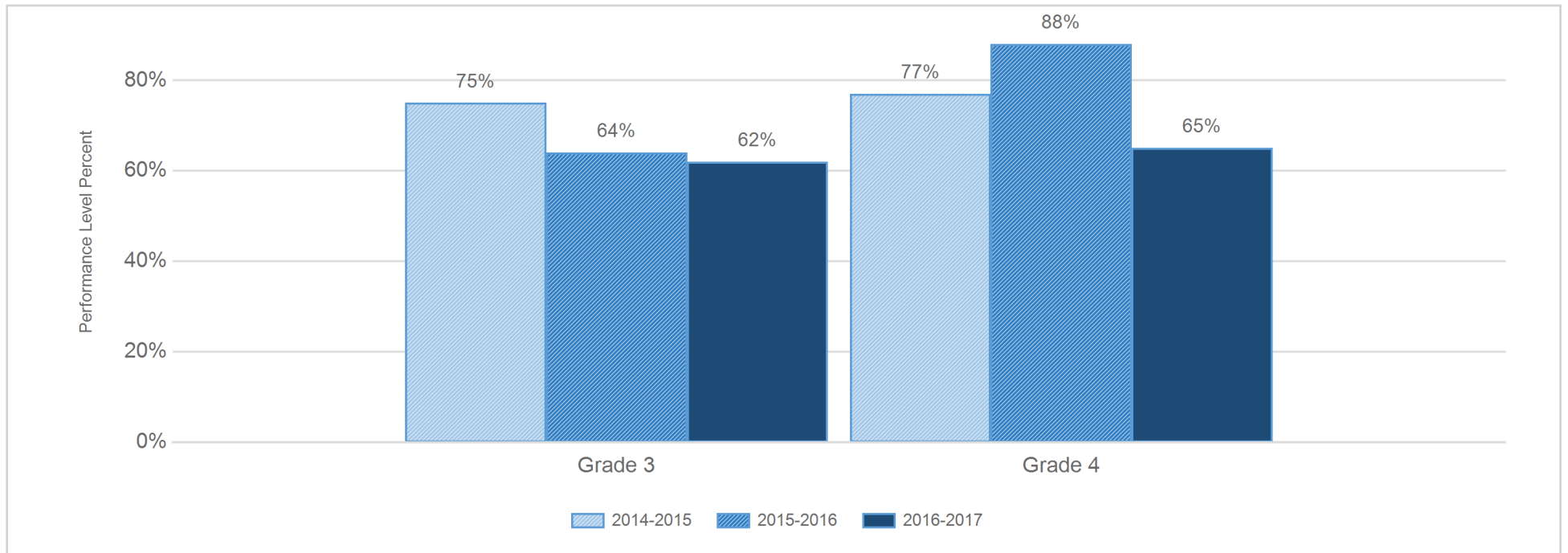


**NORTH END ELEMENTARY**  
**2016-2017**  
**Grade Span PK-04**

13-0760-060  
 ESSEX  
 CEDAR GROVE TWP  
 122 STEVENS AVE  
 CEDAR GROVE, NJ 07009-1147

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**NORTH END ELEMENTARY**  
**2016-2017**  
**Grade Span PK-04**

13-0760-060  
 ESSEX  
 CEDAR GROVE TWP  
 122 STEVENS AVE  
 CEDAR GROVE, NJ 07009-1147

**Mathematics Assessment - Participation and Performance**

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	114	97.5	71.90	52.50	43.50	71.9	67.4	Met Target
White	89	96.8	67.50	51.20	52.40	67.5	65.5	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	100.10	85.50	75.60	100.1	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	50.00	44.90	N	**	**
Female	47	100.0	70.20	52.70	44.10	70.2		
Male	67	95.8	73.10	52.50	42.90	73.1		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	29	96.7	37.90	24.30	16.50	37.9	53.6	Not Met
Students without Disabilities	85	97.8	83.50	58.80	48.80	83.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

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

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	58	765	764	751	*	*	*	53%	21%	74%	53%
White	45	760	762	759	*	*	*	56%	*	71%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	22	756	760	751	*	*	*	59%	*	68%	52%
Male	36	770	768	751	*	*	*	50%	*	78%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	16	734	739	729	*	*	*	*	0%	38%	29%
Students without Disabilities	42	776	771	755	*	*	*	*	29%	88%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**NORTH END ELEMENTARY**  
**2016-2017**  
**Grade Span PK-04**

13-0760-060  
 ESSEX  
 CEDAR GROVE TWP  
 122 STEVENS AVE  
 CEDAR GROVE, NJ 07009-1147

**Mathematics Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	59	763	761	747	*	*	19%	59%	*	70%	47%
White	47	760	759	755	*	*	21%	53%	*	64%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	27	767	763	747	*	*	*	56%	*	70%	47%
Male	32	759	759	747	*	*	*	63%	*	69%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	13	737	736	724	*	*	*	*	*	39%	22%
Students without Disabilities	46	770	769	751	*	*	*	*	*	78%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	59	763	*	749	*	*	19%	59%	*	70%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

An "\*\*\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

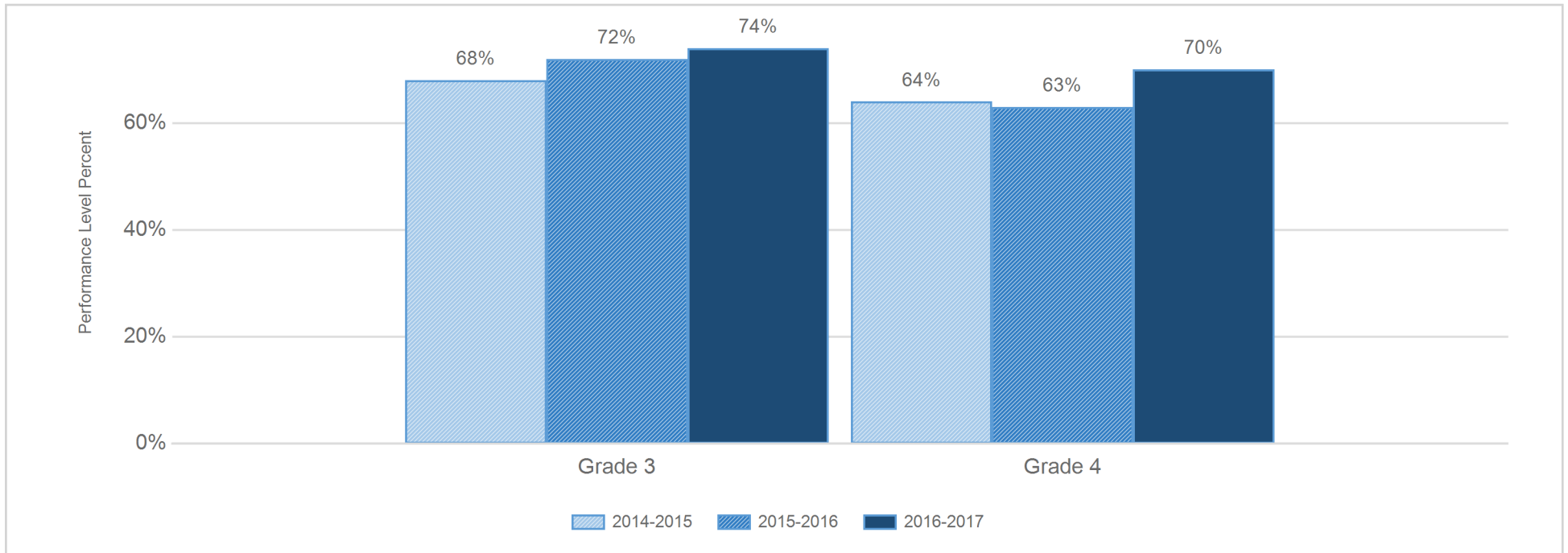


**NORTH END ELEMENTARY**  
**2016-2017**  
**Grade Span PK-04**

13-0760-060  
 ESSEX  
 CEDAR GROVE TWP  
 122 STEVENS AVE  
 CEDAR GROVE, NJ 07009-1147

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**NORTH END ELEMENTARY  
2016-2017  
Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

**Alternate Assessments - Participation**

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

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

**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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

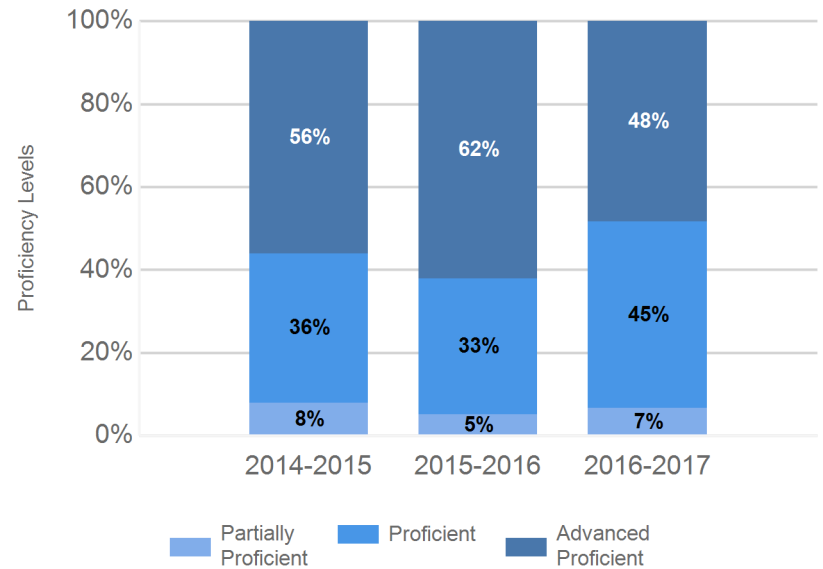
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	48%	45%	7%
White	49%	43%	8%
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	*	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	*
Students with Disabilities	17%	67%	17%
English Learners	N	N	*

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

**Student Growth**

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	41	47	50	Met Target	46.5	45	50	Met Target
White	39	47	50	Not Met	45	45	52	Met Target
Hispanic	*	40.5	49	**	*	50	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	47	60	**	*	53.5	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	*	*	47	**	*	*	46	**
Students with Disabilities	41	40	41	**	42	34	43	**
English Learners	*	56.5	53	**	*	*	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



**NORTH END ELEMENTARY  
2016-2017**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

**Grade Span PK-04**

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

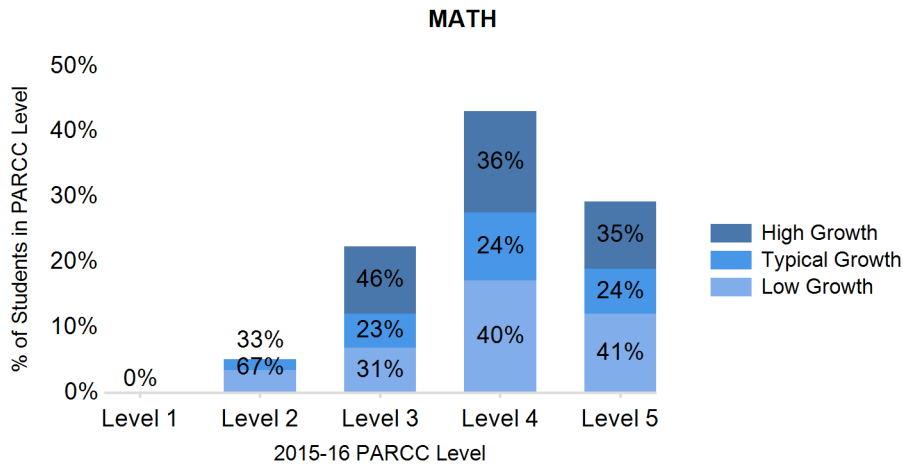
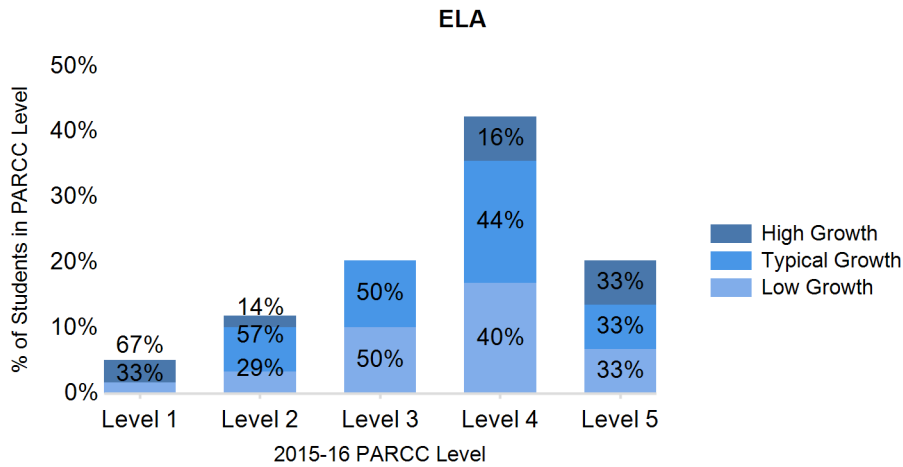
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

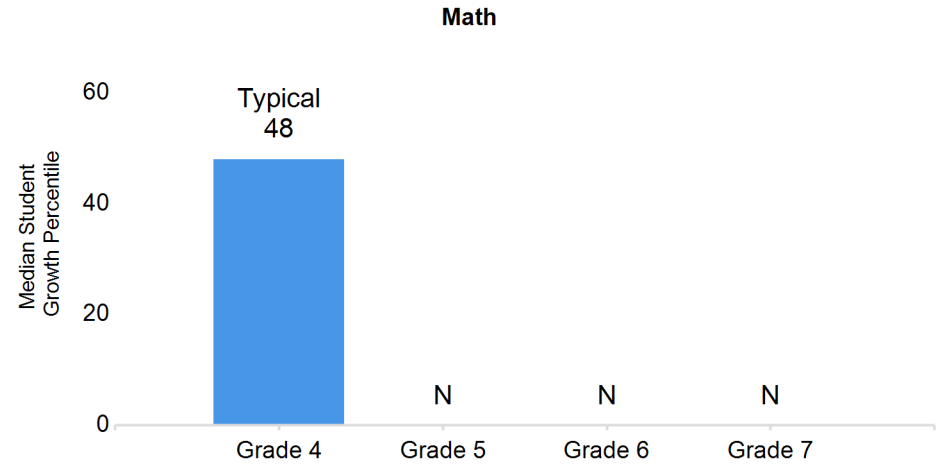
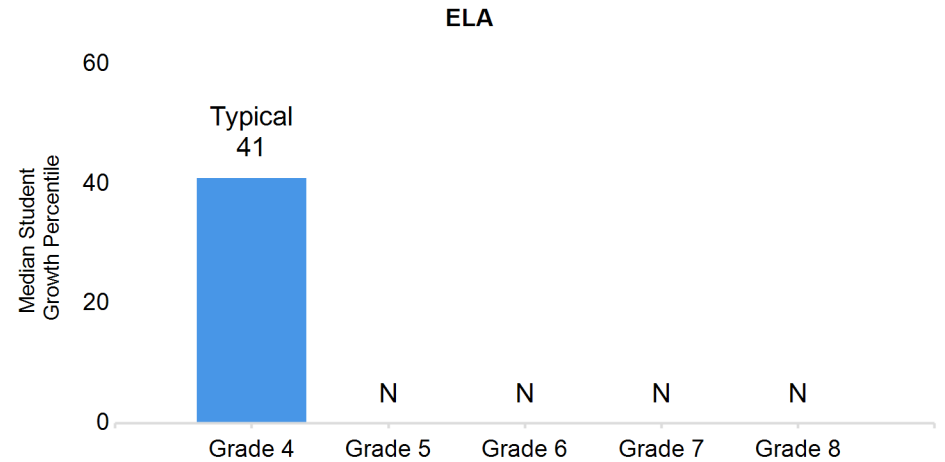
**Student Growth by Performance Level**

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



**Student Growth by Grade**

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





**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

**Chronic Absenteeism**

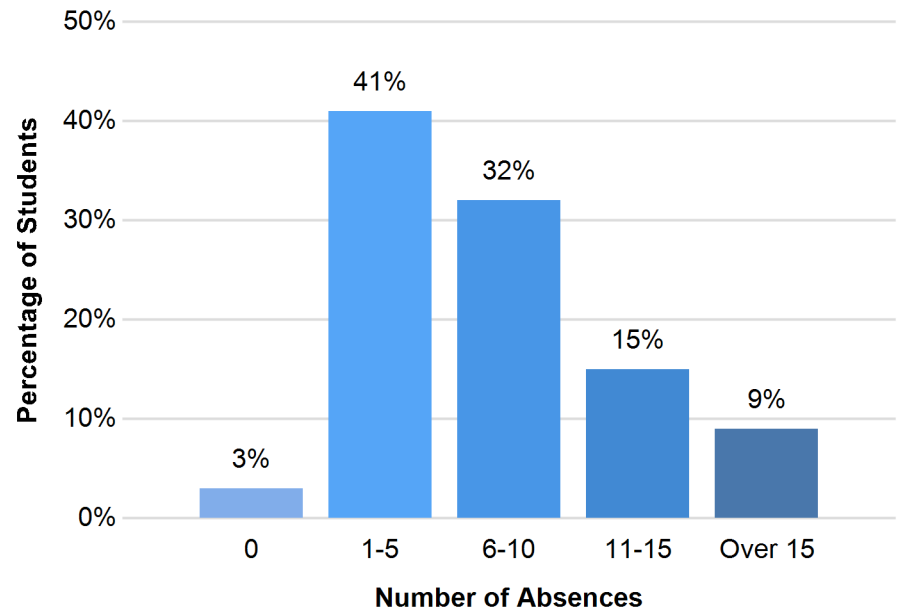
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.70	8.70	Met Target
White	6.70	8.70	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	11.90	8.70	Not Met
English Learners	N	**	**

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

**Days Absent**

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





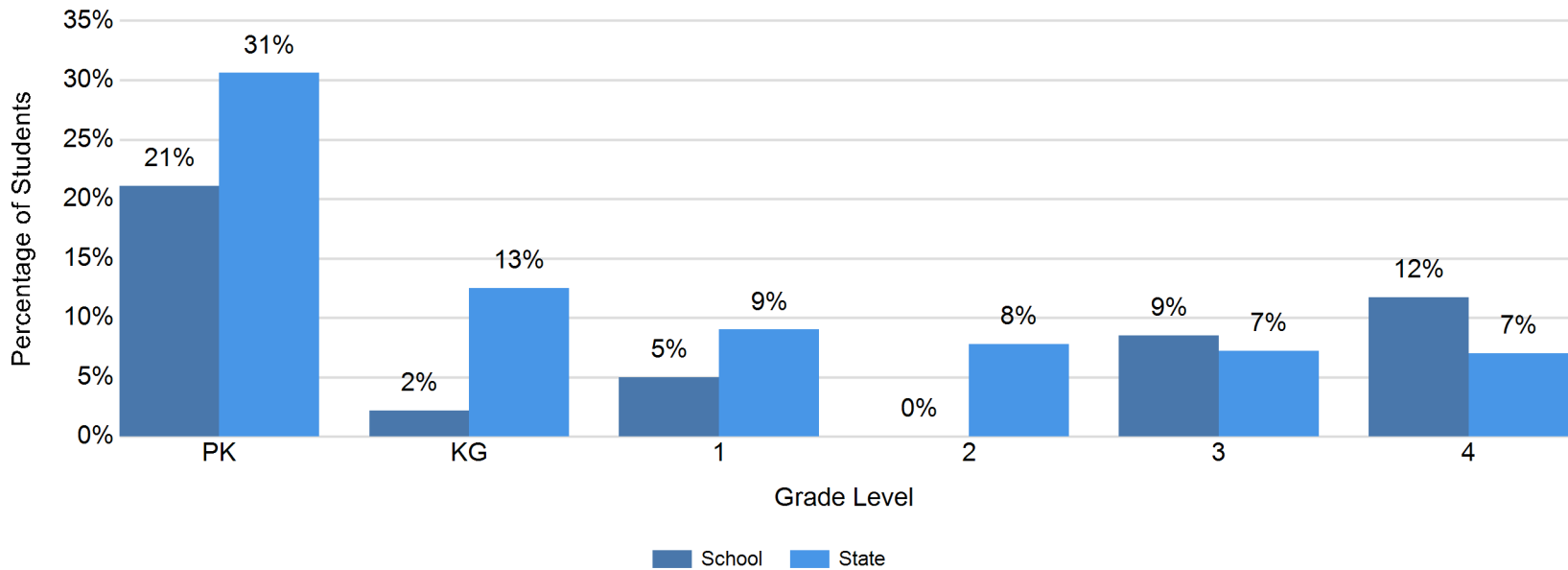
**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

**Chronic Absenteeism by Grade**

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

**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.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

**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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

**Student Suspension Rate**

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

**Student Expulsions**

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**NORTH END ELEMENTARY**  
**2016-2017**  
**Grade Span PK-04**

13-0760-060  
 ESSEX  
 CEDAR GROVE TWP  
 122 STEVENS AVE  
 CEDAR GROVE, NJ 07009-1147

**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	186.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$335	\$14,179	\$14,514



**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

**Teachers – Experience**

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	120,724
Average years experience in public schools	14.1	11.8
Average years experience in district	12.7	10.5
Teachers in district for 4 or more years	87%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	9.6	11.6
Administrators in district for 4 or more years	100%	74%

**Student to Staff Ratios**

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	279:1	134:1
Librarian/Media Specialists		536:1
Nurses		402:1
Counselors		402:1
Child Study Team		321:1



**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

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**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

**Faculty Attendance**

This table shows the percentage of days that school 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
2016-17	98%



**NORTH END ELEMENTARY**  
**2016-2017**  
**Grade Span PK-04**

13-0760-060  
 ESSEX  
 CEDAR GROVE TWP  
 122 STEVENS AVE  
 CEDAR GROVE, NJ 07009-1147

**Accountability Indicator Scores and Summative Rating**

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	52.8	17.5%
Mathematics Proficiency	86.6	17.5%
English Language Arts Growth	12.4	25.0%
Mathematics Growth	28.7	25.0%
Chronic Absenteeism	62.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		44.0
<b>Summative Rating:</b> Percentile rank of Summative Score		40.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

**Accountability Summary by Student Group**

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	44.0	11.9	No	Not Met	Met Target	Met Target	Met Target	Met Target	No
White	36.0	11.9	No	Not Met	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Not Met	Not Met	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**NORTH END ELEMENTARY**  
**2016-2017**  
**Grade Span PK-04**




13-0760-060  
 ESSEX  
 CEDAR GROVE TWP  
 122 STEVENS AVE  
 CEDAR GROVE, NJ 07009-1147

School General Info

<b>Principal:</b>	Ms. Dyer	<b>Email Address:</b>	<a href="mailto:dyer.traci@cgschools.org">dyer.traci@cgschools.org</a>
<b>Address:</b>	122 STEVENS AVE CEDAR GROVE, NJ 07009-1147	<b>Website:</b>	<a href="http://www.cedargrove.k12.nj.us/our-schools/north-end/">http://www.cedargrove.k12.nj.us/our-schools/north-end/</a>
<b>Phone:</b>	(973)712-0266	<b>Twitter:</b>	<a href="https://twitter.com/NEPrincipal">https://twitter.com/NEPrincipal</a>

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 your school directly.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Teacher Academies assist teachers with best practices in education to implement in classroom instruction.</li> <li>• Technology is a part of each school day. All classrooms have a SMART Board, Chromebooks, and a document camera.</li> <li>• Our very active Family School Association (FSA) works diligently to support the home and school connection.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>North End School is best described as a “child centered environment.” Our objective is to provide a multifaceted educational program to meet the needs of each student as an individual and as an integral member of society. We promote college and career readiness skills and empower our students to become critical thinkers and digital learners.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>North End School was awarded the “Roots and Wings” Award from Montclair State University on May 11, 2017. This award was established in April 2014, and is issued periodically by the Center for Autism and Early Childhood Mental Health to an individual or organization exemplifying the highest level of dedication and service to the emotional well-being of infants, toddlers, young children, and their families. This was the first time the Center issued the award to a school and a district!</p>





**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>We accomplish the goal of educating the entire child through the Daily5/CAFÉ literacy structure that supports our literacy series, Good Habits, Great Readers. Leveled instructional materials and differentiated instruction provide the backdrop for activities that reinforce key skills and concepts related to NJSLs. During Math instruction, teachers encourage the use of manipulatives and students experiencing a lesson in all three developmental stages (manipulatives, drawings, computation).</p>
 <p><b>Before and After School Programs:</b></p>	<p>All students may participate in our morning care program that operates daily from 7:40– 8:10 AM. This program, supported by the Cedar Grove BOE, provides parents with a safe environment for students before the instructional day begins at North End School. Our after school program is operated by the Montclair YMCA and is available from dismissal until 6:30 PM.</p>







**NORTH END ELEMENTARY  
2016-2017**

**Grade Span PK-04**

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>The North End staff has high expectations for their students and themselves. To meet these expectations, staff members actively participate in graduate classes, workshops in and out of district, and our Teacher Academy. Teachers have been using a professional learning community model to develop an understanding of collaborative learning. Additionally, our teachers have worked with a consulting firm, Conquer Math, to enhance their teaching skills in the area of mathematics instruction.</p>
 <p><b>Student Supports and Services:</b></p>	<p>North End fosters a collaborative, co-teaching model where a general education and special education teacher work together to teach students with and without disabilities in a shared classroom. Reading and Math Intervention is offered for K-2 students, grade 3 and 4 Basic Skills Program along with an after school Pathways program assists students in need of additional support in ELA and Math. Intervention and Referral Services addresses students who are experiencing learning difficulties.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students partake in physical education classes designed to teach skills, strategies, cooperation, and team building. All students have ½ hour of recess each day. Our school nurse addresses a number of programs in classrooms to promote a healthy lifestyle and the wellness of students, such as hygiene, the benefits of exercise, dental care, nutrition, germ prevention.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Family School Association (FSA) is an integral part of the North End community. They provide materials, technology equipment, programs, and cultural experiences that enhance the instructional program. Parents serve as key communicators, disseminating information through the FSA's Facebook page. Additionally, SES is an active partner with multiple local organizations in an effort to teach our children to give back to others. Students collect for several charitable organizations.</p>





**NORTH END ELEMENTARY**  
**2016-2017**  
**Grade Span PK-04**

13-0760-060  
 ESSEX  
 CEDAR GROVE TWP  
 122 STEVENS AVE  
 CEDAR GROVE, NJ 07009-1147

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Our Anti-Bullying Coordinator and Specialists designed school climate surveys for students, staff, and parents. Surveys are administered every two years. Results from the most recent survey are posted on a link on our school's webpage <a href="http://www.cedargrove.k12.nj.us/our-schools/north-end/">http://www.cedargrove.k12.nj.us/our-schools/north-end/</a>.</p>
 <p>Facilities:</p>	<p>The Cedar Grove School District prides itself in creating safe learning environments for our staff and students. In the past five years, new windows have been installed along with a new roof. Just last year, the heating system and all restrooms were updated using the latest technologies. A new safe and age appropriate playground for our preschool students was recently installed affording our youngest population their own space for outdoor play.</p>



NORTH END ELEMENTARY  
2016-2017

Grade Span PK-04

13-0760-060  
ESSEX  
CEDAR GROVE TWP  
122 STEVENS AVE  
CEDAR GROVE, NJ 07009-1147

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 your school directly.



Other Information:

North End believes in the importance of the arts. Students are introduced to the basics of a foreign language in our world language program. Weekly music classes prepare students for annual concerts while teaching the fundamentals of music, useful and practical music classroom activities, and a solid performance ethic. Fourth grade students are given the opportunity to participate in a strings ensemble. Many art lessons grow out of the students' work in academic areas and our art specialist incorporates different media while developing a sequential skills program. North End is proud of our Integrated Preschool Program based on The Creative Curriculum. Students actively volunteer during the year. Interested fourth grade students are trained as Safety Patrols and some of these children are selected to serve as Panther Peers. These students serve as role models for his/her peers and assist students with staying safe and making responsible choices. We have a Big Brother and Big Sister Program, in which fourth graders interact with kindergarten students by reading stories, completing crafts, having lunch, or playing games. Our students participate in a variety of community outreach efforts, coordinated by our FSA, in which they collect items and monetary donations for several charitable organizations. North End is dedicated to providing its children with an environment which promotes integrity and advances education. We believe that with the aid, cooperation and encouragement from parents, teachers, and neighborhood groups, this will be accomplished with excellence.



SOUTH END ELEMENTARY SCHOOL
2016-2017
Grade Span KG-04

13-0760-090
ESSEX
CEDAR GROVE TWP
116 HARPER TERR
CEDAR GROVE, NJ 07009

The 2016-17 School Performance Reports are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- Learn more: The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
Ask questions: These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
Get involved: Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the PDF icon at the top of the page.
Search for specific text or words in these reports by using the search box at the top of the page.
The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the district-level report for this school.
For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
Download the data used in these reports.
Want to give us feedback? Take our feedback survey: surveylink
Questions about the reports? Contact us at reportcard@doe.nj.gov



SOUTH END ELEMENTARY SCHOOL  
2016-2017  
Grade Span KG-04

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
KG	53	45	62
1	64	58	44
2	47	66	63
3	73	47	71
4	62	69	54
Ungraded	2	0	0
Total	301	285	294

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	45%
Male	53%	54%	55%
Economically Disadvantaged Students	2%	2%	1%
Students with Disabilities	13%	13%	16%
English Learners	1%	2%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	83.3%
Asian	6.1%
Hispanic	4.8%
Black or African American	3.1%
Native Hawaiian or Pacific Islander	2.0%
American Indian or Alaska Native	0.0%
Two or More Races	0.7%

**PreK and K - Full Day and Half Day**

**Enrollment by Home Language**

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	57	45	62

Home Language	% of Students
English	89.1%
Arabic	3.4%
Spanish	2.0%
Chinese	1.7%
Polish	1.4%
Other	2.2%



**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

**English Language Arts/Literacy Assessment - Participation and Performance**

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	117	99.2	76.00	67.50	54.90	76	67.9	Met Target
White	96	99.0	75.00	66.90	63.90	75	67.4	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.00	85.50	80.70	90	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	55	100.0	74.50	76.80	62.20	74.5		
Male	62	98.5	77.40	58.80	48.10	77.4		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	23	100.0	39.10	24.90	20.50	39.1	42.9	Met Target†
Students without Disabilities	94	99.0	85.10	76.80	61.90	85.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



**SOUTH END ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span KG-04**

13-0760-090  
 ESSEX  
 CEDAR GROVE TWP  
 116 HARPER TERR  
 CEDAR GROVE, NJ 07009

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 3**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	69	759	761	749	*	*	22%	67%	*	70%	50%
White	59	757	759	759	*	*	24%	63%	*	66%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	32	762	764	754	*	*	*	63%	*	66%	55%
Male	37	756	759	745	*	*	*	70%	*	73%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	10	714	724	720	*	*	*	*	*	20%	24%
Students without Disabilities	59	767	770	755	*	*	*	*	*	78%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
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	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



**SOUTH END ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span KG-04**

13-0760-090  
 ESSEX  
 CEDAR GROVE TWP  
 116 HARPER TERR  
 CEDAR GROVE, NJ 07009

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	53	778	770	753	0%	*	*	49%	38%	87%	56%
White	41	776	768	762	0%	*	*	59%	32%	90%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	25	783	776	758	*	*	*	44%	*	88%	61%
Male	28	773	764	749	*	*	*	54%	*	86%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	53	778	*	764	0%	*	*	49%	38%	87%	69%
Students with Disabilities	13	754	745	725	*	*	*	*	*	54%	25%
Students without Disabilities	40	786	777	759	*	*	*	*	*	98%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	53	778	770	755	0%	*	*	49%	38%	87%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

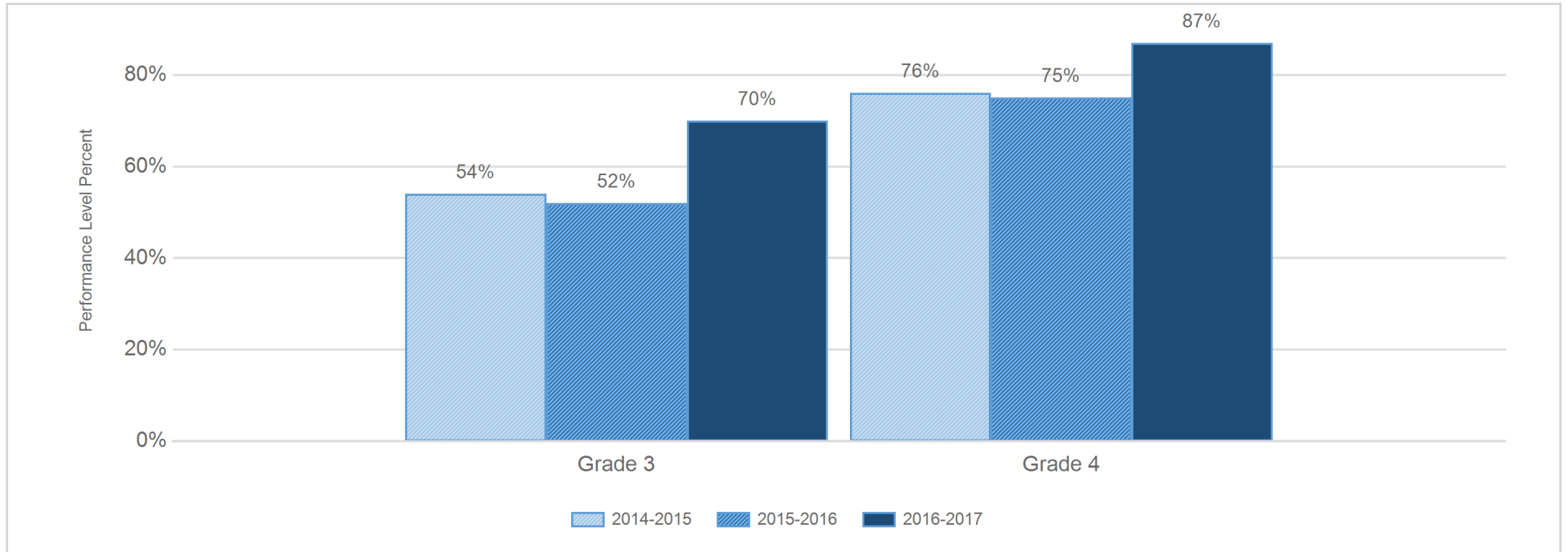


**SOUTH END ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span KG-04**

13-0760-090  
 ESSEX  
 CEDAR GROVE TWP  
 116 HARPER TERR  
 CEDAR GROVE, NJ 07009

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

**Mathematics Assessment - Participation and Performance**

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	117	99.2	76.00	52.50	43.50	76	69.6	Met Target
White	96	99.0	76.10	51.20	52.40	76.1	69.4	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.00	85.50	75.60	90	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	55	100.0	76.30	52.70	44.10	76.3		
Male	62	98.5	75.80	52.50	42.90	75.8		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	23	100.0	34.80	24.30	16.50	34.8	60.1	Not Met
Students without Disabilities	94	99.0	86.20	58.80	48.80	86.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

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

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	70	764	764	751	0%	*	21%	67%	*	77%	53%
White	60	763	762	759	0%	*	23%	65%	*	75%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	32	762	760	751	0%	*	*	69%	*	75%	52%
Male	38	765	768	751	0%	*	*	66%	*	79%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	10	747	739	729	*	*	*	*	*	40%	29%
Students without Disabilities	60	767	771	755	*	*	*	*	*	83%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**SOUTH END ELEMENTARY SCHOOL**  
2016-2017

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

**Mathematics Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	54	759	761	747	*	*	*	70%	*	74%	47%
White	42	757	759	755	*	*	*	71%	*	74%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	26	758	763	747	*	*	*	73%	*	77%	47%
Male	28	760	759	747	*	*	*	68%	*	71%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	54	759	*	757	*	*	*	70%	*	74%	61%
Students with Disabilities	13	734	736	724	*	*	*	*	*	39%	22%
Students without Disabilities	41	767	769	751	*	*	*	*	*	85%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

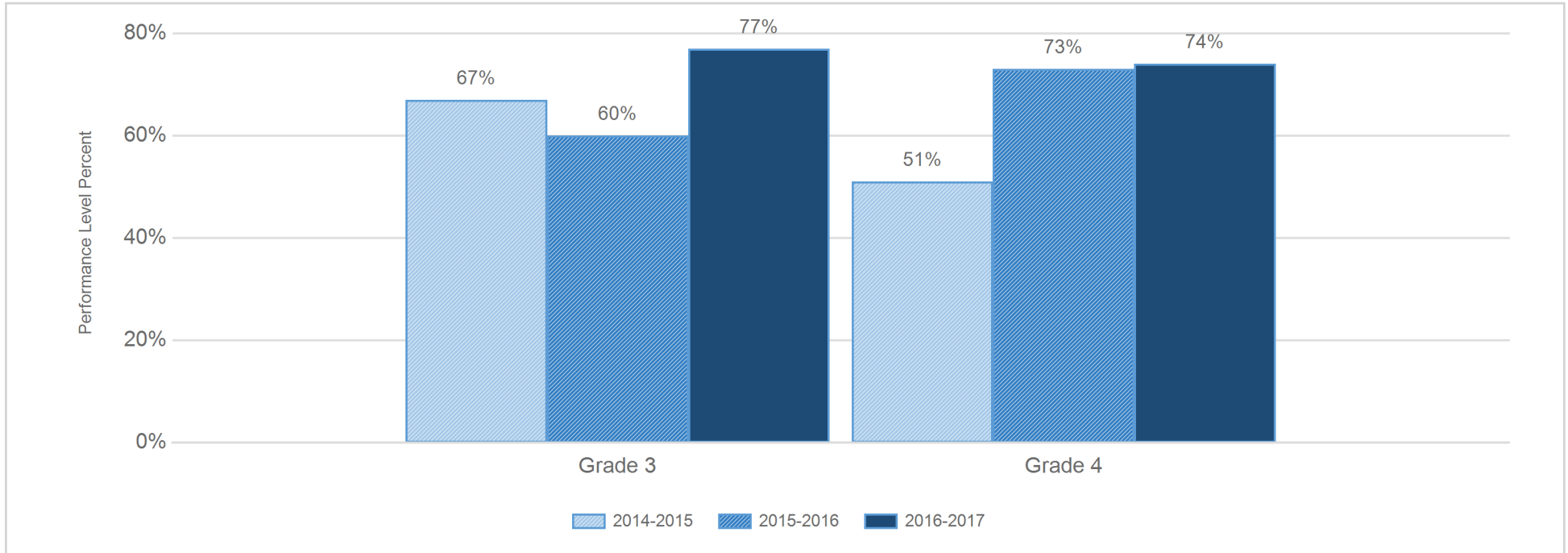


**SOUTH END ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span KG-04**

13-0760-090  
 ESSEX  
 CEDAR GROVE TWP  
 116 HARPER TERR  
 CEDAR GROVE, NJ 07009

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

**Alternate Assessments - Participation**

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

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

**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. The table also shows 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
1	*	*	*
2	*	*	*
3	N	N	N
4	*	*	*
5+	N	N	N



**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

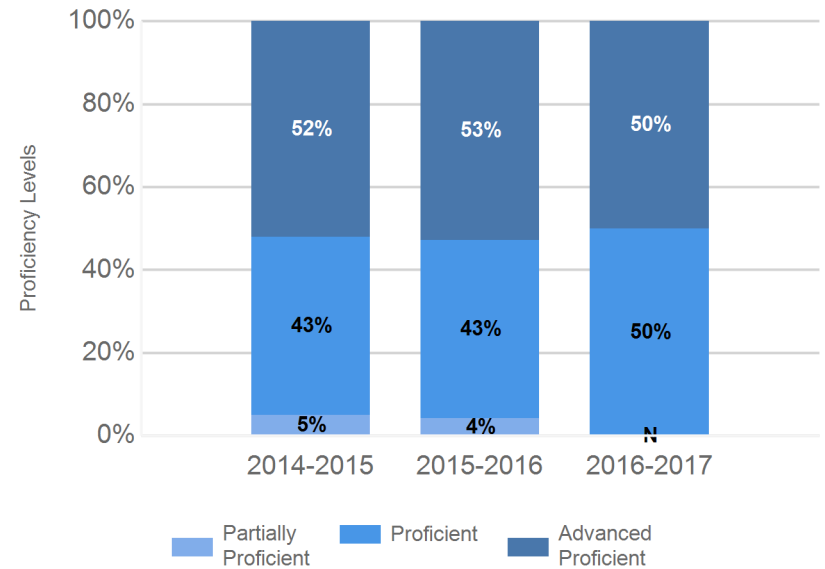
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	50%	50%	N
White	50%	50%	N
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	33%	67%	N
English Learners	N	*	N

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





**SOUTH END ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span KG-04**

13-0760-090  
 ESSEX  
 CEDAR GROVE TWP  
 116 HARPER TERR  
 CEDAR GROVE, NJ 07009

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

**Student Growth**

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	81	47	50	Exceeds Target	70	45	50	Exceeds Target
White	81.5	47	50	Exceeds Target	70	45	52	Exceeds Target
Hispanic	*	40.5	49	**	*	50	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	47	60	**	*	53.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	69	40	41	**	54.5	34	43	**
English Learners	N	N	N	N	N	N	N	N

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

**Grade Span KG-04**

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

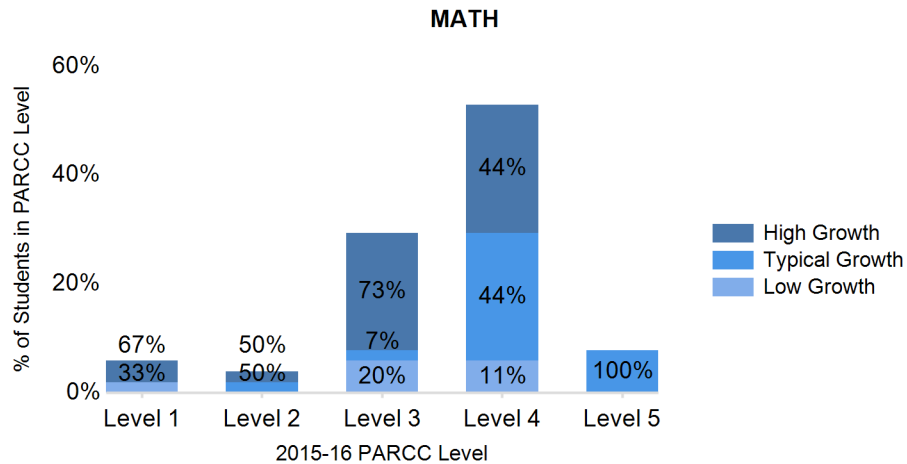
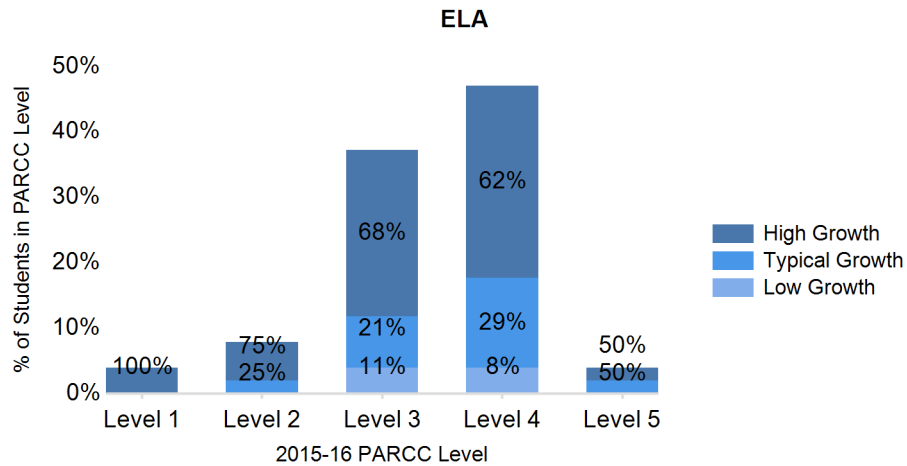
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

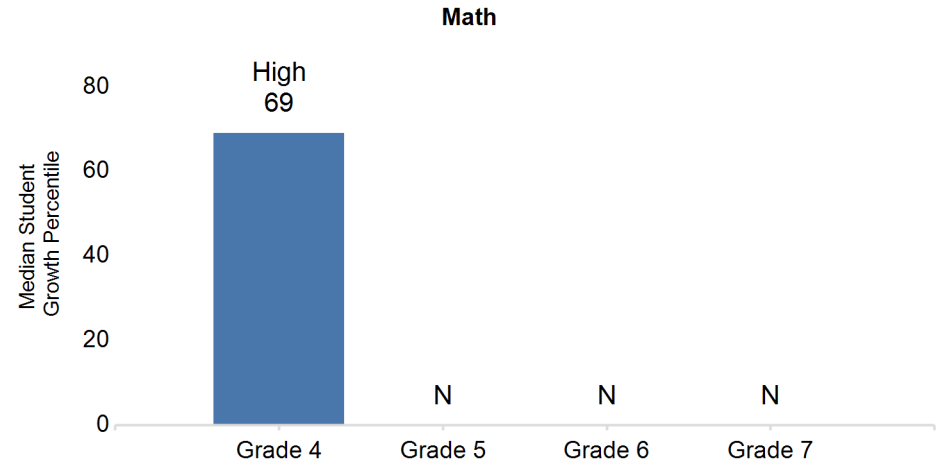
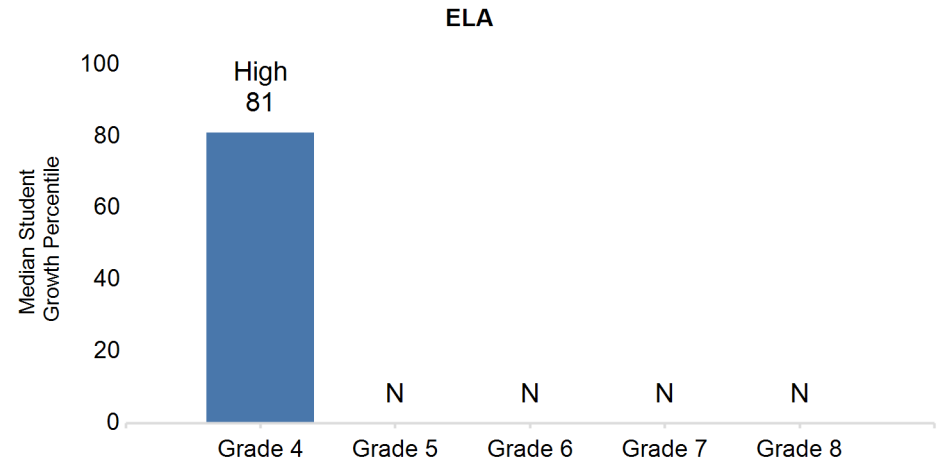
**Student Growth by Performance Level**

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



**Student Growth by Grade**

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





**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

**Chronic Absenteeism**

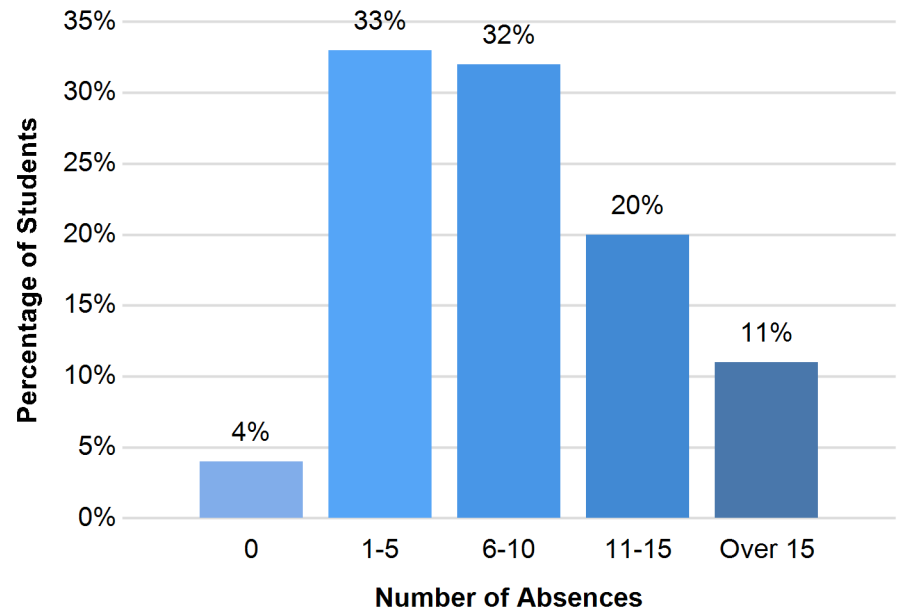
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.80	8.70	Met Target
White	6.90	8.70	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	8.00	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	9.80	8.70	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

**Days Absent**

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



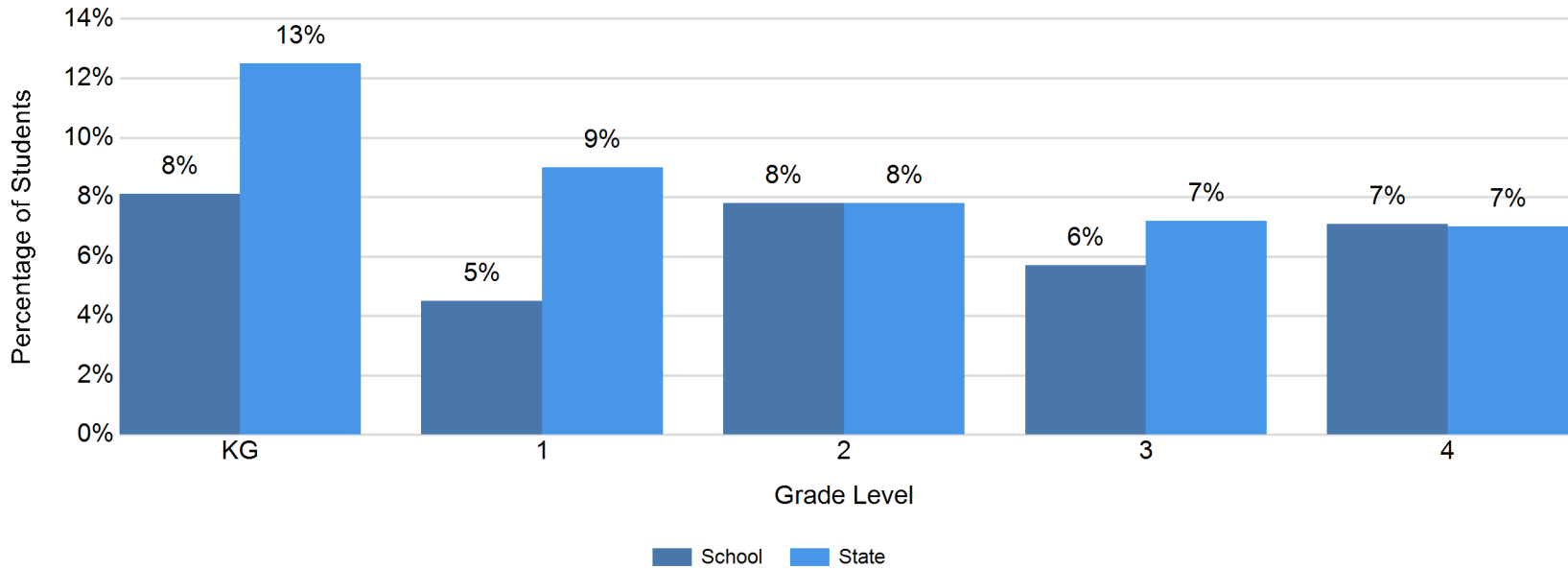


**SOUTH END ELEMENTARY SCHOOL**  
 2016-2017  
 Grade Span KG-04

13-0760-090  
 ESSEX  
 CEDAR GROVE TWP  
 116 HARPER TERR  
 CEDAR GROVE, NJ 07009

**Chronic Absenteeism by Grade**

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

**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.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

**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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.68

**Student Suspension Rate**

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

**Student Expulsions**

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**SOUTH END ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span KG-04**

13-0760-090  
 ESSEX  
 CEDAR GROVE TWP  
 116 HARPER TERR  
 CEDAR GROVE, NJ 07009

**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	186.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$335	\$14,179	\$14,514



**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

**Teachers – Experience**

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	21	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	91%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	9.6	11.6
Administrators in district for 4 or more years	100%	74%

**Student to Staff Ratios**

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	11:1
Administrators	294:1	134:1
Librarian/Media Specialists		536:1
Nurses		402:1
Counselors		402:1
Child Study Team		321:1



**SOUTH END ELEMENTARY SCHOOL**  
2016-2017

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

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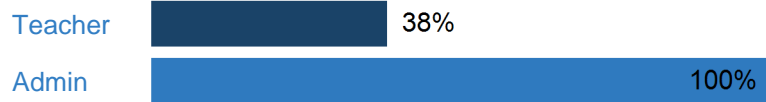
**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

**Faculty Attendance**

This table shows the percentage of days that school 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
2016-17	99%



**SOUTH END ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span KG-04**

13-0760-090  
 ESSEX  
 CEDAR GROVE TWP  
 116 HARPER TERR  
 CEDAR GROVE, NJ 07009

**Accountability Indicator Scores and Summative Rating**

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	82.3	17.5%
Mathematics Proficiency	91.2	17.5%
English Language Arts Growth	99.8	25.0%
Mathematics Growth	95.1	25.0%
Chronic Absenteeism	37.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		84.7
<b>Summative Rating:</b> Percentile rank of Summative Score		95.0
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**SOUTH END ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span KG-04**

13-0760-090  
 ESSEX  
 CEDAR GROVE TWP  
 116 HARPER TERR  
 CEDAR GROVE, NJ 07009

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	84.7	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	83.1	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target†	Not Met	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**SOUTH END ELEMENTARY SCHOOL**  
 2016-2017  
 Grade Span KG-04




13-0760-090  
 ESSEX  
 CEDAR GROVE TWP  
 116 HARPER TERR  
 CEDAR GROVE, NJ 07009

School General Info

<b>Principal:</b>	Mrs. DiMatteo	<b>Email Address:</b>	<a href="mailto:dimatteo.lynn@cgschools.org">dimatteo.lynn@cgschools.org</a>
<b>Address:</b>	116 HARPER TERR CEDAR GROVE, NJ 07009	<b>Website:</b>	<a href="http://www.cedargrove.k12.nj.us">www.cedargrove.k12.nj.us</a>
<b>Phone:</b>	(973)239-2116	<b>Twitter:</b>	<a href="https://twitter.com/southendprin">https://twitter.com/southendprin</a>

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 your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• South End is Future Ready certified. We are committed to digital learning and college and career readiness.</li> <li>• Technology is part of the school day. Students utilize Chromebooks; classrooms have a Smartboard and document camera.</li> <li>• Through the use of Teacher Academies, teachers are versed in best practices to implement in their classroom instruction.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>South End School is best described as a “child centered environment.” Our objective is to provide a multifaceted educational program to meet the needs of each student as an individual and as an integral member of society. We promote college and career readiness skills and empower our students to become critical thinkers and digital learners.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>South End is proud to be part of the inaugural cohort of schools certified as Future Ready. We embrace a more personalized learning approach with emphasis on digital learning and 21st century skills. Future Ready certification enables us to collaborate more between and within schools and districts throughout the State of New Jersey to enhance the learning and teaching process.</p>





**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>We accomplish the goal of educating the entire child through the Daily5/CAFÉ literacy structure that supports our literacy series, Good Habits, Great Readers. Leveled instructional materials and differentiated instruction provide the backdrop for activities that reinforce key skills and concepts related to NJSLs. During Math instruction, teachers encourage the use of manipulatives and students experiencing a lesson in all three developmental stages (manipulatives, drawings, computation).</p>
 <p><b>Before and After School Programs:</b></p>	<p>A morning care program is offered for our children (preschool through grade 4) prior to school opening at 8:10 am courtesy of our district. Aftercare is offered through the Montclair YMCA from dismissal to 6:30 pm.</p>







**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

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 <p><b>Staff and Professional Learning:</b></p>	<p>The South End staff has high expectations for their students and themselves. To meet these expectations, staff members actively participate in graduate classes, workshops in and out of district, and our Teacher Academy. Teachers have been using a professional learning community model to develop an understanding of collaborative learning. Additionally, our teachers have worked with a consulting firm, Conquer Math, to enhance their teaching skills in the area of mathematics instruction.</p>
 <p><b>Student Supports and Services:</b></p>	<p>South End fosters a collaborative, co-teaching model where a general education and special education teacher work together to teach students with and without disabilities in a shared classroom. Reading and Math Intervention is offered for K-2 students, grade 3 and 4 Basic Skills Program along with an after school Pathways program assists students in need of additional support in ELA and Math. Intervention and Referral Services addresses students who are experiencing learning difficulties.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>South End is committed to supporting a school environment that will ensure the health and well-being of all children. We follow the State of New Jersey Nutritional Guidelines adopted in NJ schools. Students partake in physical education classes designed to teach skills, strategies, cooperation, and team building. All students have ½ hour of recess each day. Our school nurse addresses a number of programs in classrooms to promote a healthy lifestyle and the wellness of students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Family School Association (FSA) is an integral part of the South End community. They provide materials, technology equipment, and cultural experiences to enhance instructional programs. Parents serve as key communicators, disseminating information through the FSA’s Facebook page. We are an active partner with local organizations in an effort to teach our children to give back to others. Students collect for charitable organizations, such as the local food bank and Table-to-Table initiative.</p>





**SOUTH END ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span KG-04**

13-0760-090  
 ESSEX  
 CEDAR GROVE TWP  
 116 HARPER TERR  
 CEDAR GROVE, NJ 07009

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Our Anti-Bullying Coordinator and Specialists designed school climate surveys for students, staff, and parents. Surveys are administered every two years. Results from the most recent survey are posted on a link on our school's webpage <a href="http://www.cedargrove.k12.nj.us/our-schools/south-end/">http://www.cedargrove.k12.nj.us/our-schools/south-end/</a>.</p>
 <p>Facilities:</p>	<p>The Cedar Grove School District prides itself in creating safe learning environments for our staff and students. In the past five years, new windows have been installed along with a new roof. Just last year, the heating system and all restrooms were updated using the latest technologies. A new safe and age appropriate playground for our preschool students was recently installed affording our youngest population their own space for outdoor play.</p>



**SOUTH END ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-04**

13-0760-090  
ESSEX  
CEDAR GROVE TWP  
116 HARPER TERR  
CEDAR GROVE, NJ 07009

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



**Other Information:**

South End is dedicated to providing children with an environment that promotes integrity and advances education. We use a variety of online assessments and district benchmark assessments to aid our teachers in differentiating instruction providing a more individualized learning. These include DRA (Developmental Reading Assessment), MAP (Measure of Academic Progress), STARS, Dibels, and Lexia. Students use Raz Kids Plus and Moby Max to hone their ELA and Math skills. We are proud of our integrated Preschool program based on The Creative Curriculum for 3-4 year olds. Our youngest students take part in music therapy, social skills, occupational therapy, and art each week. South End believes in the arts. We offer a string ensemble for students in grade four. Students at each grade level recognize music style in vocal music class. Art lessons grow out of the students' work in academic areas and incorporate different media while developing a sequential skills program. We highlight the students' musical and artistic talents each year with a winter and spring concert and a school-wide art show. We emphasize a leadership position and our oldest students becoming active members of our school community. Our fourth graders have the opportunity to become Safety Patrol members. Their role is to assist our Preschool, Kindergarteners, and grade 1 students at lunch and recess. South End is a true learning community that believes in developing the whole child.