NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-2410-070)
Grades Offered: PK-06
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Hudson
District	Kearny
Principal Name	Mrs. Yvonne Cali
Address	100 DAVIS AVE KEARNY, NJ 07032-3328
Phone Number	201-955-5020
Email Address	ycali@kearnyschools.com
Website	http://www.kearnyschools.com
Facebook	https://www.facebook.com/Kearny-School-District
Twitter	https://twitter.com/KearnySupt

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	119	124	102
KG	113	131	116
1	116	106	98
2	106	120	108
3	129	106	120
4	125	126	90
5	124	129	127
6	168	124	124
Total	1,000	966	885

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.6%	49.2%	49.7%
Male	51.4%	50.8%	50.3%
Economically Disadvantaged Students	57.0%	58.2%	60.2%
Students with Disabilities	18.0%	19.8%	20.9%
English Learners	10.1%	10.7%	13.2%
Homeless Students	0.3%	1.1%	0.2%
Students in Foster Care	0.1%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	27.3%	23.0%	23.8%
Hispanic	67.9%	71.5%	70.4%
Black or African American	1.2%	1.7%	1.7%
Asian	2.7%	2.9%	3.3%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.6%	0.6%	0.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	119	124	102
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	113	131	116

Enrollment by Home Language

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

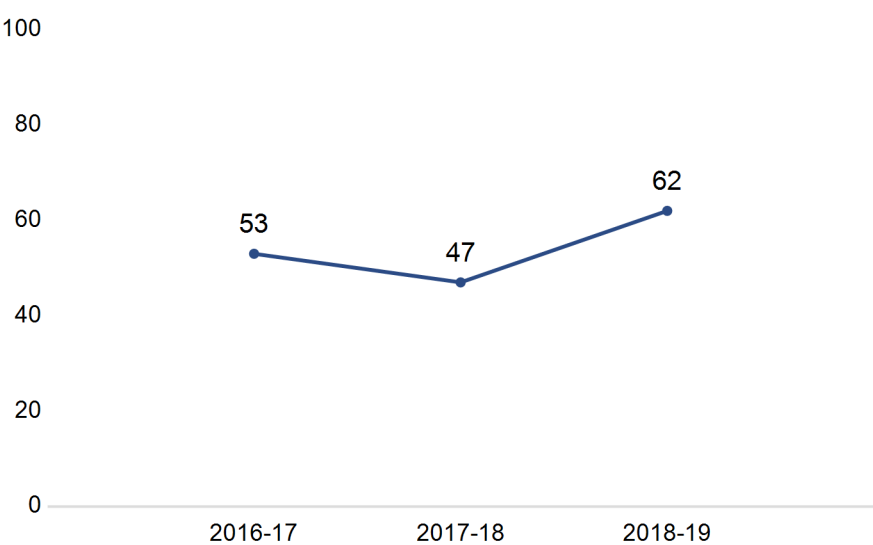| Home Language	% of Students
Spanish	44.3%
English	40.5%
Portuguese	10.5%
Chinese	1.1%
Arabic	1.0%
Other Languages	2.6%

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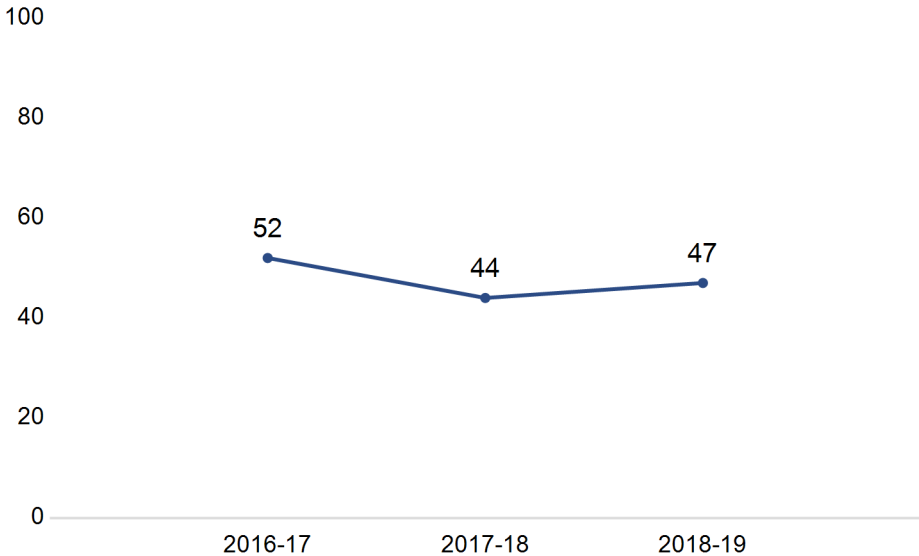
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	47	62	52	44	47
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	62	45	50	Exceeds Standard	47	46	50	Met Standard
White	54	44	50	Met Standard	41	47	52	Met Standard
Hispanic	68	46	49	Exceeds Standard	50.5	45	47	Met Standard
Black or African American	*	51	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	52	54	59	**	39	66	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	65.5	48	53	N	45	47	50	N
Male	57	44	47	N	49.5	46	51	N
Economically Disadvantaged Students	65	45	48	Exceeds Standard	46	45	46	Met Standard
Students with Disabilities	71.5	43.5	43	Exceeds Standard	53	42	45	Met Standard
English Learners	79	60	52	Exceeds Standard	62.5	55	50	Exceeds Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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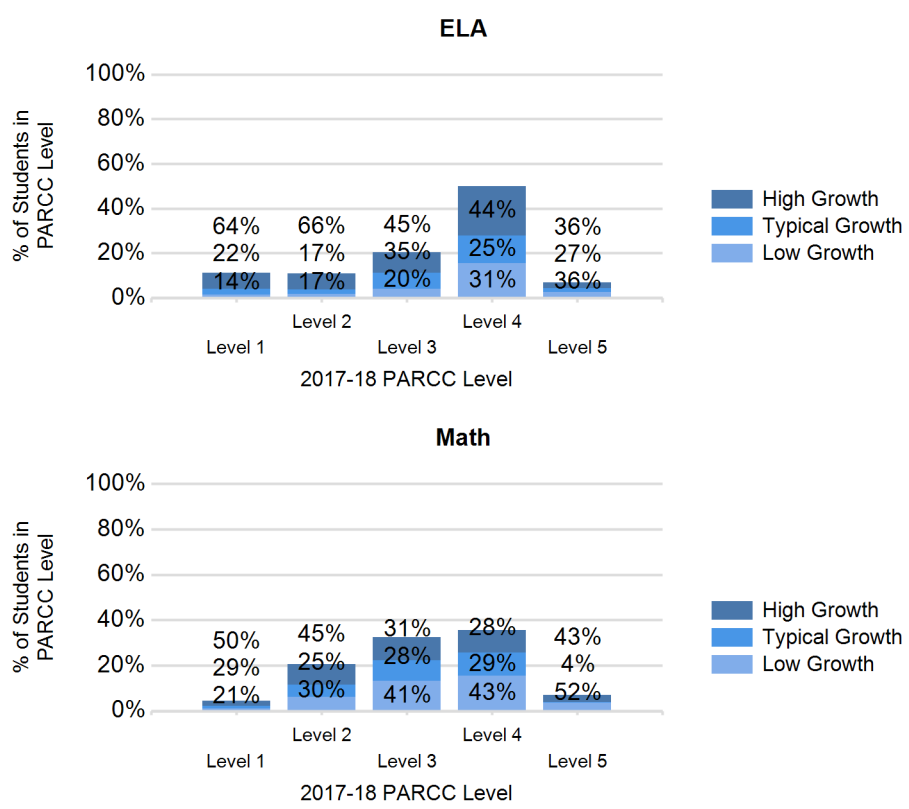† This indicates a table specific note, see note below table

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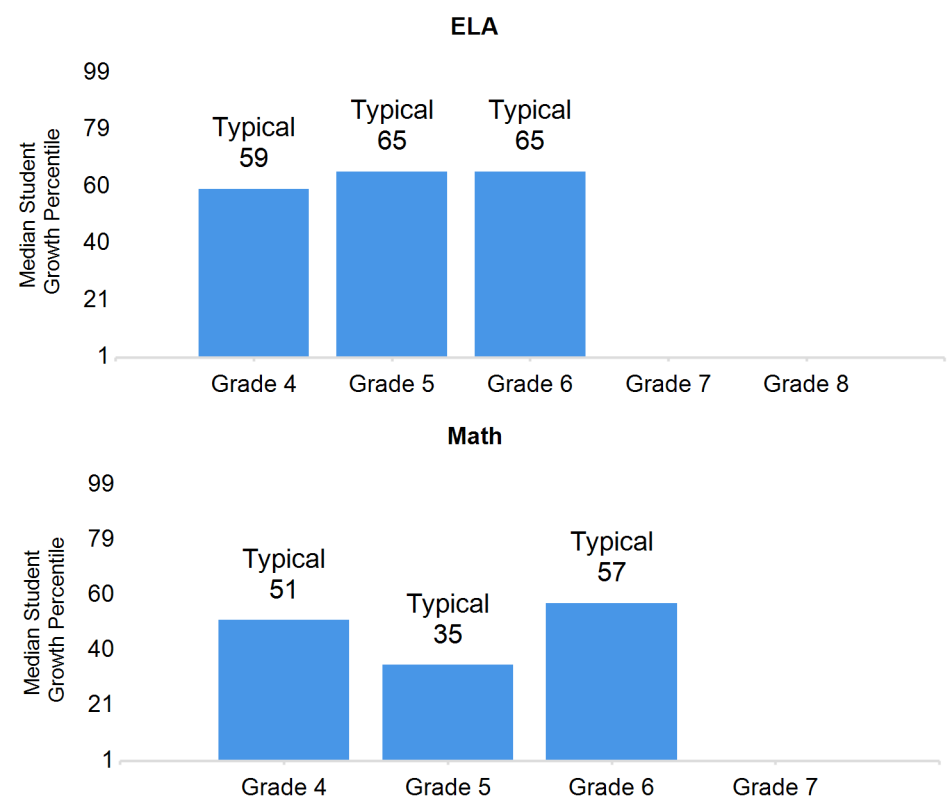
Student Growth by Performance Level

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

ELA

ELA — % of Students in PARCC Level by 2017-18 PARCC Level (High Growth / Typical Growth / Low Growth):
- Level 1: 64% / 22% / 14%
- Level 2: 66% / 17% / 17%
- Level 3: 45% / 35% / 20%
- Level 4: 44% / 25% / 31%
- Level 5: 36% / 27% / 36%

Math

Math — % of Students in PARCC Level by 2017-18 PARCC Level (High Growth / Typical Growth / Low Growth):
- Level 1: 50% / 29% / 21%
- Level 2: 45% / 25% / 30%
- Level 3: 31% / 28% / 41%
- Level 4: 28% / 29% / 43%
- Level 5: 43% / 4% / 52%

Student Growth by Grade

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

ELA

ELA Median Student Growth Percentile:
- Grade 4: Typical 59
- Grade 5: Typical 65
- Grade 6: Typical 65
- Grade 7: —
- Grade 8: —

Math

Math Median Student Growth Percentile:
- Grade 4: Typical 51
- Grade 5: Typical 35
- Grade 6: Typical 57
- Grade 7: —
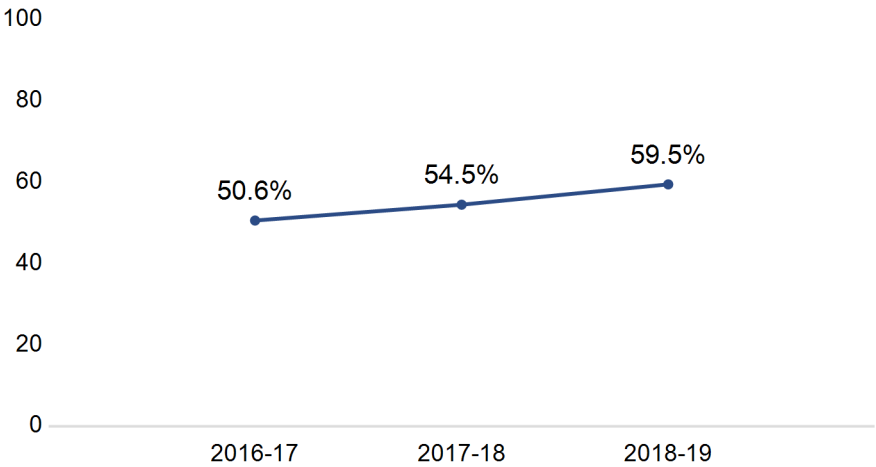
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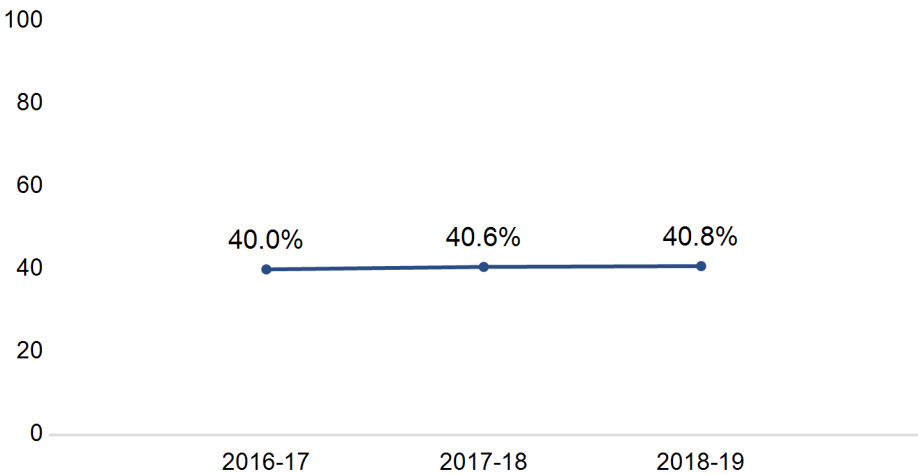† This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 50.6%
- 2017-18: 54.5%
- 2018-19: 59.5%

Math Proficiency Rate for Federal Accountability

- 2016-17: 40.0%
- 2017-18: 40.6%
- 2018-19: 40.8%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	99.4%	99.8%	96.7%	99.2%	99.6%
Proficiency Rate for Federal Accountability	50.6%	54.5%	59.5%	40.0%	40.6%	40.8%
Annual Target	39.4%	41.6%	43.7%	33.9%	36.3%	38.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	439	99.8	59.5	45.8	57.9	59.5	43.7	Met Target
White	102	100.0	69.6	52.0	66.9	69.6	48.6	Met Target
Hispanic	314	99.7	54.1	41.7	43.9	54.1	39.9	Met Target
Black or African American	*	*	*	41.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	82.4	63.7	82.9	82.4	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	232	100.0	64.7	53.3	64.8	64.7		
Male	207	99.5	53.6	38.9	51.3	53.6		
Economically Disadvantaged Students	279	99.6	55.6	41.9	40.0	55.6	40.7	Met Target
Non-Economically Disadvantaged Students	160	100.0	66.3	50.6	67.9	66.3		
Students with Disabilities	84	98.8	19.0	10.1	22.7	19.0	20.7	Met Target†
Students without Disabilities	355	100.0	69.0	54.1	65.1	69.0		
English Learners	76	100.0	31.6	*	29.3	31.6	23.1	Met Target
Non-English Learners	363	99.7	65.3	*	60.6	65.3		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
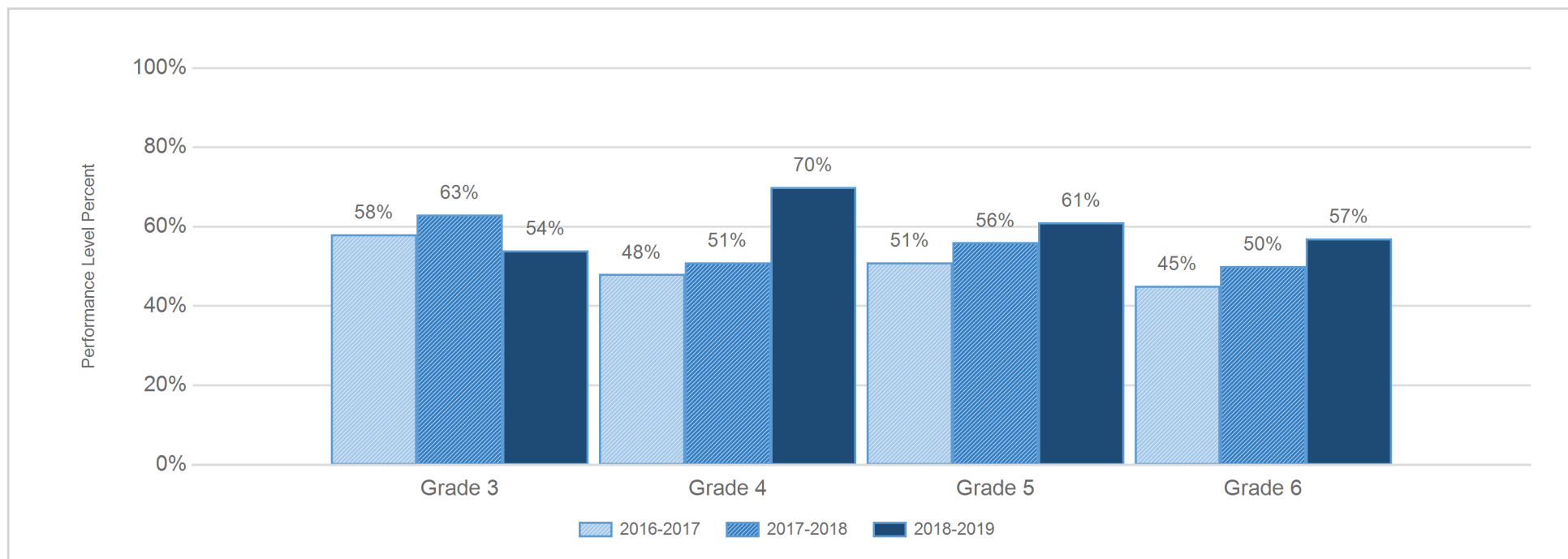
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English Language Arts Assessment - Performance Trends

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

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	747	744	748	14%	15%	17%	*	*	54%	50%
White	27	756	*	757	*	*	*	*	*	67%	60%
Hispanic	75	741	741	734	16%	16%	20%	*	*	48%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	62	748	748	753	*	*	*	*	*	55%	55%
Male	47	745	741	743	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	71	742	740	731	*	*	*	*	*	46%	33%
Non-Economically Disadvantaged Students	38	756	752	759	*	*	*	*	*	68%	61%
Students with Disabilities	20	728	712	719	*	*	*	*	*	25%	24%
Students without Disabilities	89	751	752	754	*	*	*	*	*	61%	56%
English Learners	15	703	703	713	*	*	*	*	*	*	17%
Non-English Learners	94	754	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	763	753	755	*	*	16%	42%	28%	70%	57%
White	25	772	*	763	*	*	*	*	*	76%	67%
Hispanic	59	758	*	743	*	*	17%	44%	22%	66%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	41	766	756	760	*	*	*	*	*	76%	62%
Male	48	761	751	750	*	*	*	*	*	65%	53%
Economically Disadvantaged Students	54	755	748	740	*	*	*	44%	20%	65%	40%
Non-Economically Disadvantaged Students	35	776	760	765	*	*	*	37%	40%	77%	69%
Students with Disabilities	17	731	*	725	*	*	*	*	*	35%	25%
Students without Disabilities	72	771	*	761	*	*	*	*	*	78%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	757	755	756	*	*	23%	48%	13%	61%	58%
White	26	768	762	764	*	*	*	*	*	73%	68%
Hispanic	90	753	751	743	*	14%	26%	*	*	56%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	61	760	760	761	*	*	21%	*	*	64%	64%
Male	59	753	750	750	*	*	25%	*	*	58%	52%
Economically Disadvantaged Students	82	751	749	740	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	38	770	764	766	*	*	*	*	*	76%	69%
Students with Disabilities	19	724	722	724	*	*	*	*	*	11%	23%
Students without Disabilities	101	763	762	762	*	*	*	*	*	70%	65%
English Learners	13	714	723	713	*	*	*	*	*	*	11%
Non-English Learners	107	762	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

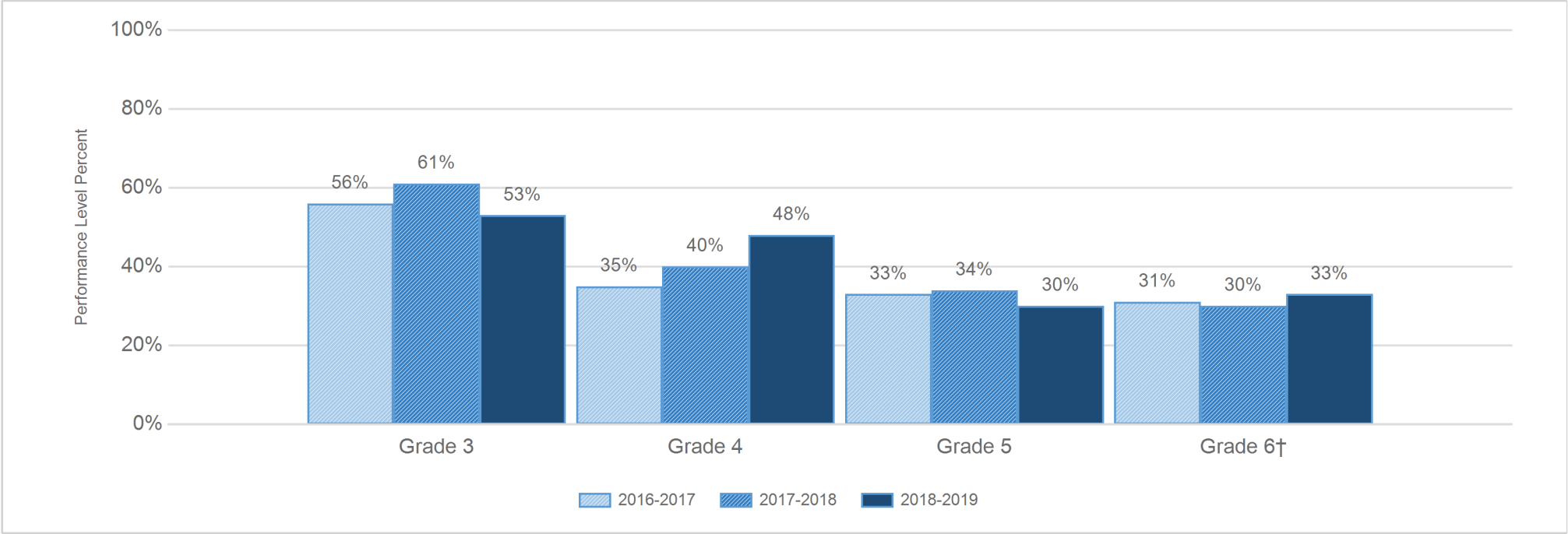| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	753	749	754	*	8%	31%	*	*	57%	56%
White	26	754	*	762	0%	*	*	*	*	65%	65%
Hispanic	89	751	746	743	*	*	35%	*	*	51%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	71	762	756	762	*	*	30%	*	*	66%	64%
Male	51	741	741	748	*	*	33%	*	*	43%	48%
Economically Disadvantaged Students	73	756	748	740	*	*	32%	*	*	58%	39%
Non-Economically Disadvantaged Students	49	750	750	763	*	*	31%	*	*	55%	67%
Students with Disabilities	24	732	721	722	*	*	67%	*	*	13%	19%
Students without Disabilities	98	759	755	761	*	*	22%	*	*	67%	64%
English Learners	12	720	724	710	*	*	*	*	*	*	*
Non-English Learners	110	757	750	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-2410-070)
Grades Offered: PK-06
2018-2019

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

Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	449	99.6	40.8	29.3	44.5	40.8	38.8	Met Target
White	106	99.1	50.0	32.9	54.1	50.0	40.4	Met Target
Hispanic	320	99.7	35.6	26.2	28.8	35.6	36.3	Met Target†
Black or African American	*	*	*	29.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.6	52.5	76.5	70.6	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	238	100.0	38.7	28.8	44.9	38.7		
Male	211	99.1	43.1	29.7	44.2	43.1		
Economically Disadvantaged Students	288	99.3	37.2	26.1	26.3	37.2	36.9	Met Target
Non-Economically Disadvantaged Students	161	100.0	47.2	33.3	54.9	47.2		
Students with Disabilities	84	98.8	17.9	*	17.4	17.9	23.4	Met Target†
Students without Disabilities	365	99.7	46.0	*	50.0	46.0		
English Learners	86	99.0	20.9	20.1	25.0	20.9	24.8	Met Target†
Non-English Learners	363	99.7	45.5	30.6	46.5	45.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

Mathematics Assessment – Performance Trends

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

Grade	2016-2017	2017-2018	2018-2019
Grade 3	56%	61%	53%
Grade 4	35%	40%	48%
Grade 5	33%	34%	30%
Grade 6†	31%	30%	33%

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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	750	750	752	*	14%	28%	*	*	53%	55%
White	28	751	752	760	*	*	*	*	*	64%	66%
Hispanic	81	749	747	739	*	15%	32%	*	*	47%	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	66	752	749	751	*	*	32%	*	*	50%	54%
Male	50	748	750	752	*	*	22%	*	*	56%	56%
Economically Disadvantaged Students	75	748	747	737	*	*	28%	*	*	51%	37%
Non-Economically Disadvantaged Students	41	755	754	761	*	*	27%	*	*	56%	67%
Students with Disabilities	20	746	733	731	*	*	*	*	*	40%	31%
Students without Disabilities	96	751	753	756	*	*	*	*	*	55%	60%
English Learners	21	728	725	728	*	*	*	*	*	14%	26%
Non-English Learners	95	755	753	754	*	*	*	*	*	61%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	748	746	749	*	12%	31%	*	*	48%	51%
White	27	755	*	757	*	*	*	*	*	59%	62%
Hispanic	61	744	*	737	*	*	33%	*	*	43%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	44	744	746	749	*	*	32%	*	*	43%	50%
Male	49	751	747	749	*	*	31%	*	*	53%	52%
Economically Disadvantaged Students	57	740	740	734	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	36	761	754	759	*	*	*	*	*	64%	63%
Students with Disabilities	17	729	*	726	*	*	*	*	*	18%	25%
Students without Disabilities	76	752	*	754	*	*	*	*	*	55%	56%
English Learners	12	724	727	722	*	*	*	*	*	25%	18%
Non-English Learners	81	751	748	751	*	*	*	*	*	52%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	737	741	747	8%	27%	35%	*	*	30%	47%
White	27	747	746	755	*	*	*	*	*	44%	58%
Hispanic	94	733	738	735	*	29%	37%	*	*	24%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	62	733	740	747	*	34%	34%	*	*	23%	47%
Male	63	741	742	747	*	21%	37%	*	*	37%	47%
Economically Disadvantaged Students	86	733	738	732	*	*	35%	*	*	24%	27%
Non-Economically Disadvantaged Students	39	746	746	757	*	*	36%	*	*	41%	59%
Students with Disabilities	19	723	722	725	*	58%	*	*	*	11%	19%
Students without Disabilities	106	739	745	752	*	22%	*	*	*	33%	52%
English Learners	18	719	728	718	*	*	*	*	*	17%	12%
Non-English Learners	107	740	742	749	*	*	*	*	*	32%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Franklin Elementary School

(17-2410-070)

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

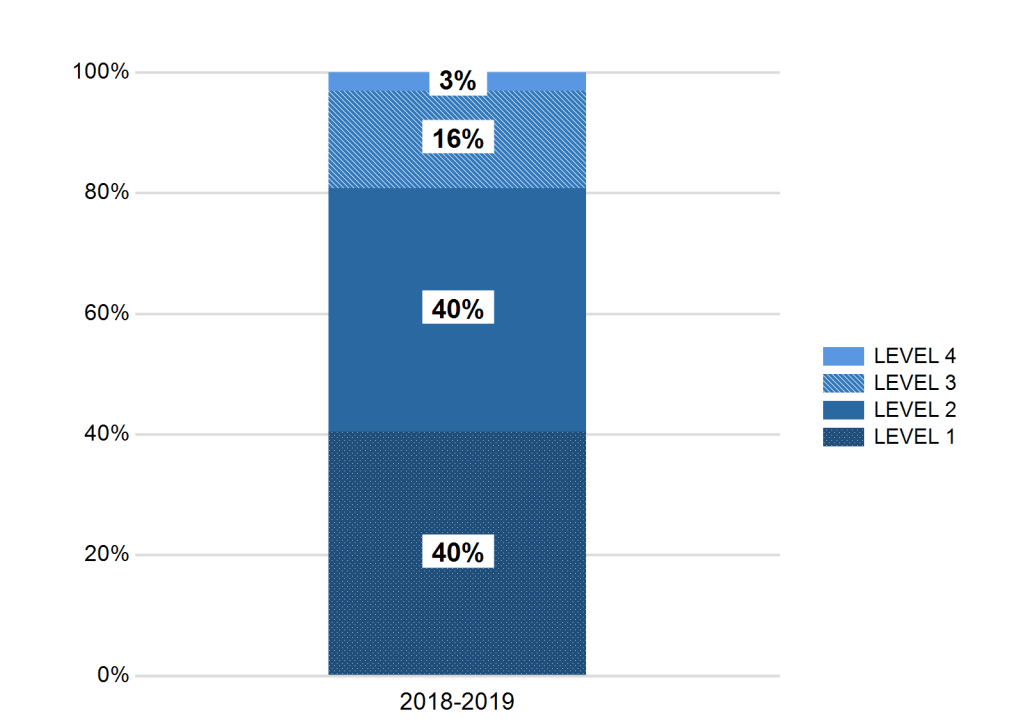| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	735	735	741	8%	27%	31%	*	*	33%	41%
White	28	737	*	749	*	*	39%	*	*	29%	51%
Hispanic	89	733	732	729	*	*	31%	30%	0%	30%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	71	740	738	742	*	23%	*	*	*	37%	42%
Male	53	729	732	740	*	34%	*	*	*	28%	40%
Economically Disadvantaged Students	75	735	733	726	*	27%	31%	*	*	35%	21%
Non-Economically Disadvantaged Students	49	736	737	750	*	29%	33%	*	*	31%	53%
Students with Disabilities	24	719	714	716	*	*	*	*	*	*	12%
Students without Disabilities	100	739	740	746	*	*	*	*	*	*	46%
English Learners	14	711	723	709	*	*	*	*	*	*	*
Non-English Learners	110	738	736	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	64.8%	40.9%	Exceeds

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

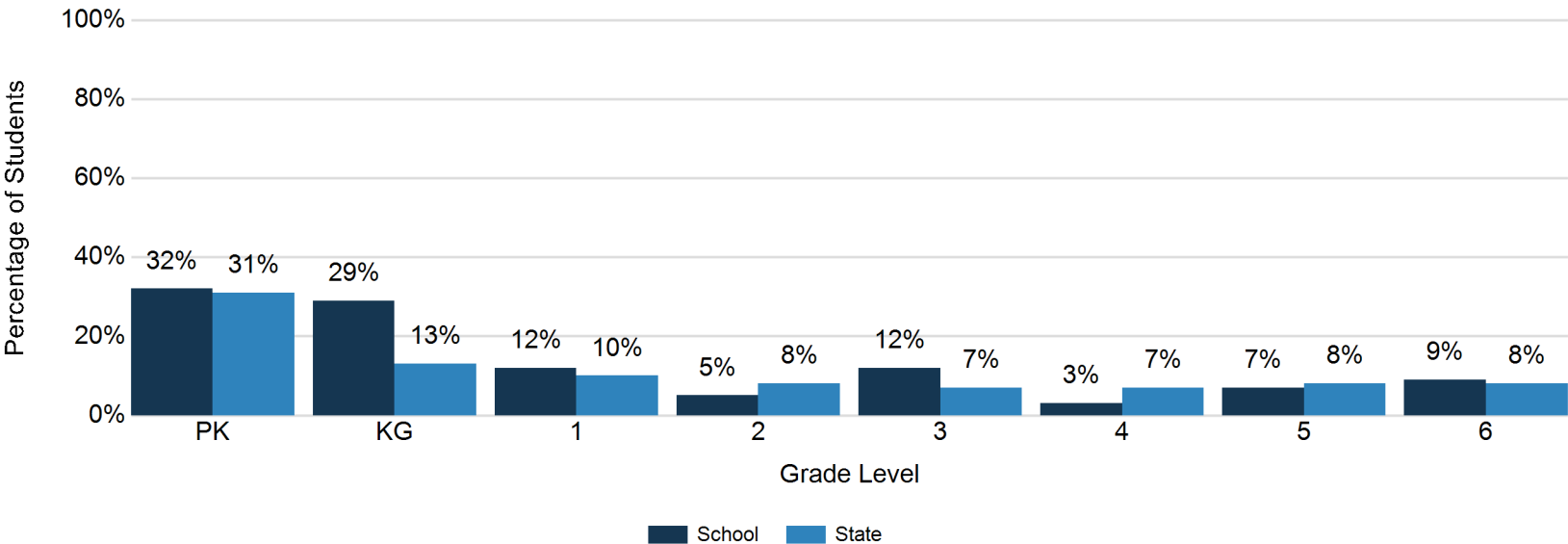| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	66	86.4%	13.6%
3-4	37	89.2%	10.8%
5 or more	*	*	*

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	40	40	16	3
White	29	46	18	7
Hispanic	46	36	16	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	48	35	15	2
Male	33	45	17	5
Economically Disadvantaged Students	45	40	13	2
Non-Economically Disadvantaged Students	30	43	23	5
Students with Disabilities	75	15	5	5
Students without Disabilities	34	45	18	3
English Learners	74	26	0	0
Non-English Learners	35	43	19	4
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	84	11.1	8.8	Not Met
White	20	10.9	8.8	Not Met
Hispanic	61	11.4	8.8	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	37	9.6		
Male	47	12.7		
Economically Disadvantaged Students	62	12.7	8.8	Not Met
Students with Disabilities	22	16.2	8.8	Not Met
English Learners	16	17.0	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	PK	KG	1	2	3	4	5	6
School	32%	29%	12%	5%	12%	3%	7%	9%
State	31%	13%	10%	8%	7%	7%	8%	8%

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.90

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	3	4
Disability	0	2	2
Other	4	3	7
No Identified Nature	1		1

Student Disciplinary Removals

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

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

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

Franklin Elementary School
(17-2410-070)
Grades Offered: PK-06
2018-2019

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

School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	1:05 PM
Length of School Day	4 Hrs 20 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.6:1

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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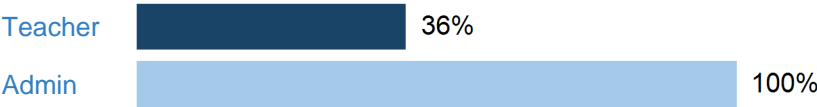
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	78	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	82.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	18.5	12.0
Percentage of Administrators with 4 or more years experience in the district	89.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	443:1	184:1
Teachers to Administrators	39:1	15:1
Students to Librarians/Media Specialists		1067:1
Students to Nurses		762:1
Students to Counselors		356:1
Students to Child Study Team Members		254:1

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.7%	89.7%	100.0%	48.4%	77.1%	54.9%
Male	50.3%	10.3%	0.0%	51.6%	22.9%	45.1%
White	23.8%	88.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	70.4%	7.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.7%	1.3%	0.0%	15.0%	6.6%	13.9%
Asian	3.3%	2.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher: 63%

Admin: N/A

Master's Degree

Teacher: 36%

Admin: 100%

Doctoral Degree

Teacher: 1%

Admin: 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	96.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.7%

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.6%	54.5%	59.5%
Math Proficiency	40.0%	40.6%	40.8%
ELA Growth	53	47	62
Math Growth	52	44	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.2%	64.8%
Chronic Absenteeism	5.8%	9.3%	11.1%

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

Franklin Elementary School

(17-2410-070)

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2018-2019

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Franklin Elementary School
(17-2410-070)
Grades Offered: PK-06
2018-2019

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School Narrative

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

Highlights:	• Franklin school holds a fundraiser for Lupus Awareness Month each year. This year was special for one of our fourth grade classes. Brenda Blackmon, a well-known newscaster and advocate for lupus aware • Positive Behavior Support in School (PBSIS). Prizes awarded for students displaying positive behavior. • School fundraising and collections for needy families and health charities.
Mission, Vision, Theme:	The mission of the Kearny School District, a diverse metropolitan "hometown", working together as a unified community, is to provide unlimited opportunities that maximize everyone''s potential to be a life long learner and contributing member of society.
Awards, Recognition, Accomplishments:	Positive Behavior Supports in Schools (PBSIS). Research suggests that schools with a positive climate are associated with fewer occurrences of conduct problems and better student performance in categories such as achievement and attendance. Students receive talon reward cards for positive behavior throughout the day, not only in the classroom but also in the hallways, cafeteria, lavatories, etc. Prizes are awarded through random drawings weekly, monthly, and yearly. Office referrals have been reduced by 80% since implementing this program. It has contributed to the very positive climate at Franklin School. This year we began a principal's honors breakfast for 4th, 5th, and 6th graders. We started with thirty-nine students the first marking period. By the last marking period, there were eighty-six students receiving principal's honors. Meanwhile, one 5th grade class won a Read to Succeed contest sponsored by Achieve3000.

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

School Narrative

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

Courses, Curriculum, Instruction:	K-5 Being a Writer, K-@ Orton Gillingham, 1-2 Making Meaning, K-5 Learning A-Z, 3-6 Achieve 3000, K-5 Go Math, 1-2 Scholastic News,3-5 Storyworks, 3-5 Harcourt Trophies. 6 ST Math, 2-5 Science Fusion, 6 Interactive4 Science, 3-5 United States Communities & Neighbors, Grade 6 Collections, Big Ideas Math, World History. Homework Policy #3220/Help Period.
Clubs and Activities:	Safety Patrols, Junior Peers and Chorus.

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School

(17-2410-070)

Grades Offered: PK-06

2018-2019

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Before and After School Programs:	Grades 3-6 STAR Program, ESL Tutoring , Grades 1-5 SMART Summer Program, Grades 1-6 ESL Summer Program. Before and after school help period for all grades run by staff members.
Staff and Professional Learning:	Two full days and five half days dedicated to professional development based on school or district needs. Staff is also sent to various trainings throughout the year for current programs or can request professional development days as needed. We provide New Teacher Collaborative staff trainings throughout the year. Franklin School Piloted BOLM /CAR Action Roadmap with leadership team. Several workshops were turn keyed to staff in regards to establishing PLC"s.

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-2410-070)
Grades Offered: PK-06
2018-2019

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School Narrative

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

Student Supports and Services:	Special Education: Pull Out Resource, Inclusion classes, and LLD and PSD . I&RS, ASI, ASI-LLI, Before and After school help period, ESL Tutoring, STAR Program, SMART Program,, Extended Year Summer Program ELL: Bilingual Part time Spanish Hi-Intensity ESL.
Student Health and Wellness:	Breakfast program, Screenings: Dental, Hearing, Vision, Height and Weight, Scoliosis, Recess, Physical Education Classes, Health class The Great Body Shop program, AED/CPR staff trainings, MERT team in place.
Parent and Community Involvement:	Communication with parents and community was fostered this year. We used Blackboard Connect to send messages home to parents in both English and Spanish. PTA functions, school-wide presentations, and parent involvement nights were all well-attended. We also placed an emphasis on fortifying PLCs. Administration and leadership team participation in NJPSA Connection Action Roadmap (CAR) assisted in this process. Team meeting records and agendas helped support grade level conversations regarding standards and assessments. Our staff's professional growth was greatly enhanced during this process. Meanwhile, we introduced a platform for the growth mindset.

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School
(17-2410-080)
Grades Offered: PK-06
2018-2019

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School Contact Information

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

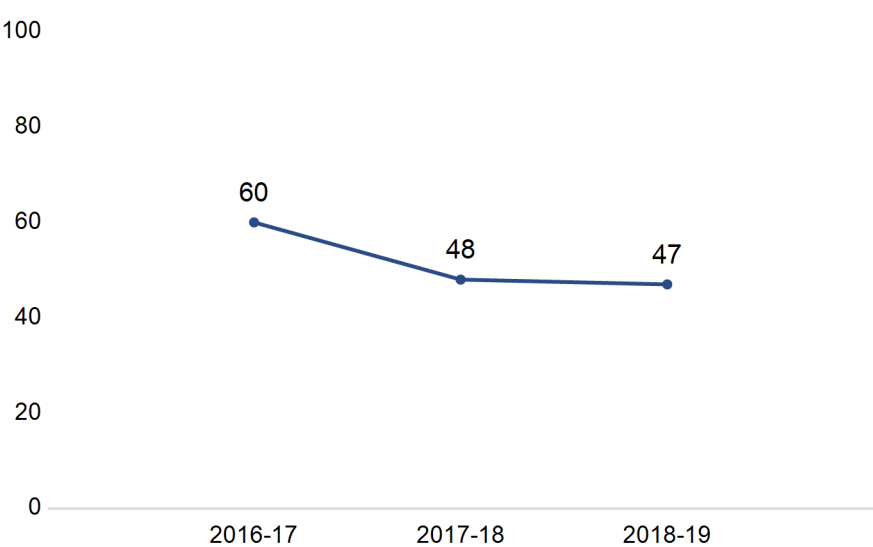| Type	Contact Information
County	Hudson
District	Kearny
Principal Name	Ms. Donna Masters
Address	360 BELGROVE DR KEARNY, NJ 07032-1628
Phone Number	201-955-5090
Email Address	dmasters@kearnyschools.com
Website	http://www.kearnyschools.com
Facebook	https://www.facebook.com/Kearny-School-District
Twitter	https://twitter.com/KearnySupt

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	30	64	66
KG	72	67	44
1	59	64	68
2	54	64	64
3	58	53	64
4	73	55	53
5	83	75	61
6	70	84	78
Total	499	526	498

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	43.1%	41.3%	44.2%
Male	56.9%	58.7%	55.8%
Economically Disadvantaged Students	60.1%	54.6%	57.4%
Students with Disabilities	14.8%	16.9%	15.7%
English Learners	5.2%	5.3%	6.6%
Homeless Students	0.2%	0.6%	0.4%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	38.7%	38.2%	35.3%
Hispanic	54.3%	54.9%	57.2%
Black or African American	3.0%	2.3%	2.0%
Asian	3.2%	3.2%	3.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	0.6%	1.1%	1.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	30	64	66
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	72	67	44

Enrollment by Home Language

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

Home Language	% of Students
English	49.8%
Spanish	33.5%
Portuguese	10.2%
Arabic	3.6%
Chinese	1.4%
Other Languages	1.4%

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School
(17-2410-080)
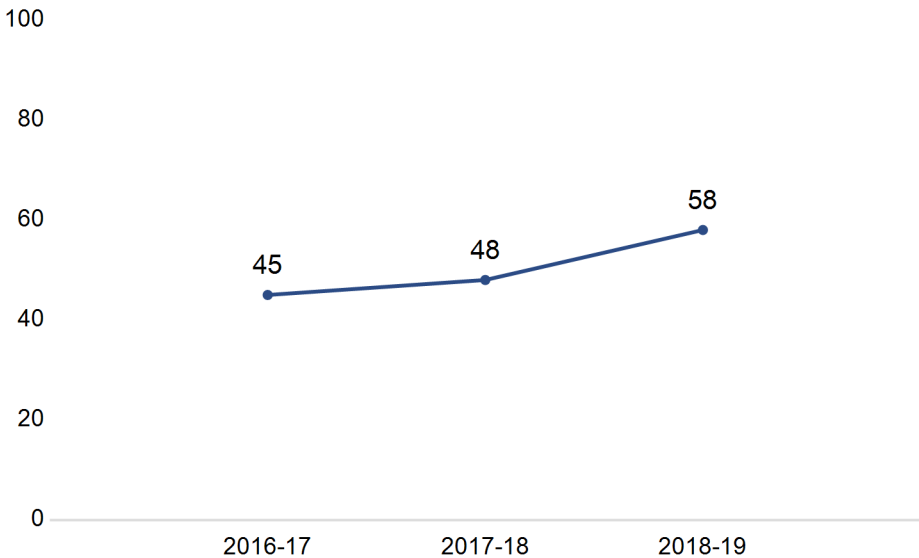Grades Offered: PK-06
2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	48	47	45	48	58
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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(17-2410-080)

Grades Offered: PK-06

2018-2019

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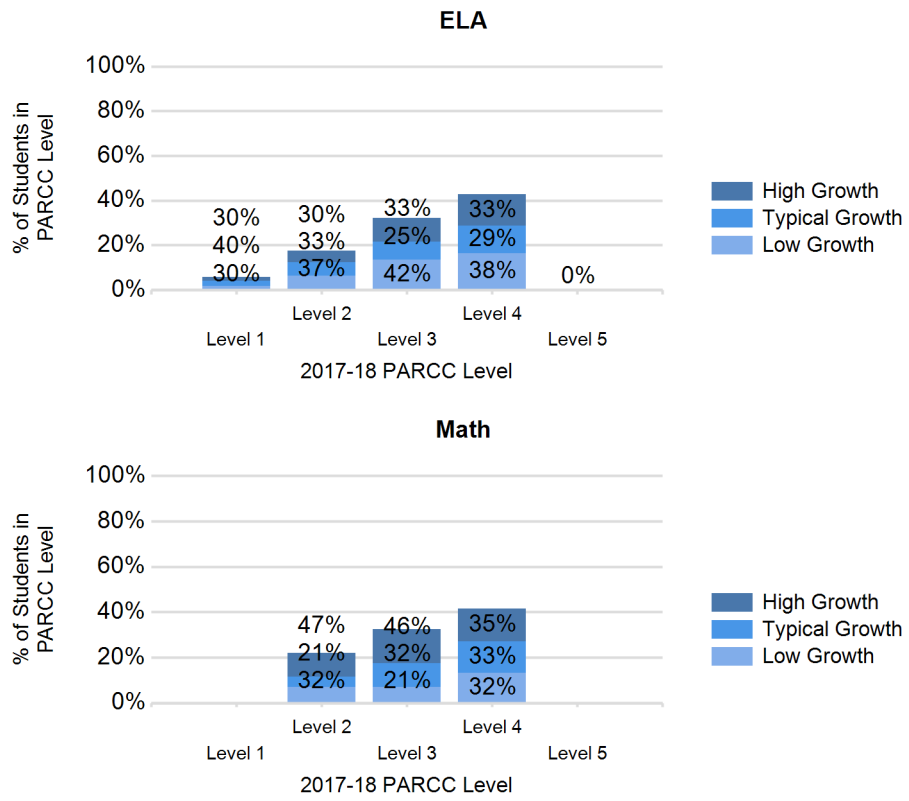- **†** This indicates a table specific note, see note below table

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

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

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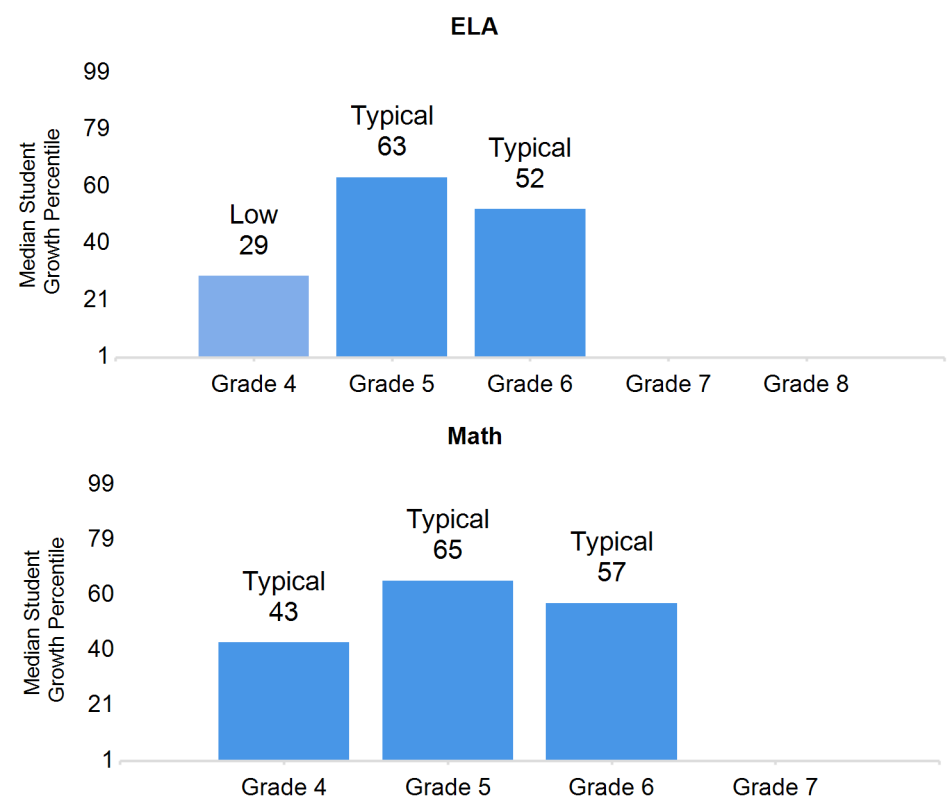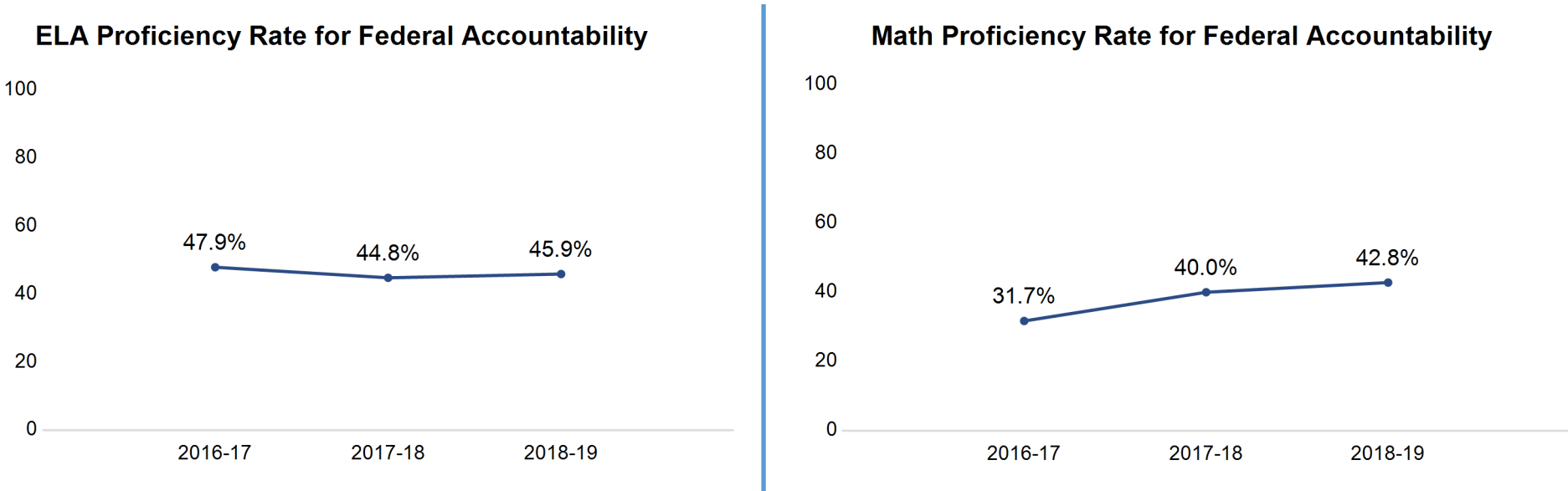
Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	45	50	Met Standard	58	46	50	Met Standard
White	45	44	50	Met Standard	60	47	52	Exceeds Standard
Hispanic	51	46	49	Met Standard	55	45	47	Met Standard
Black or African American	*	51	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54	59	**	*	66	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	53	48	53	N	63.5	47	50	N
Male	44	44	47	N	51.5	46	51	N
Economically Disadvantaged Students	44	45	48	Met Standard	55	45	46	Met Standard
Students with Disabilities	30	43.5	43	Not Met	62	42	45	Exceeds Standard
English Learners	*	60	52	**	60.5	55	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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

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

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

Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math

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NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	47.9%	44.8%	45.9%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	31.7%	40.0%	42.8%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	98.2%	98.0%	97.9%	98.2%	98.1%
Proficiency Rate for Federal Accountability	47.9%	44.8%	45.9%	31.7%	40.0%	42.8%
Annual Target	40.6%	42.6%	44.7%	34.6%	37.0%	39.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

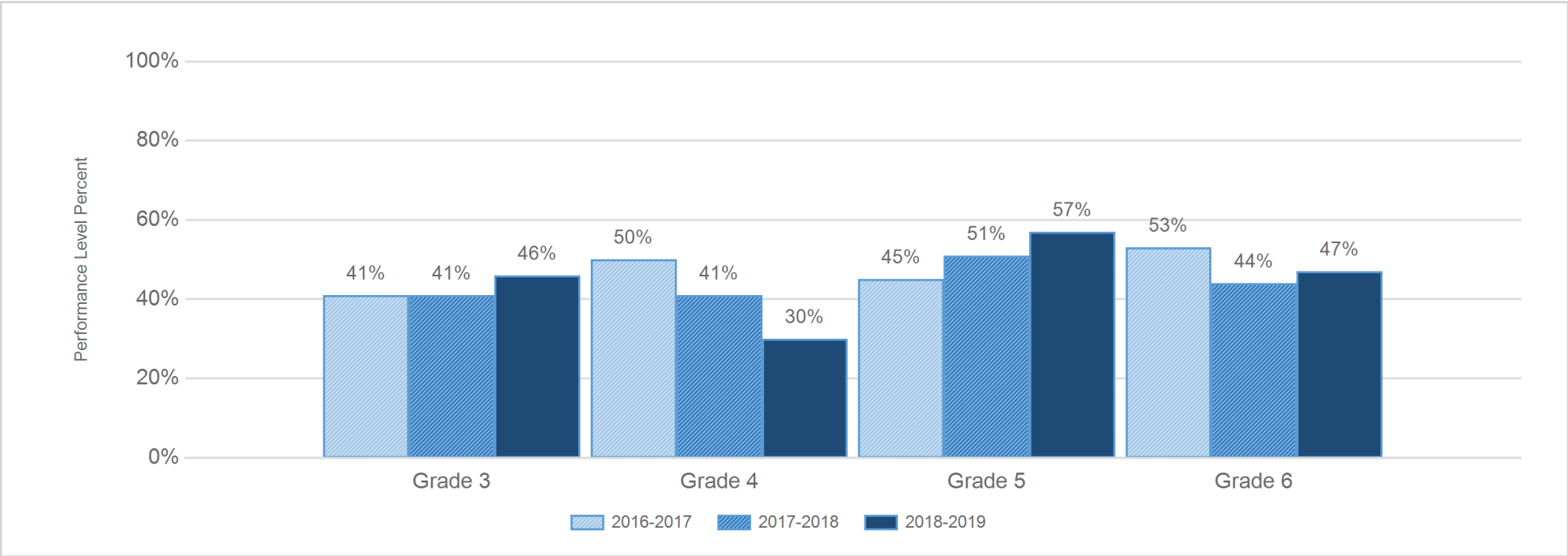† Target was met within a confidence interval.

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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 * Data is not displayed in order to protect student privacy
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 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	242	98.0	45.9	45.8	57.9	45.9	44.7	Met Target
White	86	97.8	50.0	52.0	66.9	50.0	49.1	Met Target
Hispanic	139	98.0	43.2	41.7	43.9	43.2	40.1	Met Target
Black or African American	*	*	*	41.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	103	97.3	54.4	53.3	64.8	54.4		
Male	139	98.6	39.6	38.9	51.3	39.6		
Economically Disadvantaged Students	145	98.7	42.1	41.9	40.0	42.1	40.8	Met Target
Non-Economically Disadvantaged Students	97	97.0	51.5	50.6	67.9	51.5		
Students with Disabilities	39	97.6	*	10.1	22.7	*	16.6	Not Met
Students without Disabilities	203	98.1	*	54.1	65.1	*		
English Learners	16	100.0	43.8	*	29.3	43.8	**	**
Non-English Learners	226	97.9	46.0	*	60.6	46.0		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(17-2410-080)
Grades Offered: PK-06
2018-2019

English Language Arts Assessment - Performance Trends

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

Grade	2016-2017	2017-2018	2018-2019
Grade 3	41%	41%	46%
Grade 4	50%	41%	30%
Grade 5	45%	51%	57%
Grade 6	53%	44%	47%

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Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	742	744	748	*	*	23%	46%	0%	46%	50%
White	18	749	*	757	*	*	*	56%	0%	56%	60%
Hispanic	40	737	741	734	*	*	25%	40%	0%	40%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	22	745	748	753	*	*	*	55%	0%	55%	55%
Male	39	740	741	743	*	*	*	41%	0%	41%	46%
Economically Disadvantaged Students	39	739	740	731	*	*	*	44%	0%	44%	33%
Non-Economically Disadvantaged Students	22	745	752	759	*	*	*	50%	0%	50%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	752	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School
(17-2410-080)
Grades Offered: PK-06
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	740	753	755	0%	24%	46%	30%	0%	30%	57%
White	17	741	*	763	0%	*	*	*	*	35%	67%
Hispanic	29	739	*	743	0%	*	45%	*	*	31%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	22	743	756	760	0%	*	*	*	*	41%	62%
Male	28	737	751	750	0%	*	*	*	*	21%	53%
Economically Disadvantaged Students	32	738	748	740	0%	*	*	*	*	25%	40%
Non-Economically Disadvantaged Students	18	743	760	765	0%	*	*	*	*	39%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	751	755	756	*	*	26%	*	*	57%	58%
White	20	760	762	764	0%	*	*	65%	0%	65%	68%
Hispanic	33	745	751	743	*	*	*	*	*	52%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	28	758	760	761	*	*	*	*	*	64%	64%
Male	30	744	750	750	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	39	744	749	740	*	*	*	*	*	49%	39%
Non-Economically Disadvantaged Students	19	767	764	766	*	*	*	*	*	74%	69%
Students with Disabilities	14	714	722	724	*	*	*	*	*	*	23%
Students without Disabilities	44	763	762	762	*	*	*	*	*	*	65%
English Learners	*	*	723	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School
(17-2410-080)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

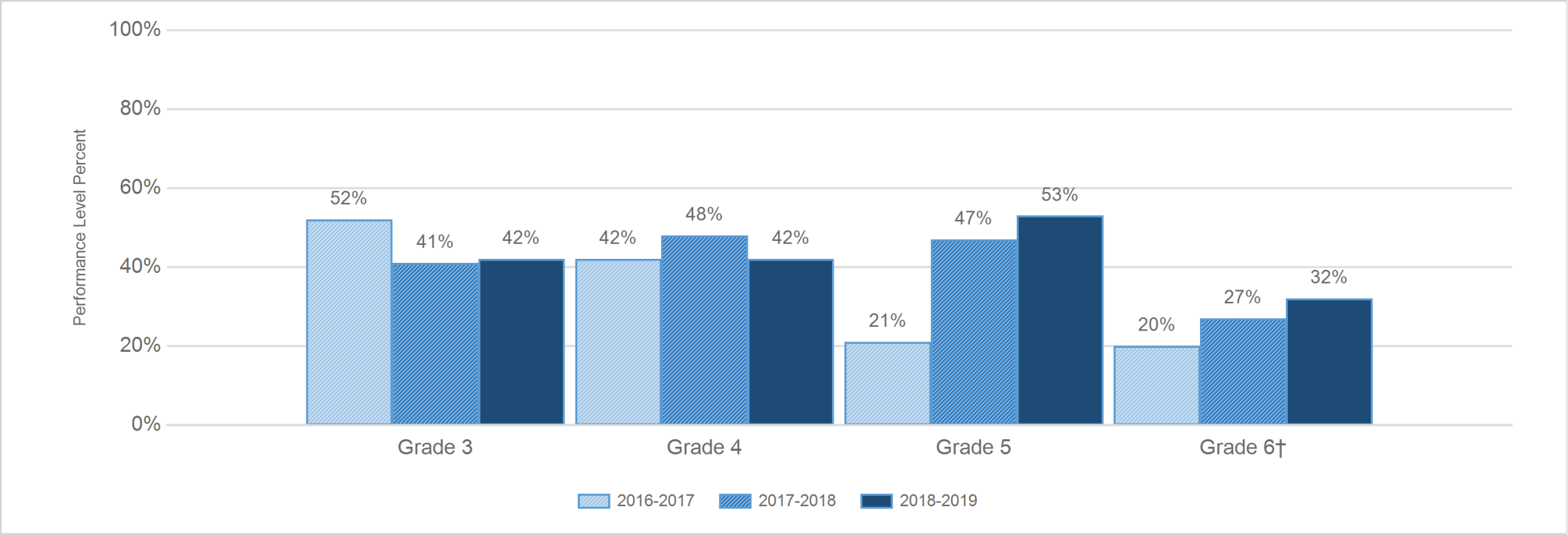| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	745	749	754	*	14%	31%	*	*	47%	56%
White	29	743	*	762	*	*	*	*	*	48%	65%
Hispanic	42	743	746	743	*	*	36%	*	*	43%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	34	751	756	762	*	*	29%	*	*	53%	64%
Male	43	740	741	748	*	*	33%	*	*	42%	48%
Economically Disadvantaged Students	43	742	748	740	*	*	*	*	*	42%	39%
Non-Economically Disadvantaged Students	34	749	750	763	*	*	*	*	*	53%	67%
Students with Disabilities	11	712	721	722	*	*	*	*	*	*	19%
Students without Disabilities	66	750	755	761	*	*	*	*	*	*	64%
English Learners	*	*	724	710	*	*	*	*	*	*	*
Non-English Learners	*	*	750	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School
(17-2410-080)
Grades Offered: PK-06
2018-2019

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

Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	243	98.1	42.8	29.3	44.5	42.8	39.4	Met Target
White	87	97.8	44.8	32.9	54.1	44.8	41.1	Met Target
Hispanic	139	98.0	40.3	26.2	28.8	40.3	35.2	Met Target
Black or African American	*	*	*	29.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	104	97.4	44.2	28.8	44.9	44.2		
Male	139	98.6	41.7	29.7	44.2	41.7		
Economically Disadvantaged Students	146	98.7	36.3	26.1	26.3	36.3	36.4	Met Target†
Non-Economically Disadvantaged Students	97	97.1	52.6	33.3	54.9	52.6		
Students with Disabilities	39	97.6	*	*	17.4	*	18.2	Not Met
Students without Disabilities	204	98.2	*	*	50.0	*		
English Learners	17	100.0	29.4	20.1	25.0	29.4	N	N
Non-English Learners	226	97.9	43.8	30.6	46.5	43.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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

Mathematics Assessment – Performance Trends

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

Grade 3: 2016-2017 52%, 2017-2018 41%, 2018-2019 42%
Grade 4: 2016-2017 42%, 2017-2018 48%, 2018-2019 42%
Grade 5: 2016-2017 21%, 2017-2018 47%, 2018-2019 53%
Grade 6†: 2016-2017 20%, 2017-2018 27%, 2018-2019 32%

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

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	747	750	752	*	*	39%	*	*	42%	55%
White	21	748	752	760	*	*	*	*	*	48%	66%
Hispanic	40	744	747	739	*	*	45%	*	*	35%	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	25	736	749	751	*	*	48%	*	*	28%	54%
Male	39	754	750	752	*	*	33%	*	*	51%	56%
Economically Disadvantaged Students	40	745	747	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	24	750	754	761	*	*	*	*	*	50%	67%
Students with Disabilities	*	*	733	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	753	756	*	*	*	*	*	*	60%
English Learners	*	*	725	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	753	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	745	746	749	*	*	44%	42%	0%	42%	51%
White	17	748	*	757	*	0%	59%	*	*	35%	62%
Hispanic	29	742	*	737	*	*	38%	41%	0%	41%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	22	749	746	749	*	*	*	*	*	59%	50%
Male	28	742	747	749	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	32	739	740	734	*	*	*	*	*	41%	32%
Non-Economically Disadvantaged Students	18	756	754	759	*	*	*	*	*	44%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	748	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	744	741	747	*	20%	20%	*	*	53%	47%
White	21	750	746	755	*	*	*	*	*	62%	58%
Hispanic	34	741	738	735	*	29%	*	*	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	743	740	747	*	*	*	*	*	52%	47%
Male	31	746	742	747	*	*	*	*	*	55%	47%
Economically Disadvantaged Students	40	738	738	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	20	756	746	757	*	*	*	*	*	80%	59%
Students with Disabilities	14	719	722	725	*	*	*	*	*	*	19%
Students without Disabilities	46	752	745	752	*	*	*	*	*	*	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School
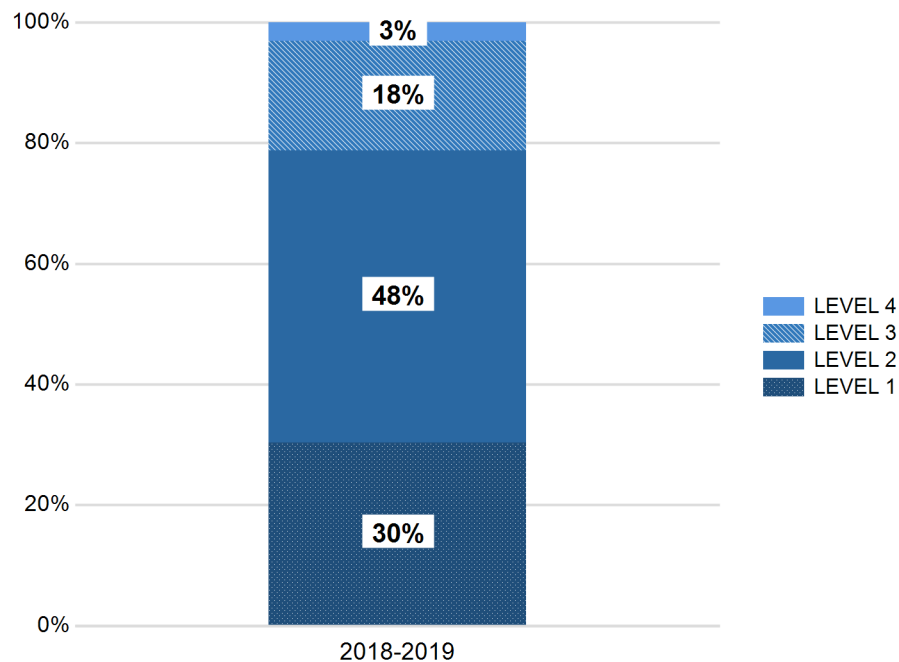
(17-2410-080)

Grades Offered: PK-06

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

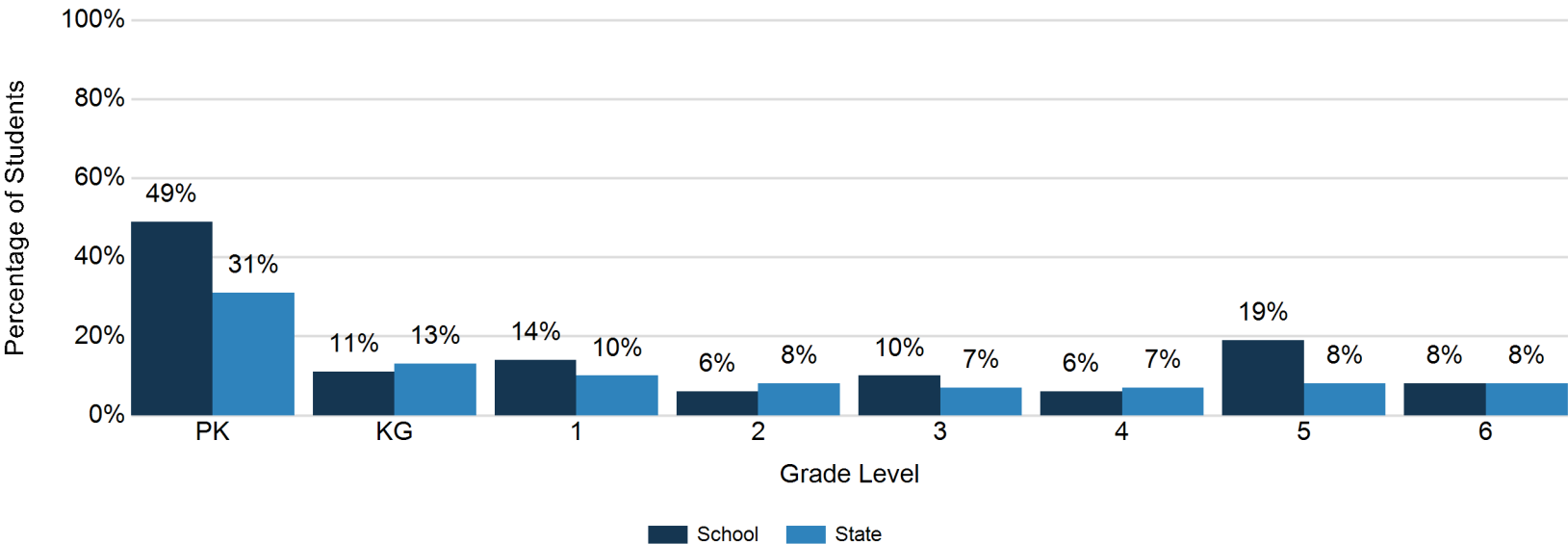| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	738	735	741	*	32%	31%	*	*	32%	41%
White	29	739	*	749	*	*	*	*	*	34%	51%
Hispanic	42	736	732	729	*	36%	31%	*	*	31%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	34	739	738	742	*	29%	32%	*	*	35%	42%
Male	43	737	732	740	*	35%	30%	*	*	30%	40%
Economically Disadvantaged Students	43	734	733	726	*	33%	*	*	*	23%	21%
Non-Economically Disadvantaged Students	34	743	737	750	*	32%	*	*	*	44%	53%
Students with Disabilities	11	713	714	716	*	*	*	*	*	*	12%
Students without Disabilities	66	742	740	746	*	*	*	*	*	*	46%
English Learners	*	*	723	709	*	*	*	*	*	*	*
Non-English Learners	*	*	736	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Garfield Elementary School

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Grades Offered: PK-06

2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	76.5%	**	**

  † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	20	90.0%	10.0%
3-4	10	90.0%	10.0%
5 or more	N	N	N

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	48	18	3
White	19	62	14	5
Hispanic	38	35	24	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	52	14	3
Male	29	45	23	3
Economically Disadvantaged Students	40	40	20	0
Non-Economically Disadvantaged Students	10	65	15	10
Students with Disabilities	71	29	0	0
Students without Disabilities	17	54	24	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Garfield Elementary School

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Grades Offered: PK-06

2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	47	10.5	8.8	Not Met
White	9	5.6	8.8	Met
Hispanic	35	13.6	8.8	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	13.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	22	11.5		
Male	25	9.8		
Economically Disadvantaged Students	35	13.0	8.8	Not Met
Students with Disabilities	13	17.8	8.8	Not Met
English Learners	4	10.5	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.60

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	3	1	4
Sexual Orientation	0	0	0
Disability	1	0	1
Other	2	2	4
No Identified Nature	1		1

Student Disciplinary Removals

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

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

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

Garfield Elementary School
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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	1:05 PM
Length of School Day	4 Hrs 20 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.2:1

Garfield Elementary School
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2018-2019

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	46	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	82.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	18.5	12.0
Percentage of Administrators with 4 or more years experience in the district	89.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	498:1	184:1
Teachers to Administrators	46:1	15:1
Students to Librarians/Media Specialists		1067:1
Students to Nurses		762:1
Students to Counselors		356:1
Students to Child Study Team Members		254:1

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Grades Offered: PK-06

2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.2%	82.6%	0.0%	48.4%	77.1%	54.9%
Male	55.8%	17.4%	100.0%	51.6%	22.9%	45.1%
White	35.3%	97.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	57.2%	2.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.0%	0.0%	100.0%	15.0%	6.6%	13.9%
Asian	3.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.8%	0.0%	0.0%	2.1%	0.2%	0.2%

Garfield Elementary School
(17-2410-080)
Grades Offered: PK-06
2018-2019

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 65%
Admin N/A

Master's Degree

Teacher 35%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	96.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.6%

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

Report Key:
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Per-Pupil Expenditures by Source

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

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

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

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

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

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

Report Key:

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.9%	44.8%	45.9%
Math Proficiency	31.7%	40.0%	42.8%
ELA Growth	60	48	47
Math Growth	45	48	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		84.2%	76.5%
Chronic Absenteeism	9.7%	7.3%	10.5%

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

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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

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

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

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

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

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

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

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

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

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

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

Garfield Elementary School

(17-2410-080)

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School
(17-2410-080)
Grades Offered: PK-06
2018-2019

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School Narrative

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

Highlights:	• Garfield School created a weekly broadcast news report called Garfield Good News highlighting achievements of students and staff and recognizing monthly birthdays for the entire building. • Garfield School participated in the Great Kindness Challenge in which students were recognized for completing acts of kindness. • To celebrate National Reading Month and Read Across America, we had a Mystery Readers event where family & friends were invited in to read a story to classes.
Mission, Vision, Theme:	The mission of the Kearny School District, a diverse metropolitan "hometown", working together as a unified community, is to provide unlimited opportunities that maximize everyone"s potential to be a life long learner and contributing member of society. Vision: To provide instruction in a caring, safe and a healthy environment, in collaboration with families and the community to prepare students with 21st century skills and inspire life-long learning to every student, every day.
Awards, Recognition, Accomplishments:	Students in grades 3-6 are acknowledged for their hard work each marking period during a Milk & Munchkins awards assembly. They are recognized for their academic achievements of Honor Roll and Principal's Honor Roll. One student from each homeroom who always tries hard and makes an effort is also selected by their teacher to receive the Rudy Award. A Character award is also given to one student in each class who exemplifies good character.

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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Courses, Curriculum, Instruction:	K-5 Being a Writer, K-2 Orton Gillingham, 1-2 Making Meaning, K-5 Learning A-Z, 3-6 Achieve 3000, K-5 Go Math, Scholastic News, 3-5 Storyworks, K-6 St Math, K-6 Knowing Science, 6 Interactive Science, 3 United States Communities & Neighbors, 4 New Jersey Social Studies, 5 United States History, 6 Collections, 6 Big ideas, 6 World History, Homework Policy #3220/Help Period
Clubs and Activities:	Art Club, Chorus, Band, Safety Patrols, Peers, Spelling Bee

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

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School Narrative

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Before and After School Programs:	Grades 3-6 STAR Program, Grades K-4 SMART Summer Program, Grades K-6 ESL Summer Program, Grades 5-6 STEAM, AM/PM help period, breakfast program, Right at School - after & before care.
Staff and Professional Learning:	2 Full days and 5 half days dedicated to professional development based on school or district needs. Staff is also sent various training throughout the year for current programs or can request professional development days as needed. One faculty and one curriculum meeting per month in school. We provide New Teacher Collaborative staff training throughout the year.

NJ SCHOOL PERFORMANCE REPORT

Garfield Elementary School

(17-2410-080)

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2018-2019

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School Narrative

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Student Supports and Services:	Special Education: Pull Out Resource, Inclusion classes, and LLD and I&RS, ASI, ASI-LLI, Before and After school help period, ESL Tutoring, STAR Program, SMART Program, Extended Year Summer Program, Hi -Intensity ESL
Student Health and Wellness:	Breakfast program, Screenings: Dental, Hearing, Vision, Height and Weight, Scoliosis, Recess, Physical Education Classes, Health class The Great Body Shop program, AED/CPR staff trainings, MERT team in place.
Parent and Community Involvement:	Title 1 parent involvement, ESL parent involvement, PTA programs (Book Fair, Trunk or Treat, Easter Bunny Breakfast at Applebees, etc), Back to School Night, Parent/Teacher Conferences, Blackboard Connect calls, Genesis Parent Portal, Family Science Nights, Early Childhood Parent Involvement programs, Facebook postings, Website, L.E.A.D. Program

Garfield Elementary School

(17-2410-080)

Grades Offered: PK-06

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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

Facilities:	We have 2 computer rooms, library, 1 gymnasium/auditorium, art/music room.

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

School Contact Information

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

Type	Contact Information
County	Hudson
District	Kearny
Principal Name	Ms. Jacalyn Richardson
Address	336 DEVON ST KEARNY, NJ 07032-2612
Phone Number	201-955-5050
Email Address	jrichardson@kearnyschools.com
Website	http://www.kearnyschools.com
Facebook	https://www.facebook.com/Kearny-School-District
Twitter	https://twitter.com/@Kardinalnation

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

Report Key:
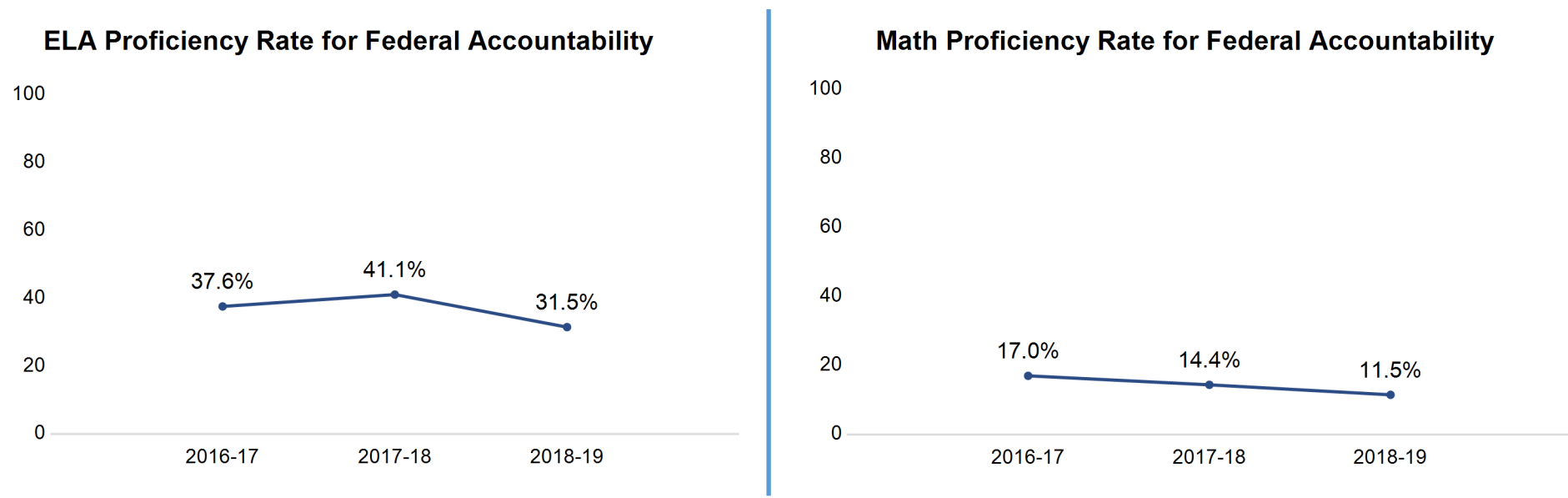***** Data is not displayed in order to protect student privacy
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	457	452	437
10	415	431	406
11	442	403	438
12	431	434	408
Total	1,745	1,720	1,689

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.3%	49.7%	48.7%
Male	50.7%	50.3%	51.3%
Economically Disadvantaged Students	41.3%	48.0%	49.2%
Students with Disabilities	12.7%	14.4%	14.3%
English Learners	8.0%	9.2%	10.5%
Homeless Students	0.2%	0.8%	0.6%
Students in Foster Care	0.1%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	37.8%	35.9%	34.0%
Hispanic	58.0%	60.1%	61.6%
Black or African American	2.0%	1.7%	1.9%
Asian	1.8%	2.0%	2.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.2%	0.1%	0.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,745	1,720	1,689
Shared Time Students	0	0	0
Full Time Equivalent	1,745	1,720	1,689

Enrollment by Home Language

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

Home Language	% of Students
English	49.0%
Spanish	36.8%
Portuguese	10.6%
Arabic	1.4%
Other Languages	2.2%

NJ SCHOOL PERFORMANCE REPORT

Kearny High School

(17-2410-050)

Grades Offered: 09-12

2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 37.6%
- 2017-18: 41.1%
- 2018-19: 31.5%

Math Proficiency Rate for Federal Accountability

- 2016-17: 17.0%
- 2017-18: 14.4%
- 2018-19: 11.5%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.8%	99.2%	98.4%	99.1%	99.0%
Proficiency Rate for Federal Accountability	37.6%	41.1%	31.5%	17.0%	14.4%	11.5%
Annual Target	29.0%	31.7%	34.4%	15.0%	18.4%	21.9%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
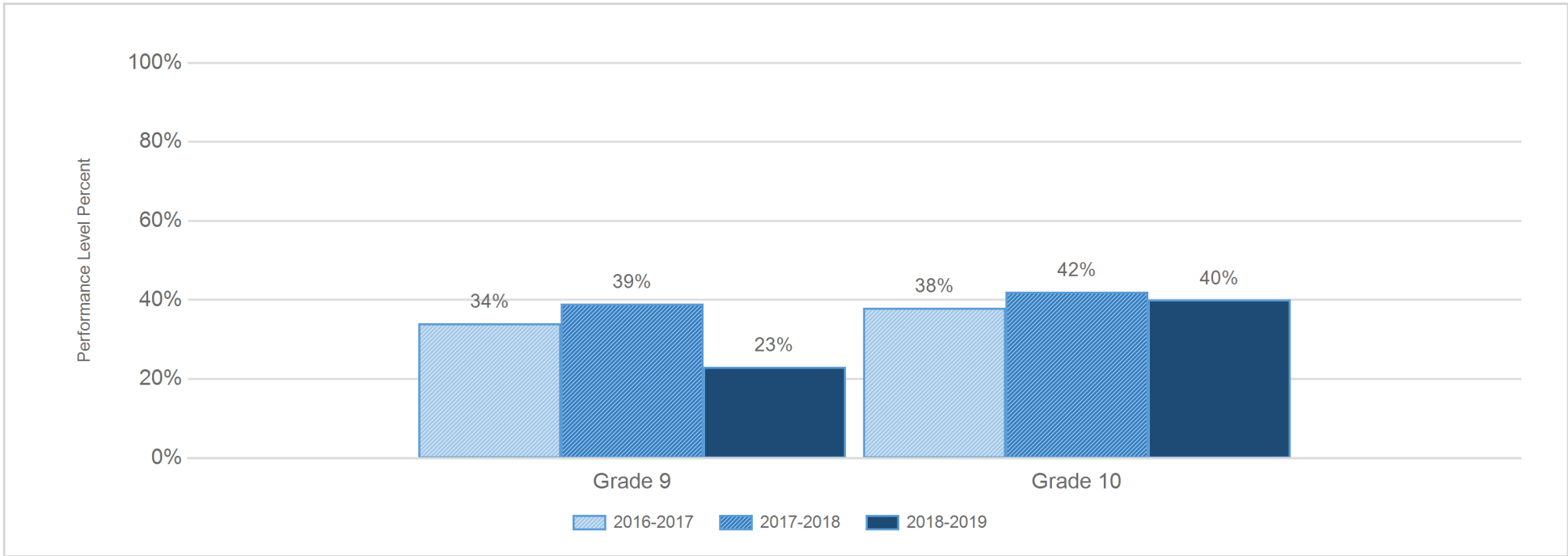
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NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	769	99.2	31.5	45.8	57.9	31.5	34.4	Not Met
White	232	99.6	39.2	52.0	66.9	39.2	37.7	Met Target
Hispanic	492	99.2	27.4	41.7	43.9	27.4	31.7	Not Met
Black or African American	20	100.0	15.0	41.8	38.5	15.0	20.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	100.0	52.0	63.7	82.9	52.0	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	368	99.7	37.0	53.3	64.8	37.0		
Male	401	98.8	26.4	38.9	51.3	26.4		
Economically Disadvantaged Students	401	98.8	27.2	41.9	40.0	27.2	30.9	Met Target†
Non-Economically Disadvantaged Students	368	99.7	36.1	50.6	67.9	36.1		
Students with Disabilities	137	99.3	*	10.1	22.7	*	13.9	Not Met
Students without Disabilities	632	99.2	*	54.1	65.1	*		
English Learners	99	100.0	14.1	*	29.3	14.1	15.7	Met Target†
Non-English Learners	670	99.1	34.0	*	60.6	34.0		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

English Language Arts Assessment - Performance Trends

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

	Grade 9	Grade 10
2016-2017	34%	38%
2017-2018	39%	42%
2018-2019	23%	40%

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	399	730	730	753	16%	21%	40%	21%	3%	23%	56%
White	125	738	738	762	*	21%	46%	*	*	27%	65%
Hispanic	257	727	727	737	20%	21%	37%	*	*	21%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	190	734	734	760	13%	17%	43%	*	*	27%	63%
Male	209	726	726	746	19%	24%	38%	*	*	20%	49%
Economically Disadvantaged Students	212	726	726	734	21%	24%	36%	*	*	20%	36%
Non-Economically Disadvantaged Students	187	735	735	762	11%	17%	45%	*	*	27%	65%
Students with Disabilities	73	703	703	717	*	*	*	*	*	*	17%
Students without Disabilities	326	736	736	760	*	*	*	*	*	*	63%
English Learners	34	702	702	693	*	*	*	*	*	*	*
Non-English Learners	365	733	733	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 10

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

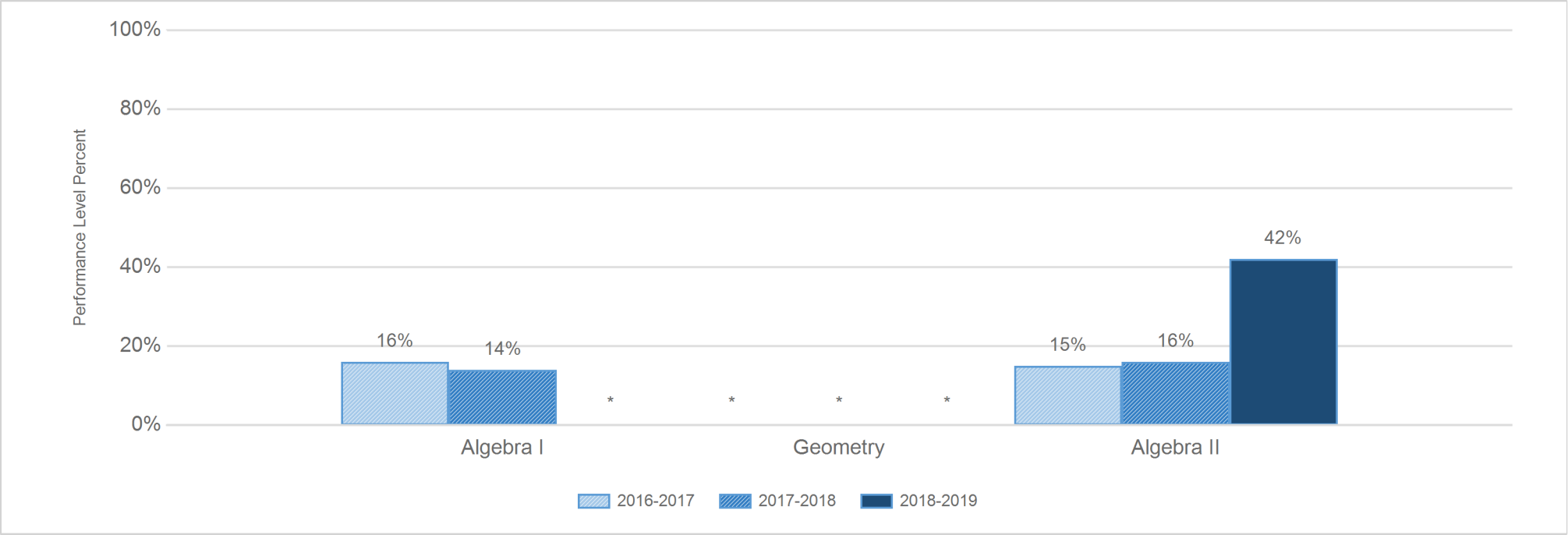| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	374	739	739	757	18%	18%	25%	31%	9%	40%	58%
White	108	750	750	767	13%	12%	21%	44%	10%	54%	67%
Hispanic	239	733	733	738	20%	21%	27%	26%	6%	33%	43%
Black or African American	11	731	731	733	*	*	*	*	*	18%	38%
Asian, Native Hawaiian, or Pacific Islander	16	755	755	792	*	*	*	*	*	63%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	181	743	743	766	16%	17%	20%	36%	10%	46%	66%
Male	193	735	735	749	19%	19%	28%	26%	7%	33%	51%
Economically Disadvantaged Students	194	733	733	735	20%	22%	23%	28%	6%	35%	40%
Non-Economically Disadvantaged Students	180	745	745	767	15%	14%	26%	34%	11%	45%	67%
Students with Disabilities	63	699	699	711	*	*	*	*	*	*	19%
Students without Disabilities	311	747	747	765	*	*	*	*	*	*	65%
English Learners	31	696	696	687	*	*	*	*	*	*	*
Non-English Learners	343	743	743	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

Kearny High School

(17-2410-050)

Grades Offered: 09-12

2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	808	99.0	11.5	29.3	44.5	11.5	21.9	Not Met
White	251	98.8	11.6	32.9	54.1	11.6	23.1	Not Met
Hispanic	513	99.2	10.7	26.2	28.8	10.7	21.1	Not Met
Black or African American	20	100.0	10.0	29.1	23.0	10.0	16.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	24	100.0	29.2	52.5	76.5	29.2	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	390	99.3	10.8	28.8	44.9	10.8		
Male	418	98.8	12.2	29.7	44.2	12.2		
Economically Disadvantaged Students	424	98.9	10.4	26.1	26.3	10.4	20.1	Not Met
Non-Economically Disadvantaged Students	384	99.2	12.8	33.3	54.9	12.8		
Students with Disabilities	141	98.6	*	*	17.4	*	8.9	Not Met
Students without Disabilities	667	99.1	*	*	50.0	*		
English Learners	113	100.0	*	20.1	25.0	*	14.1	Met Target†
Non-English Learners	695	98.9	*	30.6	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

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

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

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	384	721	730	744	*	*	*	*	*	*	42%
White	104	724	737	752	*	*	*	*	*	*	53%
Hispanic	267	720	726	728	*	*	*	*	*	*	24%
Black or African American	*	*	724	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	182	719	729	745	*	*	*	*	*	*	44%
Male	202	722	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	225	719	726	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	159	723	735	752	*	*	*	*	*	*	52%
Students with Disabilities	74	708	708	717	*	*	*	*	*	*	12%
Students without Disabilities	310	723	734	748	*	*	*	*	*	*	47%
English Learners	59	714	714	710	*	*	*	*	*	*	*
Non-English Learners	325	722	732	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	363	721	721	737	*	*	*	*	*	*	35%
White	119	725	725	743	11%	39%	39%	12%	0%	12%	43%
Hispanic	222	719	719	724	*	*	*	*	*	*	17%
Black or African American	11	726	726	720	0%	*	*	*	*	18%	14%
Asian, Native Hawaiian, or Pacific Islander	11	718	718	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	172	723	723	738	*	*	*	*	*	*	36%
Male	191	719	719	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	181	717	717	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	182	724	724	743	*	*	*	*	*	*	43%
Students with Disabilities	66	706	706	712	*	*	*	*	*	*	*
Students without Disabilities	297	724	724	741	*	*	*	*	*	*	*
English Learners	23	714	714	708	*	*	*	*	*	*	*
Non-English Learners	340	721	721	738	*	*	*	*	*	*	*
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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	743	743	755	*	*	38%	42%	0%	42%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	33	749	749	731	*	*	33%	52%	0%	52%	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	44	737	737	752	*	*	*	34%	0%	34%	55%
Male	28	752	752	758	*	*	*	54%	0%	54%	62%
Economically Disadvantaged Students	26	743	743	729	*	*	*	50%	0%	50%	32%
Non-Economically Disadvantaged Students	46	743	743	761	*	*	*	37%	0%	37%	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	72	743	743	756	*	*	38%	42%	0%	42%	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.2%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	97	83.5%	16.5%
3-4	60	85.0%	15.0%
5 or more	10	90.0%	10.0%

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
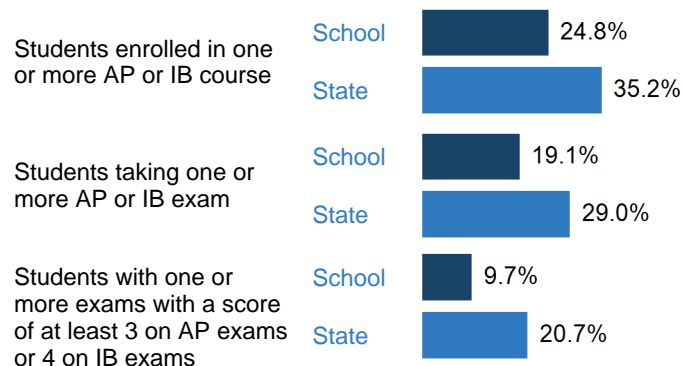(17-2410-050)
Grades Offered: 09-12
2018-2019

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

NJSLA Science Assessment: Grade 11 Summary

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

2018-2019

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1
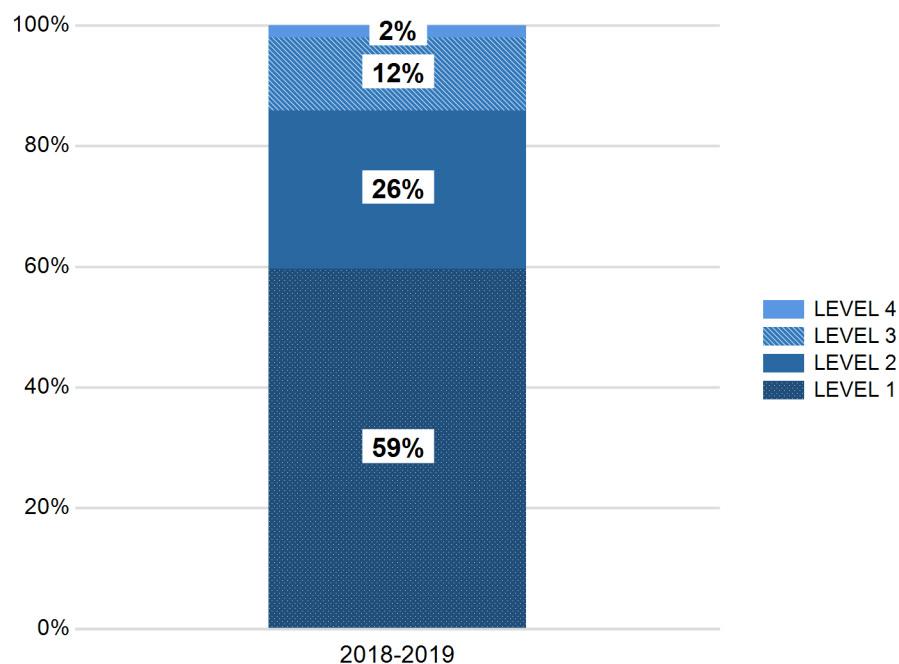
NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	59	26	12	2
White	50	29	16	5
Hispanic	63	26	10	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	60	27	12	1
Male	58	25	13	4
Economically Disadvantaged Students	62	28	9	2
Non-Economically Disadvantaged Students	57	25	15	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	85	15	0	0
Non-English Learners	56	27	14	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	51.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	67.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	10.5%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	461	476	Grade 10: 430 Grade 11: 460	53%	61%
PSAT 10/NMSQT - Math	449	477	Grade 10: 480 Grade 11: 510	24%	43%
SAT - Reading and Writing	512	539	480	66%	70%
SAT - Math	498	541	530	37%	53%
ACT - Reading	22	25	22	53%	66%
ACT - English	21	24	18	77%	81%
ACT - Math	20	24	22	30%	65%
ACT - Science	22	24	23	40%	57%

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
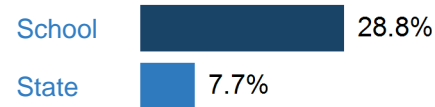Grades Offered: 09-12
2018-2019

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
- School 24.8%
- State 35.2%

Students taking one or more AP or IB exam
- School 19.1%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 9.7%
- State 20.7%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
- School 0.0%
- State 19.0%
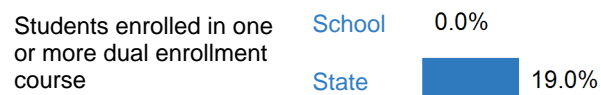
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	28	28
AP Calculus AB	19	18
AP Calculus BC	0	1
AP Chemistry	18	17
AP Computer Science A	58	26
AP Computer Science Principles	0	19
AP English Language and Composition	36	36
AP English Literature and Composition	49	44
AP Italian Language and Culture	44	11
AP Latin (Virgil, Catullus and Horace)	12	2
AP Microeconomics	18	11
AP Physics C	7	0
AP Physics C: Mechanics	0	6
AP Spanish Language	22	17
AP Statistics	14	13
AP Studio Art—Drawing Portfolio	12	7

Kearny High School

(17-2410-050)

Grades Offered: 09-12

2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Three-Demensional	0	4
AP U.S. Government and Politics	12	12
AP U.S. History	61	26
Total Exams taken		298
Exams with scores of at least 3 on AP exams or 4 on IB exams		124

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

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

Career and Technical Education Participation

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

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

School   28.8%
State   7.7%

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

School   9.9%
State   10.3%

Structured Learning Experiences Participation

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

Structured Learning Experiences

School   *
State   3.3%

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	28.8%	9.9%	7.7%	10.3%
White	27.1%	11.8%	6.1%	9.6%
Hispanic	29.5%	8.8%	10.3%	11.3%
Black or African American	43.8%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	28.3%	13.3%	7.3%	10.6%
Male	29.2%	6.8%	8.0%	10.1%
Economically Disadvantaged Students	26.8%	9.6%	10.4%	11.8%
Students with Disabilities	34.7%	13.6%	6.6%	9.2%
English Learners	23.7%	*	8.7%	3.2%
Homeless Students	*	0.0%	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

Kearny High School

(17-2410-050)

Grades Offered: 09-12

2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	2.8%
State	0.9%
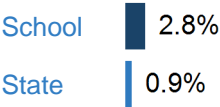
Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	0	32	32
Arts, AV Technology & Communications	71		
Health Science	141	17	17
Hospitality & Tourism	397	14	14
Information Technology	45		
Law, Public Safety, Corrections & Security	0	16	16
Total (All Clusters)	654	47	79

Kearny High School

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2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	353	80	0	0	0	0	35
10	43	289	71	0	0	0	48
11	15	51	268	66	0	7	38
12	1	5	61	85	62	49	68
Total	412	425	400	151	62	56	189
Enrolled in AP/IB Course					19	14	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	90	0	0	343	0	4
10	288	76	0	28	12	3
11	23	241	0	18	149	6
12	33	30	19	3	103	102
Total	434	347	19	392	264	115
Enrolled in AP/IB Course	28	18		0	7	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

Kearny High School
(17-2410-050)
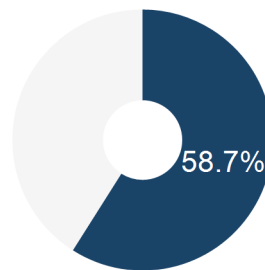Grades Offered: 09-12
2018-2019

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	405	29	0	0	0	3
10	4	399	2	0	0	3
11	3	424	7	0	0	7
12	0	57	32	0	0	71
Total	412	909	41	0	0	84
Enrolled in AP/IB Course	0	61	18	0		12
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	142	35	104	22	0	0	49
10	142	50	86	20	0	0	33
11	109	28	53	36	0	0	12
12	30	7	55	13	0	0	10
Total	423	120	298	91	0	0	104
Enrolled in AP/IB Course	22	0	44	12	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	72	27	38	36	0	0	20

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	3	0	0	22	4	0
10	22	0	0	16	1	0
11	32	0	0	18	5	0
12	45	0	0	40	8	0
Total	102	0	0	96	18	0
Enrolled in AP/IB Course	58		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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Visual and Performing Arts – Course Participation

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

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes
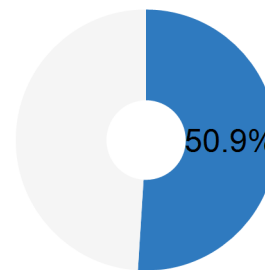
58.7% School

50.9% State

Students enrolled in one or more classes by discipline:

MUSIC
- School 32.9%
- State 17.6%

DANCE
- School 0.0%
- State 2.3%

DRAMA
- School 3.4%
- State 3.9%

VISUAL ARTS
- School 30.4%
- State 32.9%

Kearny High School
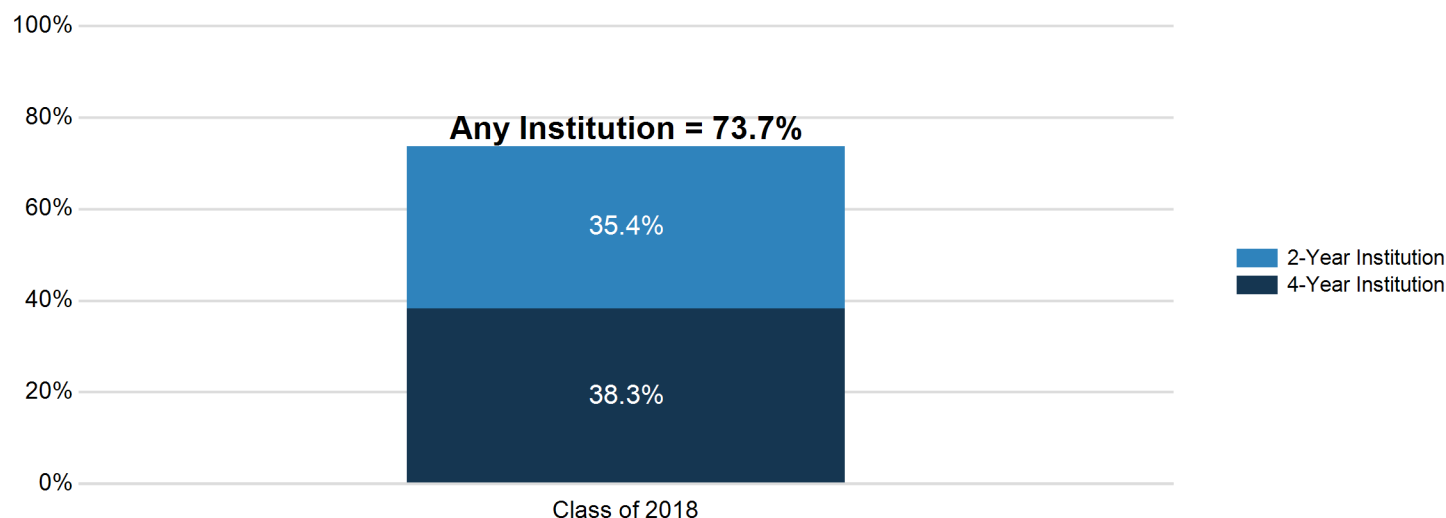
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

Cohort 2017	Cohort 2018	Cohort 2019
91.8%	91.5%	88.5%

5-Year Graduation Rate Trends
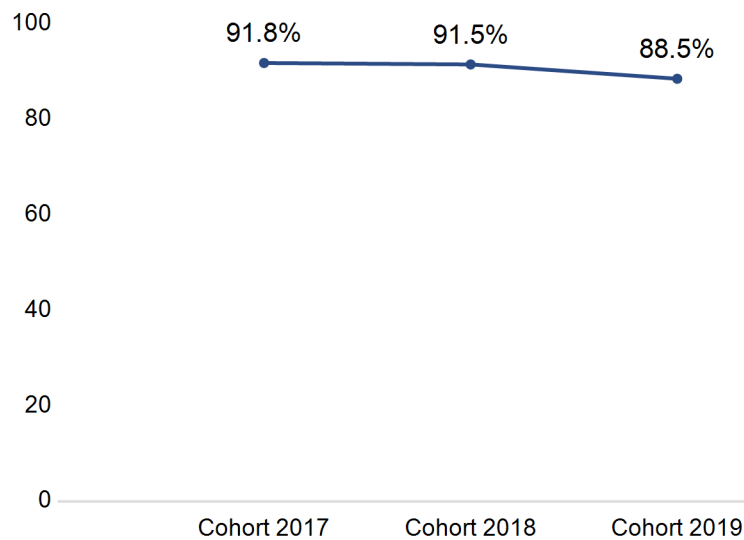
Cohort 2016	Cohort 2017	Cohort 2018
92.4%	94.0%	93.4%
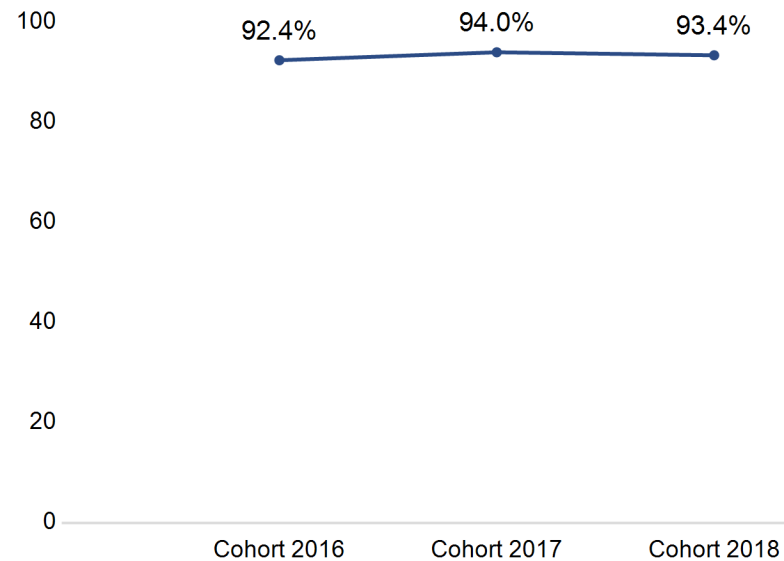
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	91.8%	91.5%	88.5%	92.4%	94.0%	93.4%
Annual Target	90.9%	91.1%		93.5%	93.6%	
Met Annual Target?	Met Target	Met Target		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	88.5%	90.6%	93.4%	92.5%	91.5%	91.1%	Met Target	94.0%	93.6%	Met Target
White	90.7%	94.9%	91.2%	95.9%	90.2%	93.4%	Not Met	91.6%	91.8%	Not Met
Hispanic	87.4%	84.5%	95.1%	87.3%	92.5%	89.7%	Met Target	95.9%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	83.3%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	100.0%	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	90.2%	92.8%	94.6%	94.4%	92.9%			96.8%		
Male	86.9%	88.5%	92.1%	90.8%	90.0%			91.7%		
Economically Disadvantaged Students	85.6%	84.0%	92.2%	87.3%	89.4%	90.5%	Not Met	92.2%	93.7%	Not Met
Students with Disabilities	74.6%	79.2%	84.7%	83.8%	81.9%	86.4%	Not Met	87.0%	88.1%	Not Met
English Learners	82.7%	75.4%	91.8%	80.1%	80.0%	83.5%	Not Met	83.3%	92.6%	Not Met
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	71.4%	52.1%
Substitute Competency Test	14.3%	28.8%
Portfolio Appeals Process	7.0%	8.5%
Alternate Requirements specified in IEP	7.0%	10.3%
Unknown	0.3%	0.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.3%	1.1%

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2018-2019

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 73.7%

2-Year Institution: 35.4%
4-Year Institution: 38.3%

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	35.4%
% Enrolled in 4-Year Institution	38.3%
% Enrolled in Any Postsecondary Institution	73.6%

Kearny High School
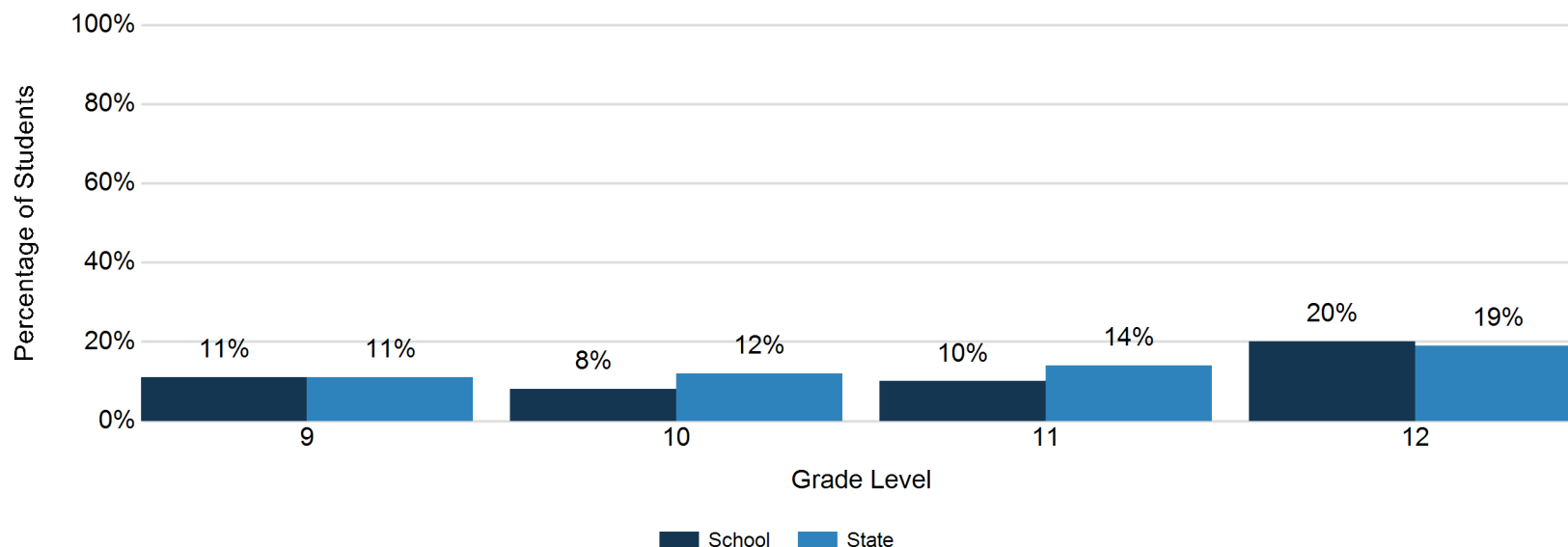(17-2410-050)
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	67.1%	39.9%	60.1%
White	71.7%	29.4%	70.6%
Hispanic	64.3%	48.6%	51.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	62.1%	41%	59%
Students with Disabilities	60%	88.9%	11.1%
English Learners	39.5%	86.7%	13.3%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	73.6%	48%	52%	84.4%	15.6%	91.4%	8.6%
White	73.7%	39.8%	60.2%	82.9%	17.1%	88.6%	11.4%
Hispanic	73.3%	54%	46%	84.7%	15.3%	93.1%	6.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	73.4%	48.8%	51.3%	85.6%	14.4%	91.9%	8.1%
Students with Disabilities	52.8%	78.9%	21.1%	94.7%	5.3%	100%	0%
English Learners	55.6%	80%	20%	86.7%	13.3%	100%	0%

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	209	12.3	14.2	Met
White	80	13.8	14.2	Met
Hispanic	118	11.2	14.2	Met
Black or African American	7	21.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	2	5.1	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	115	13.9		
Male	94	10.7		
Economically Disadvantaged Students	116	14.0	14.2	Met
Students with Disabilities	46	17.2	14.2	Not Met
English Learners	7	4.1	14.2	Met
Homeless Students	4	40.0		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	29
Weapons	0
Vandalism	7
Substances	16
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	52
Incidents Per 100 Students Enrolled	3.08

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	14
Weapons	0
Vandalism	2
Substances	10
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	0	2
Religion	1	0	1
Ancestry	1	0	1
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	4	0	4
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	90	5.3%
Any Suspension	91	5.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	11	0.7%

School Days Missed due to Out-of-School Suspensions
562

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	4 Hrs 56 Mins
Shared Time - Instructional Time	4 Hrs. 56 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	4.5:1

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

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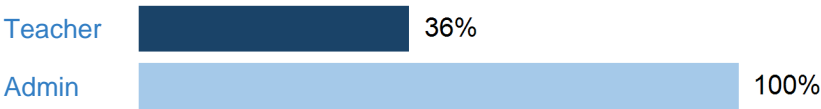
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	133	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	85.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	18.5	12.0
Percentage of Administrators with 4 or more years experience in the district	89.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	141:1	184:1
Teachers to Administrators	11:1	15:1
Students to Librarians/Media Specialists		1067:1
Students to Nurses		762:1
Students to Counselors		356:1
Students to Child Study Team Members		254:1

Kearny High School
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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	54.9%	58.3%	48.4%	77.1%	54.9%
Male	51.3%	45.1%	41.7%	51.6%	22.9%	45.1%
White	34.0%	89.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	61.6%	10.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%

Kearny High School
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2018-2019

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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher ████████████ 63%
Admin N/A

Master's Degree

Teacher ██████ 36%
Admin ████████████ 100%

Doctoral Degree

Teacher | 1%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	96.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.6%

Kearny High School
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Per-Pupil Expenditures by Source

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

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

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

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

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

Kearny High School

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.6%	41.1%	31.5%
Math Proficiency	17.0%	14.4%	11.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	91.8%	91.5%	88.5%
5-Year Graduation Rate†	92.4%	94.0%	93.4%
Progress toward English Language Proficiency		63.9%	47.2%
Chronic Absenteeism	15.0%	13.2%	12.3%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Kearny High School
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2018-2019

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School Narrative

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

Highlights:	• Added Media/Broadcasting Class Algebra Geometry and Algebra 2 Bilingual classes were added Academic Literacy Intervention was added Advanced Dance Academy added • Continued with our whole school beautification project
Mission, Vision, Theme:	The mission of the Kearny School District, a diverse metropolitan "hometown" working together as a unified community, is to provide unlimited opportunities that maximize everyone''s potential to be a life long learner and a contributing member of society.
Awards, Recognition, Accomplishments:	Kearny High School has been ranked among the Top Public High Schools in NJ. We have an award winning Culinary program, an award winning Auto Maintenance program, and winning Athletic programs.

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Courses, Curriculum, Instruction:	Continuing our relationship with Bergen Community College Early College program; Kearny High School has added more AP courses to our course selection guide. Working with Hudson Community College Early College Program
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Ice Hockey (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Kearny High School also has boys and girls crew teams
Clubs and Activities:	There is no shortage of Kardinal Pride as evidenced by the large number of students who participate in clubs, athletics, and school activities, as well as by the number of faculty members who volunteer as club advisors. With over forty clubs and twenty-two athletic teams, there are a myriad of opportunities for all students with varied interests and abilities.

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Staff and Professional Learning:	Kearny High School has many of its teachers who are WIPRO/STEM fellows. The WIPRO Science Education Fellowship is a two-year science teacher-leadership program which aims to address the needs of improving STEM teaching and learning. The aim of the program is to support teachers to become local leaders and to serve the needs and vision of the school district in which they teach in grades K-12.
Postsecondary Information:	92% of our student body graduated from Kearny High School. Approximately 86% of our students who graduate continue to go to college. Kearny High School students have been accepted to many of the major colleges and universities across the country. From the University of Penn State, to the University of Ohio, and local colleges such as the College of New Jersey, Montclair State, Jersey City and Rutgers University.

Kearny High School
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NJ SCHOOL PERFORMANCE REPORT

School Narrative

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Student Supports and Services:	The goal of our ESL program is to improve the students" level of English. ESL classes teach different language skills, depending on students" English abilities, interests, and needs. All programs teach the following: conversational English, grammar, reading, listening comprehension, writing, and vocabulary. The district Child Study Team serves as a unit in the identification, educational planning and program monitoring of the children identified to the team.
Student Health and Wellness:	Kearny High School offers a breakfast program that allows all students to purchase healthy breakfast meals or snacks prior to their school day beginning. Our physical education program focuses on cardiovascular health and works with the cafeteria and nurses during their Nutrition units.
Parent and Community Involvement:	PTA and project graduation parent groups are very successful in working with Kearny High School to provide supplementary materials and teacher supports as well as after graduation events for our seniors. Our Special education program provides parent nights and informational nights to ensure parents have all of the information they need to prepare their children for the high school years. Our Genesis parent portal is fully utilized in all aspect of student records and communication.

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2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	Addition of 19 new classrooms; Continuation of beautification project
School Safety:	The Board of Education, in conjunction with Kearny Police and the State of NJ, conducted Lock down drills in a collaborative effort to address any weak areas of safety and security.

Kearny High School
(17-2410-050)
Grades Offered: 09-12
2018-2019

School Narrative

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	Other Information	Business/Technology Occupation Education Department offers students an array of (CTE) programs such as Mechanical and Architectural Drawing, Advanced Office Suite Features, Marketing Essentials, College Prep Accounting, and Auto Shop. These courses prepare students to meet the dynamic needs of the global workforce while incorporating rigorous academic and technical standards and critical workplace skills such as problem solving, communication and team work. Technology is incorporated in all areas of the curriculum. Digital Photography and Graphic Arts programs infuse the latest technology into the student experience. District and school publications are designed and produced by the members of these classes providing hands on, practical opportunities on a daily basis. Kearny High school has a tradition 8 period day, 41 minute classes. Kearny High School requires School uniforms that allow students to be cool in the warmer months and warm in the cooler months. Kearny High School students have the opportunity to experience the joys of working with young children in our nursery school program for three year old children. Both groups of students discover the joy of learning and growing together in this student-led nursery school program.

NJ SCHOOL PERFORMANCE REPORT

Lincoln Middle School

(17-2410-090)

Grades Offered: 07-08

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Lincoln Middle School
(17-2410-090)
Grades Offered: 07-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Hudson
District	Kearny
Principal Name	Mr. Curtis Brack
Address	121 BEECH ST KEARNY, NJ 07032-2707
Phone Number	201-955-5095
Email Address	cbrack@kearnyschools.com
Website	http://www.kearnyschools.com
Facebook	https://www.facebook.com/Kearny-School-District
Twitter	https://twitter.com/KearnySupt

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: 07-08

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	464	441	413
8	442	471	447
Total	906	912	861

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.8%	47.6%	47.2%
Male	52.2%	52.4%	52.8%
Economically Disadvantaged Students	53.8%	52.2%	53.9%
Students with Disabilities	16.2%	15.0%	16.6%
English Learners	6.2%	7.7%	7.5%
Homeless Students	0.1%	0.1%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	35.8%	33.9%	32.3%
Hispanic	58.5%	60.9%	62.5%
Black or African American	2.1%	2.3%	1.9%
Asian	3.4%	2.6%	3.0%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.2%	0.2%

Enrollment by Home Language

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

Home Language	% of Students
English	49.5%
Spanish	35.7%
Portuguese	10.1%
Arabic	1.5%
Polish	1.2%
Other Languages	2.1%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Middle School

(17-2410-090)

Grades Offered: 07-08

2018-2019

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

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

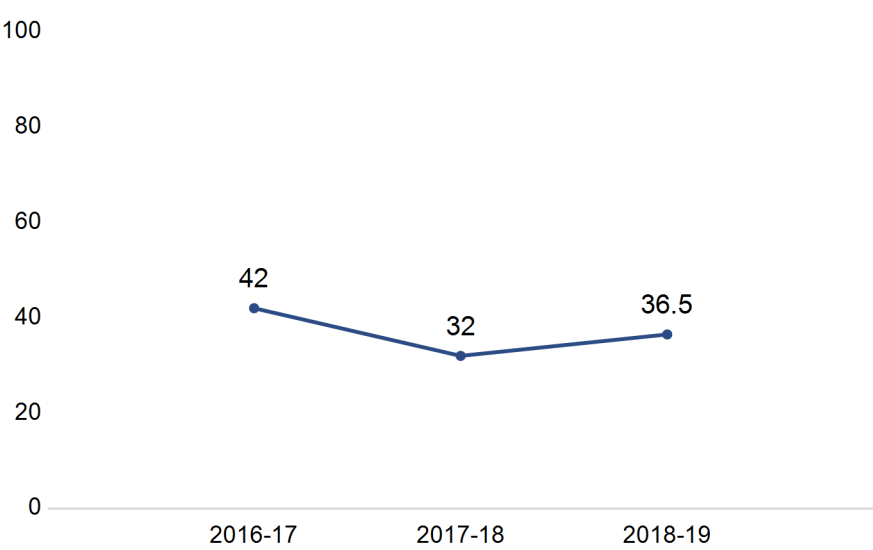| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	32	36.5	34	30	43.5
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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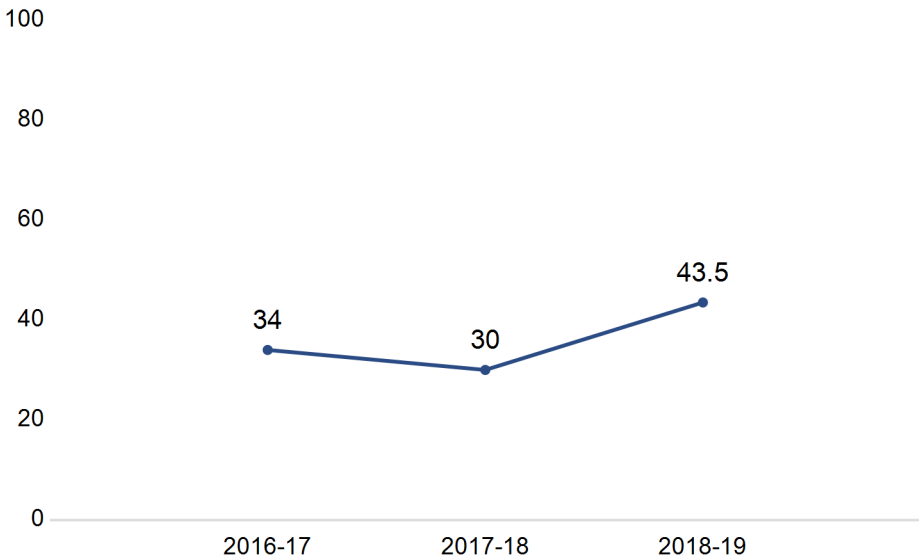† This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	36.5	45	50	Not Met	43.5	46	50	Met Standard
White	37	44	50	Not Met	42	47	52	Met Standard
Hispanic	36	46	49	Not Met	44.5	45	47	Met Standard
Black or African American	48	51	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	68	54	59	Exceeds Standard	60.5	66	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	42	48	53	N	41.5	47	50	N
Male	34	44	47	N	47	46	51	N
Economically Disadvantaged Students	36	45	48	Not Met	42	45	46	Met Standard
Students with Disabilities	29	43.5	43	Not Met	29	42	45	Not Met
English Learners	48	60	52	Met Standard	42	55	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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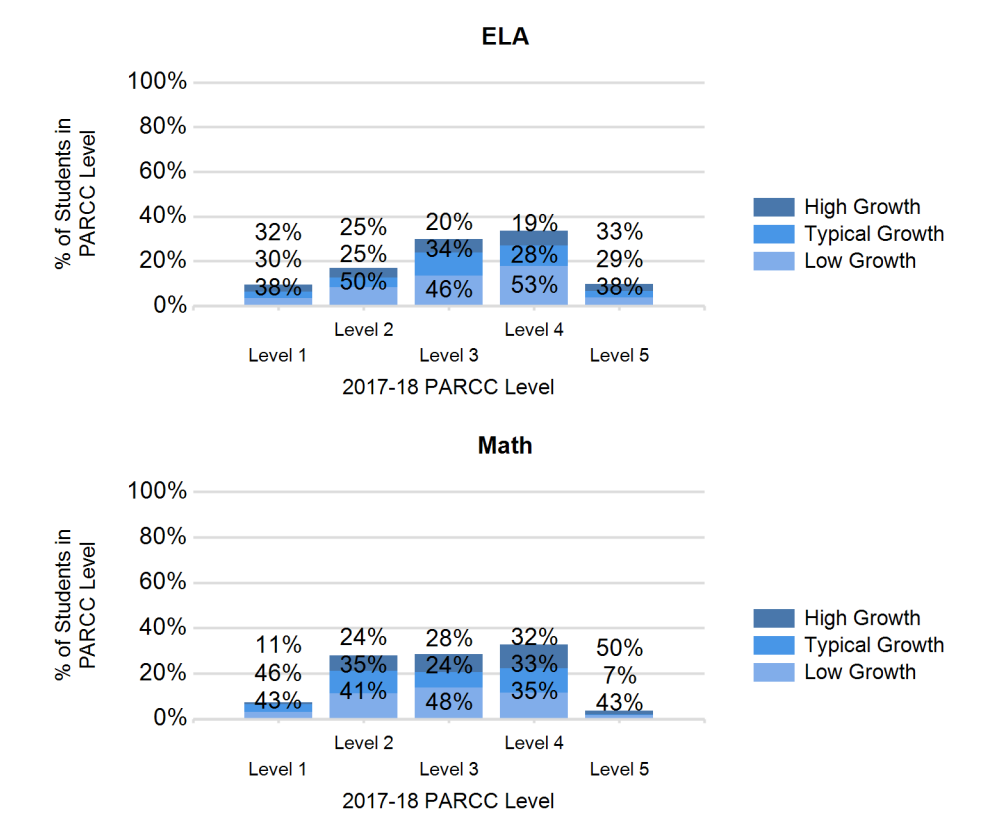† This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

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

ELA

ELA (% of Students in PARCC Level vs 2017-18 PARCC Level)

	Level 1	Level 2	Level 3	Level 4	Level 5
High Growth	32%	25%	20%	19%	33%
Typical Growth	30%	25%	34%	28%	29%
Low Growth	38%	50%	46%	53%	38%

Math

Math (% of Students in PARCC Level vs 2017-18 PARCC Level)

	Level 1	Level 2	Level 3	Level 4	Level 5
High Growth	11%	24%	28%	32%	50%
Typical Growth	46%	35%	24%	33%	7%
Low Growth	43%	41%	48%	35%	43%

Legend: High Growth, Typical Growth, Low Growth

Student Growth by Grade

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

ELA

Median Student Growth Percentile by Grade (ELA):
- Grade 7: Low 31
- Grade 8: Typical 44

Math

Median Student Growth Percentile by Grade (Math):
- Grade 7: Typical 43.5

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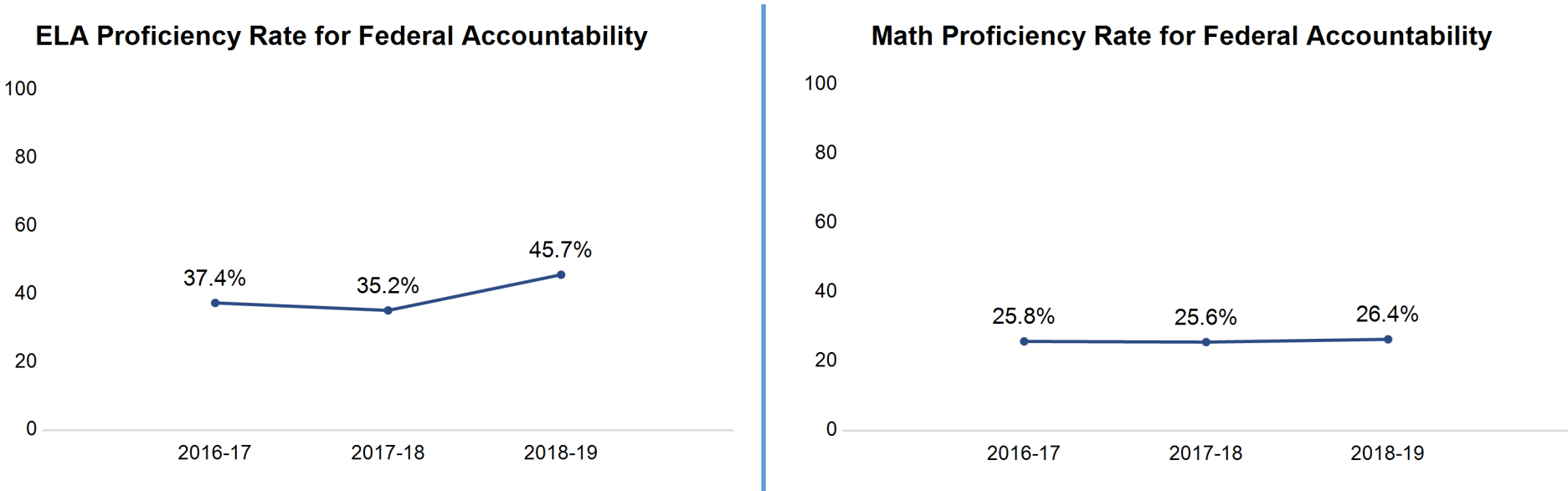
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 37.4%
- 2017-18: 35.2%
- 2018-19: 45.7%

Math Proficiency Rate for Federal Accountability

- 2016-17: 25.8%
- 2017-18: 25.6%
- 2018-19: 26.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	99.1%	99.3%	98.9%	99.4%	99.3%
Proficiency Rate for Federal Accountability	37.4%	35.2%	45.7%	25.8%	25.6%	26.4%
Annual Target	42.7%	44.6%	46.6%	28.3%	31.0%	33.8%
Met Annual Target?	Not Met	Not Met	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	841	99.3	45.7	45.8	57.9	45.7	46.6	Met Target†
White	271	99.3	53.1	52.0	66.9	53.1	54.2	Met Target†
Hispanic	526	99.3	40.5	41.7	43.9	40.5	40.8	Met Target†
Black or African American	*	*	*	41.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	66.7	63.7	82.9	66.7	72.7	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	396	99.3	55.1	53.3	64.8	55.1		
Male	445	99.3	37.3	38.9	51.3	37.3		
Economically Disadvantaged Students	441	99.6	41.0	41.9	40.0	41.0	40.3	Met Target
Non-Economically Disadvantaged Students	400	99.0	50.8	50.6	67.9	50.8		
Students with Disabilities	146	98.0	*	10.1	22.7	*	20.6	Not Met
Students without Disabilities	695	99.6	*	54.1	65.1	*		
English Learners	79	100.0	16.5	*	29.3	16.5	35.7	Not Met
Non-English Learners	762	99.2	48.7	*	60.6	48.7		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

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

Grade 7: 2016-2017: 28%, 2017-2018: 38%, 2018-2019: 43%
Grade 8: 2016-2017: 46%, 2017-2018: 32%, 2018-2019: 48%

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

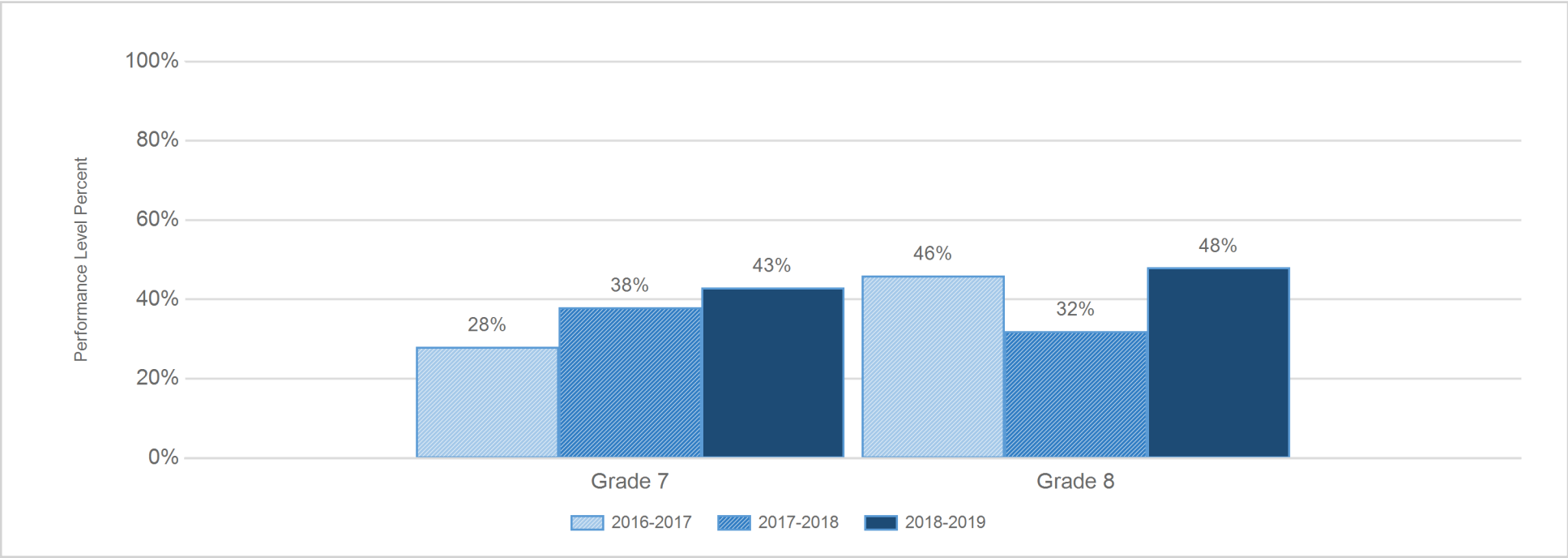**NJ SCHOOL PERFORMANCE REPORT**

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	406	739	739	761	19%	16%	22%	29%	14%	43%	63%
White	127	743	743	769	16%	19%	18%	32%	15%	47%	72%
Hispanic	262	737	737	747	20%	15%	24%	28%	12%	40%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	12	765	765	790	*	0%	*	*	*	75%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	187	745	745	769	16%	13%	23%	32%	17%	48%	71%
Male	219	735	735	753	21%	18%	22%	27%	11%	38%	55%
Economically Disadvantaged Students	232	735	735	743	21%	16%	26%	27%	10%	38%	45%
Non-Economically Disadvantaged Students	174	746	746	771	16%	17%	18%	32%	18%	50%	73%
Students with Disabilities	74	696	696	720	*	*	*	*	*	*	22%
Students without Disabilities	332	749	749	769	*	*	*	*	*	*	71%
English Learners	28	699	699	706	*	*	*	*	*	*	12%
Non-English Learners	378	742	742	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	435	745	745	762	14%	14%	23%	38%	10%	48%	63%
White	144	753	753	770	12%	10%	19%	43%	15%	58%	72%
Hispanic	263	739	739	747	16%	18%	25%	35%	5%	40%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	15	766	766	794	*	0%	*	*	*	60%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	207	756	756	771	8%	7%	24%	48%	14%	62%	71%
Male	228	734	734	753	21%	21%	23%	29%	6%	35%	55%
Economically Disadvantaged Students	214	741	741	743	17%	15%	23%	35%	9%	44%	45%
Non-Economically Disadvantaged Students	221	748	748	772	12%	14%	23%	41%	11%	52%	72%
Students with Disabilities	63	710	710	721	*	*	*	*	*	*	22%
Students without Disabilities	372	750	750	770	*	*	*	*	*	*	71%
English Learners	23	698	698	708	*	*	*	*	*	*	12%
Non-English Learners	412	747	747	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	847	99.3	26.4	29.3	44.5	26.4	33.8	Not Met
White	274	98.9	29.6	32.9	54.1	29.6	40.5	Not Met
Hispanic	529	99.4	23.6	26.2	28.8	23.6	28.6	Not Met
Black or African American	*	*	*	29.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	51.9	52.5	76.5	51.9	58.3	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	399	99.3	26.1	28.8	44.9	26.1		
Male	448	99.4	26.8	29.7	44.2	26.8		
Economically Disadvantaged Students	443	99.3	22.3	26.1	26.3	22.3	29.3	Not Met
Non-Economically Disadvantaged Students	404	99.3	30.9	33.3	54.9	30.9		
Students with Disabilities	146	98.0	*	*	17.4	*	15.1	Not Met
Students without Disabilities	701	99.6	*	*	50.0	*		
English Learners	85	100.0	11.8	20.1	25.0	11.8	19.1	Not Met
Non-English Learners	762	99.2	28.1	30.6	46.5	28.1		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

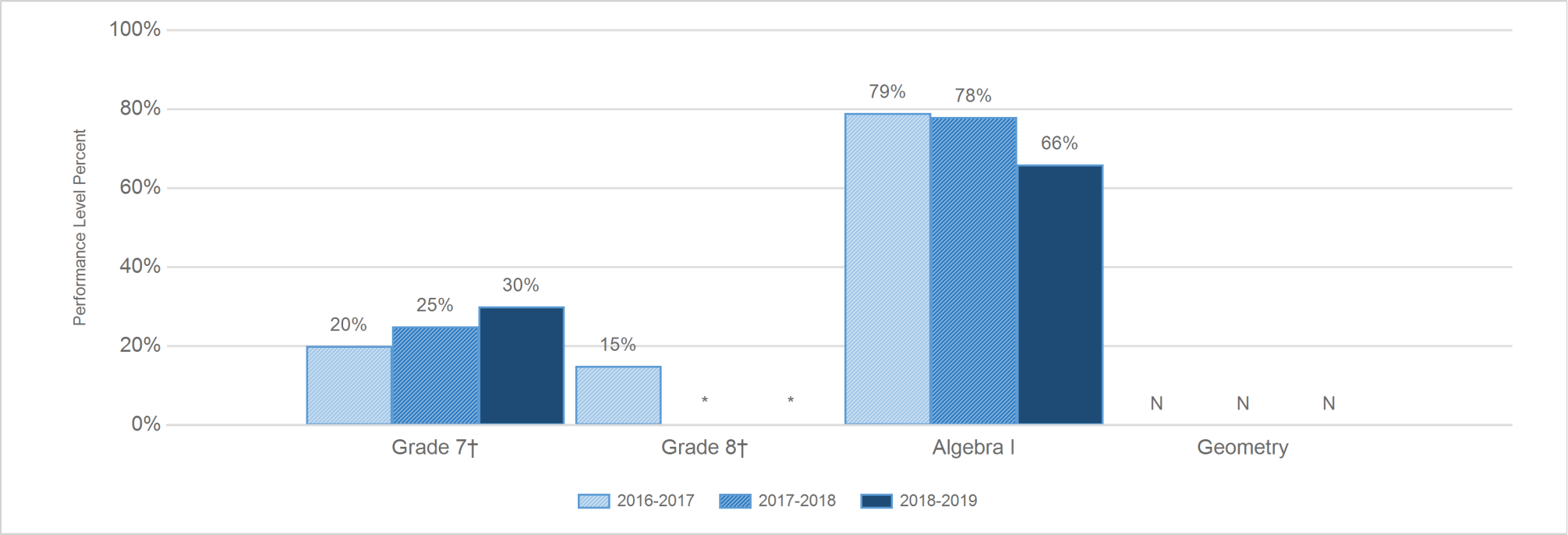† Target was met within a confidence interval.

12

Lincoln Middle School

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Mathematics Assessment – Performance Trends

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

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

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	412	736	736	744	8%	29%	33%	25%	5%	30%	42%
White	130	740	740	751	*	22%	44%	*	*	28%	53%
Hispanic	265	734	734	733	9%	33%	28%	*	*	31%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	12	765	765	768	0%	*	*	*	*	58%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	191	737	737	744	8%	27%	37%	*	*	28%	42%
Male	221	736	736	743	8%	31%	29%	*	*	32%	42%
Economically Disadvantaged Students	233	732	732	731	10%	33%	32%	*	*	25%	24%
Non-Economically Disadvantaged Students	179	742	742	751	6%	24%	34%	*	*	37%	53%
Students with Disabilities	74	711	711	718	*	*	*	*	*	*	13%
Students without Disabilities	338	742	742	749	*	*	*	*	*	*	48%
English Learners	34	712	712	716	*	*	*	*	*	*	10%
Non-English Learners	378	739	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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NJ SCHOOL PERFORMANCE REPORT

Lincoln Middle School

(17-2410-090)

Grades Offered: 07-08

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	327	715	715	728	*	*	*	*	*	*	29%
White	99	719	719	737	25%	35%	29%	10%	0%	10%	38%
Hispanic	212	714	714	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	152	721	721	731	*	*	*	*	*	*	31%
Male	175	710	710	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	169	715	715	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	158	715	715	735	*	*	*	*	*	*	36%
Students with Disabilities	63	704	704	707	*	*	*	*	*	*	10%
Students without Disabilities	264	718	718	734	*	*	*	*	*	*	35%
English Learners	30	706	706	706	*	*	*	*	*	*	10%
Non-English Learners	297	716	716	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Middle School

(17-2410-090)

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	762	730	744	0%	*	26%	*	*	66%	42%
White	46	767	737	752	0%	*	*	*	*	76%	53%
Hispanic	57	755	726	728	0%	*	*	54%	0%	54%	24%
Black or African American	*	*	724	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	58	759	729	745	0%	*	26%	*	*	60%	44%
Male	57	765	731	743	0%	*	26%	*	*	72%	41%
Economically Disadvantaged Students	49	759	726	727	0%	*	22%	*	*	63%	23%
Non-Economically Disadvantaged Students	66	764	735	752	0%	*	29%	*	*	68%	52%
Students with Disabilities	N	N	708	717	N	N	N	N	N	N	12%
Students without Disabilities	115	762	734	748	0%	*	26%	*	*	66%	47%
English Learners	N	N	714	710	N	N	N	N	N	N	*
Non-English Learners	115	762	732	745	0%	*	26%	*	*	66%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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(17-2410-090)

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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	721	737	N	N	N	N	N	N	35%
White	N	N	725	743	N	N	N	N	N	N	43%
Hispanic	N	N	719	724	N	N	N	N	N	N	17%
Black or African American	N	N	726	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	718	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	723	738	N	N	N	N	N	N	36%
Male	N	N	719	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	717	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	724	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	706	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	724	741	N	N	N	N	N	N	*
English Learners	N	N	714	708	N	N	N	N	N	N	*
Non-English Learners	N	N	721	738	N	N	N	N	N	N	*
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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Middle School
(17-2410-090)
Grades Offered: 07-08
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	36	*	*
3-4	23	73.9%	26.1%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Lincoln Middle School
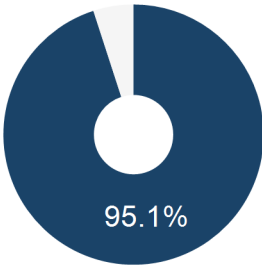(17-2410-090)
Grades Offered: 07-08
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

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

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

Chart values (2018-2019): 3%, 9%, 45%, 43%
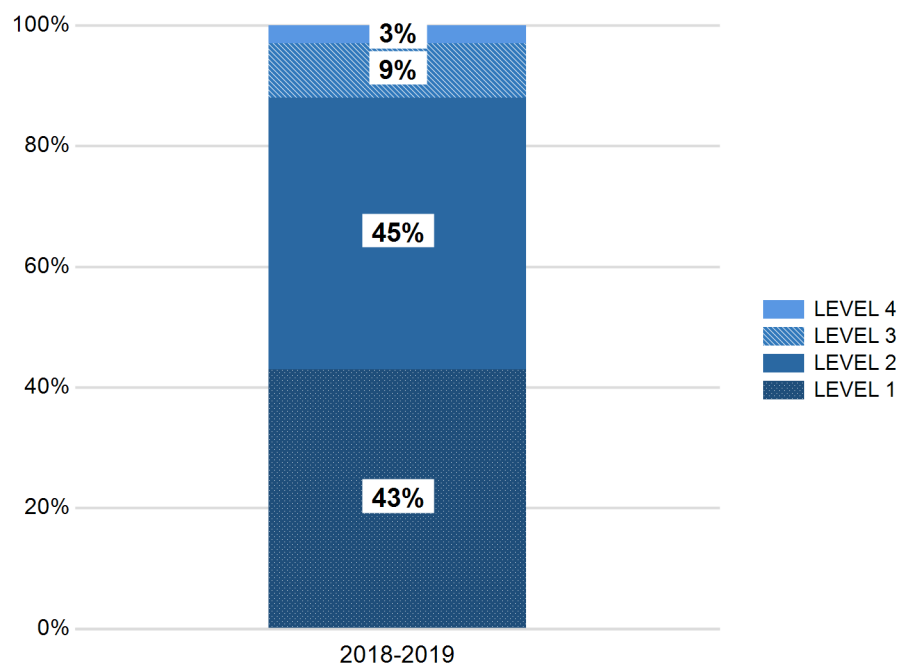
NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	45	9	3
White	31	48	15	6
Hispanic	49	44	5	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	33	47	13	7
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	37	52	9	1
Male	48	39	9	4
Economically Disadvantaged Students	47	46	5	2
Non-Economically Disadvantaged Students	39	44	13	4
Students with Disabilities	84	16	0	0
Students without Disabilities	36	50	11	3
English Learners	83	17	0	0
Non-English Learners	40	47	10	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Lincoln Middle School

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Grades Offered: 07-08

2018-2019

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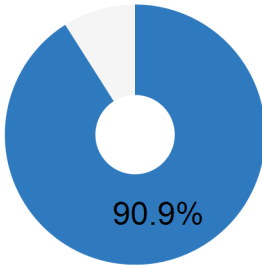† This indicates a table specific note, see note below table

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	413
8	116	0	330
Total	116	0	743

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	287	0	0	0	0	0	0
8	265	0	66	0	0	0	0
Total	552	0	66	0	0	0	0

Lincoln Middle School
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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

95.1%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC
School 27.4%
State 65.1%

DANCE
School 0.0%
State 2.2%

DRAMA
School 0.0%
State 7.1%

VISUAL ARTS
School 76.4%
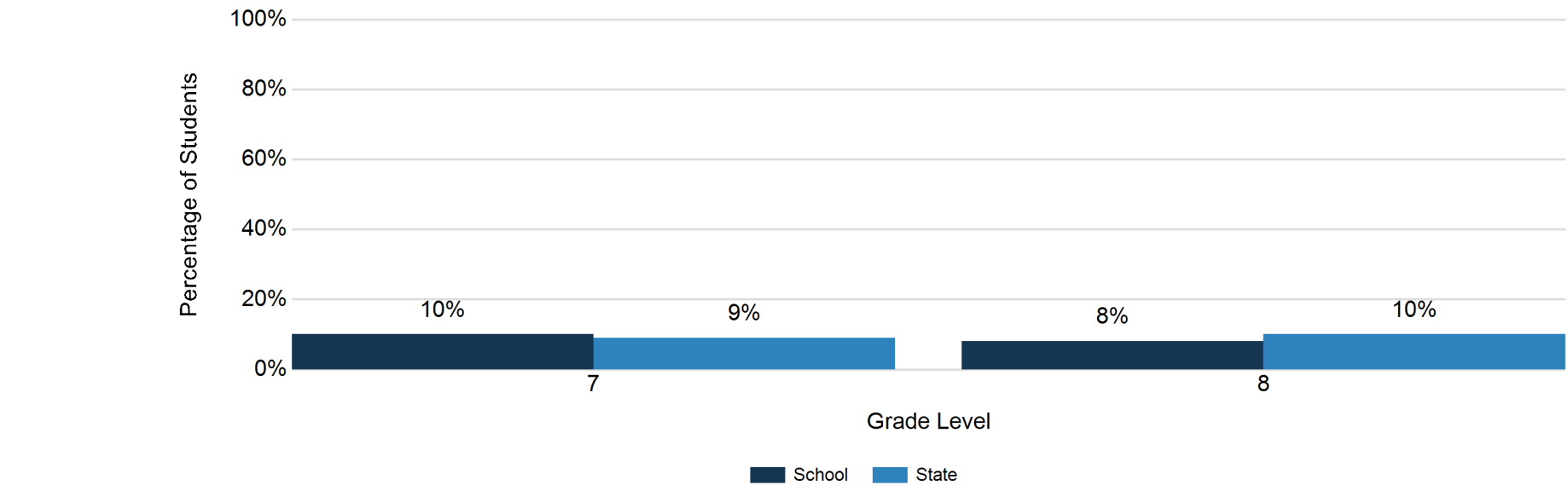State 70.0%

NJ SCHOOL PERFORMANCE REPORT

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	73	8.4	9.5	Met
White	26	9.3	9.5	Met
Hispanic	45	8.3	9.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	3.7	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	34	8.4		
Male	39	8.5		
Economically Disadvantaged Students	49	10.7	9.5	Not Met
Students with Disabilities	21	13.8	9.5	Not Met
English Learners	8	12.9	9.5	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students vs Number of Absences:
- 0: 8%
- 1-5: 38%
- 6-10: 29%
- 11-15: 15%
- Over 15: 11%

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Chronic Absenteeism by Grade

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

Grade 7: School 10%, State 9%
Grade 8: School 8%, State 10%

Legend: School, State

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	2.90

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	3	3
Sexual Orientation	0	1	1
Disability	0	1	1
Other	4	8	12
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	26	3.0%
Any Suspension	26	3.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
81

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 28 Mins
Shared Time - Instructional Time	5 Hrs. 28 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	4.1:1

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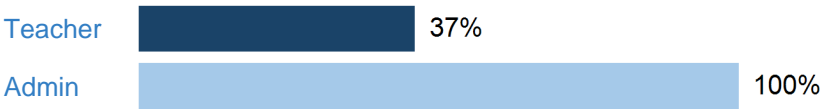
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	68	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	97.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	18.5	12.0
Percentage of Administrators with 4 or more years experience in the district	89.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	431:1	184:1
Teachers to Administrators	34:1	15:1
Students to Librarians/Media Specialists		1067:1
Students to Nurses		762:1
Students to Counselors		356:1
Students to Child Study Team Members		254:1

Lincoln Middle School

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	58.8%	0.0%	48.4%	77.1%	54.9%
Male	52.8%	41.2%	100.0%	51.6%	22.9%	45.1%
White	32.3%	89.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	62.5%	10.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%

Lincoln Middle School
(17-2410-090)
Grades Offered: 07-08
2018-2019

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 63%
Admin — N/A

Master's Degree

Teacher — 37%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	96.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.9%

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NJ SCHOOL PERFORMANCE REPORT

Lincoln Middle School
(17-2410-090)
Grades Offered: 07-08
2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

Lincoln Middle School

(17-2410-090)

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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Consistently Underperforming Student Group (TSI)
Student Group Status: English Learners	

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

Lincoln Middle School

(17-2410-090)

Grades Offered: 07-08

2018-2019

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.4%	35.2%	45.7%
Math Proficiency	25.8%	25.6%	26.4%
ELA Growth	42	32	36
Math Growth	34	30	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		70.5%	50.0%
Chronic Absenteeism	8.5%	7.7%	8.4%

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

Lincoln Middle School
(17-2410-090)
Grades Offered: 07-08
2018-2019

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Lincoln Middle School

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Lincoln Middle School
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2018-2019

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School Narrative

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

Highlights:	• 78.1% of our 8th grade Algebra I students scored a 4 or a 5 on the Alg. 1 PARCC Assessment. The state average was 45.8%. • 66.1% of our 8th grade Algebra I students scored a 4 or a 5 on the Alg. 1 NJSLA 2019 Assessment. The state average was 42.9%. • Our enrollment decreased to 860 students.
Mission, Vision, Theme:	The mission of the Kearny School District, a diverse metropolitan "hometown" working together as a unified community, is to provide unlimited opportunities that maximize everyone''s potential to be a life long learner and a contributing member of society.
Awards, Recognition, Accomplishments:	Lincoln School was the recipient of a grant for the Wipro, an international IT company for teacher leadership. We also received an anonymous donation in order to have a water festival. The water festival is science based and all 6th graders were invited to attend.

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Courses, Curriculum, Instruction:	Holt McDogoul U.S. History, Houghton Mifflin Harcourt Collections, Big Ideas Math, Algebra 1 Common Core Pearson, Pearson Interactive Science, The Great Body Shop, Achieve 3000, Homework Policy #3220 and Help Period.
Sports and Athletics:	Sports Offered: Diving (Boys & Girls), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls) Intramural sports are offered as extra-curricular activities 4 days/week.
Clubs and Activities:	Student Council, STEM, STEAM, Art Club, PEERS, Heros and Cool Kids, Intramural Sports, Yearbook, Color guard, Marching Band, Chorus, Anime, Comic Book Club, 4H, Library Book Club, and Talent Show.

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Before and After School Programs:	Help period, ESL tutoring, and Summer STEM program.
Staff and Professional Learning:	District: 2 days of professional development based on needs. School: one faculty meeting (20 minutes) and one curriculum meeting (60 minutes) per month. Topics include:student assessment data and articulation. Staff is also sent to various trainings throughout the year for current programs or can request professional development days as needed. We provide New Teacher Collaborative staff trainings throughout the year.

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Lincoln Middle School
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Student Supports and Services:	We offer special education pull out, inclusion, and LLD programs. We offer Bilingual part time Spanish and High Intensity ESL. I&RS, ASI, before and after school help period are offered to provide assistance.
Student Health and Wellness:	We offer a Breakfast program, screenings: dental, hearing, vision, height and weight, scoleosis. students receive 3/4 year PE and Swim and 1/4 year Health The Great Body Shop. After school intramural sports. Some staff are CPR and AED certified and we have a MERT team in place.
Parent and Community Involvement:	Parent communication increased by using Blackboard Connect, the Genesis Parent Portal and social media sites. PTA, Back to School Night, Parent Teacher Conferences, Genesis Parent Portal, Blackboard Connect messages, District website, facebook, Instagram, Jr. Police Academy. Title I parent involvement and ESL parent involvement. Two of our students and one parent serves on the Superintendent"s Advisory Committee.

NJ SCHOOL PERFORMANCE REPORT

Lincoln Middle School

(17-2410-090)

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2018-2019

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| | Facilities: | The older portion of building was built in 1965. Renovations and a new wing was completed in 2008 . With renovations, air conditioning was added to all areas. Our school also has a swimming pool which is used during the day for swimming class and it is used after school for the high school swim team. In the evening hours and weekend, the pool is used by the town for recreational swimming and the YMCA of Newark, N.J. |

NJ SCHOOL PERFORMANCE REPORT

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i Other Information	Our daily schedule consists of 8 periods/day. Core classes meet 5 times/week, electives and PE meet on a rotation of ABC days. Class periods are 62 minutes long. The world languages offered are Spanish and Italian. World language classes are year long meeting every three days. Semester elective courses include computers, art, and vocal music. Students are required to wear the district approved uniforms consisting of a navy blue shirt with logo and khaki pants. Shorts are permitted the first two months and the last two months of school.

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
(17-2410-100)
Grades Offered: PK-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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School Contact Information

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

Type	Contact Information
County	Hudson
District	Kearny
Principal Name	Mr. Steven Way
Address	733 KEARNY AVE KEARNY, NJ 07032-3005
Phone Number	201-955-5100
Email Address	sway@kearnyschools.com
Website	http://www.kearnyschools.com
Facebook	https://www.facebook.com/Kearny-School-District
Twitter	https://twitter.com/KearnySupt

Roosevelt Elementary School

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	35	35	32
KG	52	49	45
1	55	53	47
2	62	53	46
3	45	65	42
4	79	53	72
5	59	64	48
6	58	61	64
Total	445	433	396

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.1%	49.4%	46.2%
Male	51.9%	50.6%	53.8%
Economically Disadvantaged Students	34.6%	32.3%	29.8%
Students with Disabilities	13.9%	15.2%	16.7%
English Learners	0.7%	0.7%	1.5%
Homeless Students	0.0%	0.2%	0.3%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	54.4%	51.7%	53.5%
Hispanic	41.1%	44.1%	42.7%
Black or African American	1.3%	1.2%	0.8%
Asian	2.7%	2.1%	1.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.5%	0.3%
Two or More Races	0.2%	0.2%	1.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	35	35	32
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	52	49	45

Enrollment by Home Language

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

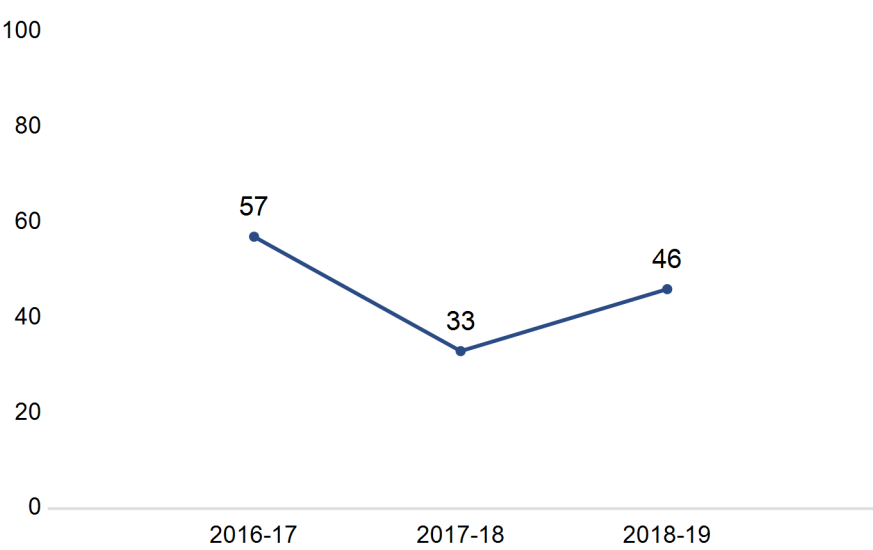| Home Language	% of Students
English	69.7%
Spanish	18.2%
Portuguese	5.6%
Arabic	2.5%
Polish	1.3%
Other Languages	2.8%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
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2018-2019

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

- 2016-17: 57
- 2017-18: 33
- 2018-19: 46

Math Median Student Growth Percentile

- 2016-17: 41
- 2017-18: 48.5
- 2018-19: 50

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	33	46	41	48.5	50
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
(17-2410-100)
Grades Offered: PK-06
2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46	45	50	Met Standard	50	46	50	Met Standard
White	46	44	50	Met Standard	51	47	52	Met Standard
Hispanic	37	46	49	Not Met	47	45	47	Met Standard
Black or African American	*	51	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54	59	**	*	66	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	46	48	53	N	52	47	50	N
Male	45.5	44	47	N	47	46	51	N
Economically Disadvantaged Students	51	45	48	Met Standard	52	45	46	Met Standard
Students with Disabilities	42.5	43.5	43	Met Standard	35.5	42	45	Not Met
English Learners	*	60	52	**	*	55	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
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2018-2019

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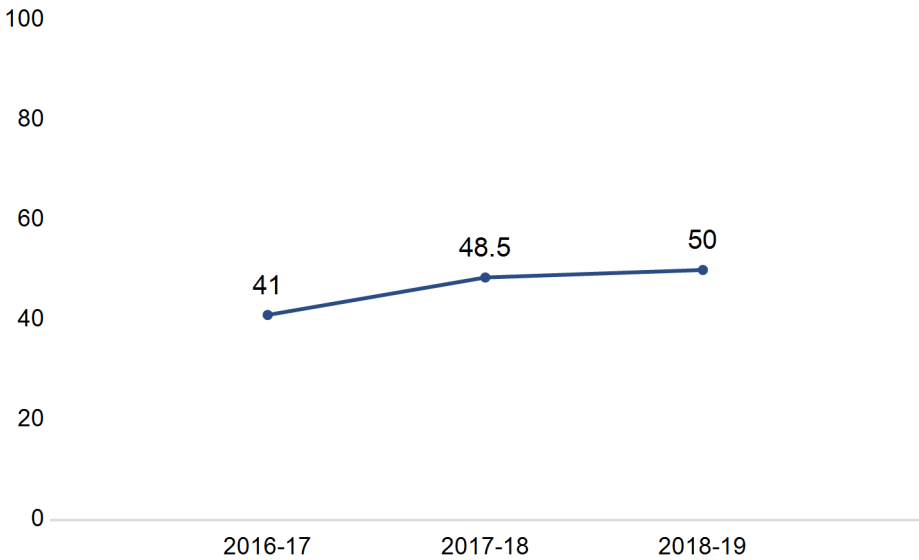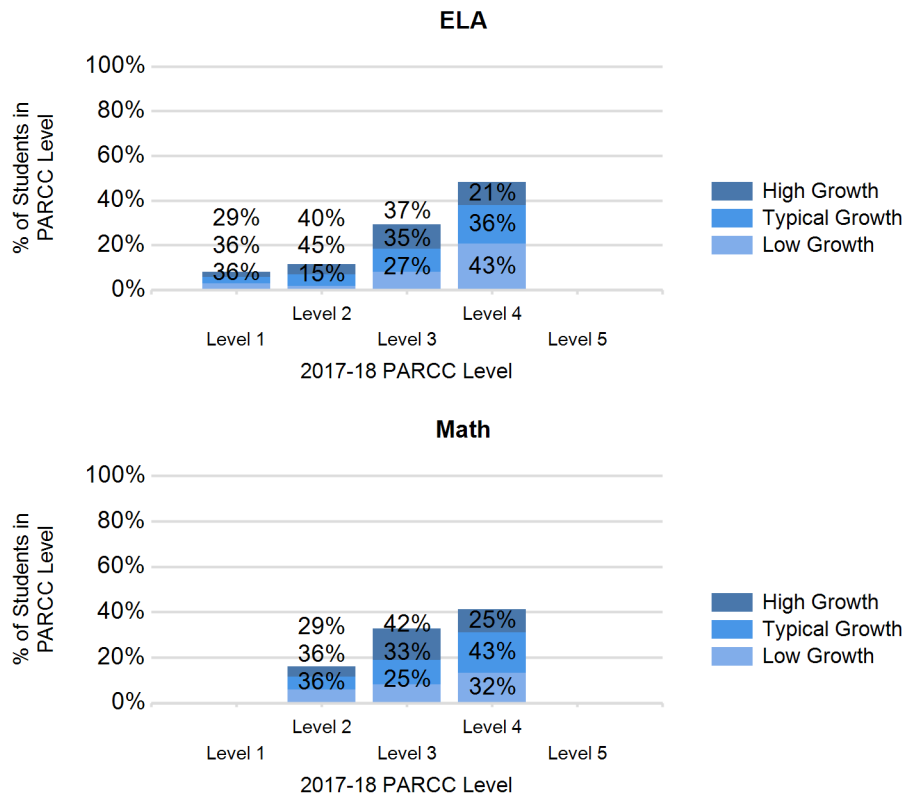- **†** This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

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

Student Growth by Grade

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

ELA (Student Growth by Performance Level)

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 1	36%	36%	29%
Level 2	15%	45%	40%
Level 3	27%	35%	37%
Level 4	43%	36%	21%

Math (Student Growth by Performance Level)

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 2	36%	36%	29%
Level 3	25%	33%	42%
Level 4	32%	43%	25%

ELA (Student Growth by Grade — Median Student Growth Percentile)

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Low 33	Typical 49	Typical 54		

Math (Student Growth by Grade — Median Student Growth Percentile)

Grade 4	Grade 5	Grade 6	Grade 7
Typical 38	Typical 48	Typical 59	

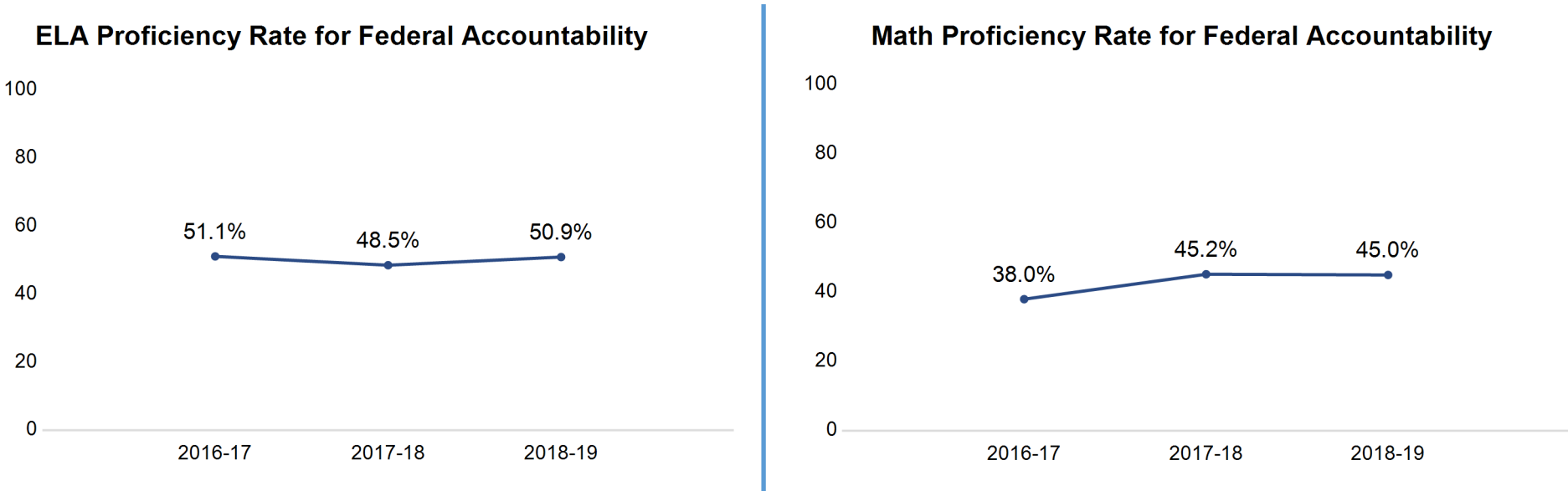**NJ SCHOOL PERFORMANCE REPORT**

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

51.1%   48.5%   50.9%

2016-17   2017-18   2018-19

Math Proficiency Rate for Federal Accountability

38.0%   45.2%   45.0%

2016-17   2017-18   2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	99.6%	99.1%	98.3%	99.6%	99.1%
Proficiency Rate for Federal Accountability	51.1%	48.5%	50.9%	38.0%	45.2%	45.0%
Annual Target	39.1%	41.2%	43.4%	38.7%	40.9%	43.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

7

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	222	99.1	50.9	45.8	57.9	50.9	43.4	Met Target
White	122	99.2	54.1	52.0	66.9	54.1	44	Met Target
Hispanic	91	98.9	44.0	41.7	43.9	44.0	41.5	Met Target
Black or African American	*	*	*	41.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.7	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	100	99.0	61.0	53.3	64.8	61.0		
Male	122	99.2	42.6	38.9	51.3	42.6		
Economically Disadvantaged Students	67	98.6	38.8	41.9	40.0	38.8	38.5	Met Target
Non-Economically Disadvantaged Students	155	99.4	56.1	50.6	67.9	56.1		
Students with Disabilities	49	98.0	*	10.1	22.7	*	18.6	Not Met
Students without Disabilities	173	99.4	*	54.1	65.1	*		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
(17-2410-100)
Grades Offered: PK-06
2018-2019

English Language Arts Assessment - Performance Trends

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

	Grade 3	Grade 4	Grade 5	Grade 6
2016-2017	51%	50%	52%	50%
2017-2018	68%	45%	36%	43%
2018-2019	57%	46%	60%	45%

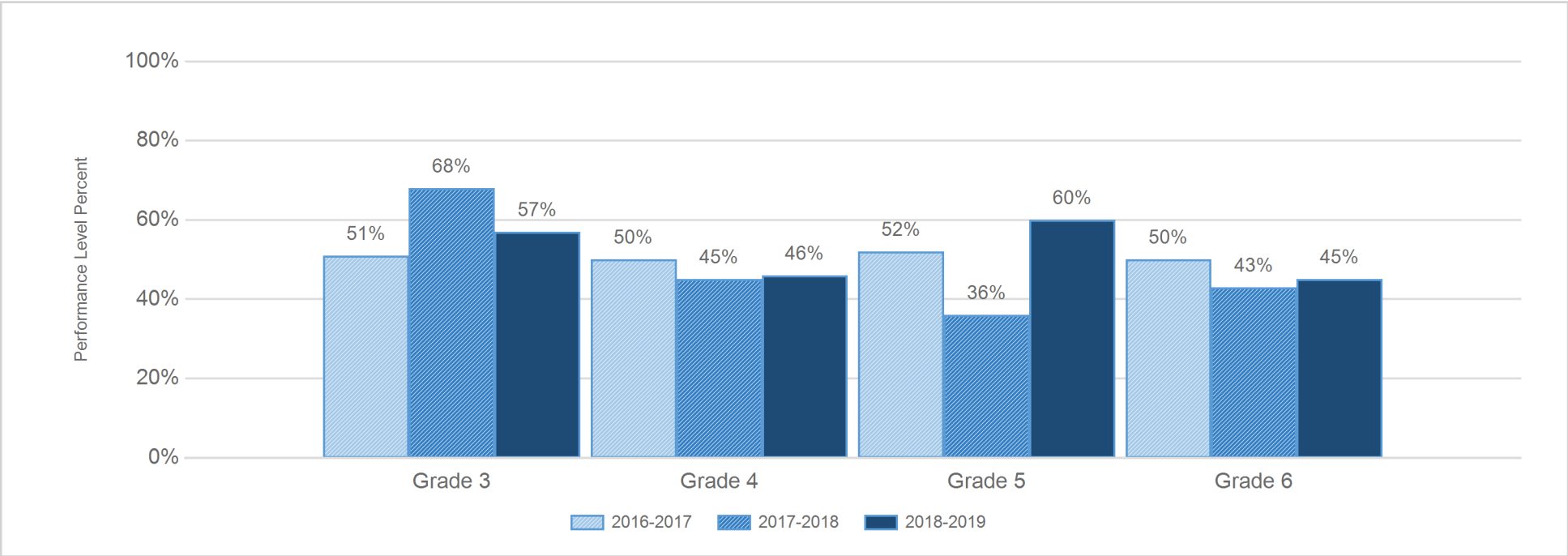**NJ SCHOOL PERFORMANCE REPORT**

Roosevelt Elementary School
(17-2410-100)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	749	744	748	*	24%	*	*	*	57%	50%
White	25	752	*	757	*	*	*	*	*	56%	60%
Hispanic	17	743	741	734	*	*	*	*	*	59%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	756	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	17	749	748	753	*	*	*	*	*	65%	55%
Male	25	748	741	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	16	733	740	731	*	*	*	*	*	31%	33%
Non-Economically Disadvantaged Students	26	758	752	759	*	*	*	*	*	73%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	752	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	745	753	755	*	16%	31%	*	*	46%	57%
White	38	750	*	763	*	*	34%	*	*	50%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	35	750	756	760	*	*	*	*	*	57%	62%
Male	33	739	751	750	*	*	*	*	*	33%	53%
Economically Disadvantaged Students	18	730	748	740	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	50	750	760	765	*	*	*	*	*	52%	69%
Students with Disabilities	16	708	*	725	*	*	*	*	*	*	25%
Students without Disabilities	52	756	*	761	*	*	*	*	*	*	64%
English Learners	N	N	725	720	N	N	N	N	N	N	17%
Non-English Learners	68	745	755	758	*	16%	31%	*	*	46%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
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Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	752	755	756	*	*	21%	*	*	60%	58%
White	23	755	762	764	*	*	*	70%	0%	70%	68%
Hispanic	23	750	751	743	*	*	*	*	*	52%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	19	759	760	761	*	*	*	*	*	79%	64%
Male	29	748	750	750	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	11	731	749	740	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	37	759	764	766	*	*	*	*	*	68%	69%
Students with Disabilities	*	*	722	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	762	762	*	*	*	*	*	*	65%
English Learners	*	*	723	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
(17-2410-100)
Grades Offered: PK-06
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English Language Arts Assessment - Performance by Grade: Grade 6

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

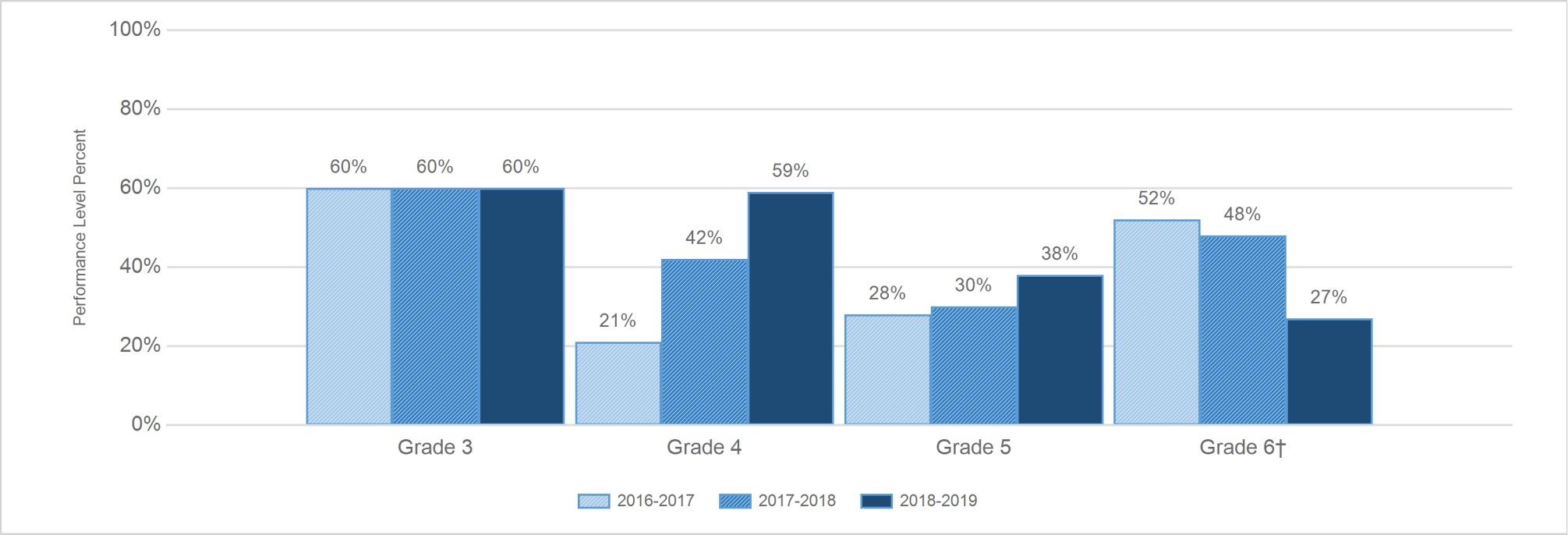| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	749	749	754	*	*	38%	*	*	45%	56%
White	37	747	*	762	*	*	35%	*	*	46%	65%
Hispanic	22	746	746	743	*	*	50%	*	*	36%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	28	756	756	762	*	*	36%	*	*	54%	64%
Male	36	743	741	748	*	*	39%	*	*	39%	48%
Economically Disadvantaged Students	22	752	748	740	*	*	*	*	*	55%	39%
Non-Economically Disadvantaged Students	42	747	750	763	*	*	*	*	*	40%	67%
Students with Disabilities	13	721	721	722	*	*	*	*	*	15%	19%
Students without Disabilities	51	756	755	761	*	*	*	*	*	53%	64%
English Learners	N	N	724	710	N	N	N	N	N	N	*
Non-English Learners	64	749	750	756	*	*	38%	*	*	45%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	222	99.1	45.0	29.3	44.5	45.0	43	Met Target
White	122	99.2	48.4	32.9	54.1	48.4	45.9	Met Target
Hispanic	91	98.9	37.4	26.2	28.8	37.4	38.1	Met Target†
Black or African American	*	*	*	29.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.5	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	100	99.0	49.0	28.8	44.9	49.0		
Male	122	99.2	41.8	29.7	44.2	41.8		
Economically Disadvantaged Students	67	98.6	29.9	26.1	26.3	29.9	35.8	Met Target†
Non-Economically Disadvantaged Students	155	99.4	51.6	33.3	54.9	51.6		
Students with Disabilities	49	98.0	*	*	17.4	*	16.9	Not Met
Students without Disabilities	173	99.4	*	*	50.0	*		
English Learners	*	*	*	20.1	25.0	*	**	**
Non-English Learners	*	*	*	30.6	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
(17-2410-100)
Grades Offered: PK-06
2018-2019

Mathematics Assessment – Performance Trends

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

Grade	2016-2017	2017-2018	2018-2019
Grade 3	60%	60%	60%
Grade 4	21%	42%	59%
Grade 5	28%	30%	38%
Grade 6†	52%	48%	27%

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

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School

(17-2410-100)

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	755	750	752	*	*	24%	*	*	60%	55%
White	25	758	752	760	*	*	*	*	*	60%	66%
Hispanic	17	752	747	739	*	*	*	*	*	59%	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	17	749	749	751	*	*	*	*	*	59%	54%
Male	25	760	750	752	*	*	*	*	*	60%	56%
Economically Disadvantaged Students	16	745	747	737	*	*	*	*	*	31%	37%
Non-Economically Disadvantaged Students	26	762	754	761	*	*	*	*	*	77%	67%
Students with Disabilities	*	*	733	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	753	756	*	*	*	*	*	*	60%
English Learners	*	*	725	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	753	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	746	746	749	*	*	22%	*	*	59%	51%
White	38	754	*	757	*	*	*	*	*	66%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	35	749	746	749	*	*	*	*	*	63%	50%
Male	33	743	747	749	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	18	729	740	734	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	50	753	754	759	*	*	*	*	*	66%	63%
Students with Disabilities	16	710	*	726	*	*	*	*	*	*	25%
Students without Disabilities	52	757	*	754	*	*	*	*	*	*	56%
English Learners	N	N	727	722	N	N	N	N	N	N	18%
Non-English Learners	68	746	748	751	*	*	22%	*	*	59%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	740	741	747	*	29%	31%	*	*	38%	47%
White	23	741	746	755	*	*	*	*	*	39%	58%
Hispanic	23	740	738	735	0%	*	*	*	*	35%	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	19	746	740	747	*	*	*	*	*	42%	47%
Male	29	737	742	747	*	*	*	*	*	34%	47%
Economically Disadvantaged Students	11	731	738	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	37	743	746	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	722	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	745	752	*	*	*	*	*	*	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	738	735	741	*	36%	33%	*	*	27%	41%
White	37	736	*	749	*	32%	35%	*	*	27%	51%
Hispanic	22	730	732	729	*	45%	*	*	*	14%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	28	738	738	742	*	*	*	*	*	32%	42%
Male	36	737	732	740	*	*	*	*	*	22%	40%
Economically Disadvantaged Students	22	741	733	726	*	*	*	*	*	32%	21%
Non-Economically Disadvantaged Students	42	736	737	750	*	*	*	*	*	24%	53%
Students with Disabilities	13	709	714	716	*	*	*	*	*	*	12%
Students without Disabilities	51	745	740	746	*	*	*	*	*	*	46%
English Learners	N	N	723	709	N	N	N	N	N	N	*
Non-English Learners	64	738	736	743	*	36%	33%	*	*	27%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

Roosevelt Elementary School

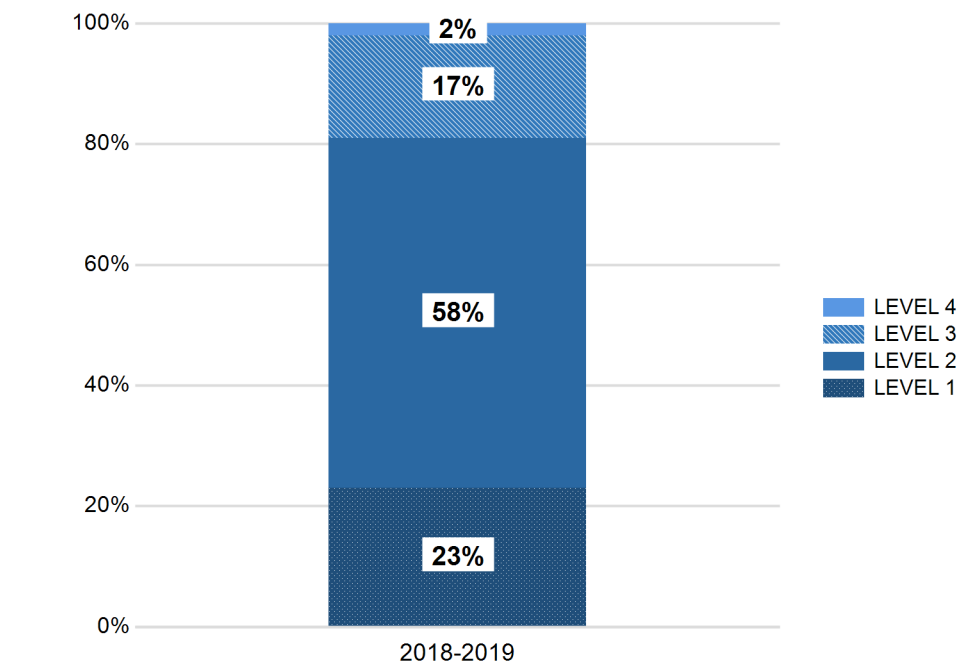(17-2410-100)

Grades Offered: PK-06

2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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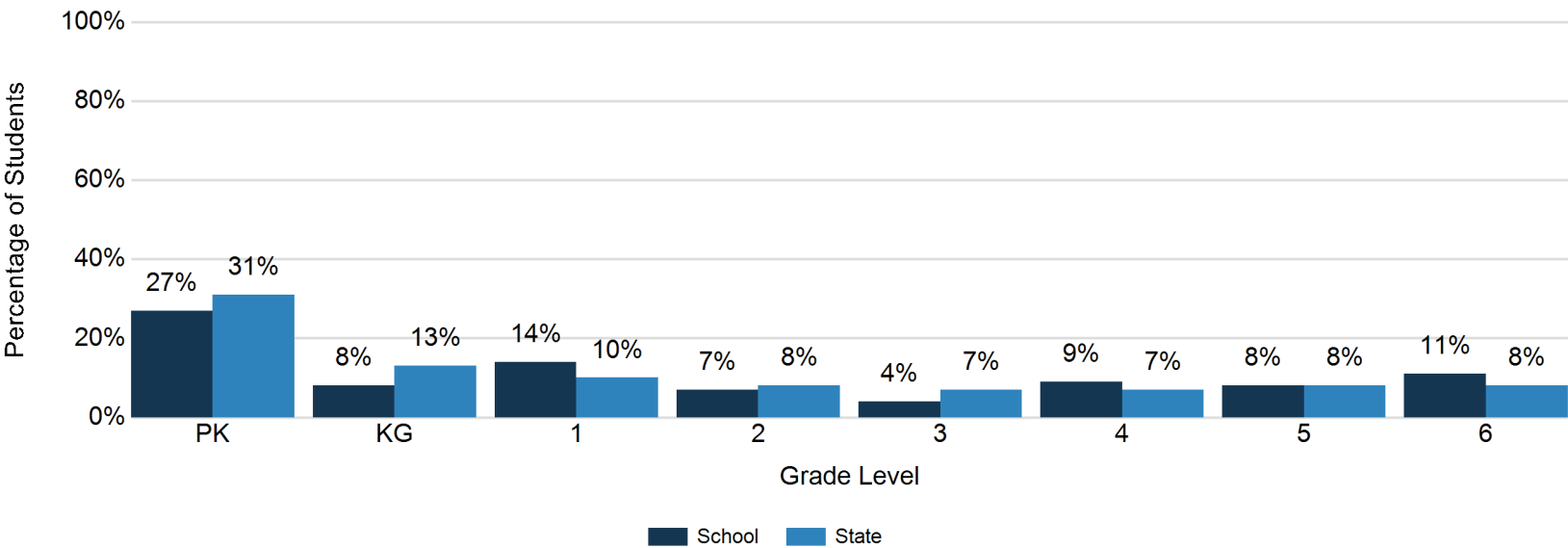**†** This indicates a table specific note, see note below table

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

NJSLA Science Assessment: Grade 5 Summary

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

2018-2019

- 2%
- 17%
- 58%
- 23%

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	23	58	17	2
White	22	57	17	4
Hispanic	22	65	13	0
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	11	63	21	5
Male	31	55	14	0
Economically Disadvantaged Students	45	55	0	0
Non-Economically Disadvantaged Students	16	59	22	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
(17-2410-100)
Grades Offered: PK-06
2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	34	8.8	8.8	Met
White	16	7.8	8.8	Met
Hispanic	16	9.6	8.8	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	16	9.2		
Male	18	8.5		
Economically Disadvantaged Students	20	16.0	8.8	Not Met
Students with Disabilities	10	15.4	8.8	Not Met
English Learners	5	20.0	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Bar chart — Percentage of Students by Number of Absences:
0: 2%; 1-5: 35%; 6-10: 37%; 11-15: 14%; Over 15: 11%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
(17-2410-100)
Grades Offered: PK-06
2018-2019

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

Chronic Absenteeism by Grade

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

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.52

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	1	0	1
Disability	0	0	0
Other	1	3	4
No Identified Nature	0		0

Student Disciplinary Removals

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

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

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

Roosevelt Elementary School
(17-2410-100)
Grades Offered: PK-06
2018-2019

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	1:05 PM
Length of School Day	4 Hrs 20 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.6:1

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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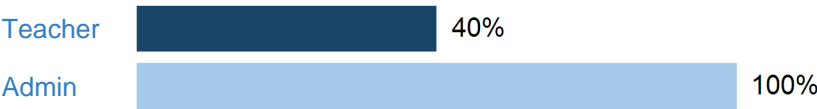
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	14.0	12.1
Average years experience in district	14.0	10.8
Percentage of Teachers with 4 or more years experience in the district	91.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	18.5	12.0
Percentage of Administrators with 4 or more years experience in the district	89.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	396:1	184:1
Teachers to Administrators	35:1	15:1
Students to Librarians/Media Specialists		1067:1
Students to Nurses		762:1
Students to Counselors		356:1
Students to Child Study Team Members		254:1

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.2%	82.9%	0.0%	48.4%	77.1%	54.9%
Male	53.8%	17.1%	100.0%	51.6%	22.9%	45.1%
White	53.5%	97.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	42.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.5%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
(17-2410-100)
Grades Offered: PK-06
2018-2019

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 60%

Admin N/A

Master's Degree

Teacher 40%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	96.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.3%

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.1%	48.5%	50.9%
Math Proficiency	38.0%	45.2%	45.0%
ELA Growth	57	33	46
Math Growth	41	48	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	9.0%	7.0%	8.8%

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

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
(17-2410-100)
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Roosevelt Elementary School
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2018-2019

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School Narrative

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

Highlights:	• Curriculum includes Orton Gillingham, Fountas & Pinnel, Being a Writer, Being a Reader and Science Fusion. School numbers are over 400. • We have one media center with 28 computers, lap tops on mobile carts and 2 classrooms hard wired for PARCC. We are an Achieve 3000 state certified literacy leader. • Roosevelt School is an Achieve 3000 National Literacy winner. We are entering our fourth year of the CAR-BOLM program with the State of NJ.
Mission, Vision, Theme:	The mission of the Kearny School District, a diverse metropolitan "hometown" working together as a unified community, is to provide unlimited opportunities that maximize everyone''s potential to be a life long learner and a contributing member of society.
Awards, Recognition, Accomplishments:	Roosevelt School is an Achieve 3000 National Literacy winner. Roosevelt Elementary School has been selected to participate in the second phase of Harvard University's National Evaluation of Curriculum Effectiveness. We are in our 4th year of implementation of the CAR-BOLM Framework in partnership with the NJDOE. Roosevelt School will be receiving professional development through a grant with The Children's Literacy Initiative (CLI).

Roosevelt Elementary School

(17-2410-100)

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2018-2019

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Courses, Curriculum, Instruction:	Curriculum includes K - 2 Orton Gillingham, K - 5 GoMath!, 3 - 6 Achieve 3000, Reading A-Z, 1 - 2 Making Meaning, Fountas & Pinnel, K - 5 Being a Writer, Being a Reader, Big Ideas Math Grade 6, Science Great Body Shop Health, Gifted & Talented, K - 5 Learning A - Z, 1 - 2 Scholastic News, 3 - 5 Storyworks, 3 - 5 Harcourt Trophies, 6 ST Math, 3 - 5 United States Communities & Neighbors, Grade 6 Collections, Grade 6 World History, Homework Policy #3220/Help Period and Knowing Science.
Clubs and Activities:	Safety Patrols, Junior Peers, Spirit Club, Chorus, Photography Club, Science Club, Reading Club, Ukulele Club, Guitar Club, Rocket Readers, Early Childhood Involvement, and Achieve 3000 summer national reading contest.

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

School Narrative

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Before and After School Programs:	Early Childhood Involvement parent workshops.
Staff and Professional Learning:	Staff receive 2 full days and 5 half days dedicated to professional development based on school or district needs. Staff is also sent to various training throughout the year for current programs or may request professional development as needed. We provide New Teacher Collaborative staff training throughout the year.

Roosevelt Elementary School

(17-2410-100)

Grades Offered: PK-06

2018-2019

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School Narrative

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Student Supports and Services:	Special Education: Pull Out Resource, Inclusion classes, and LLD. I&RS, Before and After school help period.
Parent and Community Involvement:	PTA programs, Back to School night, Parent conferences, Blackboard Connect calls and emails, Genesis Parent Portal, Family Science Nights, Early Childhood Parent Involvement programs, Facebook postings, Website.

Schuyler Elementary School

(17-2410-110)

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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Schuyler Elementary School

(17-2410-110)

Grades Offered: PK-06

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Contact Information

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

Type	Contact Information
County	Hudson
District	Kearny
Principal Name	Ms. Valerie Iacono
Address	644 FOREST ST KEARNY, NJ 07032-3798
Phone Number	201-955-5105
Email Address	viacono@kearnyschools.com
Website	http://www.kearnyschools.com
Facebook	https://www.facebook.com/Kearny-School-District
Twitter	https://twitter.com/KearnySupt

NJ SCHOOL PERFORMANCE REPORT

Schuyler Elementary School
(17-2410-110)
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	35	31	32
KG	54	56	58
1	60	53	52
2	52	55	53
3	69	60	50
4	53	69	65
5	76	60	83
6	81	72	62
Total	480	456	455

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.9%	45.8%	45.3%
Male	53.1%	54.2%	54.7%
Economically Disadvantaged Students	52.9%	53.5%	55.8%
Students with Disabilities	13.3%	17.8%	16.7%
English Learners	5.8%	8.3%	11.9%
Homeless Students	0.0%	0.9%	0.7%
Students in Foster Care	0.4%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	40.2%	35.5%	38.0%
Hispanic	54.0%	57.9%	54.9%
Black or African American	1.3%	1.5%	1.8%
Asian	3.3%	3.7%	3.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.4%
Two or More Races	0.8%	0.9%	0.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	35	31	32
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	54	56	58

Enrollment by Home Language

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

Home Language	% of Students
English	53.8%
Spanish	27.5%
Portuguese	12.3%
Arabic	2.4%
Polish	1.3%
Other Languages	2.6%

NJ SCHOOL PERFORMANCE REPORT

Schuyler Elementary School
(17-2410-110)
Grades Offered: PK-06
2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

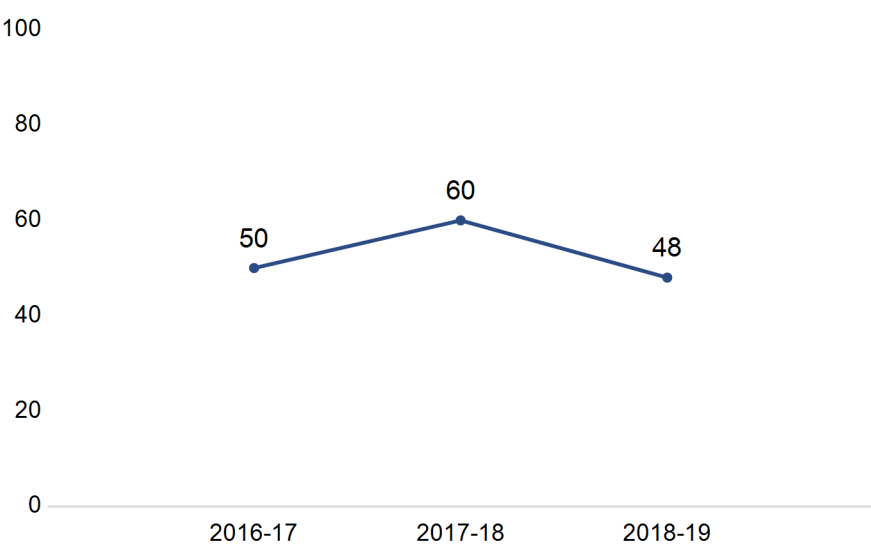| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50	60	48	47	51	41
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Schuyler Elementary School

(17-2410-110)

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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	45	50	Met Standard	41	46	50	Met Standard
White	52	44	50	Met Standard	41	47	52	Met Standard
Hispanic	44	46	49	Met Standard	40	45	47	Met Standard
Black or African American	*	51	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54	59	**	*	66	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	48	48	53	N	42	47	50	N
Male	45.5	44	47	N	37	46	51	N
Economically Disadvantaged Students	45.5	45	48	Met Standard	44	45	46	Met Standard
Students with Disabilities	43	43.5	43	Met Standard	44	42	45	Met Standard
English Learners	46	60	52	**	62.5	55	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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Schuyler Elementary School

(17-2410-110)

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2018-2019

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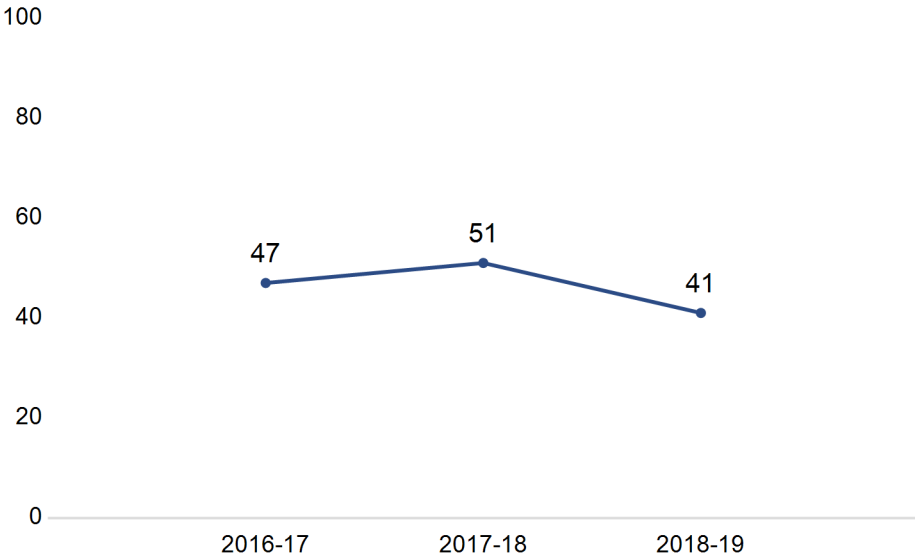† This indicates a table specific note, see note below table

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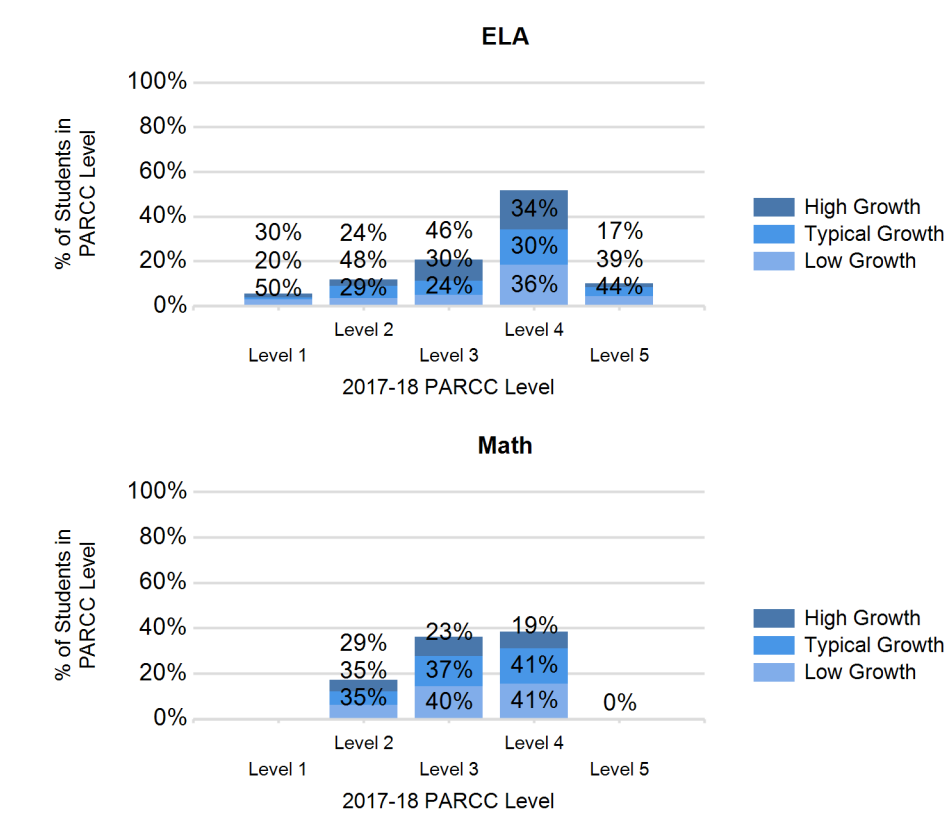
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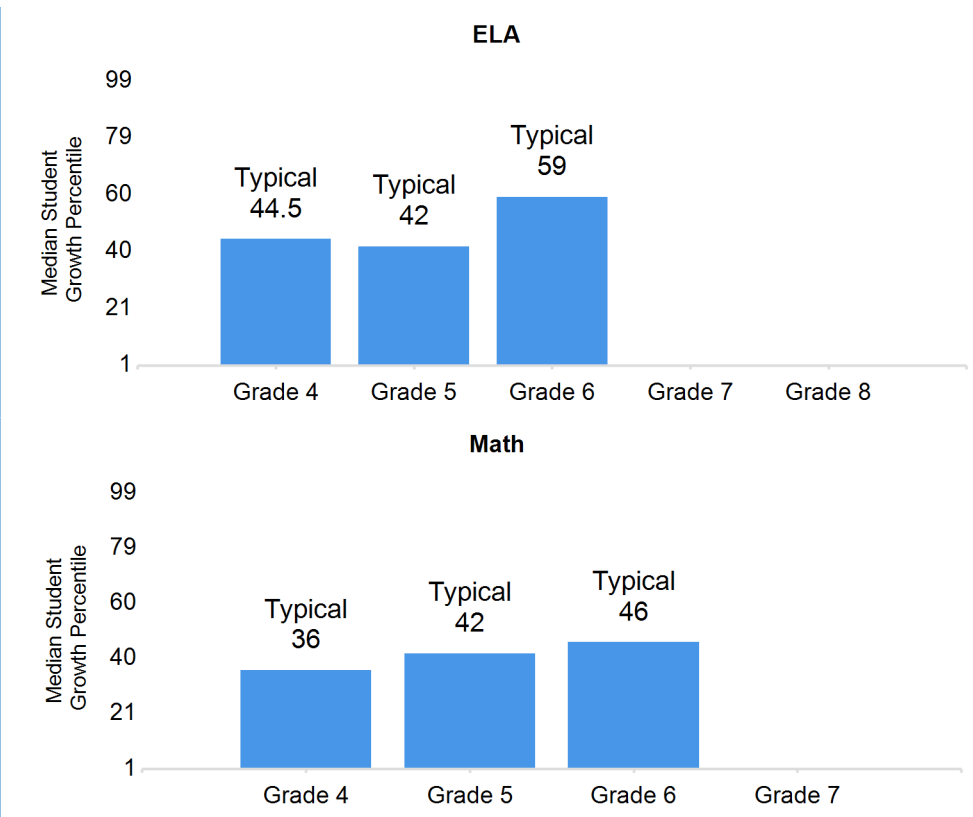## Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math

NJ SCHOOL PERFORMANCE REPORT

Schuyler Elementary School
(17-2410-110)
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2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 53.3%
- 2017-18: 60.6%
- 2018-19: 61.4%

Math Proficiency Rate for Federal Accountability

- 2016-17: 36.6%
- 2017-18: 38.8%
- 2018-19: 40.1%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	98.1%	98.8%	97.5%	98.1%	98.8%
Proficiency Rate for Federal Accountability	53.3%	60.6%	61.4%	36.6%	38.8%	40.1%
Annual Target	39.3%	41.5%	43.6%	36.0%	38.3%	40.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

7

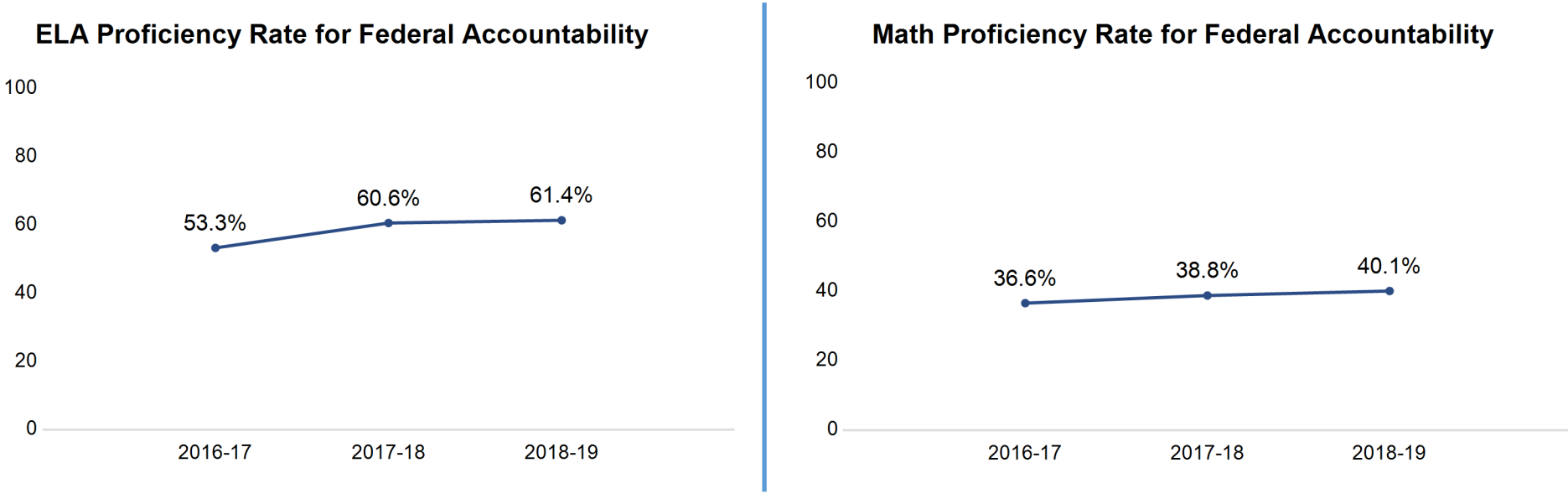**NJ SCHOOL PERFORMANCE REPORT**

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	246	98.8	61.4	45.8	57.9	61.4	43.6	Met Target
White	97	98.0	60.8	52.0	66.9	60.8	43.6	Met Target
Hispanic	134	99.3	60.4	41.7	43.9	60.4	41.7	Met Target
Black or African American	*	*	*	41.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.7	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	109	99.1	66.1	53.3	64.8	66.1		
Male	137	98.6	57.7	38.9	51.3	57.7		
Economically Disadvantaged Students	135	100.0	58.5	41.9	40.0	58.5	42.8	Met Target
Non-Economically Disadvantaged Students	111	97.5	64.9	50.6	67.9	64.9		
Students with Disabilities	50	98.1	18.0	10.1	22.7	18.0	20.2	Met Target†
Students without Disabilities	196	99.0	72.4	54.1	65.1	72.4		
English Learners	27	100.0	37.0	*	29.3	37.0	56.3	Not Met
Non-English Learners	219	98.7	64.4	*	60.6	64.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance Trends

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

Grade 3: 2016-2017 63%, 2017-2018 66%, 2018-2019 59%
Grade 4: 2016-2017 58%, 2017-2018 69%, 2018-2019 70%
Grade 5: 2016-2017 49%, 2017-2018 42%, 2018-2019 63%
Grade 6: 2016-2017 49%, 2017-2018 58%, 2018-2019 53%

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

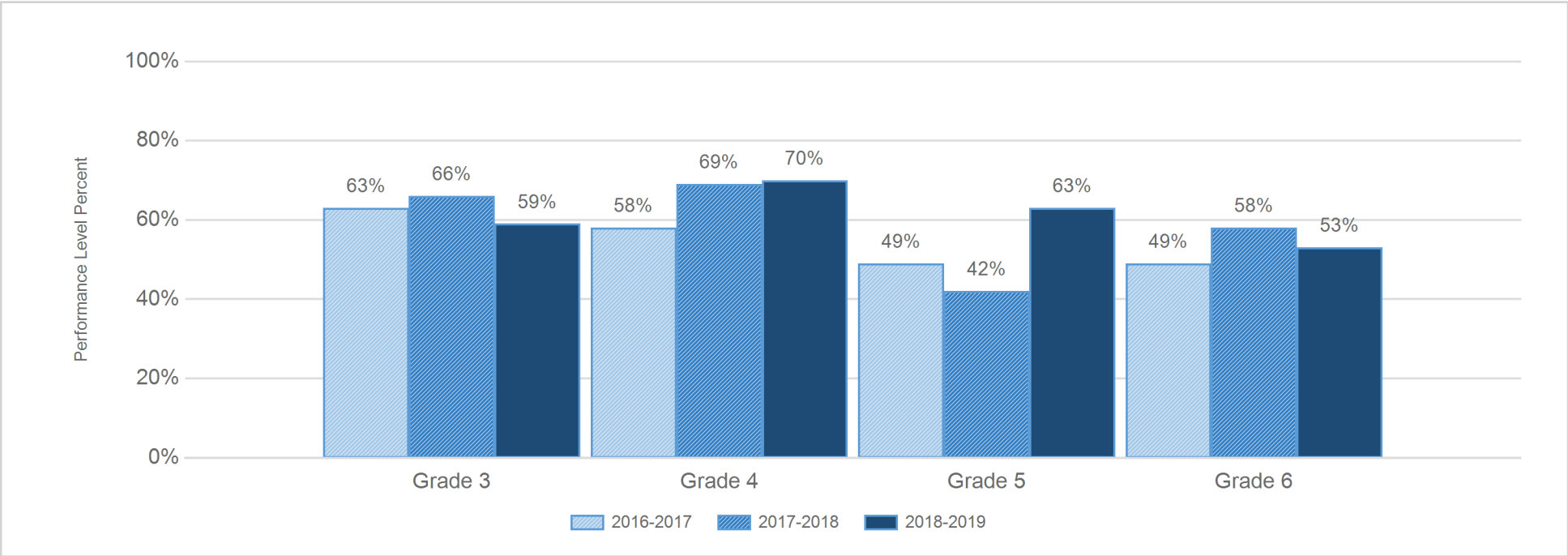**NJ SCHOOL PERFORMANCE REPORT**

Schuyler Elementary School

(17-2410-110)

Grades Offered: PK-06

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	756	744	748	*	*	20%	*	*	59%	50%
White	24	749	*	757	*	*	*	58%	0%	58%	60%
Hispanic	23	763	741	734	*	*	*	*	*	61%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	23	758	748	753	*	*	*	*	*	65%	55%
Male	26	754	741	743	*	*	*	*	*	54%	46%
Economically Disadvantaged Students	23	755	740	731	*	*	*	*	*	65%	33%
Non-Economically Disadvantaged Students	26	757	752	759	*	*	*	*	*	54%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	752	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Schuyler Elementary School
(17-2410-110)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	760	753	755	*	*	*	*	*	70%	57%
White	20	767	*	763	*	*	0%	*	*	85%	67%
Hispanic	37	757	*	743	*	*	*	*	*	62%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	28	762	756	760	*	*	*	*	*	75%	62%
Male	35	759	751	750	*	*	*	*	*	66%	53%
Economically Disadvantaged Students	34	758	748	740	*	*	*	*	*	65%	40%
Non-Economically Disadvantaged Students	29	763	760	765	*	*	*	*	*	76%	69%
Students with Disabilities	15	728	*	725	*	*	*	*	*	13%	25%
Students without Disabilities	48	771	*	761	*	*	*	*	*	88%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Schuyler Elementary School

(17-2410-110)

Grades Offered: PK-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	760	755	756	*	*	33%	*	*	63%	58%
White	*	*	762	764	*	*	*	*	*	*	68%
Hispanic	41	755	751	743	*	*	29%	*	*	66%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	33	764	760	761	*	*	30%	*	*	67%	64%
Male	37	756	750	750	*	*	35%	*	*	59%	52%
Economically Disadvantaged Students	38	756	749	740	*	*	34%	*	*	58%	39%
Non-Economically Disadvantaged Students	32	765	764	766	*	*	31%	*	*	69%	69%
Students with Disabilities	*	*	722	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	762	762	*	*	*	*	*	*	65%
English Learners	*	*	723	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Schuyler Elementary School

(17-2410-110)

Grades Offered: PK-06

2018-2019

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N No Data is available to display

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English Language Arts Assessment - Performance by Grade: Grade 6

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

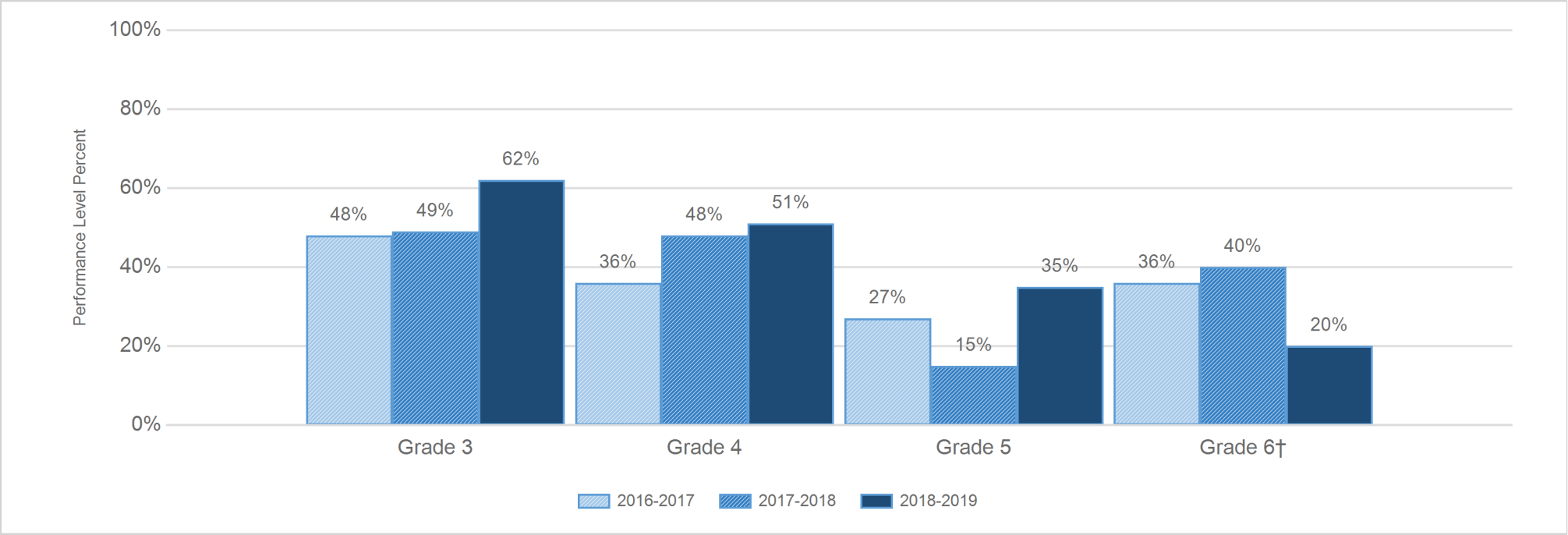| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	751	749	754	*	17%	22%	*	*	53%	56%
White	24	752	*	762	*	*	*	*	*	50%	65%
Hispanic	30	745	746	743	*	*	*	*	*	47%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	24	758	756	762	*	*	*	*	*	63%	64%
Male	35	746	741	748	*	*	*	*	*	46%	48%
Economically Disadvantaged Students	37	747	748	740	*	*	*	*	*	46%	39%
Non-Economically Disadvantaged Students	22	758	750	763	*	*	*	*	*	64%	67%
Students with Disabilities	14	709	721	722	*	*	*	*	*	*	19%
Students without Disabilities	45	764	755	761	*	*	*	*	*	*	64%
English Learners	*	*	724	710	*	*	*	*	*	*	*
Non-English Learners	*	*	750	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

Schuyler Elementary School

(17-2410-110)

Grades Offered: PK-06

2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	247	98.8	40.1	29.3	44.5	40.1	40.6	Met Target†
White	97	98.0	43.3	32.9	54.1	43.3	42.9	Met Target
Hispanic	135	99.3	35.6	26.2	28.8	35.6	36.2	Met Target†
Black or African American	*	*	*	29.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.5	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	110	99.1	37.3	28.8	44.9	37.3		
Male	137	98.6	42.3	29.7	44.2	42.3		
Economically Disadvantaged Students	135	100.0	38.5	26.1	26.3	38.5	39.3	Met Target†
Non-Economically Disadvantaged Students	112	97.5	42.0	33.3	54.9	42.0		
Students with Disabilities	50	98.1	*	*	17.4	*	20.3	Not Met
Students without Disabilities	197	99.0	*	*	50.0	*		
English Learners	28	100.0	39.3	20.1	25.0	39.3	47.5	Met Target†
Non-English Learners	219	98.7	40.2	30.6	46.5	40.2		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Schuyler Elementary School

(17-2410-110)

Grades Offered: PK-06

2018-2019

Mathematics Assessment – Performance Trends

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

Grade	2016-2017	2017-2018	2018-2019
Grade 3	48%	49%	62%
Grade 4	36%	48%	51%
Grade 5	27%	15%	35%
Grade 6†	36%	40%	20%

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

NJ SCHOOL PERFORMANCE REPORT

Schuyler Elementary School

(17-2410-110)

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	752	750	752	*	*	24%	*	*	62%	55%
White	24	750	752	760	*	*	*	*	*	58%	66%
Hispanic	24	753	747	739	*	*	*	*	*	67%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	24	752	749	751	*	*	*	*	*	63%	54%
Male	26	751	750	752	*	*	*	*	*	62%	56%
Economically Disadvantaged Students	24	749	747	737	*	*	*	*	*	58%	37%
Non-Economically Disadvantaged Students	26	754	754	761	*	*	*	*	*	65%	67%
Students with Disabilities	*	*	733	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	753	756	*	*	*	*	*	*	60%
English Learners	*	*	725	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	753	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Schuyler Elementary School

(17-2410-110)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	747	746	749	*	*	38%	51%	0%	51%	51%
White	20	754	*	757	*	0%	*	70%	0%	70%	62%
Hispanic	37	740	*	737	*	*	49%	35%	0%	35%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	28	742	746	749	*	*	50%	*	*	39%	50%
Male	35	751	747	749	*	*	29%	*	*	60%	52%
Economically Disadvantaged Students	34	748	740	734	*	*	38%	53%	0%	53%	32%
Non-Economically Disadvantaged Students	29	746	754	759	*	*	38%	48%	0%	48%	63%
Students with Disabilities	14	726	*	726	*	*	*	*	*	*	25%
Students without Disabilities	49	753	*	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	748	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Schuyler Elementary School

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	743	741	747	*	19%	43%	*	*	35%	47%
White	*	*	746	755	*	*	*	*	*	*	58%
Hispanic	42	741	738	735	0%	24%	43%	*	*	33%	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	34	741	740	747	*	*	44%	*	*	32%	47%
Male	38	744	742	747	*	*	42%	*	*	37%	47%
Economically Disadvantaged Students	39	741	738	732	*	*	38%	*	*	33%	27%
Non-Economically Disadvantaged Students	33	746	746	757	*	*	48%	*	*	36%	59%
Students with Disabilities	*	*	722	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	745	752	*	*	*	*	*	*	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

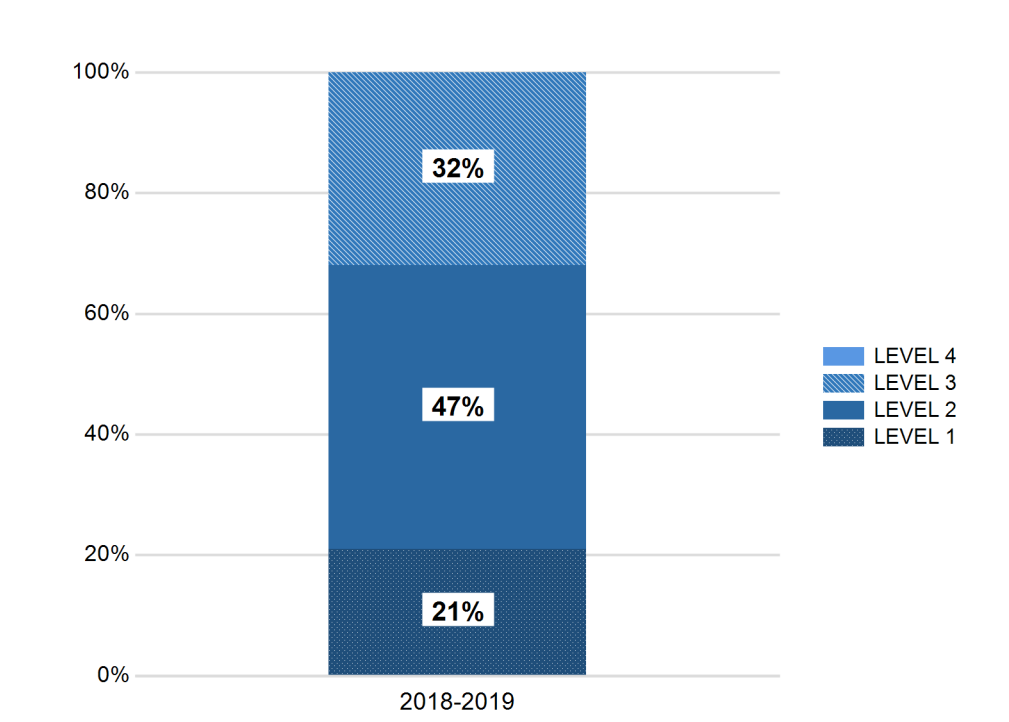| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	727	735	741	*	32%	33%	*	*	20%	41%
White	24	728	*	749	*	*	*	*	*	21%	51%
Hispanic	31	724	732	729	*	35%	*	*	*	16%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	25	730	738	742	*	*	*	*	*	24%	42%
Male	35	726	732	740	*	*	*	*	*	17%	40%
Economically Disadvantaged Students	38	727	733	726	*	*	*	*	*	18%	21%
Non-Economically Disadvantaged Students	22	728	737	750	*	*	*	*	*	23%	53%
Students with Disabilities	14	707	714	716	*	*	*	*	*	*	12%
Students without Disabilities	46	734	740	746	*	*	*	*	*	*	46%
English Learners	*	*	723	709	*	*	*	*	*	*	*
Non-English Learners	*	*	736	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

Schuyler Elementary School
(17-2410-110)
Grades Offered: PK-06
2018-2019

Report Key:
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	77.3%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	35	*	*
3-4	15	73.3%	26.7%
5 or more	*	*	*

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

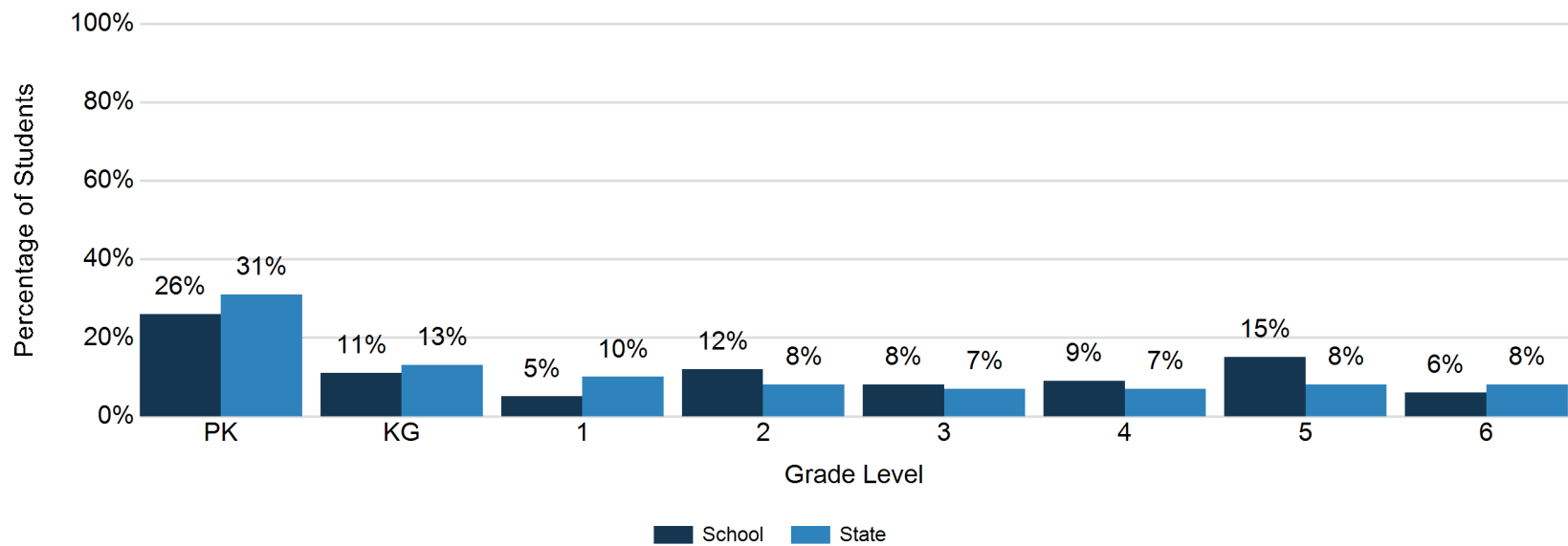| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	21	47	32	0
White	*	*	*	*
Hispanic	21	48	31	0
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	21	53	26	0
Male	21	42	37	0
Economically Disadvantaged Students	30	38	33	0
Non-Economically Disadvantaged Students	9	59	31	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Schuyler Elementary School

(17-2410-110)

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2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	42	9.9	8.8	Not Met
White	12	7.6	8.8	Met
Hispanic	27	11.4	8.8	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	11.1	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	18	9.2		
Male	24	10.4		
Economically Disadvantaged Students	29	11.9	8.8	Not Met
Students with Disabilities	15	18.1	8.8	Not Met
English Learners	7	14.9	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students vs. Number of Absences:
- 0: 5%
- 1-5: 33%
- 6-10: 32%
- 11-15: 16%
- Over 15: 14%

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2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	School	State
PK	26%	31%
KG	11%	13%
1	5%	10%
2	12%	8%
3	8%	7%
4	9%	7%
5	15%	8%
6	6%	8%

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.66

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	1:05 PM
Length of School Day	4 Hrs 20 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.7:1

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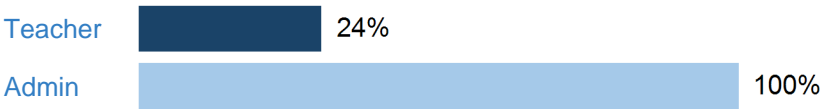
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	80.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	18.5	12.0
Percentage of Administrators with 4 or more years experience in the district	89.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	455:1	184:1
Teachers to Administrators	41:1	15:1
Students to Librarians/Media Specialists		1067:1
Students to Nurses		762:1
Students to Counselors		356:1
Students to Child Study Team Members		254:1

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2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.3%	92.7%	100.0%	48.4%	77.1%	54.9%
Male	54.7%	7.3%	0.0%	51.6%	22.9%	45.1%
White	38.0%	90.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	54.9%	7.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.7%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 76%
Admin N/A

Master's Degree

Teacher 24%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	96.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.3%

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2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.3%	60.6%	61.4%
Math Proficiency	36.6%	38.8%	40.1%
ELA Growth	50	60	48
Math Growth	47	51	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		89.5%	77.3%
Chronic Absenteeism	11.9%	9.8%	9.9%

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

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

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

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

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

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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(17-2410-110)
Grades Offered: PK-06
2018-2019

School Narrative

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

Highlights:	• Our choir performed with other school choirs from around the state at the American Young Voices concert at the Prudential Center • We began our Grab and Go breakfast allowing more students to have a healthy breakfast before school. • We participated in various charity activities: St. Jude Math a Thon, Salvation Army Angels, Toy Drive, Letter to our Troops, Knights of Columbus Food Drive,and Alex"s Lemonade Stand.
Mission, Vision, Theme:	The mission of the Kearny School District, a diverse metropolitan "hometown" working together as a unified community, is to provide unlimited opportunities that maximize everyone"s potential to be a life long learner and a contributing member of society. Vision: To provide instruction in a caring, safe, and healthy learning environment, in collaboration with families and the community to prepare students with 21st century skills and inspire life-long learning to every student, every day.
Awards, Recognition, Accomplishments:	Our students are recognized monthly for Achieve 3000, ST Math, xtra math, character counts, students of the month. best homeroom attendance, and quarterly for Principals Honors, Honors & Citizenship. One of our teachers was recognized as an outstanding Digital Literacy Educator (helping students master their digital skills).

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2018-2019

School Narrative

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

Courses, Curriculum, Instruction:	We use K-5 Being A Writer, K-2 Orton Gillingham, 1-2 Making Meaning, K-5 Learning A-Z, 3-6 Achieve3000, K-5 GoMath!,1-5 Making Meaning, SIPPS, K-1-2 Scholastic News, 3-5 Storyworks, 6 ST Math, 2-5 Science Fusion, 3-5 United States Communities & Neighbors, Grade 6 Collections, Big Ideas Math, World History, and Interactive Science, LinkIt, as well as our GATE program.
Clubs and Activities:	Our clubs consist of: Art Club, Guitar Club, Chorus, Band, Orff Ensemble, Theater Club, Safety Patrols, Book Club, Peers.

Schuyler Elementary School

(17-2410-110)

Grades Offered: PK-06

2018-2019

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School Narrative

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Before and After School Programs:	Our before and after school programs include breakfast, ESL tutoring, help period, STAR after school academic program grades 3-5, SMART summer program grades 1-5, ESL summer program grades 1-6.
Staff and Professional Learning:	Our staff and professional learning consists of 2 full day and 5 half day in-service days dedicated to PD based on school or district needs. Staff is also sent to various trainings throughout the year for current programs and can request PD days. We also offer New Teacher Collaborative Meetings to train new teachers. Several staff members have also continued to pursue higher degrees (Masters, etc.)

NJ SCHOOL PERFORMANCE REPORT

Schuyler Elementary School

(17-2410-110)

Grades Offered: PK-06

2018-2019

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School Narrative

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Student Supports and Services:	Special Ed pullout, inclusion & LLD services, high intensity ESL, ASI, Leveled Literacy Intervention, I&RS meetings, Special ed extended school year program, STAR, SMART, Gr.6 STEM program, before/after school help period, tutors requested as needed, ESL tutoring.
Student Health and Wellness:	Recess, Physical Ed classes, Scoliosis screenings, Great Body Shop, MERT team, Janet's Law team, AED/CPR staff training, breakfast programs, Jump Rope A Thon, Fun Run, dental screenings, hearing, vision, height, weight screening.
Parent and Community Involvement:	Genesis Parent Portal, Parent conferences, Blackboard Connect calls, progress reports, Back-To-School Night, Family Science Night, Early Childhood Parent Involvement, Jr. Police Academy, LEAD program, School/District website, Title 1 & ESL Parent Involvement, Facebook. PTA Events - Family Movie Night, Haunted Hallways, Santa Sale, Book Fair, Muffins with Mom, Donuts with Dad, local food drive, St Jude Math a Thon

Schuyler Elementary School

(17-2410-110)

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2018-2019

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School Narrative

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Facilities:	We have 3 computer labs, science lab, art room, gymnasium, ½ air conditioned, play court, library.

NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School
(17-2410-120)
Grades Offered: PK-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School

(17-2410-120)

Grades Offered: PK-06

2018-2019

School Contact Information

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

Type	Contact Information
County	Hudson
District	Kearny
Principal Name	Mr. Jon Zimmerman
Address	80 BELGROVE DR KEARNY, NJ 07032-1504
Phone Number	201-955-5100
Email Address	jzimmerman@kearnyschools.com
Website	http://www.kearnyschools.com
Facebook	https://www.facebook.com/Kearny-School-District
Twitter	https://twitter.com/KearnySupt

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	36	35	36
KG	59	67	59
1	77	70	81
2	79	64	71
3	89	80	65
4	97	77	72
5	82	91	76
6	75	72	91
Total	594	556	551

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.3%	50.9%	50.3%
Male	49.7%	49.1%	49.7%
Economically Disadvantaged Students	75.3%	73.6%	73.0%
Students with Disabilities	19.4%	20.3%	23.0%
English Learners	10.9%	12.4%	15.2%
Homeless Students	0.7%	0.7%	0.4%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	19.2%	17.8%	16.2%
Hispanic	74.1%	75.0%	77.3%
Black or African American	1.2%	1.1%	0.9%
Asian	4.7%	4.9%	4.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.4%	0.2%
Two or More Races	0.5%	0.9%	0.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	36	35	36
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	59	67	59

Enrollment by Home Language

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

Home Language	% of Students
Spanish	49.7%
English	34.8%
Portuguese	8.9%
Urdu	2.4%
Arabic	1.8%
Other Languages	2.4%

NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School
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Grades Offered: PK-06
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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

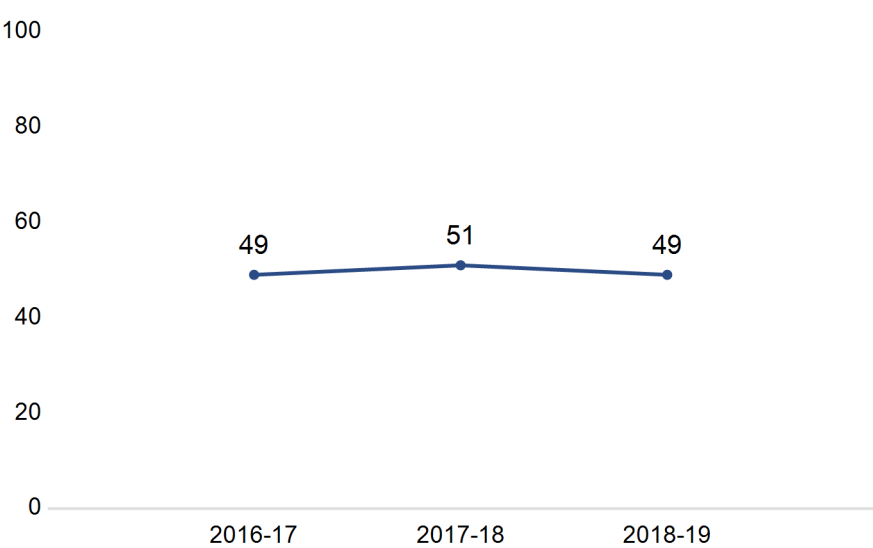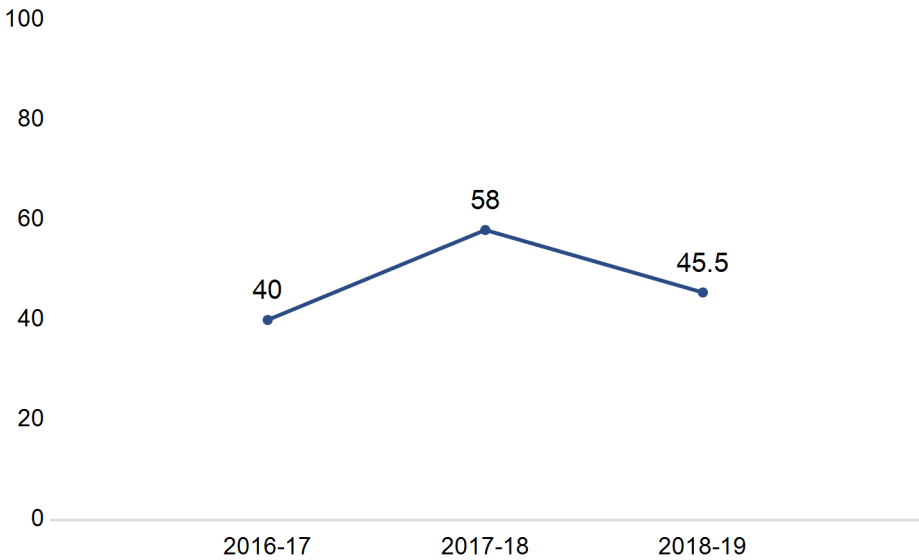| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	51	49	40	58	45.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School

(17-2410-120)

Grades Offered: PK-06

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	45	50	Met Standard	45.5	46	50	Met Standard
White	41	44	50	Met Standard	55.5	47	52	Met Standard
Hispanic	51	46	49	Met Standard	43	45	47	Met Standard
Black or African American	*	51	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	49.5	54	59	**	79.5	66	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	49	48	53	N	50.5	47	50	N
Male	48	44	47	N	43	46	51	N
Economically Disadvantaged Students	50	45	48	Met Standard	45	45	46	Met Standard
Students with Disabilities	49	43.5	43	Met Standard	48	42	45	Met Standard
English Learners	63	60	52	Exceeds Standard	57	55	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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Washington Elementary School

(17-2410-120)

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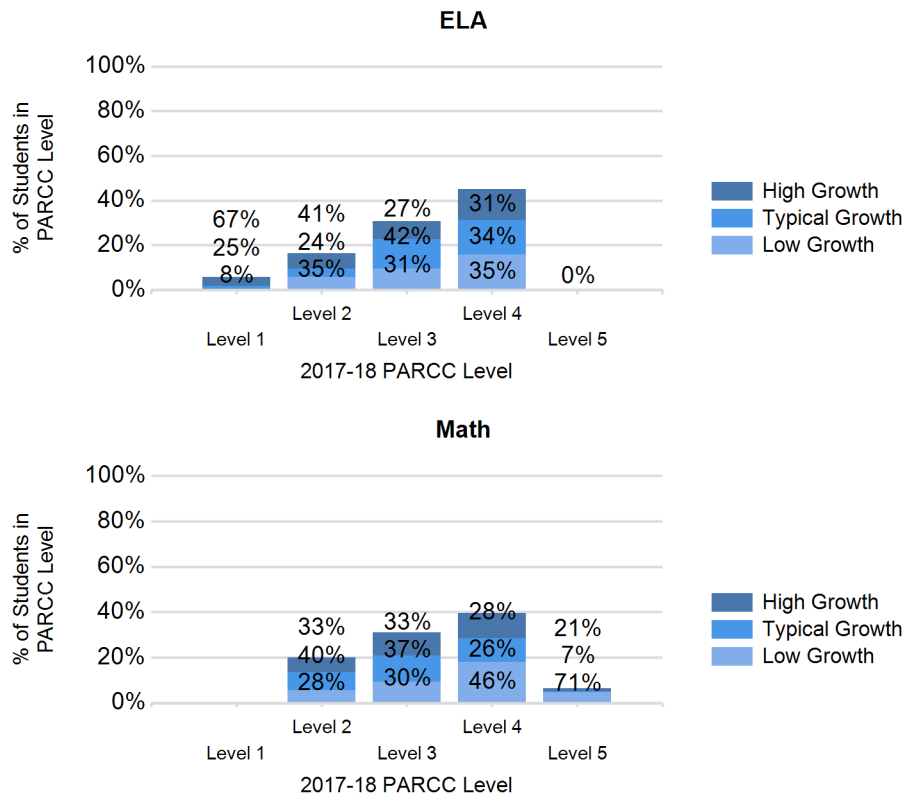
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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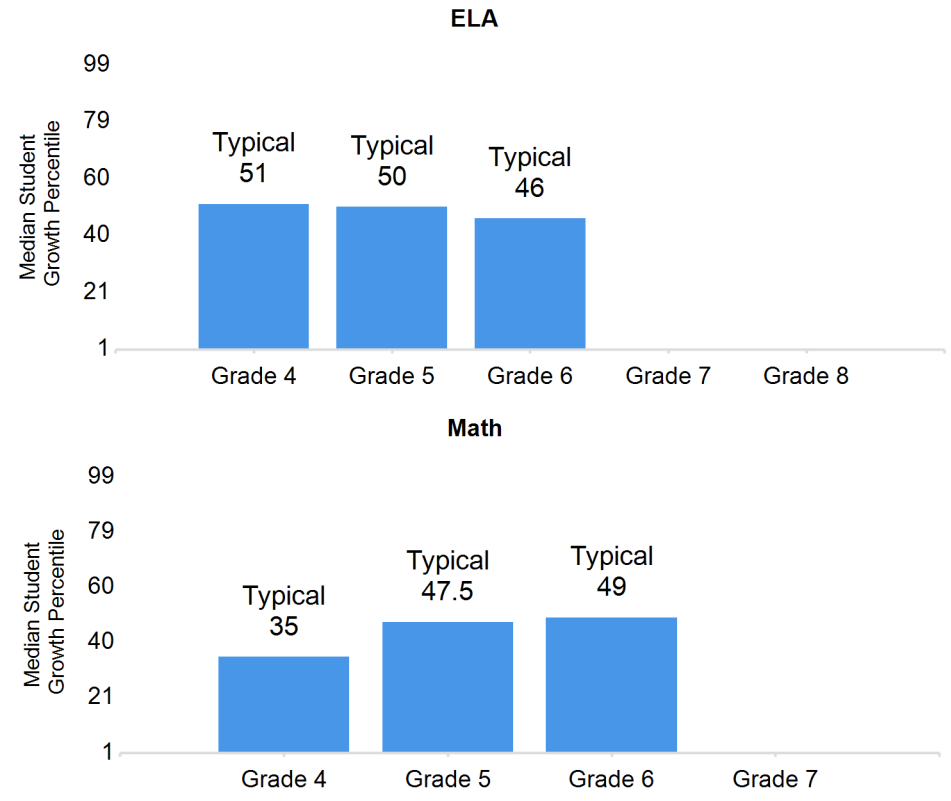
Student Growth by Performance Level

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

ELA

Legend: High Growth, Typical Growth, Low Growth

2017-18 PARCC Level:
- Level 1: 67% / 25% / 8%
- Level 2: 41% / 24% / 35%
- Level 3: 27% / 42% / 31%
- Level 4: 31% / 34% / 35%
- Level 5: 0%

Math

Legend: High Growth, Typical Growth, Low Growth

2017-18 PARCC Level:
- Level 2: 33% / 40% / 28%
- Level 3: 33% / 37% / 30%
- Level 4: 28% / 26% / 46%
- Level 5: 21% / 7% / 71%

Student Growth by Grade

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

ELA

Median Student Growth Percentile:
- Grade 4: Typical 51
- Grade 5: Typical 50
- Grade 6: Typical 46
- Grade 7:
- Grade 8:

Math

Median Student Growth Percentile:
- Grade 4: Typical 35
- Grade 5: Typical 47.5
- Grade 6: Typical 49
- Grade 7:
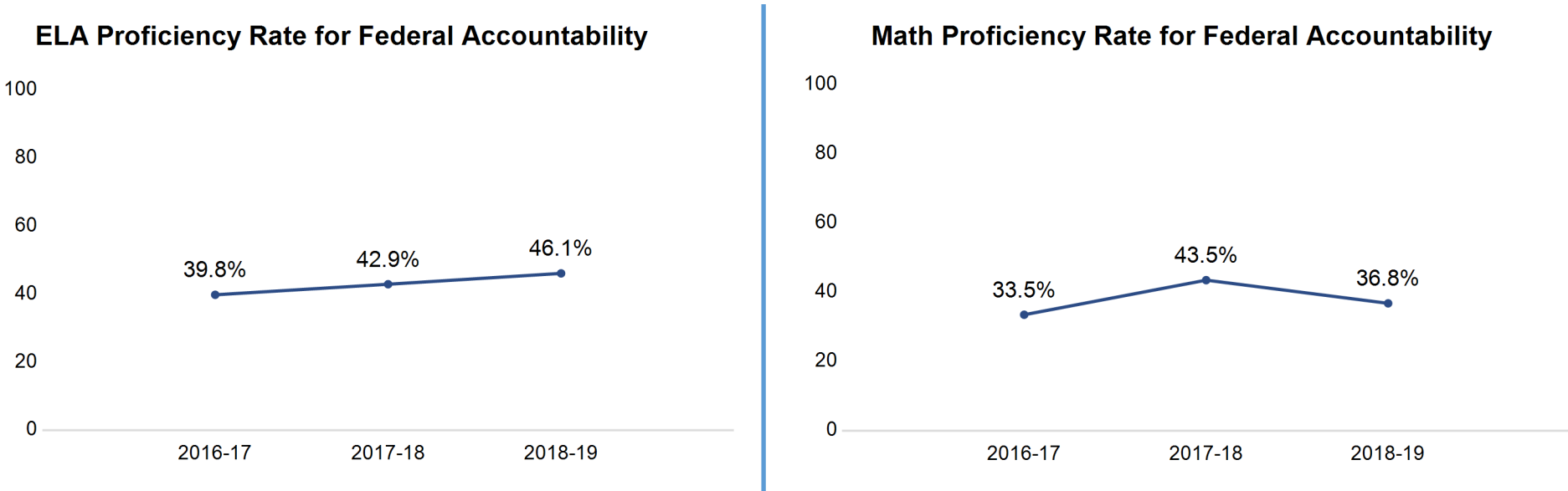
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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 39.8%
- 2017-18: 42.9%
- 2018-19: 46.1%

Math Proficiency Rate for Federal Accountability

- 2016-17: 33.5%
- 2017-18: 43.5%
- 2018-19: 36.8%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	98.1%	98.6%	97.7%	97.8%	98.7%
Proficiency Rate for Federal Accountability	39.8%	42.9%	46.1%	33.5%	43.5%	36.8%
Annual Target	40.4%	42.5%	44.6%	43.4%	45.4%	47.3%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

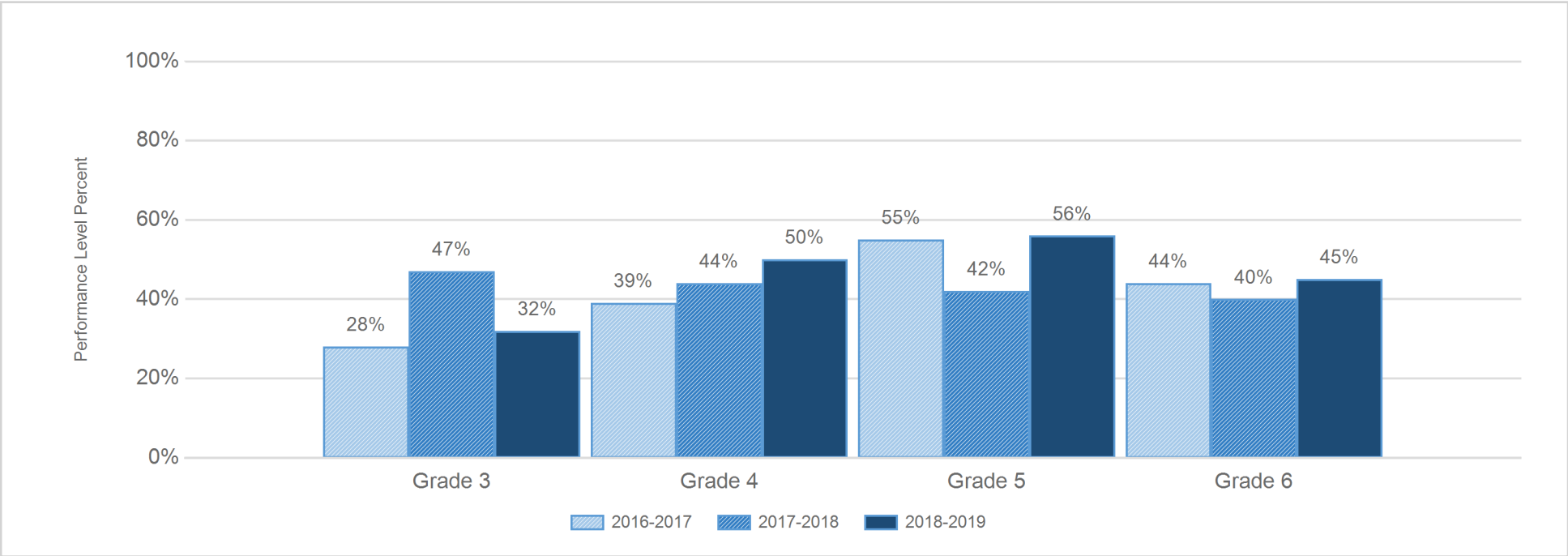† Target was met within a confidence interval.

Washington Elementary School

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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	282	98.6	46.1	45.8	57.9	46.1	44.6	Met Target
White	42	95.8	50.0	52.0	66.9	50.0	53.2	Met Target†
Hispanic	226	99.6	45.1	41.7	43.9	45.1	40.8	Met Target
Black or African American	*	*	*	41.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	141	98.0	56.0	53.3	64.8	56.0		
Male	141	99.3	36.2	38.9	51.3	36.2		
Economically Disadvantaged Students	215	99.5	43.7	41.9	40.0	43.7	41.9	Met Target
Non-Economically Disadvantaged Students	67	95.8	53.7	50.6	67.9	53.7		
Students with Disabilities	70	95.9	14.3	10.1	22.7	14.3	13.5	Met Target
Students without Disabilities	212	99.5	56.6	54.1	65.1	56.6		
English Learners	56	100.0	33.9	*	29.3	33.9	17.7	Met Target
Non-English Learners	226	98.3	49.1	*	60.6	49.1		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

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

Grade	2016-2017	2017-2018	2018-2019
Grade 3	28%	47%	32%
Grade 4	39%	44%	50%
Grade 5	55%	42%	56%
Grade 6	44%	40%	45%

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	731	744	748	*	*	29%	32%	0%	32%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	48	731	741	734	*	*	25%	35%	0%	35%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	32	742	748	753	*	*	*	*	*	47%	55%
Male	27	717	741	743	*	*	*	*	*	15%	46%
Economically Disadvantaged Students	49	731	740	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	10	730	752	759	*	*	*	*	*	30%	61%
Students with Disabilities	21	698	712	719	*	*	*	*	*	10%	24%
Students without Disabilities	38	749	752	754	*	*	*	*	*	45%	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	753	753	755	*	*	34%	*	*	50%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	56	750	*	743	*	*	38%	*	*	48%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	35	755	756	760	*	*	29%	*	*	54%	62%
Male	33	750	751	750	*	*	39%	*	*	45%	53%
Economically Disadvantaged Students	49	748	748	740	*	*	*	*	*	45%	40%
Non-Economically Disadvantaged Students	19	764	760	765	*	*	*	*	*	63%	69%
Students with Disabilities	13	721	*	725	*	*	*	*	*	15%	25%
Students without Disabilities	55	760	*	761	*	*	*	*	*	58%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School
(17-2410-120)
Grades Offered: PK-06
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	750	755	756	*	*	27%	*	*	56%	58%
White	*	*	762	764	*	*	*	*	*	*	68%
Hispanic	58	750	751	743	*	*	31%	*	*	55%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	34	755	760	761	*	*	*	*	*	65%	64%
Male	36	745	750	750	*	*	*	*	*	47%	52%
Economically Disadvantaged Students	59	750	749	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	11	751	764	766	*	*	*	*	*	55%	69%
Students with Disabilities	14	729	722	724	*	*	*	*	*	29%	23%
Students without Disabilities	56	755	762	762	*	*	*	*	*	63%	65%
English Learners	*	*	723	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Washington Elementary School

(17-2410-120)

Grades Offered: PK-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

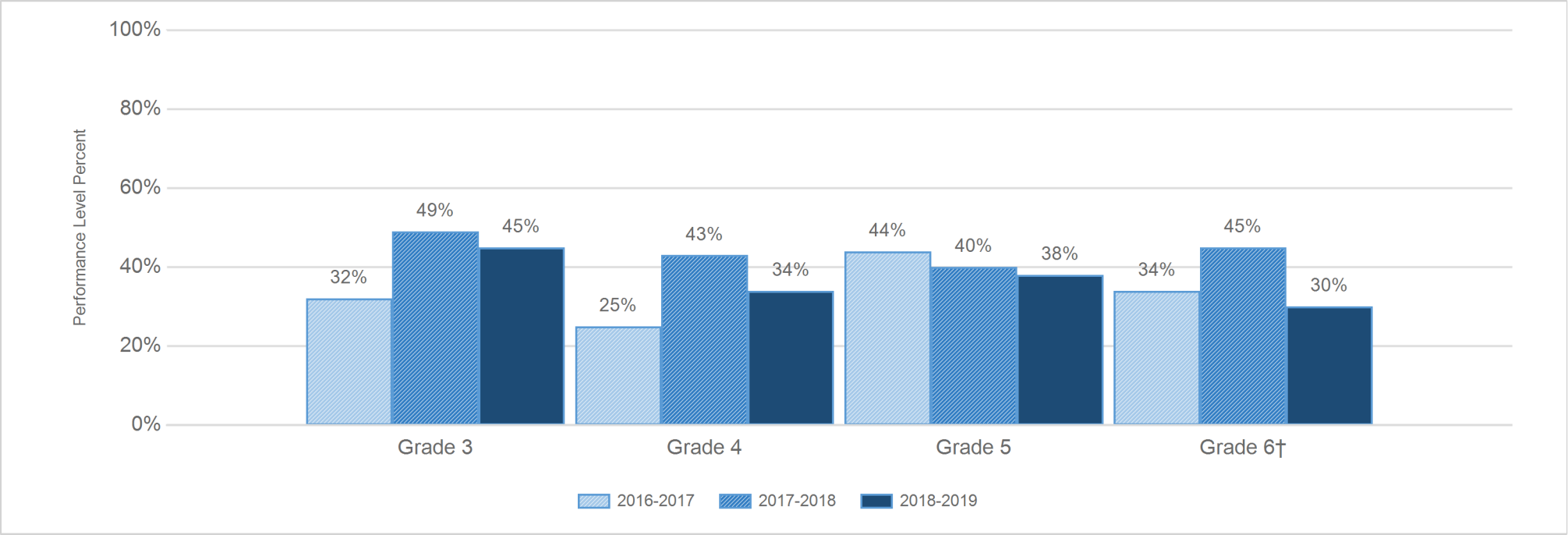| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	744	749	754	*	24%	27%	*	*	45%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	63	742	746	743	*	25%	32%	*	*	41%	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	41	750	756	762	*	*	*	*	*	59%	64%
Male	45	738	741	748	*	*	*	*	*	33%	48%
Economically Disadvantaged Students	60	742	748	740	*	*	*	*	*	42%	39%
Non-Economically Disadvantaged Students	26	748	750	763	*	*	*	*	*	54%	67%
Students with Disabilities	17	721	721	722	*	*	*	*	*	*	19%
Students without Disabilities	69	749	755	761	*	*	*	*	*	*	64%
English Learners	*	*	724	710	*	*	*	*	*	*	*
Non-English Learners	*	*	750	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	291	98.7	36.8	29.3	44.5	36.8	47.3	Not Met
White	44	96.2	45.5	32.9	54.1	45.5	53.2	Met Target†
Hispanic	233	99.6	35.2	26.2	28.8	35.2	44.4	Not Met
Black or African American	*	*	*	29.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	143	98.1	37.8	28.8	44.9	37.8		
Male	148	99.4	35.8	29.7	44.2	35.8		
Economically Disadvantaged Students	224	99.6	33.9	26.1	26.3	33.9	44.9	Not Met
Non-Economically Disadvantaged Students	67	96.0	46.3	33.3	54.9	46.3		
Students with Disabilities	70	95.9	11.4	*	17.4	11.4	17.9	Not Met
Students without Disabilities	221	99.6	44.8	*	50.0	44.8		
English Learners	65	100.0	33.8	20.1	25.0	33.8	17.7	Met Target
Non-English Learners	226	98.3	37.6	30.6	46.5	37.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School

(17-2410-120)

Grades Offered: PK-06

2018-2019

Mathematics Assessment – Performance Trends

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

	Grade 3	Grade 4	Grade 5	Grade 6†
2016-2017	32%	25%	44%	34%
2017-2018	49%	43%	40%	45%
2018-2019	45%	34%	38%	30%

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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	745	750	752	*	21%	23%	*	*	45%	55%
White	10	759	752	760	0%	*	*	*	*	50%	66%
Hispanic	50	743	747	739	*	22%	*	*	*	46%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	33	751	749	751	*	*	*	*	*	45%	54%
Male	29	738	750	752	*	*	*	*	*	45%	56%
Economically Disadvantaged Students	51	745	747	737	*	25%	*	*	*	45%	37%
Non-Economically Disadvantaged Students	11	745	754	761	*	0%	*	*	*	45%	67%
Students with Disabilities	21	723	733	731	*	*	*	*	*	19%	31%
Students without Disabilities	41	756	753	756	*	*	*	*	*	59%	60%
English Learners	*	*	725	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	753	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School

(17-2410-120)

Grades Offered: PK-06

2018-2019

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	744	746	749	*	21%	44%	*	*	34%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	59	742	*	737	*	*	46%	31%	0%	31%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	36	744	746	749	*	*	56%	*	*	25%	50%
Male	35	744	747	749	*	*	31%	*	*	43%	52%
Economically Disadvantaged Students	51	740	740	734	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	20	756	754	759	*	*	*	*	*	55%	63%
Students with Disabilities	13	728	*	726	*	*	*	*	*	*	25%
Students without Disabilities	58	748	*	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	748	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	743	741	747	0%	24%	38%	*	*	38%	47%
White	*	*	746	755	*	*	*	*	*	*	58%
Hispanic	63	742	738	735	0%	22%	40%	*	*	38%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	37	744	740	747	0%	*	*	*	*	46%	47%
Male	39	742	742	747	0%	*	*	*	*	31%	47%
Economically Disadvantaged Students	65	743	738	732	0%	*	*	*	*	38%	27%
Non-Economically Disadvantaged Students	11	742	746	757	0%	*	*	*	*	36%	59%
Students with Disabilities	14	726	722	725	0%	*	*	*	*	14%	19%
Students without Disabilities	62	747	745	752	0%	*	*	*	*	44%	52%
English Learners	14	742	728	718	0%	*	*	*	*	29%	12%
Non-English Learners	62	743	742	749	0%	*	*	*	*	40%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

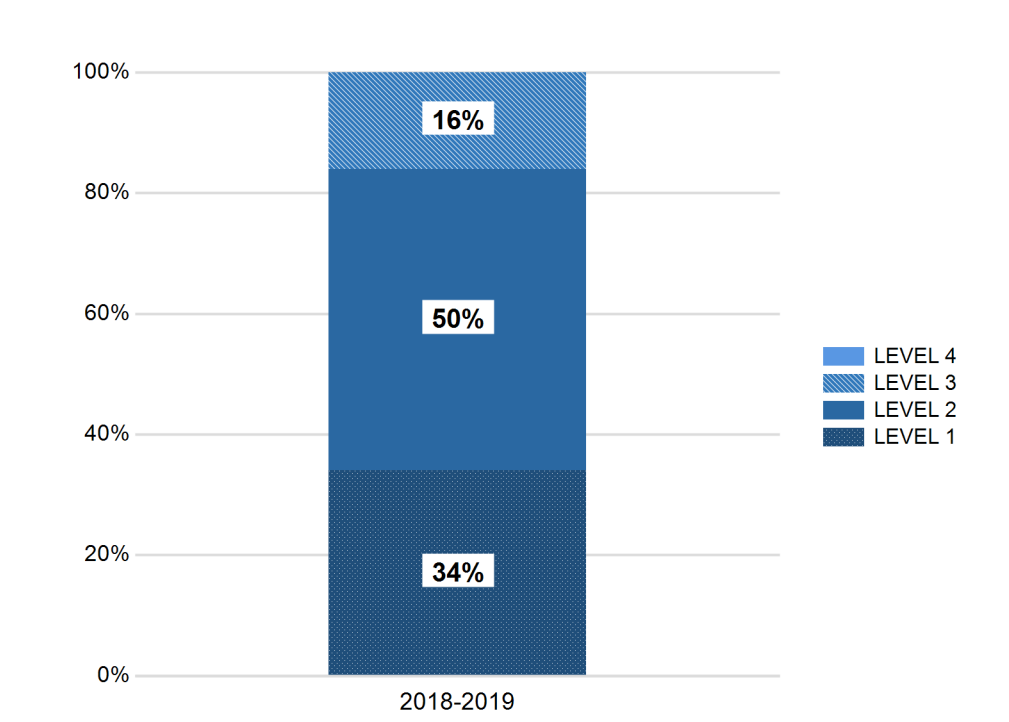| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	736	735	741	*	29%	34%	*	*	30%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	66	732	732	729	*	29%	35%	*	*	26%	24%
Black or African American	N	N	*	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	43	739	738	742	*	28%	42%	*	*	30%	42%
Male	48	733	732	740	*	29%	27%	*	*	29%	40%
Economically Disadvantaged Students	64	733	733	726	*	*	*	*	*	23%	21%
Non-Economically Disadvantaged Students	27	743	737	750	*	*	*	*	*	44%	53%
Students with Disabilities	17	715	714	716	*	*	*	*	*	*	12%
Students without Disabilities	74	740	740	746	*	*	*	*	*	*	46%
English Learners	13	732	723	709	*	*	*	*	*	15%	*
Non-English Learners	78	736	736	743	*	*	*	*	*	32%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	68.4%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

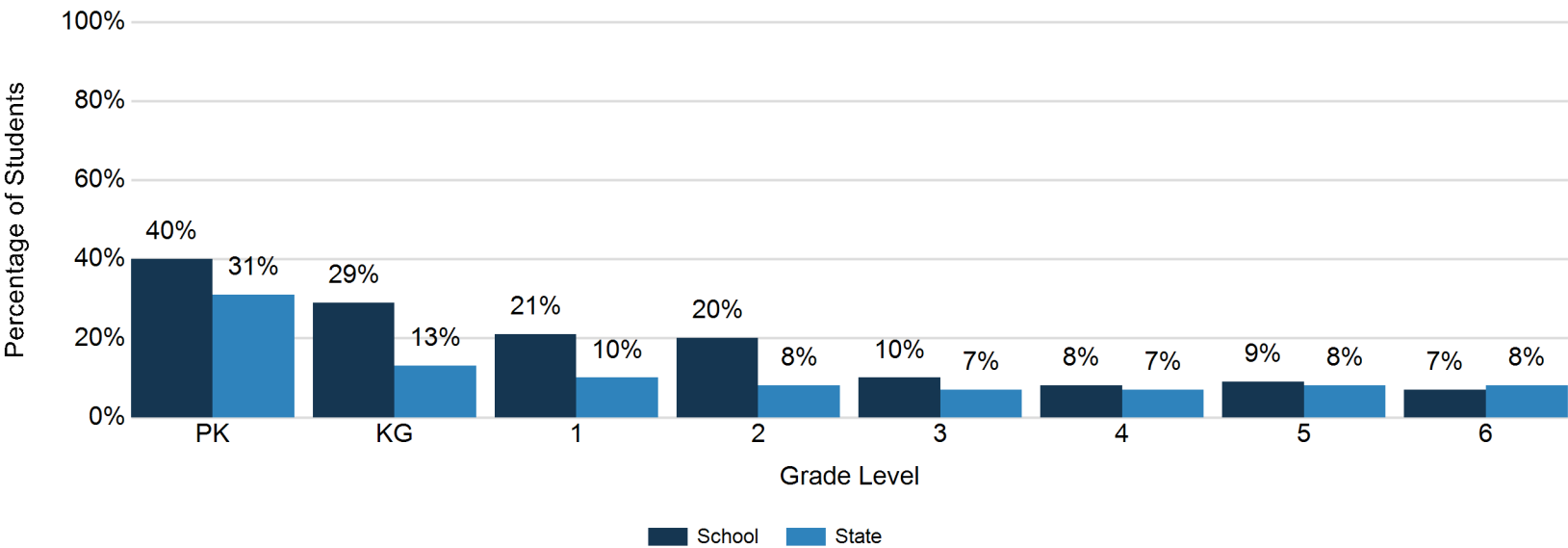| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	61	*	*
3-4	13	*	*
5 or more	*	*	*

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

NJSLA Science Assessment: Grade 5 Summary

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

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	34	50	16	0
White	*	*	*	*
Hispanic	35	49	16	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	30	54	16	0
Male	38	46	15	0
Economically Disadvantaged Students	36	47	17	0
Non-Economically Disadvantaged Students	25	67	8	0
Students with Disabilities	71	21	7	0
Students without Disabilities	26	56	18	0
English Learners	50	43	7	0
Non-English Learners	31	52	18	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	71	14.2	8.8	Not Met
White	6	6.9	8.8	Met
Hispanic	59	15.5	8.8	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	5	20.0	8.8	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	38	14.6		
Male	33	13.8		
Economically Disadvantaged Students	50	13.5	8.8	Not Met
Students with Disabilities	19	16.2	8.8	Not Met
English Learners	9	11.7	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Bar graph: Percentage of Students vs. Number of Absences
- 0: 3%
- 1-5: 35%
- 6-10: 29%
- 11-15: 16%
- Over 15: 17%

NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School

(17-2410-120)

Grades Offered: PK-06

2018-2019

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

Chronic Absenteeism by Grade

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

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Washington Elementary School

(17-2410-120)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.36

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	1:05 PM
Length of School Day	4 Hrs 20 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2018-19	3.0:1

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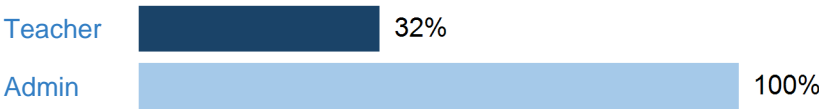
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	84.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	18.5	12.0
Percentage of Administrators with 4 or more years experience in the district	89.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	276:1	184:1
Teachers to Administrators	27:1	15:1
Students to Librarians/Media Specialists		1067:1
Students to Nurses		762:1
Students to Counselors		356:1
Students to Child Study Team Members		254:1

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.3%	81.1%	0.0%	48.4%	77.1%	54.9%
Male	49.7%	18.9%	100.0%	51.6%	22.9%	45.1%
White	16.2%	92.5%	50.0%	42.4%	83.6%	77.4%
Hispanic	77.3%	7.5%	50.0%	29.9%	7.3%	7.2%
Black or African American	0.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 68%
Admin N/A

Master's Degree

Teacher 32%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	96.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.6%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.8%	42.9%	46.1%
Math Proficiency	33.5%	43.5%	36.8%
ELA Growth	49	51	49
Math Growth	40	58	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		75.6%	68.4%
Chronic Absenteeism	10.3%	13.8%	14.2%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Washington School kicked off a School Store in the 2016-2017 School Year and it continues to flourish. • Washington School is keen on improving literacy and we utilize RazKids and Achieve to monitor Lexile success. • The 4th and 5th grade have created a "Kind Kids Club" that advocates for a positive climate at Washington School.
Mission, Vision, Theme:	The mission of the Kearny School District, a diverse metropolitan "hometown", working together as a unified community, is to provide unlimited opportunities that maximize everyone''s potential to be a life long learner and contributing member of society.
Awards, Recognition, Accomplishments:	Our students are recognized monthly for Achieve 3000, ST Math, character counts, students of the month and quarterly for Principal's Honors, Honors and Citizenship.

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Courses, Curriculum, Instruction:	We use K-5 Being A Writer, K-2 Orton Gillingham, 1-2 Making Meaning, K-5 Learning A-Z, 3-6 Achieve 3000, K-5 GoMath!, 1-2 Scholastic News, 3-5 Storyworks, 3-5 Harcourt Trophies, 6 ST Math, 2-5 Science Fusion, 3-5 United States Communities & Neighbors, Grade 6 Collections, Big Ideas Math, World History, and Interactive Science, as well as our GATE program.
Clubs and Activities:	Our clubs consists of: Art Club, Chorus, Band, Safety Patrols, Book Club, Kind Kids, Breakfast Club, Recorder Karate, 6th Grade Reps, School Store Kids, Harry potter Book club, St math Club, Girls Who Code computer club

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School Narrative

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Before and After School Programs:	Our before and after school programs include breakfast, ESL tutoring, help period, STAR after school academic program grades 3-5, SMART summer program grades 1-5, ESL summer program grades 1-6.
Staff and Professional Learning:	Our staff and professional learning consists of 2 full day and 5 half day in-service days dedicated to PD based on school or district needs. Staff is also sent to various trainings throughout the year for current programs and can request PD days. We also offer New Teacher Collaborative Meetings to train new teachers.

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Student Supports and Services:	Special Education pullout, inclusion & LLD services, high intensity ESL, Academic Support Instruction, Leveled Literacy Intervention, I&RS meetings, Special Ed extended school year program, STAR after school supplemental program, SMART summer supplemental program, Gr. 6 STEM summer program, before/after school help period, tutors requested as needed, ESL tutoring.
Student Health and Wellness:	Recess, physical ed classes, scoliosis screenings, Great Body Shop - health, MERT team, AED/CPR staff trainings, breakfast program, dental screening, hearing, vision, height and weight screenings. Jump Rope A Thon.
Parent and Community Involvement:	Genesis Parent Portal, Parent conferences, Blackboard Connect calls, progress reports, Back-To-School Night, Family Science Night, Early Childhood Parent Involvement, Jr. Police Academy, LEAD program, School/District website, Title 1 & ESL Parent Involvement, Facebook. Instagram, PTA Events - Family Movie Night, Haunted Hallways, Santa Sale, Book Fair, Muffins with Mom, Donuts with Dad, Fun Fair, PTa Fitness Nights

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School Narrative

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Facilities:	We have three computer labs, Art room, gymnasium, playground and library.