

**Campbell Elementary School**

(23-3120-060)

Grades Offered: 01-04

2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

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## School Contact Information

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

| Type           | Contact Information  |
|----------------|--|
| County         | Middlesex  |
| District       | Metuchen Public School District  |
| Principal Name | Mr. Edward Porowski  |
| Address        | 24 DURHAM AVENUE METUCHEN, NJ 08840  |
| Phone Number   | 732-321-8777   |
| Email Address  | <a href="mailto:eporowski@metboe.k12.nj.us">eporowski@metboe.k12.nj.us</a> |
| Website        | <a href="http://metuchenschools.org">http://metuchenschools.org</a>        |



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

### Enrollment Trends by Grade

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 1     | 173     | 158     | 184     |
| 2     | 164     | 180     | 159     |
| 3     | 166     | 169     | 188     |
| 4     | 155     | 173     | 171     |
| Total | 658     | 680     | 702     |

### 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                              | 45.4%   | 44.6%   | 46.9%   |
| Male                                | 54.6%   | 55.4%   | 53.1%   |
| Economically Disadvantaged Students | 6.2%    | 6.5%    | 5.8%    |
| Students with Disabilities          | 15.3%   | 15.4%   | 16.7%   |
| English Learners                    | 0.9%    | 2.1%    | 2.6%    |
| Homeless Students                   | 0.3%    | 0.3%    | 0.7%    |
| Students in Foster Care             | 0.0%    | 0.0%    | 0.0%    |
| Military-Connected Students         | 0.0%    | 0.1%    | 0.1%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

### Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 54.7%   | 50.1%   | 49.1%   |
| Hispanic                            | 13.1%   | 13.8%   | 14.7%   |
| Black or African American           | 2.7%    | 4.0%    | 3.7%    |
| Asian                               | 20.4%   | 22.6%   | 23.8%   |
| Native Hawaiian or Pacific Islander | 0.2%    | 0.1%    | 0.3%    |
| American Indian or Alaska Native    | 0.0%    | 0.0%    | 0.0%    |
| Two or More Races                   | 9.0%    | 9.3%    | 8.4%    |

### Enrollment by Home Language

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

| Home Language   | % of Students |
|-----------------|---------------|
| English         | 78.5%         |
| Chinese         | 5.1%          |
| Spanish         | 2.3%          |
| Gujarati        | 1.6%          |
| Korean          | 1.3%          |
| Other Languages | 11.3%         |



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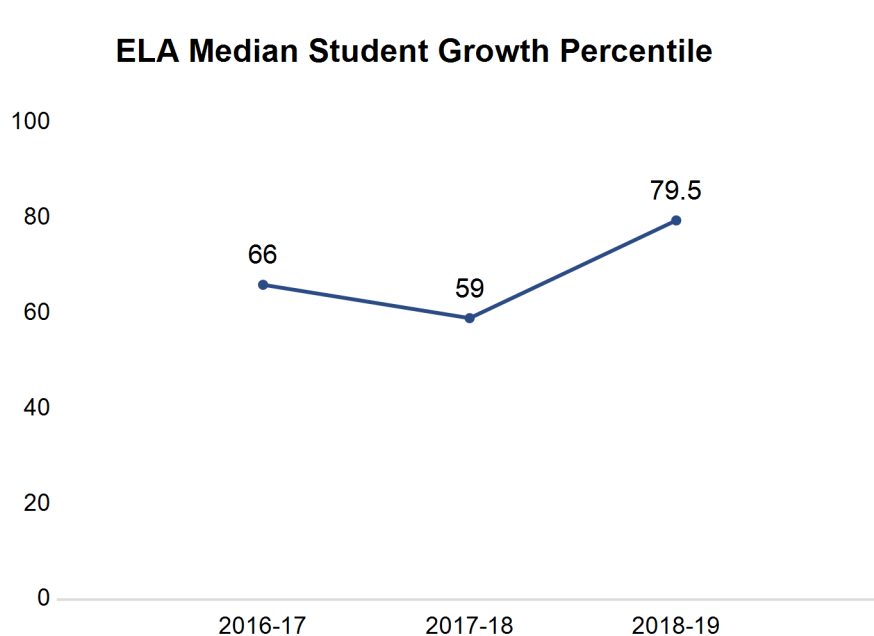
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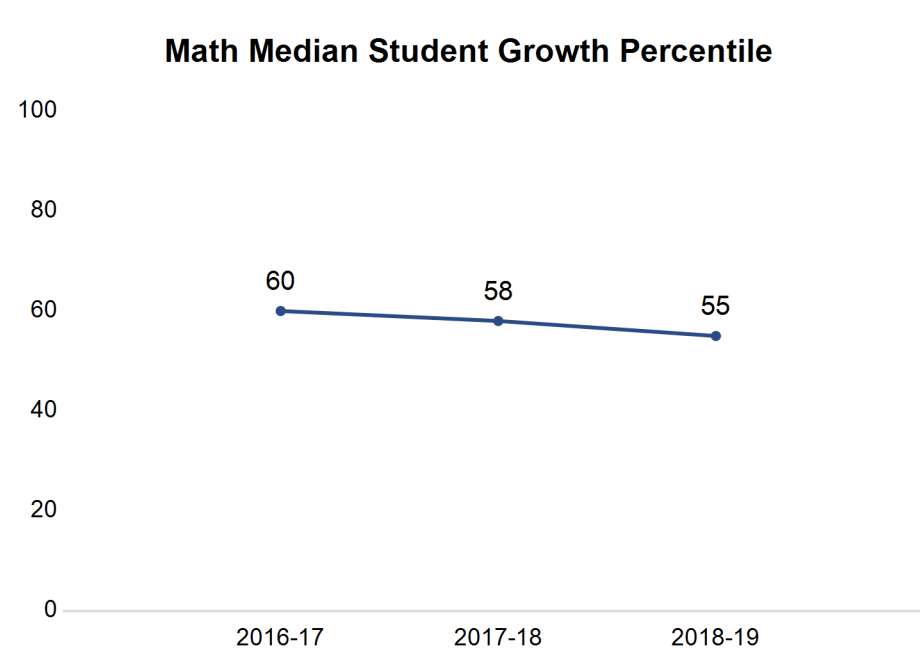
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



| Performance Measure                         | 2016-17<br>ELA   | 2017-18<br>ELA | 2018-19<br>ELA   | 2016-17<br>Math  | 2017-18<br>Math | 2018-19<br>Math |
|---|------------------|----------------|------------------|------------------|-----------------|-----------------|
| Median Student Growth Percentile            | 66               | 59             | 79.5             | 60               | 58              | 55              |
| Met Standard (40-59.5)?                     | Exceeds Standard | Met Standard   | Exceeds Standard | Exceeds 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:<br>School Median | ELA:<br>District Median | ELA:<br>Statewide<br>Median | ELA:<br>Met Standard (40<br>-59.5) | Math:<br>School Median | Math:<br>District Median | Math:<br>Statewide<br>Median | Math:<br>Met Standard (40<br>-59.5) |
|---|-----------------------|-------------------------|-----------------------------|------------------------------------|------------------------|--------------------------|------------------------------|-------------------------------------|
| Schoolwide                                  | 79.5                  | 70                      | 50                          | Exceeds Standard                   | 55                     | 61                       | 50                           | Met Standard                        |
| White                                       | 82.5                  | 70                      | 50                          | Exceeds Standard                   | 55                     | 57                       | 52                           | Met Standard                        |
| Hispanic                                    | 74                    | 67                      | 49                          | **                                 | 49                     | 68.5                     | 47                           | **                                  |
| Black or African American                   | *                     | 47                      | 45                          | **                                 | *                      | 38                       | 43                           | **                                  |
| Asian, Native Hawaiian, or Pacific Islander | 75                    | 72                      | 59                          | Exceeds Standard                   | 70.5                   | 70                       | 60                           | Exceeds Standard                    |
| American Indian or Alaska Native            | N                     | N                       | 56                          | **                                 | N                      | N                        | 51.5                         | **                                  |
| Two or More Races                           | 78                    | 74                      | 49                          | **                                 | 34                     | 56                       | 52                           | **                                  |
| Female                                      | 82                    | 71                      | 53                          | N                                  | 55                     | 62                       | 50                           | N                                   |
| Male  | 75                    | 68                      | 47                          | N                                  | 56                     | 60                       | 51                           | N                                   |
| Economically Disadvantaged Students         | *                     | 76                      | 48                          | **                                 | *                      | 59.5                     | 46                           | **                                  |
| Students with Disabilities                  | 81                    | 68                      | 43                          | Exceeds Standard                   | 58                     | 61                       | 45                           | Met Standard                        |
| English Learners                            | *                     | 66                      | 52                          | **                                 | *                      | 60                       | 50                           | **                                  |
| Homeless Students                           | *                     | *                       | 43                          | N                                  | *                      | *                        | 44                           | N                                   |
| Students in Foster Care                     | N                     | N                       | 42                          | N                                  | N                      | N                        | 44                           | N                                   |
| Military-Connected Students                 | N                     | *                       | 49                          | N                                  | N                      | *                        | 51                           | N                                   |
| Migrant Students                            | N                     | N                       | 47                          | N                                  | N                      | N                        | 51                           | N                                   |



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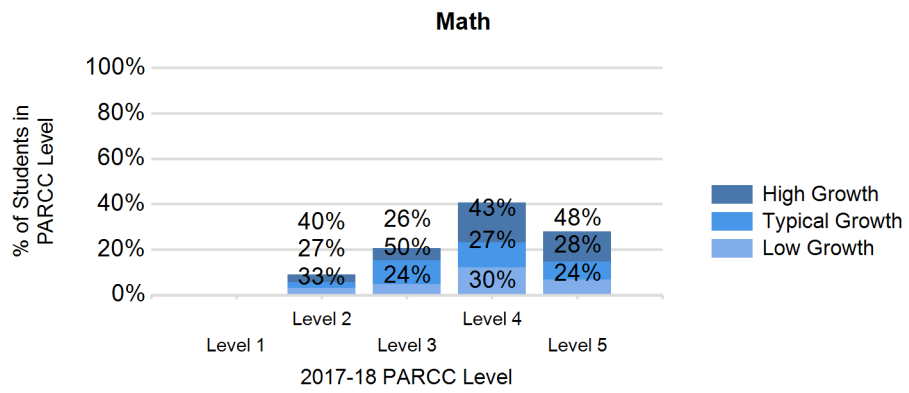
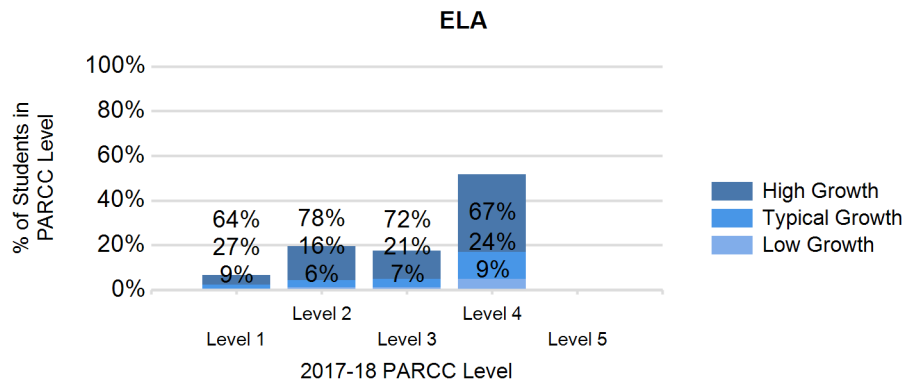
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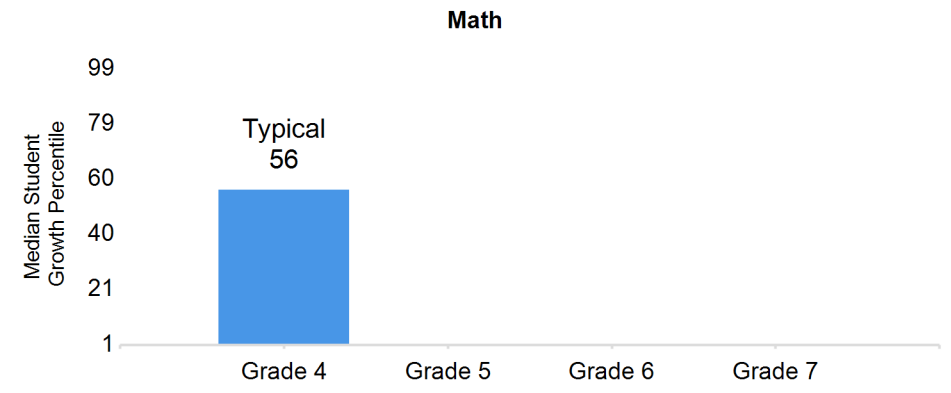
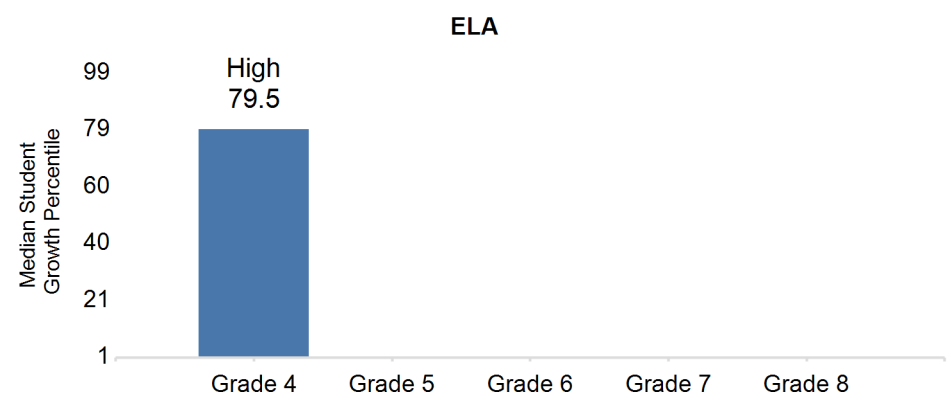
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





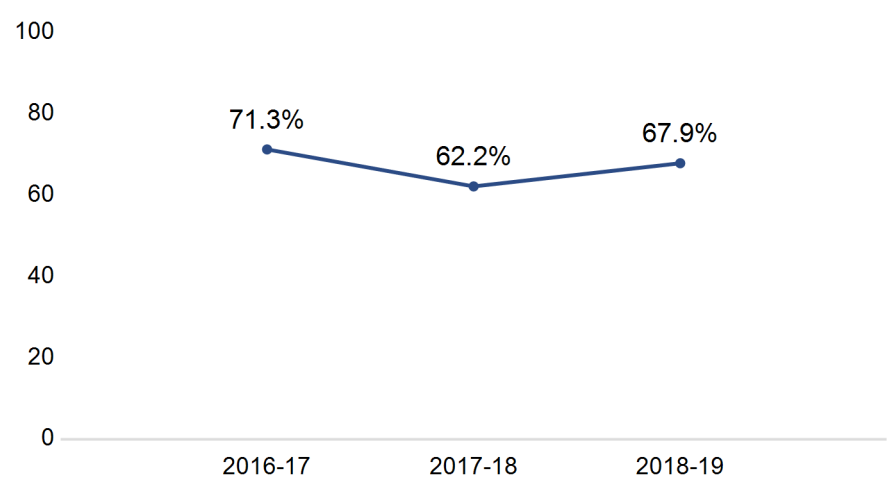
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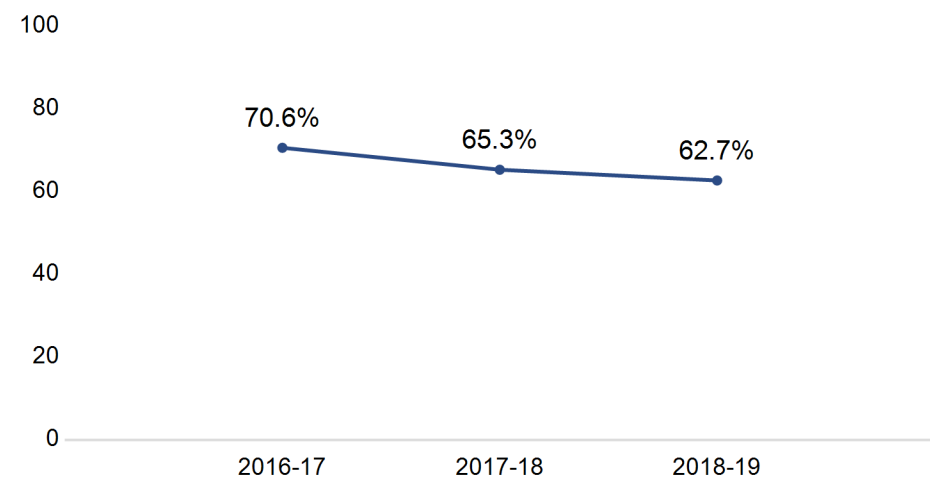
**English Language Arts and Mathematics Performance Trends**

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



| Performance Measure                                   | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate                                    | 98.5%       | 98.2%       | 98.6%       | 98.1%        | 98.3%        | 98.3%        |
| Proficiency Rate for Federal Accountability           | 71.3%       | 62.2%       | 67.9%       | 70.6%        | 65.3%        | 62.7%        |
| Annual Target   | 66.3%       | 67.0%       | 67.8%       | 67.1%        | 67.8%        | 68.4%        |
| Met Annual Target?                                    | Met Target  | Not Met     | Met Target  | Met Target   | Met Target†  | Not Met      |
| Statewide Proficiency Rate for Federal Accountability | 54.9%       | 56.7%       | 57.9%       | 43.5%        | 45.0%        | 44.5%        |

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 346          | 98.6                      | 67.9  | 79.5  | 57.9   | 67.9  | 67.8                     | Met Target                   |
| White                                       | 170          | 98.3                      | 62.9  | 78.5  | 66.9   | 62.9  | 64.4                     | Met Target†                  |
| Hispanic                                    | 54           | 100.0                     | 50.0  | 69.4  | 43.9   | 50.0  | 65.9                     | Not Met                      |
| Black or African American                   | 11           | 92.9                      | 54.5  | *   | 38.5   | 54.5  | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 86           | 98.9                      | 87.2  | 90.5  | 82.9   | 87.2  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | N            | N                         | N   | N   | 56.0   | N   | **                       | **                           |
| Two or More Races                           | 25           | 100.0                     | 80.0  | *   | 64.4   | 80.0  | 80                       | Met Goal                     |
| Female                                      | 156          | 99.4                      | 69.9  | 84.6  | 64.8   | 69.9  |                          |                              |
| Male  | 190          | 98.0                      | 66.3  | 75.0  | 51.3   | 66.3  |                          |                              |
| Economically Disadvantaged Students         | 14           | 94.1                      | 35.7  | 59.2  | 40.0   | 35.7  | **                       | **                           |
| Non-Economically Disadvantaged Students     | 332          | 98.8                      | 69.3  | 80.5  | 67.9   | 69.3  |                          |                              |
| Students with Disabilities                  | 57           | 95.2                      | 29.8  | 38.6  | 22.7   | 29.8  | 36.1                     | Met Target†                  |
| Students without Disabilities               | 289          | 99.3                      | 75.4  | 86.5  | 65.1   | 75.4  |                          |                              |
| English Learners                            | *            | *                         | *   | 50.0  | 29.3   | *   | **                       | **                           |
| Non-English Learners                        | *            | *                         | *   | 80.0  | 60.6   | *   |                          |                              |
| Homeless Students                           | *            | *                         | *   | *   | 29.1   | *   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 27.6   | N   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | *   | 57.8   | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 30.4   | N   |                          |                              |

† Target was met within a confidence interval.



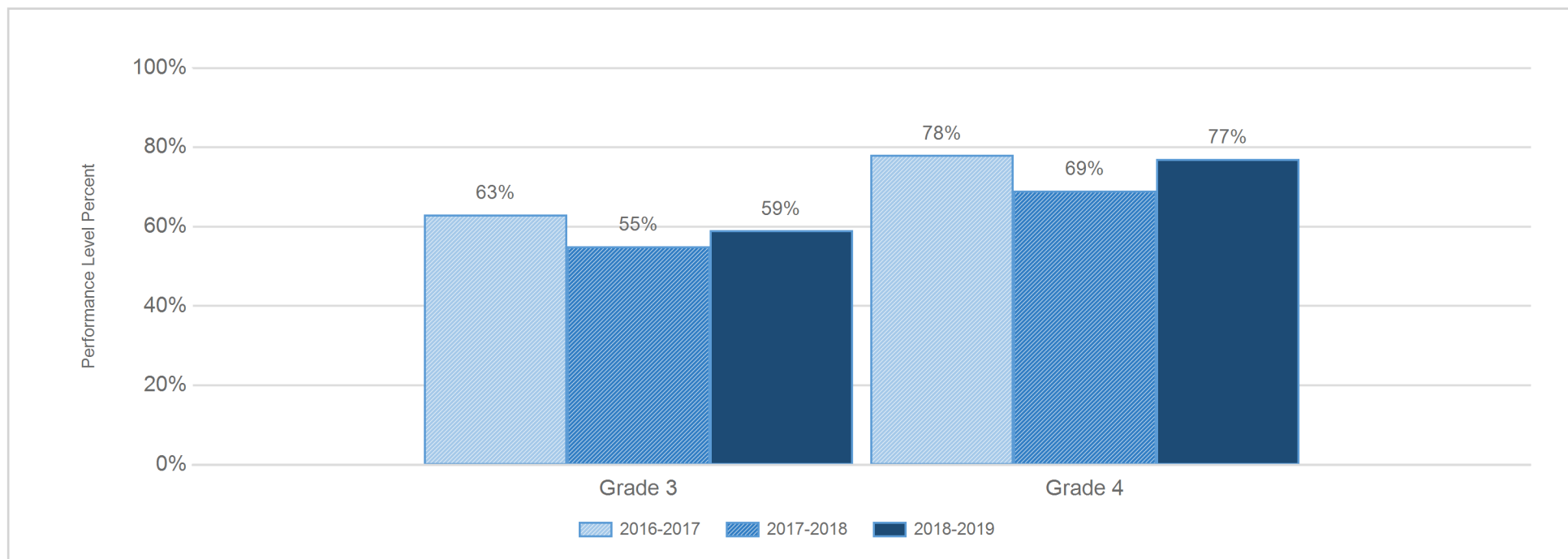
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### English Language Arts Assessment - Performance Trends

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





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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 184          | 756              | 756                       | 748                    | 9%                                       | 14%                                   | 18%                                | 48%                         | 10%                              | 59%                                     | 50%   |
| White                                       | 80           | 748              | 748                       | 757                    | *  | 20%                                   | 28%                                | *                           | *                                | 45%                                     | 60%   |
| Hispanic                                    | 33           | 743              | 743                       | 734                    | *  | *                                     | *                                  | *                           | *                                | 45%                                     | 36%   |
| Black or African American                   | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 33%   |
| Asian, Native Hawaiian, or Pacific Islander | 51           | 777              | 777                       | 773                    | *  | 0%                                    | *                                  | 63%                         | 24%                              | 86%                                     | 75%   |
| American Indian or Alaska Native            | N            | N                | N                         | 746                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 46%   |
| Two or More Races                           | *            | *                | *                         | 756                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 58%   |
| Female                                      | 83           | 758              | 758                       | 753                    | *  | *                                     | 18%                                | *                           | *                                | 57%                                     | 55%   |
| Male  | 101          | 755              | 755                       | 743                    | *  | *                                     | 19%                                | *                           | *                                | 60%                                     | 46%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 33%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 759                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 61%   |
| Students with Disabilities                  | 32           | 716              | 716                       | 719                    | *  | *                                     | 31%                                | *                           | *                                | 13%                                     | 24%   |
| Students without Disabilities               | 152          | 765              | 765                       | 754                    | *  | *                                     | 16%                                | *                           | *                                | 68%                                     | 56%   |
| English Learners                            | *            | *                | *                         | 713                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 17%   |
| Non-English Learners                        | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 54%   |
| Homeless Students                           | N            | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 170          | 773              | 773                       | 755                    | *  | *                                     | 15%                                | 44%                         | 34%                              | 77%                                     | 57%   |
| White                                       | 92           | 771              | 771                       | 763                    | *  | *                                     | 15%                                | 53%                         | 25%                              | 78%                                     | 67%   |
| Hispanic                                    | 24           | 756              | 756                       | 743                    | 0%                                       | *                                     | *                                  | *                           | *                                | 54%                                     | 44%   |
| Black or African American                   | *            | *                | *                         | 739                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | 37           | 790              | 790                       | 779                    | 0%                                       | *                                     | *                                  | 30%                         | 59%                              | 89%                                     | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 53%   |
| Two or More Races                           | *            | *                | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 64%   |
| Female                                      | 78           | 779              | 779                       | 760                    | *  | *                                     | *                                  | 47%                         | 36%                              | 83%                                     | 62%   |
| Male  | 92           | 768              | 768                       | 750                    | *  | *                                     | *                                  | 40%                         | 32%                              | 72%                                     | 53%   |
| Economically Disadvantaged Students         | 10           | 758              | 758                       | 740                    | *  | *                                     | *                                  | *                           | *                                | 50%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 160          | 774              | 774                       | 765                    | *  | *                                     | *                                  | *                           | *                                | 79%                                     | 69%   |
| Students with Disabilities                  | 26           | 752              | 752                       | 725                    | *  | *                                     | *                                  | *                           | *                                | 50%                                     | 25%   |
| Students without Disabilities               | 144          | 777              | 777                       | 761                    | *  | *                                     | *                                  | *                           | *                                | 82%                                     | 64%   |
| English Learners                            | *            | *                | *                         | 720                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 17%   |
| Non-English Learners                        | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Homeless Students                           | *            | *                | *                         | 730                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 29%   |
| Students in Foster Care                     | N            | N                | N                         | 729                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Military-Connected Students                 | N            | N                | N                         | 757                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 58%   |
| Migrant Students                            | N            | N                | N                         | 718                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 25%   |



**Campbell Elementary School**  
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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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 346          | 98.3                      | 62.7  | 62.9  | 44.5   | 62.7  | 68.4                     | Not Met                      |
| White                                       | 170          | 98.3                      | 60.0  | 60.6  | 54.1   | 60.0  | 64.1                     | Met Target†                  |
| Hispanic                                    | 54           | 100.0                     | 42.6  | 54.4  | 28.8   | 42.6  | 68.7                     | Not Met                      |
| Black or African American                   | 11           | 92.9                      | 45.5  | *   | 23.0   | 45.5  | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 86           | 97.8                      | 82.6  | 78.2  | 76.5   | 82.6  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | N            | N                         | N   | N   | 42.7   | N   | **                       | **                           |
| Two or More Races                           | 25           | 100.0                     | 64.0  | *   | 53.3   | 64.0  | 80                       | Not Met                      |
| Female                                      | 156          | 99.4                      | 60.9  | 63.9  | 44.9   | 60.9  |                          |                              |
| Male  | 190          | 97.5                      | 64.2  | 62.1  | 44.2   | 64.2  |                          |                              |
| Economically Disadvantaged Students         | 14           | 94.1                      | 42.9  | 42.9  | 26.3   | 42.9  | **                       | **                           |
| Non-Economically Disadvantaged Students     | 332          | 98.5                      | 63.6  | 64.0  | 54.9   | 63.6  |                          |                              |
| Students with Disabilities                  | 57           | 95.2                      | 29.8  | 26.4  | 17.4   | 29.8  | 36.1                     | Met Target†                  |
| Students without Disabilities               | 289          | 99.0                      | 69.2  | 69.0  | 50.0   | 69.2  |                          |                              |
| English Learners                            | *            | *                         | *   | 53.8  | 25.0   | *   | **                       | **                           |
| Non-English Learners                        | *            | *                         | *   | 63.1  | 46.5   | *   |                          |                              |
| Homeless Students                           | *            | *                         | *   | *   | 17.1   | *   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 17.1   | N   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | *   | 46.4   | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 23.3   | N   |                          |                              |

† Target was met within a confidence interval.



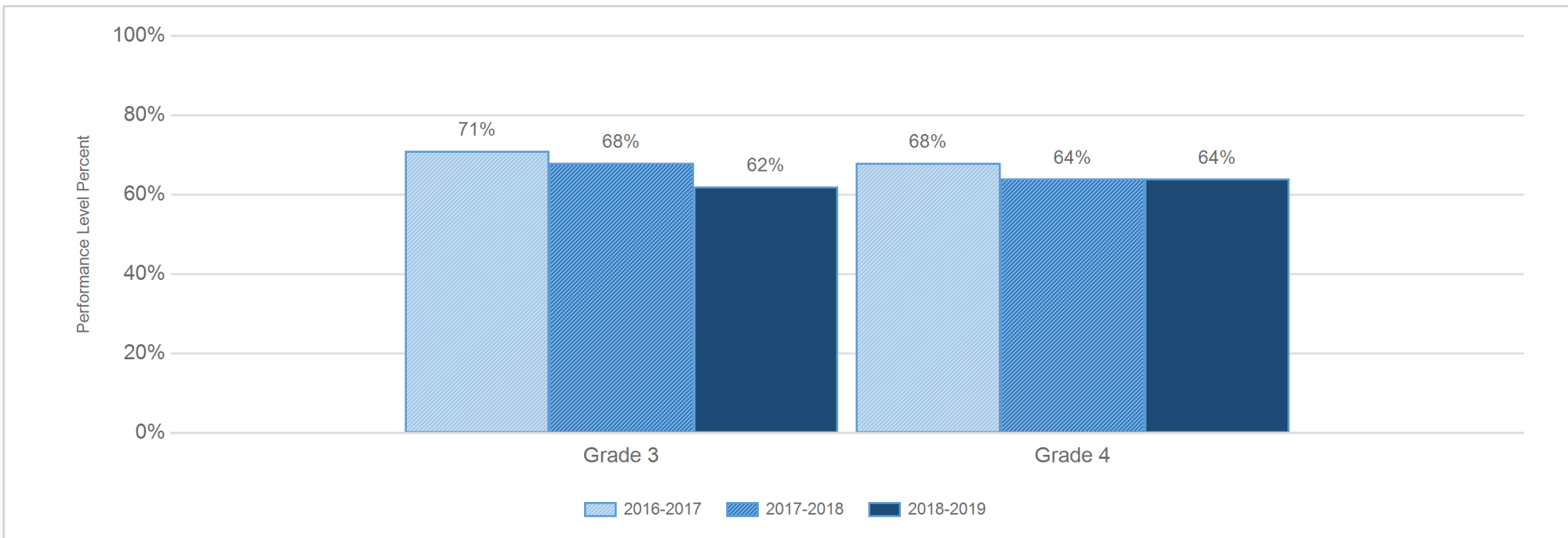
**Campbell Elementary School**  
(23-3120-060)  
Grades Offered: 01-04  
2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 184          | 759              | 759                       | 752                    | 7%                                       | 14%                                   | 18%                                | 40%                         | 22%                              | 62%                                     | 55%   |
| White                                       | 80           | 755              | 755                       | 760                    | *  | 15%                                   | 23%                                | *                           | *                                | 58%                                     | 66%   |
| Hispanic                                    | 33           | 736              | 736                       | 739                    | *  | 30%                                   | *                                  | *                           | *                                | 39%                                     | 40%   |
| Black or African American                   | *            | *                | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Asian, Native Hawaiian, or Pacific Islander | 51           | 780              | 780                       | 778                    | *  | *                                     | *                                  | 37%                         | 45%                              | 82%                                     | 83%   |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 62%   |
| Female                                      | 83           | 753              | 753                       | 751                    | *  | *                                     | 20%                                | 39%                         | 19%                              | 58%                                     | 54%   |
| Male  | 101          | 763              | 763                       | 752                    | *  | *                                     | 16%                                | 41%                         | 25%                              | 65%                                     | 56%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 37%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 761                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 67%   |
| Students with Disabilities                  | 32           | 727              | 727                       | 731                    | *  | *                                     | *                                  | *                           | *                                | 22%                                     | 31%   |
| Students without Disabilities               | 152          | 766              | 766                       | 756                    | *  | *                                     | *                                  | *                           | *                                | 70%                                     | 60%   |
| English Learners                            | *            | *                | *                         | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 26%   |
| Non-English Learners                        | *            | *                | *                         | 754                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 58%   |
| Homeless Students                           | N            | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 170          | 764              | 764                       | 749                    | *  | *                                     | 28%                                | 49%                         | 14%                              | 64%                                     | 51%   |
| White                                       | 92           | 761              | 761                       | 757                    | 0%                                       | *                                     | 35%                                | *                           | *                                | 62%                                     | 62%   |
| Hispanic                                    | 24           | 746              | 746                       | 737                    | *  | *                                     | *                                  | *                           | *                                | 50%                                     | 36%   |
| Black or African American                   | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 29%   |
| Asian, Native Hawaiian, or Pacific Islander | 37           | 788              | 788                       | 776                    | 0%                                       | *                                     | *                                  | 46%                         | 38%                              | 84%                                     | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 46%   |
| Two or More Races                           | *            | *                | *                         | 754                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 58%   |
| Female                                      | 78           | 763              | 763                       | 749                    | *  | *                                     | 29%                                | *                           | *                                | 64%                                     | 50%   |
| Male  | 92           | 765              | 765                       | 749                    | *  | *                                     | 27%                                | *                           | *                                | 63%                                     | 52%   |
| Economically Disadvantaged Students         | 10           | 747              | 747                       | 734                    | *  | *                                     | *                                  | *                           | *                                | 50%                                     | 32%   |
| Non-Economically Disadvantaged Students     | 160          | 765              | 765                       | 759                    | *  | *                                     | *                                  | *                           | *                                | 64%                                     | 63%   |
| Students with Disabilities                  | 26           | 744              | 744                       | 726                    | *  | *                                     | 46%                                | 38%                         | 0%                               | 38%                                     | 25%   |
| Students without Disabilities               | 144          | 768              | 768                       | 754                    | *  | *                                     | 25%                                | 51%                         | 17%                              | 68%                                     | 56%   |
| English Learners                            | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 18%   |
| Non-English Learners                        | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 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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#### 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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | *                         | *                          |
| 4     | 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 | 75.0%   | **             | **          |

† Target was met within one standard deviation

#### English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 0-2               | 10                | 80.0%                                   | 20.0%  |
| 3-4               | *                 | *                                       | *  |
| 5 or more         | N                 | N                                       | N  |



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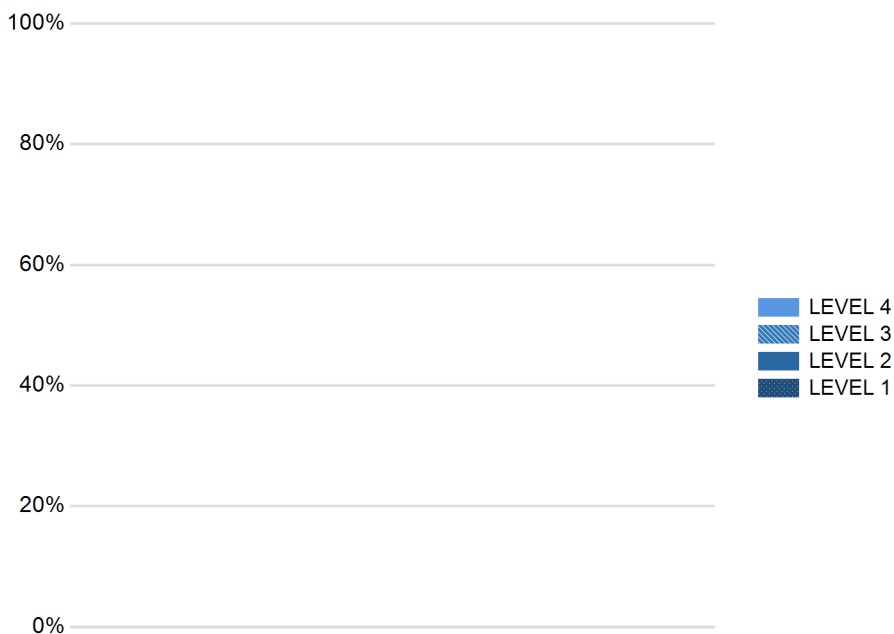
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

**NJSLA Science Assessment: Grade Summary**

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



**NJSLA Science Assessment: Grade**

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

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



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

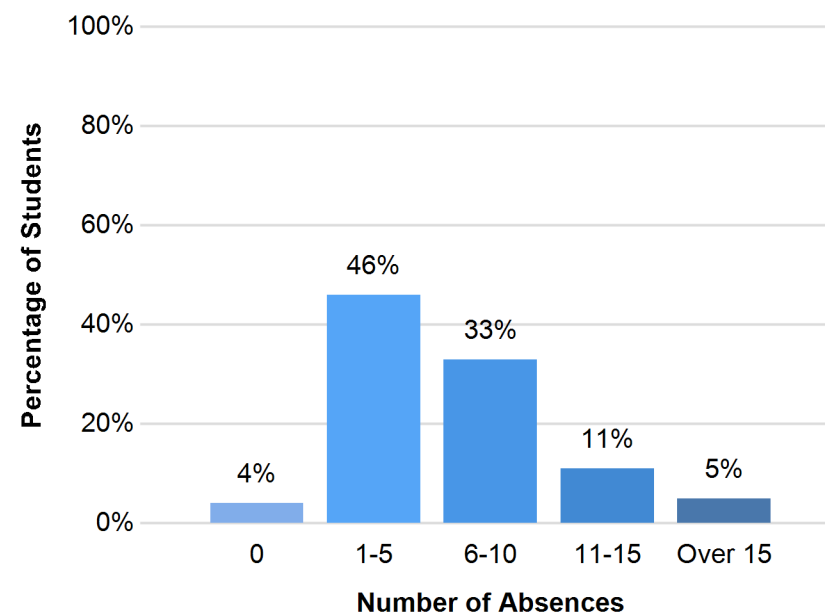
#### Chronic Absenteeism

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

| Student Group                       | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|--|---------------|--------------------|
| Schoolwide                          | 20                                    | 2.9                                    | 8.2           | Met                |
| White                               | 10                                    | 2.9                                    | 8.2           | Met                |
| Hispanic                            | 4                                     | 4.0                                    | 8.2           | Met                |
| Black or African American           | 1                                     | 3.7                                    | 8.2           | Met                |
| Asian, Native Hawaiian, or Pacific  | 4                                     | 2.4                                    | 8.2           | Met                |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | 1                                     | 1.7                                    | 8.2           | Met                |
| Female                              | 11                                    | 3.4                                    |               |                    |
| Male                                | 9                                     | 2.4                                    |               |                    |
| Economically Disadvantaged Students | 5                                     | 12.2                                   | 8.2           | Not Met            |
| Students with Disabilities          | 8                                     | 6.7                                    | 8.2           | Met                |
| English Learners                    | 2                                     | 11.1                                   | **            | **                 |
| Homeless Students                   | *                                     | *                                      |               |                    |
| Students in Foster Care             | N                                     | N                                      |               |                    |
| Military-Connected Students         | *                                     | *                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

#### Days Absent

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





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2018-2019

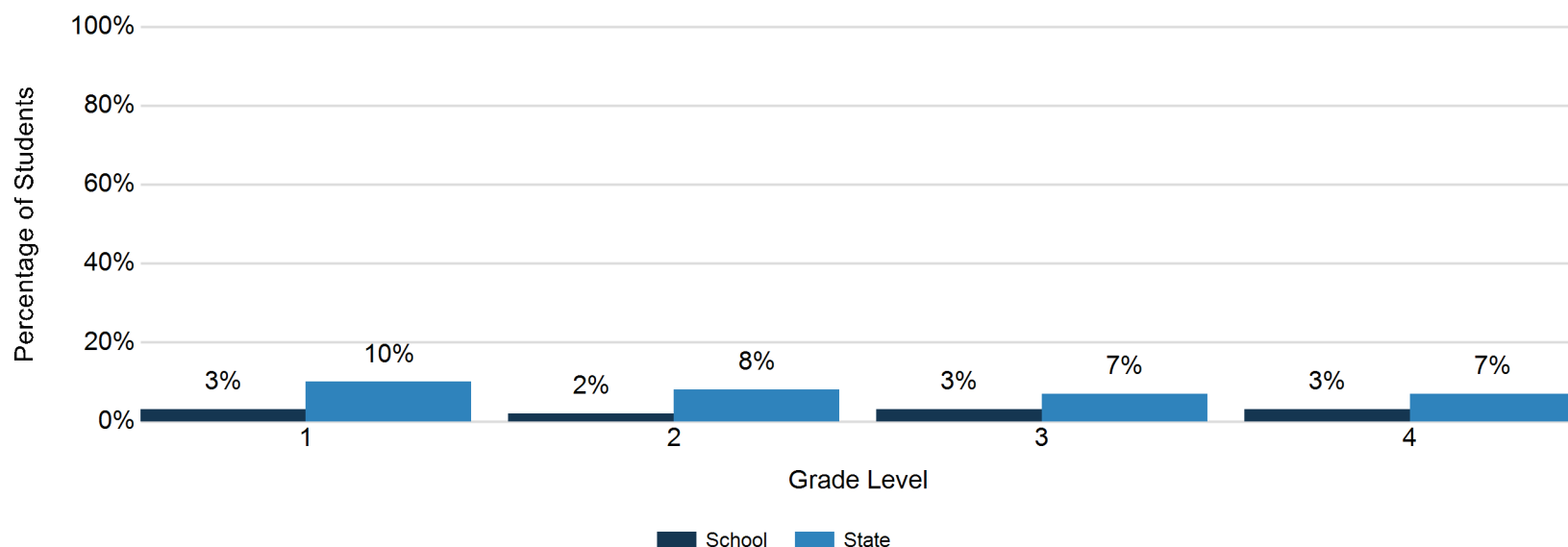
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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 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                                 | 1                   |
| Weapons                                  | 0                   |
| Vandalism                                | 0                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 2                   |
| Total Unique Incidents                   | 3                   |
| Incidents Per 100 Students Enrolled      | 0.43                |

### Police Notifications

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

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

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

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---------------------------------|-------------|---------------|--------------------------|
| Race                            | 0           | 0             | 0                        |
| Religion                        | 1           | 0             | 1                        |
| Ancestry                        | 0           | 0             | 0                        |
| Gender                          | 0           | 1             | 1                        |
| Sexual Orientation              | 0           | 0             | 0                        |
| Disability                      | 0           | 0             | 0                        |
| Other                           | 1           | 1             | 2                        |
| 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          | *                  | *                   |
| 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

\*



### Campbell Elementary School

(23-3120-060)

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2018-2019

#### Report Key:

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#### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:30 AM         |
| Typical End Time                 | 2:55 PM         |
| Length of School Day             | 6 Hrs 25 Mins   |
| Full Time - Instructional Time   | 5 Hrs 35 Mins   |
| Shared Time - Instructional Time | 5 Hrs. 35 Mins. |

#### Device Ratios

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

| School Year | Student to Device Ratio |
|-------------|-------------------------|
| 2018-19     | 1.8:1                   |



**Campbell Elementary School**  
(23-3120-060)  
Grades Offered: 01-04  
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   | 57                 | 118,214           |
| Average years experience in public schools                             | 11.8               | 12.1              |
| Average years experience in district                                   | 10.2               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district | 73.7%              | 75.3%             |

### Administrators – Experience (District Level)

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

| Category   | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators   | 16                 | 9,530           |
| Average years experience in public schools                                   | 21.3               | 16.0            |
| Average years experience in district   | 8.1                | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 62.5%              | 76.9%           |

### Student and Staff Ratios

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

| Ratio                                    | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers                     | 12:1         | 12:1           |
| Students to Administrators               | 351:1        | 143:1          |
| Teachers to Administrators               | 29:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 760:1          |
| Students to Nurses                       |              | 570:1          |
| Students to Counselors                   |              | 380:1          |
| Students to Child Study Team Members     |              | 285:1          |



**Campbell Elementary School**  
(23-3120-060)  
Grades Offered: 01-04  
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                              | 46.9%              | 84.2%              | 50.0%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 53.1%              | 15.8%              | 50.0%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 49.1%              | 89.5%              | 100.0%                   | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 14.7%              | 5.3%               | 0.0%                     | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 3.7%               | 1.8%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 23.8%              | 1.8%               | 0.0%                     | 10.2%             | 2.0%              | 1.1%                    |
| American Indian or Alaska Native    | 0.0%               | 0.0%               | 0.0%                     | 0.1%              | 0.1%              | 0.1%                    |
| Native Hawaiian or Pacific Islander | 0.3%               | 0.0%               | 0.0%                     | 0.2%              | 0.1%              | 0.1%                    |
| Two or More Races                   | 8.4%               | 1.8%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



**Campbell Elementary School**  
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Grades Offered: 01-04  
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



#### Master's Degree



#### Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.9%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 93.8%    | 87.9% |

### Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 97.5%          |



### Campbell Elementary School

(23-3120-060)

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2018-2019

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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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

### ESSA Accountability Progress

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

| ESSA Accountability Indicator                | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency                              | 71.3%   | 62.2%   | 67.9%   |
| Math Proficiency                             | 70.6%   | 65.3%   | 62.7%   |
| ELA Growth                                   | 66      | 59      | 80      |
| Math Growth                                  | 60      | 58      | 55      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | *       | 75.0%   |
| Chronic Absenteeism                          | 9.4%    | 3.4%    | 2.9%    |

† 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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2018-2019

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

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

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

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

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

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



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

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

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

| Student Group                               | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | 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                             | Exceeds Standard                 | Met Standard                      | **   | Met                                    | No  |
| White                                       | Met Target†                        | Met Target†                         | Exceeds Standard                 | Met Standard                      | n/a  | Met                                    | No  |
| Hispanic                                    | Not Met                            | Not Met                             | **                               | **                                | n/a  | Met                                    | No  |
| Black or African American                   | **                                 | **                                  | **                               | **                                | n/a  | Met                                    | No  |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal                           | Met Goal                            | Exceeds Standard                 | Exceeds Standard                  | n/a  | Met                                    | No  |
| American Indian or Alaska Native            | **                                 | **                                  | **                               | **                                | n/a  | **                                     | No  |
| Two or More Races                           | Met Goal                           | Not Met                             | **                               | **                                | n/a  | Met                                    | No  |
| Economically Disadvantaged Students         | **                                 | **                                  | **                               | **                                | n/a  | Not Met                                | No  |
| Students with Disabilities                  | Met Target†                        | Met Target†                         | Exceeds Standard                 | Met Standard                      | n/a  | Met                                    | No  |
| English Learners                            | **                                 | **                                  | **                               | **                                | **   | **                                     | No  |

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



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## School Narrative

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



### Mission, Vision, Theme:

Campbell Elementary School, designated as a National and New Jersey State School of Character, houses 700 students in grades one through four. A wide variety of programs and experiences are provided for our children in a warm, nurturing, and supportive environment. The goal of the Campbell School community is to meet the needs of every student using various strategies: differentiation of instruction, offering project-based problem-solution interdisciplinary instruction, and setting high standards for both the students and teachers. We are dedicated to the concept of inclusion and to the infusion of technology. The staff and parents of Campbell School have an unyielding commitment to learning.



### Awards, Recognition, Accomplishments:

Campbell School is a proud recipient of the designation of National School of Character, New Jersey School of Character, and multiple recipient of National Promising Practices Awards from Character.org. Campbell also received the 2017-20 Bronze Award for NJ Sustainable Schools. Additionally, Campbell School was a recipient of the 2017 Gold Award by the New Jersey Safe Routes to School Program.



### Campbell Elementary School

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### Courses, Curriculum, Instruction:

All Campbell students receive instruction in art, general music, physical education, library/research skills, computers, and world language (Spanish) by highly qualified teachers. Third and fourth graders also engage in a hands-on, minds-on science class that enhances their learning in a laboratory environment. Students in grade 4 also have the opportunity to begin to learn an instrument within the instrumental music program when they select instruction in strings, woodwinds, brass and percussion. Additionally, the school offers supplemental instruction for students in need of assistance or acceleration in specific areas of the curriculum. Programs are available for children with an IEP (Individual Education Plan), ESLs (Eligible for Speech Language Services), ELL (English Language Learners), Resource Center Instruction, In-Class Resource, and In-Class Support.



### Clubs and Activities:

Several after school or lunch time activities and clubs are offered which support the diverse experiences provided our students here at Campbell School. These include The Campbell Scoop (newspaper club), Chorus, Band, Orchestra, Physical Development Gym Club, Student Council, Chess Club, Kindness Club, the School Store, Drama Club, Art Club, Breaking the Chain Club, Computers Club, and the Lego Robotics Club.



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### Parent and Community Involvement:

Campbell School is fortunate to have a very active and supportive PTO. With their assistance, the students learn from and enjoy a variety of curriculum enriching/cultural arts assembly programs.



**Campbell Elementary School**  
 (23-3120-060)  
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Other Information

Campbell School believes that education should be provided in an environment where each child is afforded the chance to learn and grow to the best of his or her ability in a climate where caring and respect are shown by and for everyone. It is the goal of the school community to work together with shared expectations in an effort to create a safe, positive, nurturing, and cooperative learning environment dedicated to educating the whole child, thus making Campbell "A Great Place to Learn".



Edgar Middle School  
(23-3120-070)  
Grades Offered: 05-08  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

Notes from the New Jersey Department of Education:



**Edgar Middle School**  
 (23-3120-070)  
 Grades Offered: 05-08  
 2018-2019

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### School Contact Information

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

| Type           | Contact Information  |
|----------------|--|
| County         | Middlesex  |
| District       | Metuchen Public School District  |
| Principal Name | Mr. Kevin McPeek   |
| Address        | 49 BRUNSWICK AVENUE METUCHEN, NJ 08840                                 |
| Phone Number   | 732-321-8770   |
| Email Address  | <a href="mailto:kmcpeek@metboe.k12.nj.us">kmcpeek@metboe.k12.nj.us</a> |
| Website        | <a href="http://metuchenschools.org">http://metuchenschools.org</a>    |



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

**Enrollment Trends by Grade**

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

| Grade        | 2016-17    | 2017-18    | 2018-19    |
|--------------|------------|------------|------------|
| 5            | 176        | 166        | 177        |
| 6            | 187        | 177        | 167        |
| 7            | 192        | 191        | 179        |
| 8            | 196        | 194        | 188        |
| <b>Total</b> | <b>751</b> | <b>728</b> | <b>711</b> |

**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                              | 46.1%   | 48.9%   | 48.5%   |
| Male                                | 53.9%   | 51.1%   | 51.5%   |
| Economically Disadvantaged Students | 7.7%    | 5.8%    | 6.9%    |
| Students with Disabilities          | 15.8%   | 15.1%   | 14.8%   |
| English Learners                    | 0.8%    | 1.0%    | 1.1%    |
| Homeless Students                   | 0.0%    | 0.0%    | 0.3%    |
| Students in Foster Care             | 0.0%    | 0.0%    | 0.0%    |
| Military-Connected Students         | 0.1%    | 0.0%    | 0.1%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

**Enrollment by Racial and Ethnic Group**

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 59.3%   | 58.1%   | 55.4%   |
| Hispanic                            | 11.5%   | 13.7%   | 14.8%   |
| Black or African American           | 4.5%    | 4.0%    | 3.4%    |
| Asian                               | 23.8%   | 21.4%   | 20.7%   |
| Native Hawaiian or Pacific Islander | 0.3%    | 0.3%    | 0.1%    |
| American Indian or Alaska Native    | 0.0%    | 0.0%    | 0.1%    |
| Two or More Races                   | 0.7%    | 2.5%    | 5.5%    |

**Enrollment by Home Language**

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

| Home Language   | % of Students |
|-----------------|---------------|
| English         | 81.4%         |
| Spanish         | 3.7%          |
| Chinese         | 3.4%          |
| Korean          | 1.5%          |
| Urdu            | 1.0%          |
| Other Languages | 9.0%          |

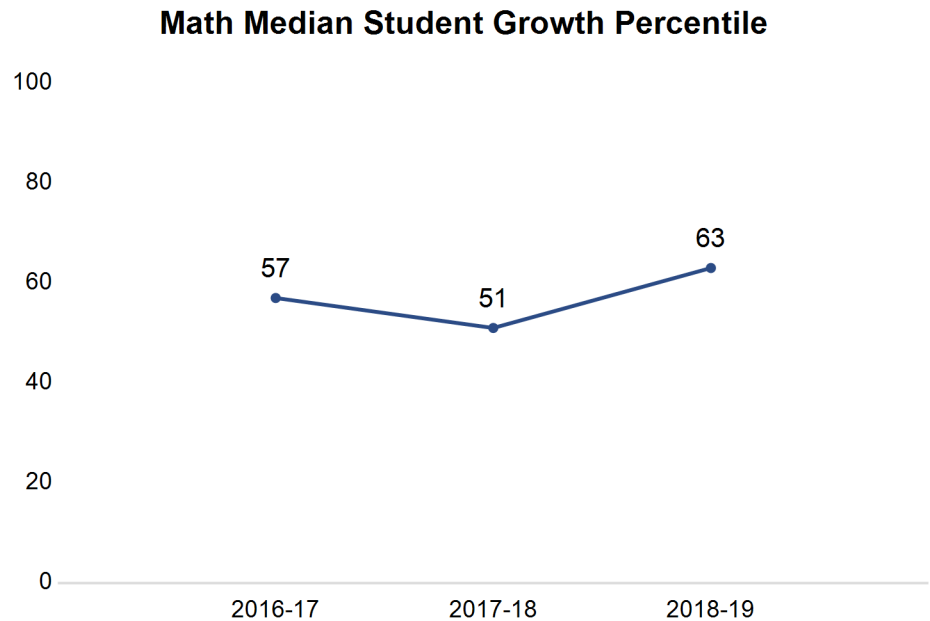
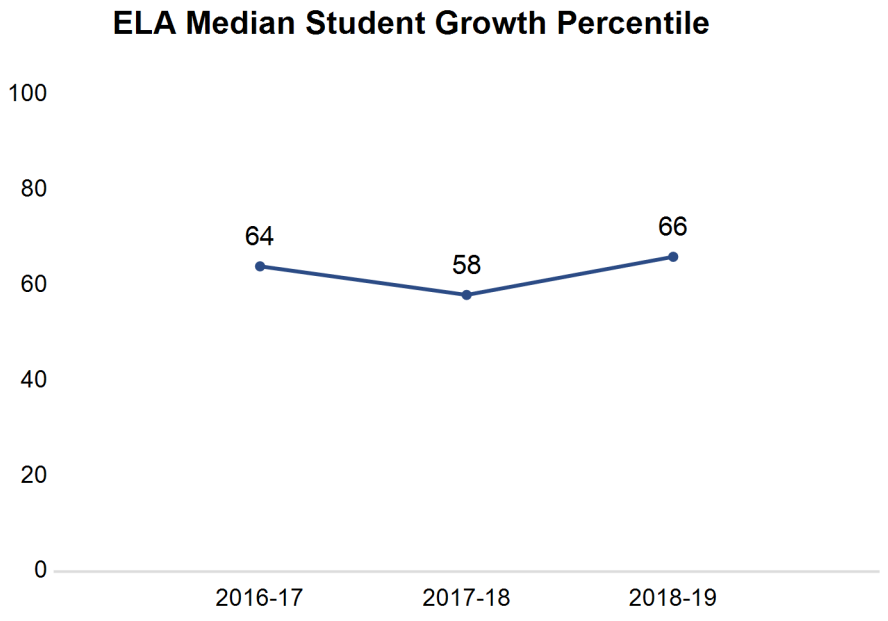


**Edgar Middle School**  
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**Student Growth Trends and Progress**

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



| Performance Measure                         | 2016-17 ELA      | 2017-18 ELA  | 2018-19 ELA      | 2016-17 Math | 2017-18 Math | 2018-19 Math     |
|---|------------------|--------------|------------------|--------------|--------------|------------------|
| Median Student Growth Percentile            | 64               | 58           | 66               | 57           | 51           | 63               |
| Met Standard (40-59.5)?                     | Exceeds Standard | Met Standard | Exceeds Standard | Met Standard | Met Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50               | 50           | 50               | 50           | 50           | 50               |



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

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

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

### Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40-59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40-59.5) |
|---|--------------------|----------------------|-----------------------|-----------------------------|---------------------|-----------------------|------------------------|------------------------------|
| Schoolwide                                  | 66                 | 70                   | 50                    | Exceeds Standard            | 63                  | 61                    | 50                     | Exceeds Standard             |
| White                                       | 66                 | 70                   | 50                    | Exceeds Standard            | 57.5                | 57                    | 52                     | Met Standard                 |
| Hispanic                                    | 64                 | 67                   | 49                    | Exceeds Standard            | 72                  | 68.5                  | 47                     | Exceeds Standard             |
| Black or African American                   | 45                 | 47                   | 45                    | Met Standard                | 39                  | 38                    | 43                     | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 69.5               | 72                   | 59                    | Exceeds Standard            | 70                  | 70                    | 60                     | Exceeds Standard             |
| American Indian or Alaska Native            | N                  | N                    | 56                    | **                          | N                   | N                     | 51.5                   | **                           |
| Two or More Races                           | 73.5               | 74                   | 49                    | Exceeds Standard            | 59                  | 56                    | 52                     | Met Standard                 |
| Female                                      | 68                 | 71                   | 53                    | N                           | 64                  | 62                    | 50                     | N                            |
| Male  | 64                 | 68                   | 47                    | N                           | 61                  | 60                    | 51                     | N                            |
| Economically Disadvantaged Students         | 68                 | 76                   | 48                    | Exceeds Standard            | 70.5                | 59.5                  | 46                     | Exceeds Standard             |
| Students with Disabilities                  | 64                 | 68                   | 43                    | Exceeds Standard            | 61                  | 61                    | 45                     | Exceeds Standard             |
| English Learners                            | *                  | 66                   | 52                    | **                          | 63                  | 60                    | 50                     | **                           |
| Homeless Students                           | *                  | *                    | 43                    | N                           | *                   | *                     | 44                     | N                            |
| Students in Foster Care                     | N                  | N                    | 42                    | N                           | N                   | N                     | 44                     | N                            |
| Military-Connected Students                 | *                  | *                    | 49                    | N                           | *                   | *                     | 51                     | N                            |
| Migrant Students                            | N                  | N                    | 47                    | N                           | N                   | N                     | 51                     | N                            |



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

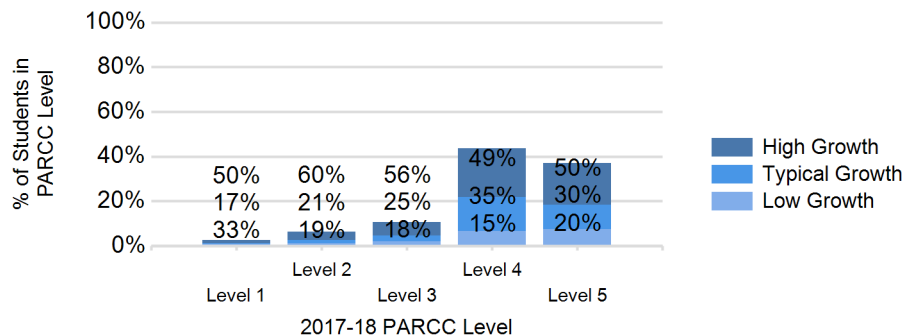
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**    **Typical Growth: Between 35 and 65**    **High Growth: Greater than 65**

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

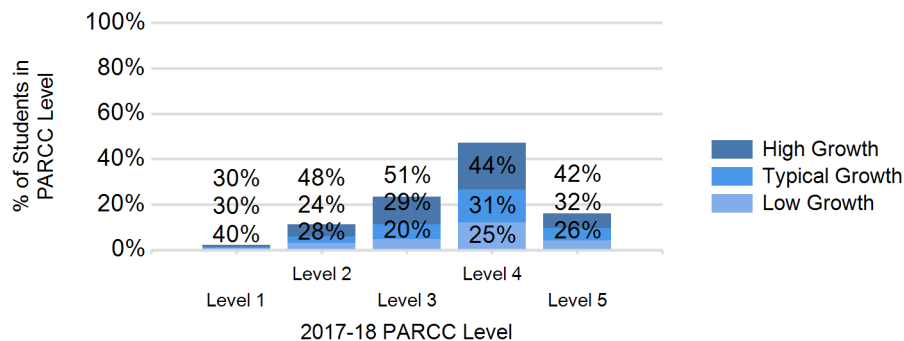
**Student Growth by Performance Level**

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

**ELA**



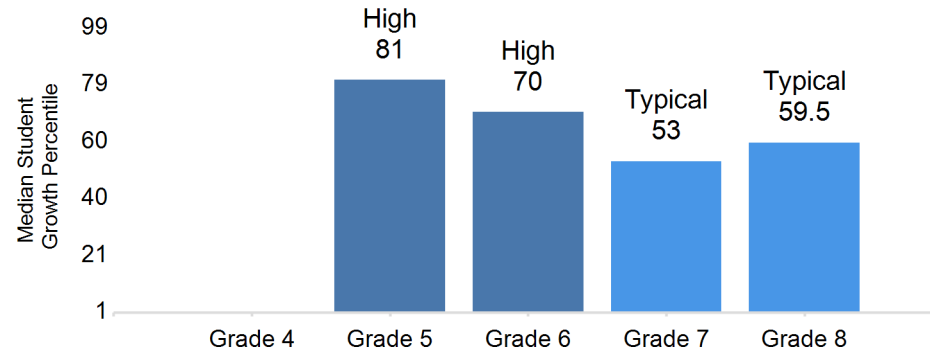
**Math**



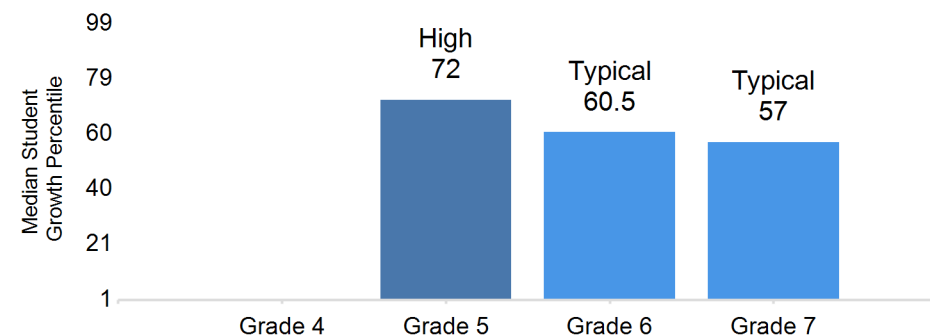
**Student Growth by Grade**

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

**ELA**



**Math**





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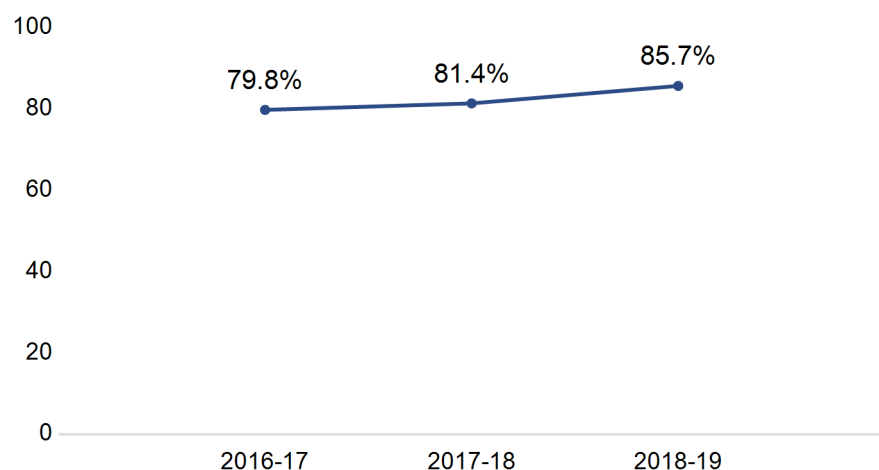
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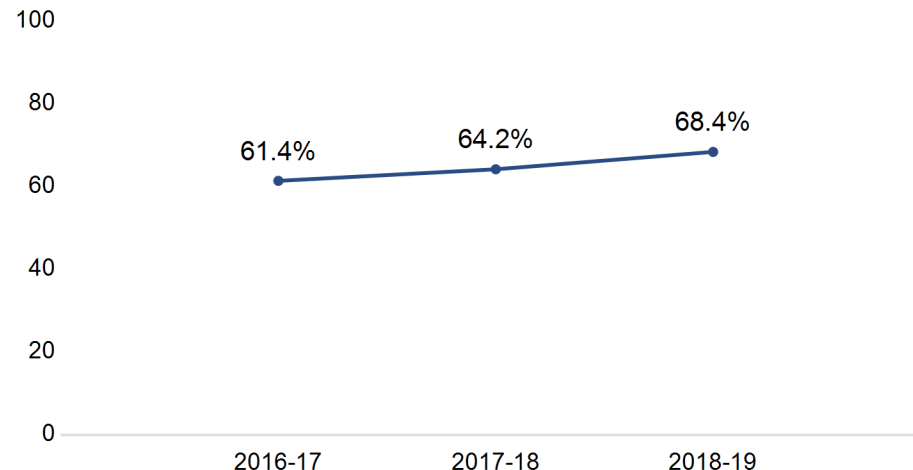
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



| Performance Measure                                   | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate                                    | 98.8%       | 98.9%       | 99.0%       | 98.8%        | 98.9%        | 98.9%        |
| Proficiency Rate for Federal Accountability           | 79.8%       | 81.4%       | 85.7%       | 61.4%        | 64.2%        | 68.4%        |
| Annual Target   | 75.2%       | 75.5%       | 75.7%       | 59.2%        | 60.3%        | 61.4%        |
| Met Annual Target?                                    | Met Target  | Met Goal    | Met Goal    | Met Target   | Met Target   | Met Target   |
| Statewide Proficiency Rate for Federal Accountability | 54.9%       | 56.7%       | 57.9%       | 43.5%        | 45.0%        | 44.5%        |

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 699          | 99.0                      | 85.7  | 79.5  | 57.9   | 85.7  | 75.7                     | Met Goal                     |
| White                                       | 390          | 98.7                      | 85.4  | 78.5  | 66.9   | 85.4  | 74                       | Met Goal                     |
| Hispanic                                    | 102          | 100.0                     | 82.4  | 69.4  | 43.9   | 82.4  | 71.2                     | Met Goal                     |
| Black or African American                   | 24           | 96.0                      | 58.3  | *   | 38.5   | 58.3  | 52.1                     | Met Target                   |
| Asian, Native Hawaiian, or Pacific Islander | 145          | 100.0                     | 91.7  | 90.5  | 82.9   | 91.7  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | N            | N                         | N   | N   | 56.0   | N   | **                       | **                           |
| Two or More Races                           | 38           | 100.0                     | 92.1  | *   | 64.4   | 92.1  | N                        | N                            |
| Female                                      | 341          | 99.1                      | 90.3  | 84.6  | 64.8   | 90.3  |                          |                              |
| Male  | 358          | 98.9                      | 81.3  | 75.0  | 51.3   | 81.3  |                          |                              |
| Economically Disadvantaged Students         | 36           | 100.0                     | 72.2  | 59.2  | 40.0   | 72.2  | 49.3                     | Met Target                   |
| Non-Economically Disadvantaged Students     | 663          | 99.0                      | 86.4  | 80.5  | 67.9   | 86.4  |                          |                              |
| Students with Disabilities                  | 103          | 95.4                      | 42.7  | 38.6  | 22.7   | 42.7  | 42.7                     | Met Target                   |
| Students without Disabilities               | 596          | 99.7                      | 93.1  | 86.5  | 65.1   | 93.1  |                          |                              |
| English Learners                            | 14           | 100.0                     | 64.3  | 50.0  | 29.3   | 64.3  | **                       | **                           |
| Non-English Learners                        | 685          | 99.0                      | 86.1  | 80.0  | 60.6   | 86.1  |                          |                              |
| Homeless Students                           | *            | *                         | *   | *   | 29.1   | *   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 27.6   | N   |                          |                              |
| Military-Connected Students                 | *            | *                         | *   | *   | 57.8   | *   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 30.4   | N   |                          |                              |

† Target was met within a confidence interval.



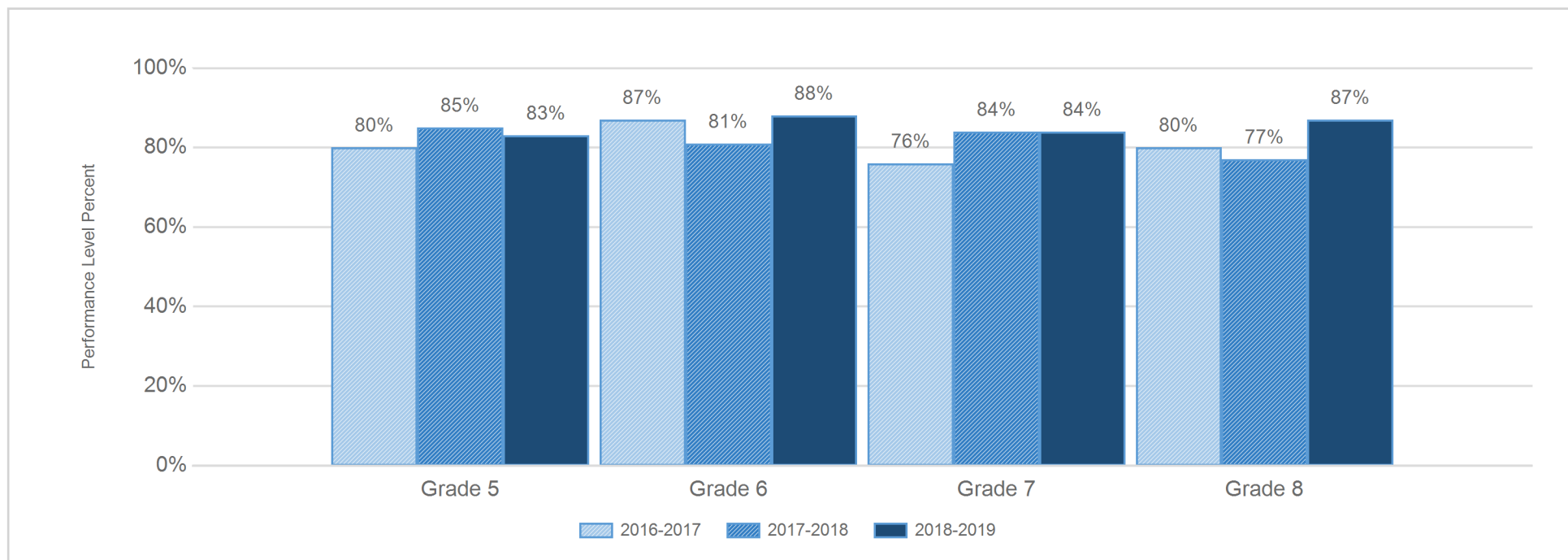
**Edgar Middle School**  
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### English Language Arts Assessment - Performance Trends

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





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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 173          | 779              | 779                       | 756                    | *  | *                                     | 9%                                 | 53%                         | 31%                              | 83%                                     | 58%   |
| White                                       | 92           | 778              | 778                       | 764                    | *  | *                                     | *                                  | 49%                         | 32%                              | 80%                                     | 68%   |
| Hispanic                                    | 23           | 777              | 777                       | 743                    | 0%                                       | *                                     | *                                  | *                           | *                                | 87%                                     | 44%   |
| Black or African American                   | *            | *                | *                         | 739                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 38%   |
| Asian, Native Hawaiian, or Pacific Islander | 35           | 787              | 787                       | 781                    | *  | 0%                                    | *                                  | 54%                         | 37%                              | 91%                                     | 83%   |
| American Indian or Alaska Native            | N            | N                | N                         | 753                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Two or More Races                           | *            | *                | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 65%   |
| Female                                      | 73           | 786              | 786                       | 761                    | *  | *                                     | *                                  | 48%                         | 38%                              | 86%                                     | 64%   |
| Male  | 100          | 774              | 774                       | 750                    | *  | *                                     | *                                  | 56%                         | 25%                              | 81%                                     | 52%   |
| Economically Disadvantaged Students         | 11           | 786              | 786                       | 740                    | *  | *                                     | *                                  | *                           | *                                | 91%                                     | 39%   |
| Non-Economically Disadvantaged Students     | 162          | 778              | 778                       | 766                    | *  | *                                     | *                                  | *                           | *                                | 83%                                     | 69%   |
| Students with Disabilities                  | 24           | 729              | 729                       | 724                    | *  | *                                     | *                                  | *                           | *                                | 29%                                     | 23%   |
| Students without Disabilities               | 149          | 787              | 787                       | 762                    | *  | *                                     | *                                  | *                           | *                                | 92%                                     | 65%   |
| English Learners                            | *            | *                | *                         | 713                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Non-English Learners                        | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Homeless Students                           | *            | *                | *                         | 730                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 29%   |
| Students in Foster Care                     | N            | N                | N                         | 729                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Military-Connected Students                 | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 168          | 783              | 783                       | 754                    | *  | *                                     | 8%                                 | 53%                         | 35%                              | 88%                                     | 56%   |
| White                                       | 98           | 781              | 781                       | 762                    | *  | *                                     | 10%                                | 51%                         | 35%                              | 86%                                     | 65%   |
| Hispanic                                    | 26           | 789              | 789                       | 743                    | 0%                                       | *                                     | *                                  | *                           | *                                | 92%                                     | 43%   |
| Black or African American                   | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 36%   |
| Asian, Native Hawaiian, or Pacific Islander | 27           | 786              | 786                       | 780                    | 0%                                       | *                                     | *                                  | 48%                         | 44%                              | 93%                                     | 83%   |
| American Indian or Alaska Native            | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 53%   |
| Two or More Races                           | *            | *                | *                         | 760                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 64%   |
| Female                                      | 90           | 791              | 791                       | 762                    | *  | *                                     | *                                  | 48%                         | 43%                              | 91%                                     | 64%   |
| Male  | 78           | 775              | 775                       | 748                    | *  | *                                     | *                                  | 59%                         | 26%                              | 85%                                     | 48%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 763                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 67%   |
| Students with Disabilities                  | 21           | 749              | 749                       | 722                    | *  | *                                     | *                                  | 48%                         | 0%                               | 48%                                     | 19%   |
| Students without Disabilities               | 147          | 788              | 788                       | 761                    | *  | *                                     | *                                  | 54%                         | 40%                              | 94%                                     | 64%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 756                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 729                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Students in Foster Care                     | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 26%   |
| Military-Connected Students                 | 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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### English Language Arts Assessment - Performance by Grade: Grade 7

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 174          | 788              | 788                       | 761                    | *  | 7%                                    | *                                  | 27%                         | 57%                              | 84%                                     | 63%   |
| White                                       | 95           | 789              | 789                       | 769                    | *  | *                                     | *                                  | 27%                         | 58%                              | 85%                                     | 72%   |
| Hispanic                                    | 22           | 776              | 776                       | 747                    | *  | *                                     | *                                  | *                           | *                                | 77%                                     | 50%   |
| Black or African American                   | *            | *                | *                         | 741                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 43%   |
| Asian, Native Hawaiian, or Pacific Islander | 45           | 800              | 800                       | 790                    | 0%                                       | *                                     | *                                  | 22%                         | 69%                              | 91%                                     | 87%   |
| American Indian or Alaska Native            | N            | N                | N                         | 761                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 65%   |
| Two or More Races                           | *            | *                | *                         | 768                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 68%   |
| Female                                      | 89           | 794              | 794                       | 769                    | *  | *                                     | *                                  | 25%                         | 65%                              | 90%                                     | 71%   |
| Male  | 85           | 781              | 781                       | 753                    | *  | *                                     | *                                  | 29%                         | 48%                              | 78%                                     | 55%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 743                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 45%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 771                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 73%   |
| Students with Disabilities                  | 30           | 747              | 747                       | 720                    | *  | *                                     | *                                  | *                           | *                                | 47%                                     | 22%   |
| Students without Disabilities               | 144          | 796              | 796                       | 769                    | *  | *                                     | *                                  | *                           | *                                | 92%                                     | 71%   |
| English Learners                            | N            | N                | N                         | 706                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 174          | 788              | 788                       | 763                    | *  | 7%                                    | *                                  | 27%                         | 57%                              | 84%                                     | 65%   |
| Homeless Students                           | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 34%   |
| Students in Foster Care                     | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Military-Connected Students                 | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Migrant Students                            | N            | N                | N                         | 728                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 31%   |



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### English Language Arts Assessment - Performance by Grade: Grade 8

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 186          | 793              | 793                       | 762                    | *  | *                                     | 8%                                 | 34%                         | 53%                              | 87%                                     | 63%   |
| White                                       | 103          | 795              | 795                       | 770                    | *  | *                                     | *                                  | 33%                         | 56%                              | 89%                                     | 72%   |
| Hispanic                                    | 34           | 780              | 780                       | 747                    | *  | *                                     | *                                  | *                           | *                                | 74%                                     | 49%   |
| Black or African American                   | *            | *                | *                         | 741                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 43%   |
| Asian, Native Hawaiian, or Pacific Islander | 38           | 803              | 803                       | 794                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 95%                                     | 88%   |
| American Indian or Alaska Native            | N            | N                | N                         | 758                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 60%   |
| Two or More Races                           | *            | *                | *                         | 769                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 69%   |
| Female                                      | 89           | 803              | 803                       | 771                    | *  | *                                     | *                                  | 28%                         | 65%                              | 93%                                     | 71%   |
| Male  | 97           | 784              | 784                       | 753                    | *  | *                                     | *                                  | 40%                         | 41%                              | 81%                                     | 55%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 743                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 45%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 772                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 72%   |
| Students with Disabilities                  | 25           | 749              | 749                       | 721                    | *  | *                                     | *                                  | *                           | *                                | 44%                                     | 22%   |
| Students without Disabilities               | 161          | 800              | 800                       | 770                    | *  | *                                     | *                                  | *                           | *                                | 94%                                     | 71%   |
| English Learners                            | *            | *                | *                         | 708                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 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:<br>% of Testers Met/Exceeded Expectations | District:<br>% of Testers Met/Exceeded Expectations | State:<br>% of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide                                  | 700          | 98.9                      | 68.4  | 62.9  | 44.5   | 68.4  | 61.4                  | Met Target                |
| White                                       | 391          | 98.7                      | 67.0  | 60.6  | 54.1   | 67.0  | 58.4                  | Met Target                |
| Hispanic                                    | 102          | 99.1                      | 62.7  | 54.4  | 28.8   | 62.7  | 52.8                  | Met Target                |
| Black or African American                   | 24           | 96.0                      | 25.0  | *   | 23.0   | 25.0  | 44                    | Not Met                   |
| Asian, Native Hawaiian, or Pacific Islander | 145          | 100.0                     | 82.8  | 78.2  | 76.5   | 82.8  | 75.1                  | Met Goal                  |
| American Indian or Alaska Native            | N            | N                         | N   | N   | 42.7   | N   | **                    | **                        |
| Two or More Races                           | 38           | 100.0                     | 71.1  | *   | 53.3   | 71.1  | N                     | N                         |
| Female                                      | 342          | 99.1                      | 71.1  | 63.9  | 44.9   | 71.1  |                       |                           |
| Male  | 358          | 98.7                      | 65.9  | 62.1  | 44.2   | 65.9  |                       |                           |
| Economically Disadvantaged Students         | 36           | 100.0                     | 44.4  | 42.9  | 26.3   | 44.4  | 40.8                  | Met Target                |
| Non-Economically Disadvantaged Students     | 664          | 98.8                      | 69.7  | 64.0  | 54.9   | 69.7  |                       |                           |
| Students with Disabilities                  | 102          | 94.5                      | 27.5  | 26.4  | 17.4   | 27.5  | 32                    | Met Target†               |
| Students without Disabilities               | 598          | 99.7                      | 75.4  | 69.0  | 50.0   | 75.4  |                       |                           |
| English Learners                            | 17           | 100.0                     | 47.1  | 53.8  | 25.0   | 47.1  | **                    | **                        |
| Non-English Learners                        | 683          | 98.9                      | 69.0  | 63.1  | 46.5   | 69.0  |                       |                           |
| Homeless Students                           | *            | *                         | *   | *   | 17.1   | *   |                       |                           |
| Students In Foster Care                     | N            | N                         | N   | N   | 17.1   | N   |                       |                           |
| Military-Connected Students                 | *            | *                         | *   | *   | 46.4   | *   |                       |                           |
| Migrant Students                            | N            | N                         | N   | N   | 23.3   | N   |                       |                           |

† Target was met within a confidence interval.



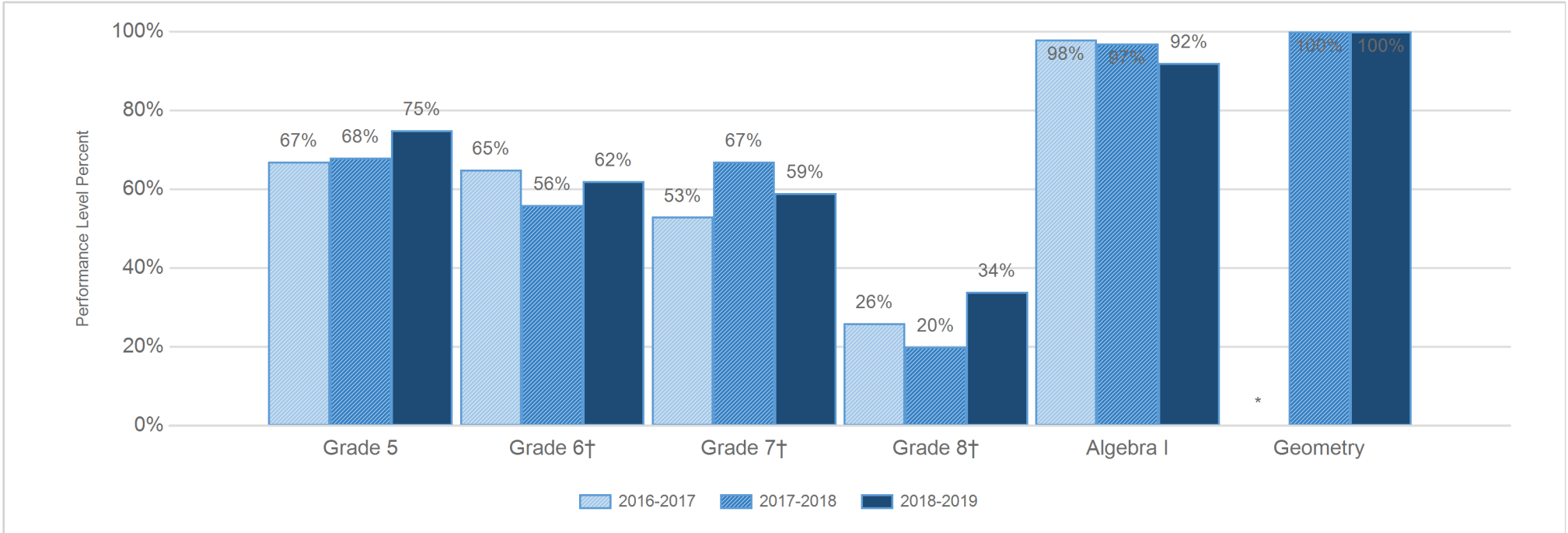
**Edgar Middle School**  
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**Mathematics Assessment – Performance Trends**

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 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 175          | 769              | 769                       | 747                    | *  | *                                     | *                                  | 46%                         | 29%                              | 75%                                     | 47%   |
| White                                       | 93           | 766              | 766                       | 755                    | *  | *                                     | 13%                                | 49%                         | 23%                              | 72%                                     | 58%   |
| Hispanic                                    | 23           | 768              | 768                       | 735                    | 0%                                       | *                                     | *                                  | *                           | *                                | 78%                                     | 30%   |
| Black or African American                   | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Asian, Native Hawaiian, or Pacific Islander | 36           | 783              | 783                       | 775                    | *  | *                                     | *                                  | 47%                         | 44%                              | 92%                                     | 80%   |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| Female                                      | 73           | 770              | 770                       | 747                    | *  | *                                     | *                                  | 52%                         | 25%                              | 77%                                     | 47%   |
| Male  | 102          | 769              | 769                       | 747                    | *  | *                                     | *                                  | 42%                         | 32%                              | 75%                                     | 47%   |
| Economically Disadvantaged Students         | 11           | 760              | 760                       | 732                    | *  | *                                     | *                                  | *                           | *                                | 73%                                     | 27%   |
| Non-Economically Disadvantaged Students     | 164          | 770              | 770                       | 757                    | *  | *                                     | *                                  | *                           | *                                | 76%                                     | 59%   |
| Students with Disabilities                  | 24           | 735              | 735                       | 725                    | *  | *                                     | *                                  | *                           | *                                | 29%                                     | 19%   |
| Students without Disabilities               | 151          | 775              | 775                       | 752                    | *  | *                                     | *                                  | *                           | *                                | 83%                                     | 52%   |
| English Learners                            | *            | *                | *                         | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 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%   |



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### Mathematics Assessment - Performance by Grade: Grade 6

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 168          | 761              | 761                       | 741                    | *  | *                                     | 28%                                | 40%                         | 22%                              | 62%                                     | 41%   |
| White                                       | 98           | 758              | 758                       | 749                    | *  | *                                     | 30%                                | 39%                         | 20%                              | 59%                                     | 51%   |
| Hispanic                                    | 26           | 767              | 767                       | 729                    | 0%                                       | *                                     | *                                  | *                           | *                                | 65%                                     | 24%   |
| Black or African American                   | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | 27           | 769              | 769                       | 769                    | 0%                                       | *                                     | *                                  | *                           | *                                | 70%                                     | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 738                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 37%   |
| Two or More Races                           | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 48%   |
| Female                                      | 90           | 764              | 764                       | 742                    | *  | *                                     | 21%                                | 42%                         | 26%                              | 68%                                     | 42%   |
| Male  | 78           | 756              | 756                       | 740                    | *  | *                                     | 36%                                | 37%                         | 18%                              | 55%                                     | 40%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 726                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 750                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Students with Disabilities                  | 21           | 735              | 735                       | 716                    | *  | *                                     | *                                  | *                           | *                                | 24%                                     | 12%   |
| Students without Disabilities               | 147          | 764              | 764                       | 746                    | *  | *                                     | *                                  | *                           | *                                | 67%                                     | 46%   |
| English Learners                            | *            | *                | *                         | 709                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 743                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Students in Foster Care                     | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Military-Connected Students                 | N            | N                | N                         | 742                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 43%   |
| Migrant Students                            | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 20%   |



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### Mathematics Assessment - Performance by Grade: Grade 7

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 158          | 754              | 754                       | 744                    | *  | 13%                                   | 25%                                | *                           | *                                | 59%                                     | 42%   |
| White                                       | 90           | 757              | 757                       | 751                    | 0%                                       | 12%                                   | 23%                                | *                           | *                                | 64%                                     | 53%   |
| Hispanic                                    | 23           | 750              | 750                       | 733                    | *  | *                                     | *                                  | *                           | *                                | 43%                                     | 26%   |
| Black or African American                   | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Asian, Native Hawaiian, or Pacific Islander | 33           | 759              | 759                       | 768                    | *  | *                                     | *                                  | *                           | *                                | 70%                                     | 75%   |
| American Indian or Alaska Native            | N            | N                | N                         | 742                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 43%   |
| Two or More Races                           | *            | *                | *                         | 749                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 51%   |
| Female                                      | 83           | 756              | 756                       | 744                    | *  | *                                     | 20%                                | *                           | *                                | 65%                                     | 42%   |
| Male  | 75           | 753              | 753                       | 743                    | *  | *                                     | 31%                                | *                           | *                                | 53%                                     | 42%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Students with Disabilities                  | 30           | 735              | 735                       | 718                    | *  | *                                     | *                                  | *                           | *                                | 27%                                     | 13%   |
| Students without Disabilities               | 128          | 759              | 759                       | 749                    | *  | *                                     | *                                  | *                           | *                                | 67%                                     | 48%   |
| English Learners                            | *            | *                | *                         | 716                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 44%   |
| Homeless Students                           | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Students in Foster Care                     | N            | N                | N                         | 720                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 11%   |
| Military-Connected Students                 | *            | *                | *                         | 746                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 44%   |
| Migrant Students                            | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |



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

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 62           | 736              | 736                       | 728                    | *  | *                                     | 31%                                | 34%                         | 0%                               | 34%                                     | 29%   |
| White                                       | 31           | 737              | 737                       | 737                    | *  | *                                     | 39%                                | *                           | *                                | 29%                                     | 38%   |
| Hispanic                                    | 15           | 729              | 729                       | 722                    | *  | *                                     | *                                  | *                           | *                                | 27%                                     | 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                                      | 29           | 741              | 741                       | 731                    | *  | *                                     | *                                  | *                           | *                                | 41%                                     | 31%   |
| Male  | 33           | 731              | 731                       | 726                    | *  | *                                     | *                                  | *                           | *                                | 27%                                     | 27%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 20%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 36%   |
| Students with Disabilities                  | 20           | 728              | 728                       | 707                    | *  | *                                     | *                                  | *                           | *                                | 20%                                     | 10%   |
| Students without Disabilities               | 42           | 739              | 739                       | 734                    | *  | *                                     | *                                  | *                           | *                                | 40%                                     | 35%   |
| English Learners                            | *            | *                | *                         | 706                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Non-English Learners                        | *            | *                | *                         | 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%   |



**Edgar Middle School**  
(23-3120-070)  
Grades Offered: 05-08  
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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 125          | 782              | 758                       | 744                    | *  | 0%                                    | *                                  | 74%                         | 18%                              | 92%                                     | 42%   |
| White                                       | 71           | 777              | 753                       | 752                    | *  | 0%                                    | *                                  | *                           | *                                | 90%                                     | 53%   |
| Hispanic                                    | 17           | 769              | *                         | 728                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 88%                                     | 24%   |
| Black or African American                   | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 20%   |
| Asian, Native Hawaiian, or Pacific Islander | 33           | 802              | 779                       | 775                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 97%                                     | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | *            | *                | *                         | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 51%   |
| Female                                      | 61           | 779              | 759                       | 745                    | *  | 0%                                    | *                                  | *                           | *                                | 89%                                     | 44%   |
| Male  | 64           | 785              | 756                       | 743                    | *  | 0%                                    | *                                  | *                           | *                                | 95%                                     | 41%   |
| Economically Disadvantaged Students         | *            | *                | 726                       | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Non-Economically Disadvantaged Students     | *            | *                | 759                       | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Students with Disabilities                  | *            | *                | *                         | 717                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Students without Disabilities               | *            | *                | *                         | 748                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 718                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Students in Foster Care                     | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 11%   |
| Military-Connected Students                 | N            | N                | N                         | 744                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 43%   |
| Migrant Students                            | N            | N                | N                         | 707                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |



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### Mathematics Assessment - Performance by Test: Geometry

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 16           | 787              | 756                       | 737                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 35%   |
| White                                       | *            | *                | *                         | 743                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 43%   |
| Hispanic                                    | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 17%   |
| Black or African American                   | N            | N                | *                         | 720                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 70%   |
| American Indian or Alaska Native            | N            | N                | N                         | 736                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 37%   |
| Two or More Races                           | N            | N                | *                         | 745                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 46%   |
| Female                                      | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 36%   |
| Male  | *            | *                | *                         | 736                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 34%   |
| Economically Disadvantaged Students         | N            | N                | *                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 16%   |
| Non-Economically Disadvantaged Students     | 16           | 787              | *                         | 743                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 43%   |
| Students with Disabilities                  | N            | N                | 735                       | 712                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Students without Disabilities               | 16           | 787              | 758                       | 741                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | *   |
| English Learners                            | N            | N                | *                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 16           | 787              | *                         | 738                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | *   |
| 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%   |



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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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 5     | N                         | N                          |
| 6     | N                         | N                          |
| 7     | *                         | *                          |
| 8     | *                         | *                          |

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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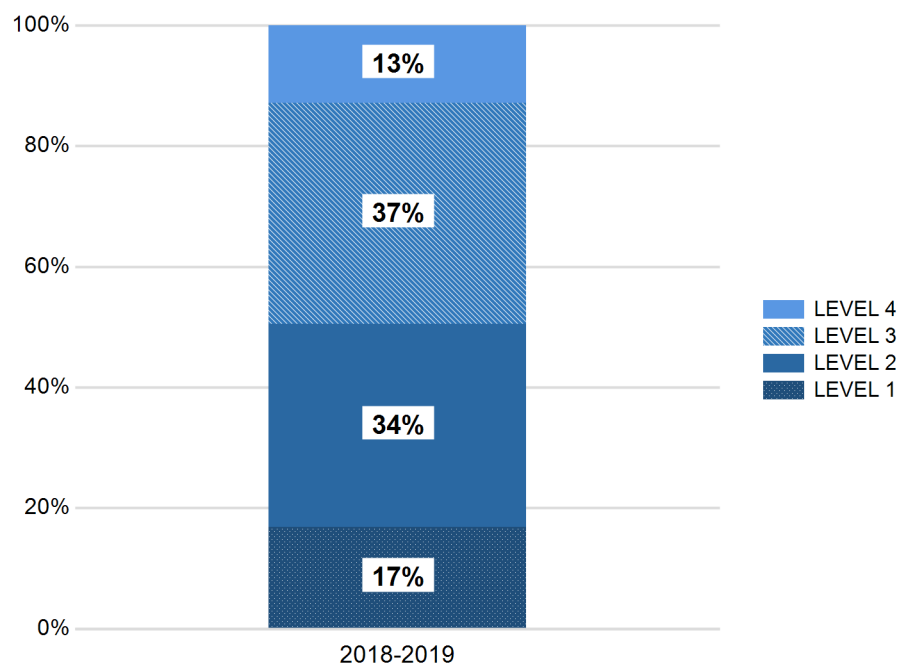
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

| Student Group                               | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| <b>Schoolwide</b>                           | 17        | 34        | 37        | 13        |
| White                                       | 17        | 39        | 35        | 9         |
| Hispanic                                    | 13        | 48        | 22        | 17        |
| Black or African American                   | *         | *         | *         | *         |
| Asian, Native Hawaiian, or Pacific Islander | 6         | 19        | 58        | 17        |
| American Indian or Alaska Native            | N         | N         | N         | N         |
| Two or More Races                           | *         | *         | *         | *         |
| Female                                      | 16        | 33        | 42        | 8         |
| Male  | 17        | 34        | 33        | 16        |
| Economically Disadvantaged Students         | 31        | 54        | 8         | 8         |
| Non-Economically Disadvantaged Students     | 15        | 32        | 40        | 13        |
| Students with Disabilities                  | 52        | 39        | 4         | 4         |
| Students without Disabilities               | 11        | 33        | 42        | 14        |
| English Learners                            | *         | *         | *         | *         |
| Non-English Learners                        | *         | *         | *         | *         |
| Homeless Students                           | *         | *         | *         | *         |
| Students in Foster Care                     | N         | N         | N         | N         |
| Military-Connected Students                 | N         | N         | N         | N         |
| Migrant Students                            | N         | N         | N         | N         |



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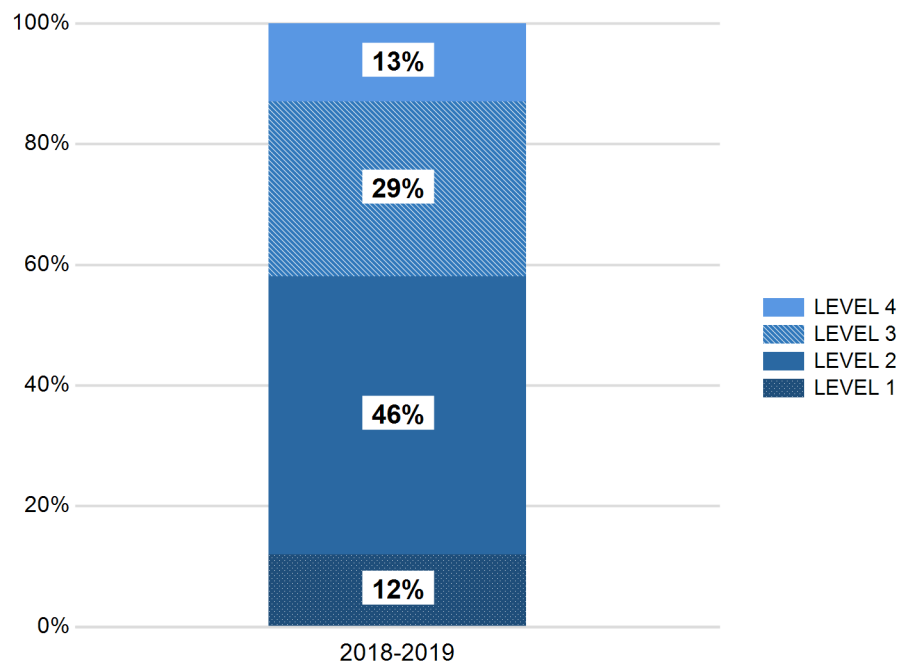
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### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

| Student Group                               | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| <b>Schoolwide</b>                           | 12        | 46        | 29        | 13        |
| White                                       | 13        | 49        | 26        | 13        |
| Hispanic                                    | 15        | 48        | 27        | 9         |
| Black or African American                   | *         | *         | *         | *         |
| Asian, Native Hawaiian, or Pacific Islander | 5         | 37        | 39        | 18        |
| American Indian or Alaska Native            | N         | N         | N         | N         |
| Two or More Races                           | *         | *         | *         | *         |
| Female                                      | 9         | 51        | 34        | 7         |
| Male  | 15        | 42        | 25        | 19        |
| Economically Disadvantaged Students         | *         | *         | *         | *         |
| Non-Economically Disadvantaged Students     | *         | *         | *         | *         |
| Students with Disabilities                  | 50        | 38        | 8         | 4         |
| Students without Disabilities               | 6         | 47        | 32        | 14        |
| English Learners                            | *         | *         | *         | *         |
| Non-English Learners                        | *         | *         | *         | *         |
| Homeless Students                           | N         | N         | N         | N         |
| Students in Foster Care                     | N         | N         | N         | N         |
| Military-Connected Students                 | N         | N         | N         | N         |
| Migrant Students                            | N         | N         | N         | N         |



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

### Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|-------|-----------|----------|----------------------------|
| 6     | 0         | 0        | 172                        |
| 7     | 19        | 0        | 159                        |
| 8     | 110       | 16       | 70                         |
| Total | 129       | 16       | 401                        |

### World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------|---------|--------|---------|-------|--------|---------|-----------------|
| 6     | 160     | 0      | 0       | 0     | 0      | 0       | 0               |
| 7     | 101     | 32     | 0       | 0     | 30     | 0       | 0               |
| 8     | 104     | 40     | 0       | 0     | 33     | 0       | 0               |
| Total | 365     | 72     | 0       | 0     | 63     | 0       | 0               |



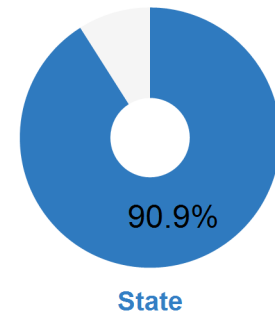
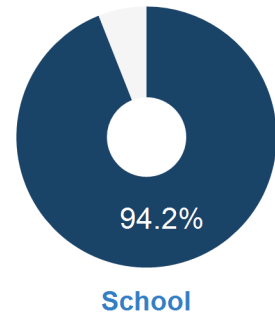
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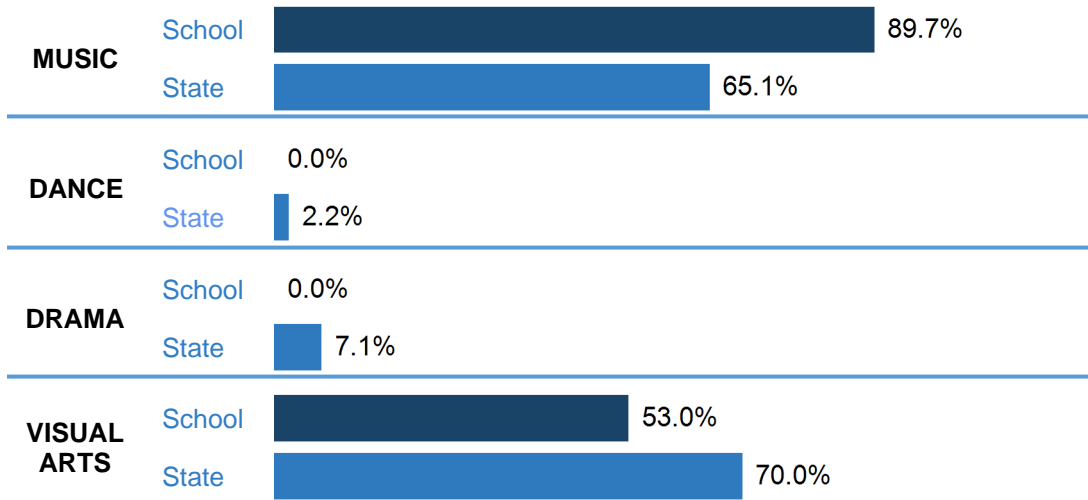
**Visual and Performing Arts – Course Participation**

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 6-8:**  
  
 Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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

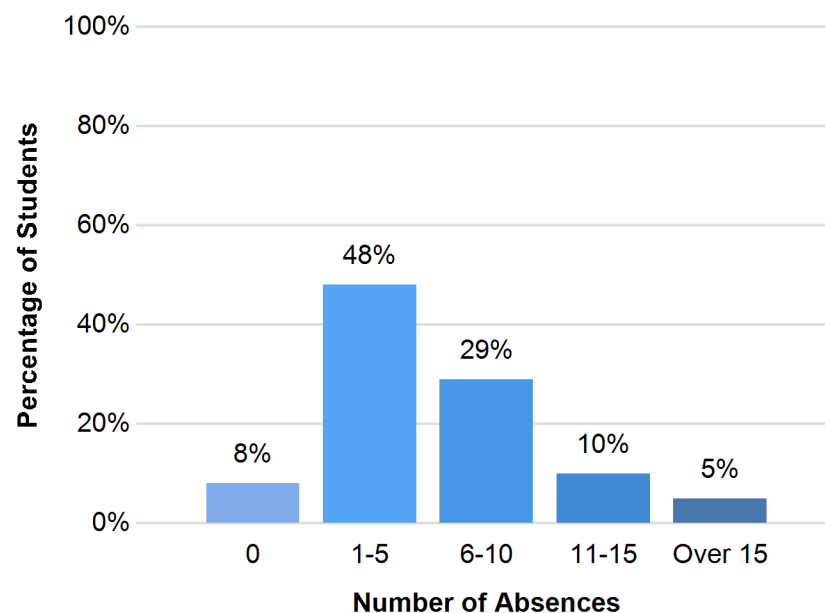
### Chronic Absenteeism

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

| Student Group                       | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|--|---------------|--------------------|
| Schoolwide                          | 15                                    | 2.1                                    | 8.7           | Met                |
| White                               | 10                                    | 2.5                                    | 8.7           | Met                |
| Hispanic                            | 4                                     | 3.8                                    | 8.7           | Met                |
| Black or African American           | *                                     | *                                      | 8.7           | Met                |
| Asian, Native Hawaiian, or Pacific  | 1                                     | 0.7                                    | 8.7           | Met                |
| American Indian or Alaska Native    | *                                     | *                                      | **            | **                 |
| Two or More Races                   | 0                                     | 0                                      | 8.7           | Met                |
| Female                              | 6                                     | 1.7                                    |               |                    |
| Male                                | 9                                     | 2.4                                    |               |                    |
| Economically Disadvantaged Students | 2                                     | 4.2                                    | 8.7           | Met                |
| Students with Disabilities          | 7                                     | 6.4                                    | 8.7           | Met                |
| English Learners                    | *                                     | *                                      | **            | **                 |
| Homeless Students                   | *                                     | *                                      |               |                    |
| Students in Foster Care             | N                                     | N                                      |               |                    |
| Military-Connected Students         | *                                     | *                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

### Days Absent

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





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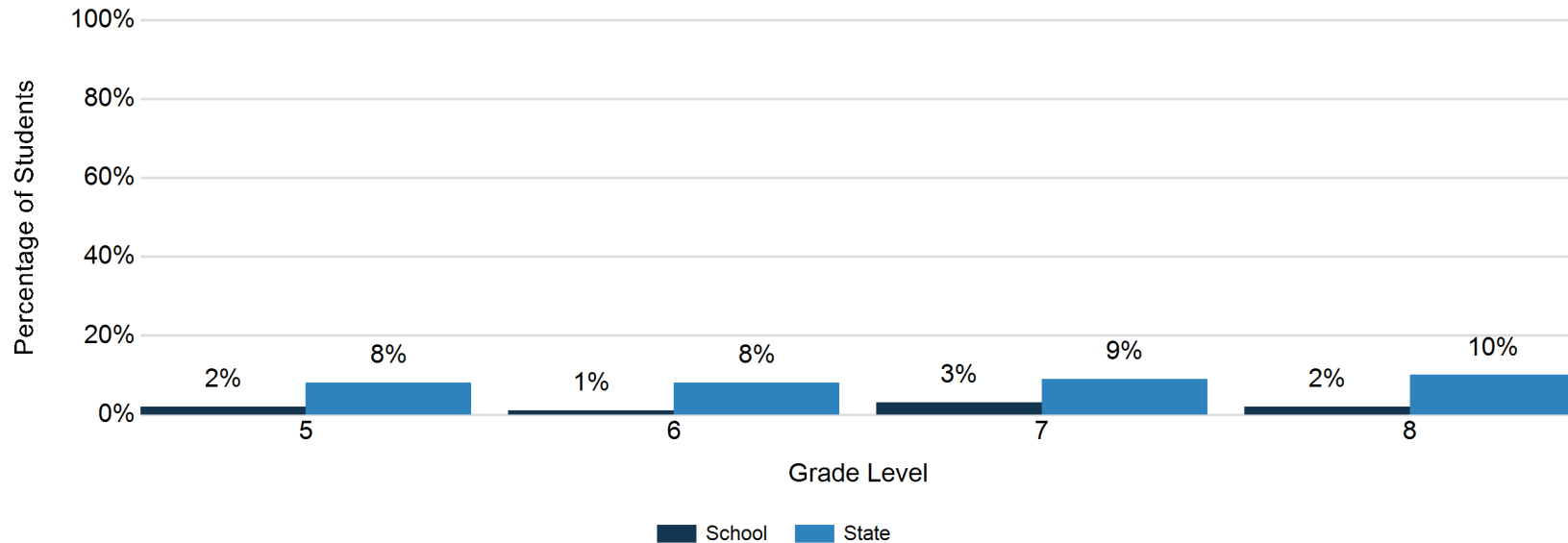
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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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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                                 | 5                   |
| Weapons                                  | 1                   |
| Vandalism                                | 2                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 2                   |
| Total Unique Incidents                   | 9                   |
| Incidents Per 100 Students Enrolled      | 1.27                |

### Police Notifications

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

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

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

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---------------------------------|-------------|---------------|--------------------------|
| Race                            | 0           | 0             | 0                        |
| Religion                        | 0           | 2             | 2                        |
| Ancestry                        | 0           | 0             | 0                        |
| Gender                          | 0           | 0             | 0                        |
| Sexual Orientation              | 0           | 0             | 0                        |
| Disability                      | 0           | 0             | 0                        |
| Other                           | 0           | 0             | 0                        |
| 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          | 13                 | 1.8%                |
| Any Suspension                     | 13                 | 1.8%                |
| 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 |
|---|
| 25  |



**Edgar Middle School**  
 (23-3120-070)  
 Grades Offered: 05-08  
 2018-2019

**Report Key:**  
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 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
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**School Day**

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 2:31 PM        |
| Length of School Day             | 6 Hrs 31 Mins  |
| Full Time - Instructional Time   | 6 Hrs 0 Mins   |
| Shared Time - Instructional Time | 6 Hrs. 0 Mins. |

**Device Ratios**

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

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



**Edgar Middle 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   | 69                 | 118,214           |
| Average years experience in public schools                             | 13.0               | 12.1              |
| Average years experience in district                                   | 10.8               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district | 78.3%              | 75.3%             |

### Administrators – Experience (District Level)

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

| Category   | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators   | 16                 | 9,530           |
| Average years experience in public schools                                   | 21.3               | 16.0            |
| Average years experience in district   | 8.1                | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 62.5%              | 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               | 356:1        | 143:1          |
| Teachers to Administrators               | 35:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 760:1          |
| Students to Nurses                       |              | 570:1          |
| Students to Counselors                   |              | 380:1          |
| Students to Child Study Team Members     |              | 285:1          |



**Edgar Middle School**  
(23-3120-070)  
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2018-2019

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### Teachers and Administrators – Demographics

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

| Category                            | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female                              | 48.5%              | 78.3%              | 0.0%                     | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 51.5%              | 21.7%              | 100.0%                   | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 55.4%              | 94.2%              | 100.0%                   | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 14.8%              | 1.4%               | 0.0%                     | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 3.4%               | 1.4%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 20.7%              | 1.4%               | 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                   | 5.5%               | 1.4%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



**Edgar Middle School**  
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**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.9%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 93.8%    | 87.9% |

### Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 97.7%          |



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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

### ESSA Accountability Progress

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

| ESSA Accountability Indicator                | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency                              | 79.8%   | 81.4%   | 85.7%   |
| Math Proficiency                             | 61.4%   | 64.2%   | 68.4%   |
| ELA Growth                                   | 64      | 58      | 66      |
| Math Growth                                  | 57      | 51      | 63      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | *       | *       |
| Chronic Absenteeism                          | 6.8%    | 2.9%    | 2.1%    |

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



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2018-2019

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

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

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

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

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

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



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2018-2019

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

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

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

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

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



**Edgar 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.



### Mission, Vision, Theme:

The school's motto, "Learning in a Caring Community" sets a positive tone for our middle school staff and students. All aspects of school life focus on the students' academic, emotional, and/or social growth and development. Edgar Middle School offers its students a challenging and enriching educational experience. The overall school program has been developed to support academic achievement and promote social development for middle school-aged children. Within the classroom and beyond, we challenge all students to recognize their talents and maximize their potential. An important strength of Edgar Middle School is the vision shared by staff and administration alike that students are to be nurtured and cared for, yet challenged to grow and mature. This child-centered focus is clear within the school community and is closely aligned to the Metuchen School District's Whole Child Initiative.



### Edgar Middle School

(23-3120-070)

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2018-2019

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### Courses, Curriculum, Instruction:

Edgar Middle School offers a comprehensive program to students in grades five through eight. The academic program presents challenging learning experiences in core subjects which include English Language Arts, Mathematics, Science, Social Studies, and World Language. To further support our students, in 5th and 6th grade we have implemented a Response to Intervention program. This support program, which is addition to general education instruction, targets identified skills and progress monitors the students through a 9 – 12 week cohort. The core subjects are enhanced with a cycle program which offers enriching courses in areas such as Art, Music, Computers/Technology, Industrial Arts, and Life Studies. A daily program of Health and Physical Education supports the physical development of our middle level students. Students can also participate in an extensive music program which includes ensemble performance groups in band, orchestra, and chorus. Individual lessons and regular sec



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School Narrative

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Other Information

The vision that we share for our students along with the committed efforts of our staff have allowed Edgar Middle School to grow and enrich the lives of the members of our school community. The overall school program supports academic achievement and social development. Our middle school provides students with a positive and nurturing learning environment where they can grow academically, emotionally, and socially thereby ensuring Edgar School's students will "Learn in a Caring Community".



### Metuchen High School

(23-3120-050)

Grades Offered: 09-12

2018-2019

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#### How to use this report:

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

#### Navigating through the reports:

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

#### Other Resources:

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

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



**Metuchen High School**  
(23-3120-050)  
Grades Offered: 09-12  
2018-2019

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### School Contact Information

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

| Type           | Contact Information  |
|----------------|--|
| County         | Middlesex  |
| District       | Metuchen Public School District  |
| Principal Name | Mr. Bruce Peragallo  |
| Address        | 400 GROVE AVE METUCHEN, NJ 08840-1104  |
| Phone Number   | 732-321-8744   |
| Email Address  | <a href="mailto:bperagallo@metboe.k12.nj.us">bperagallo@metboe.k12.nj.us</a> |
| Website        | <a href="http://metuchenschools.org">http://metuchenschools.org</a>          |



**Metuchen High School**  
(23-3120-050)  
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2018-2019

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

### Enrollment Trends by Grade

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 9     | 167     | 195     | 195     |
| 10    | 161     | 168     | 195     |
| 11    | 169     | 158     | 168     |
| 12    | 153     | 169     | 156     |
| Total | 650     | 690     | 714     |

### 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                              | 50.7%   | 48.6%   | 47.1%   |
| Male                                | 49.3%   | 51.4%   | 52.9%   |
| Economically Disadvantaged Students | 9.6%    | 6.4%    | 6.9%    |
| Students with Disabilities          | 12.3%   | 13.1%   | 12.9%   |
| English Learners                    | 0.5%    | 0.7%    | 0.7%    |
| Homeless Students                   | 0.3%    | 0.3%    | 0.0%    |
| Students in Foster Care             | 0.0%    | 0.0%    | 0.0%    |
| Military-Connected Students         | 0.5%    | 0.4%    | 0.1%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

### Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 65.5%   | 62.9%   | 62.6%   |
| Hispanic                            | 8.2%    | 9.6%    | 9.3%    |
| Black or African American           | 5.5%    | 5.1%    | 4.2%    |
| Asian                               | 19.9%   | 21.9%   | 23.1%   |
| Native Hawaiian or Pacific Islander | 0.0%    | 0.0%    | 0.1%    |
| American Indian or Alaska Native    | 0.0%    | 0.0%    | 0.0%    |
| Two or More Races                   | 0.9%    | 0.6%    | 0.7%    |

### 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   | 648     | 689     | 712     |
| Shared Time Students | 2       | 1       | 2       |
| Full Time Equivalent | 649     | 690     | 713     |

### 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         | 84.0%         |
| Chinese         | 2.8%          |
| Spanish         | 1.4%          |
| Korean          | 1.4%          |
| Hindi           | 1.0%          |
| Other Languages | 9.4%          |



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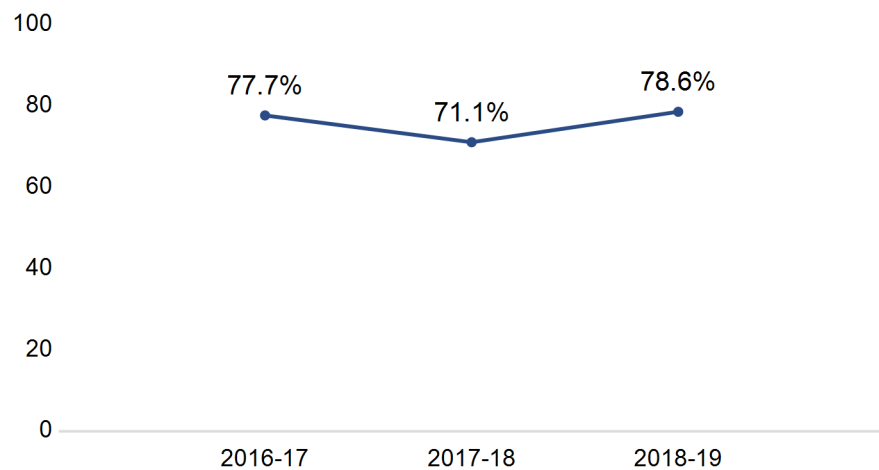
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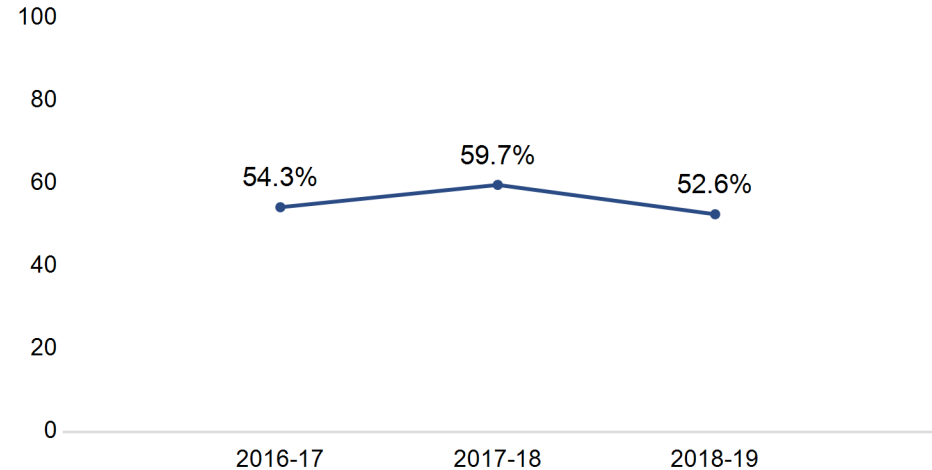
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



| Performance Measure                                   | 2016-17<br>ELA | 2017-18<br>ELA | 2018-19<br>ELA | 2016-17<br>Math | 2017-18<br>Math | 2018-19<br>Math |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate                                    | 98.5%          | 98.9%          | 99.0%          | 98.5%           | 98.8%           | 98.7%           |
| Proficiency Rate for Federal Accountability           | 77.7%          | 71.1%          | 78.6%          | 54.3%           | 59.7%           | 52.6%           |
| Annual Target   | 69.7%          | 70.3%          | 70.8%          | 50.5%           | 52.0%           | 53.6%           |
| 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.



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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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 383          | 99.0                      | 78.6  | 79.5  | 57.9   | 78.6  | 70.8                     | Met Target                   |
| White                                       | 235          | 99.2                      | 78.3  | 78.5  | 66.9   | 78.3  | 75.1                     | Met Target                   |
| Hispanic                                    | 40           | 95.2                      | 62.5  | 69.4  | 43.9   | 62.5  | 44.5                     | Met Target                   |
| Black or African American                   | *            | *                         | *   | *   | 38.5   | *   | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 94           | 100.0                     | 91.5  | 90.5  | 82.9   | 91.5  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | N            | N                         | N   | N   | 56.0   | N   | **                       | **                           |
| Two or More Races                           | *            | *                         | *   | *   | 64.4   | *   | **                       | **                           |
| Female                                      | 167          | 99.4                      | 86.8  | 84.6  | 64.8   | 86.8  |                          |                              |
| Male  | 216          | 98.6                      | 72.2  | 75.0  | 51.3   | 72.2  |                          |                              |
| Economically Disadvantaged Students         | 21           | 100.0                     | 52.4  | 59.2  | 40.0   | 52.4  | 37                       | Met Target                   |
| Non-Economically Disadvantaged Students     | 362          | 98.9                      | 80.1  | 80.5  | 67.9   | 80.1  |                          |                              |
| Students with Disabilities                  | 50           | 98.1                      | 40.0  | 38.6  | 22.7   | 40.0  | 26                       | Met Target                   |
| Students without Disabilities               | 333          | 99.1                      | 84.4  | 86.5  | 65.1   | 84.4  |                          |                              |
| English Learners                            | *            | *                         | *   | 50.0  | 29.3   | *   | **                       | **                           |
| Non-English Learners                        | *            | *                         | *   | 80.0  | 60.6   | *   |                          |                              |
| Homeless Students                           | *            | *                         | *   | *   | 29.1   | *   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 27.6   | N   |                          |                              |
| Military-Connected Students                 | *            | *                         | *   | *   | 57.8   | *   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 30.4   | N   |                          |                              |

† Target was met within a confidence interval.



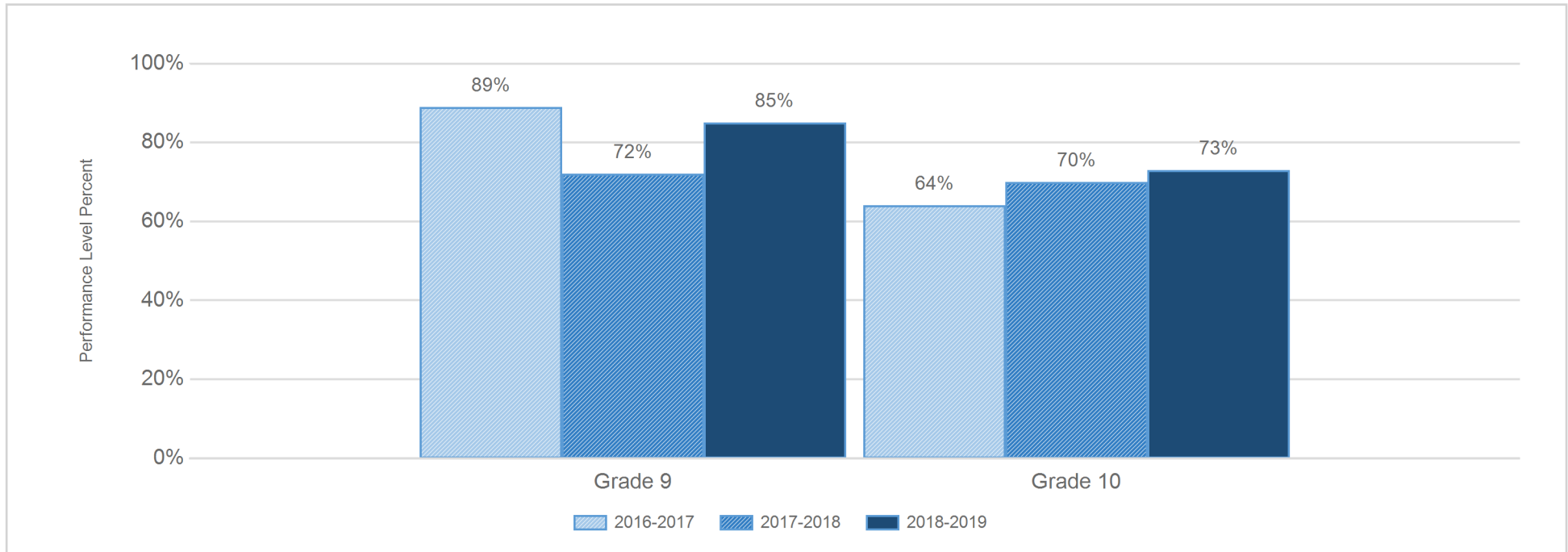
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### English Language Arts Assessment - Performance Trends

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





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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 194          | 780              | 780                       | 753                    | *  | *                                     | 9%                                 | 45%                         | 40%                              | 85%                                     | 56%   |
| White                                       | 123          | 777              | 777                       | 762                    | *  | *                                     | 10%                                | 50%                         | 34%                              | 85%                                     | 65%   |
| Hispanic                                    | 20           | 787              | 787                       | 737                    | *  | *                                     | *                                  | *                           | *                                | 80%                                     | 40%   |
| Black or African American                   | *            | *                | *                         | 732                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 33%   |
| Asian, Native Hawaiian, or Pacific Islander | 46           | 789              | 789                       | 783                    | *  | 0%                                    | *                                  | 37%                         | 54%                              | 91%                                     | 84%   |
| American Indian or Alaska Native            | N            | N                | N                         | 754                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 57%   |
| Two or More Races                           | *            | *                | *                         | 761                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 63%   |
| Female                                      | 88           | 791              | 791                       | 760                    | *  | *                                     | *                                  | 41%                         | 51%                              | 92%                                     | 63%   |
| Male  | 106          | 771              | 771                       | 746                    | *  | *                                     | *                                  | 49%                         | 30%                              | 79%                                     | 49%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 36%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 65%   |
| Students with Disabilities                  | 29           | 747              | 747                       | 717                    | *  | *                                     | *                                  | *                           | *                                | 55%                                     | 17%   |
| Students without Disabilities               | 165          | 786              | 786                       | 760                    | *  | *                                     | *                                  | *                           | *                                | 90%                                     | 63%   |
| English Learners                            | *            | *                | *                         | 693                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 720                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |
| Students in Foster Care                     | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |
| Military-Connected Students                 | N            | N                | N                         | 755                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Migrant Students                            | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 23%   |



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### English Language Arts Assessment - Performance by Grade: Grade 10

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 191          | 777              | 777                       | 757                    | 9%                                       | 6%                                    | 13%                                | 29%                         | 43%                              | 73%                                     | 58%   |
| White                                       | 113          | 775              | 775                       | 767                    | *  | *                                     | 12%                                | 35%                         | 38%                              | 73%                                     | 67%   |
| Hispanic                                    | 20           | 748              | 748                       | 738                    | *  | *                                     | *                                  | *                           | *                                | 45%                                     | 43%   |
| Black or African American                   | 10           | 748              | 748                       | 733                    | *  | *                                     | *                                  | *                           | *                                | 40%                                     | 38%   |
| Asian, Native Hawaiian, or Pacific Islander | 48           | 800              | 800                       | 792                    | 0%                                       | *                                     | *                                  | 27%                         | 65%                              | 92%                                     | 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                                      | 80           | 785              | 785                       | 766                    | *  | *                                     | *                                  | 36%                         | 45%                              | 81%                                     | 66%   |
| Male  | 111          | 772              | 772                       | 749                    | *  | *                                     | *                                  | 24%                         | 42%                              | 67%                                     | 51%   |
| Economically Disadvantaged Students         | 15           | 754              | 754                       | 735                    | *  | *                                     | *                                  | *                           | *                                | 47%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 176          | 779              | 779                       | 767                    | *  | *                                     | *                                  | *                           | *                                | 75%                                     | 67%   |
| Students with Disabilities                  | 21           | 722              | 722                       | 711                    | *  | *                                     | *                                  | *                           | *                                | 24%                                     | 19%   |
| Students without Disabilities               | 170          | 784              | 784                       | 765                    | *  | *                                     | *                                  | *                           | *                                | 79%                                     | 65%   |
| English Learners                            | *            | *                | *                         | 687                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 760                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 723                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Students in Foster Care                     | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |
| Military-Connected Students                 | *            | *                | *                         | 754                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Migrant Students                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 10%   |



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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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 365          | 98.7                      | 52.6  | 62.9  | 44.5   | 52.6  | 53.6                     | Met Target†                  |
| White                                       | 229          | 98.7                      | 50.2  | 60.6  | 54.1   | 50.2  | 53.3                     | Met Target†                  |
| Hispanic                                    | 37           | 94.9                      | 48.6  | 54.4  | 28.8   | 48.5  | 38.6                     | Met Target                   |
| Black or African American                   | *            | *                         | *   | *   | 23.0   | *   | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 85           | 100.0                     | 65.9  | 78.2  | 76.5   | 65.9  | 67                       | Met Target†                  |
| American Indian or Alaska Native            | N            | N                         | N   | N   | 42.7   | N   | **                       | **                           |
| Two or More Races                           | *            | *                         | *   | *   | 53.3   | *   | **                       | **                           |
| Female                                      | 161          | 98.2                      | 51.6  | 63.9  | 44.9   | 51.6  |                          |                              |
| Male  | 204          | 99.0                      | 53.4  | 62.1  | 44.2   | 53.4  |                          |                              |
| Economically Disadvantaged Students         | 20           | 100.0                     | 40.0  | 42.9  | 26.3   | 40.0  | 22.3                     | Met Target                   |
| Non-Economically Disadvantaged Students     | 345          | 98.6                      | 53.3  | 64.0  | 54.9   | 53.3  |                          |                              |
| Students with Disabilities                  | 42           | 95.6                      | 19.0  | 26.4  | 17.4   | 19.0  | 14.6                     | Met Target                   |
| Students without Disabilities               | 323          | 99.1                      | 57.0  | 69.0  | 50.0   | 57.0  |                          |                              |
| English Learners                            | *            | *                         | *   | 53.8  | 25.0   | *   | **                       | **                           |
| Non-English Learners                        | *            | *                         | *   | 63.1  | 46.5   | *   |                          |                              |
| Homeless Students                           | *            | *                         | *   | *   | 17.1   | *   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 17.1   | N   |                          |                              |
| Military-Connected Students                 | *            | *                         | *   | *   | 46.4   | *   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 23.3   | N   |                          |                              |

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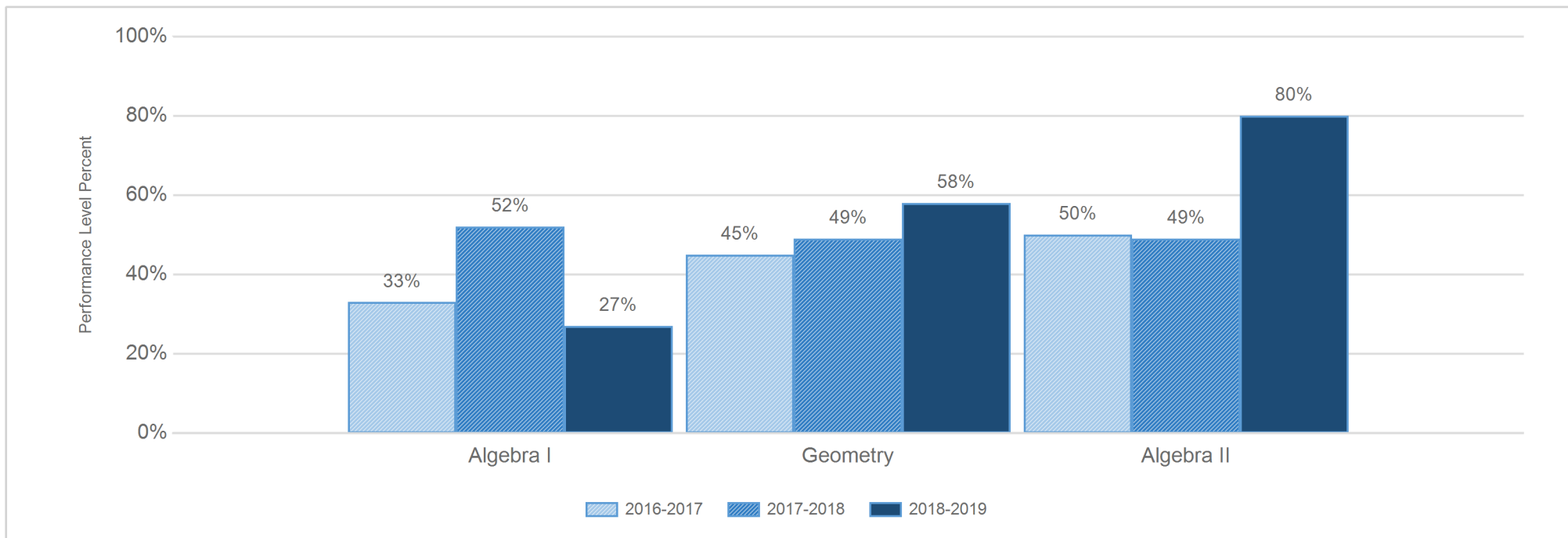
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### Mathematics Assessment – Performance Trends

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



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



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

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 132          | 734              | 758                       | 744                    | 8%                                       | 30%                                   | 36%                                | *                           | *                                | 27%                                     | 42%   |
| White                                       | 88           | 735              | 753                       | 752                    | *  | *                                     | 38%                                | 30%                         | 0%                               | 30%                                     | 53%   |
| Hispanic                                    | *            | *                | *                         | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Black or African American                   | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 20%   |
| Asian, Native Hawaiian, or Pacific Islander | 18           | 738              | 779                       | 775                    | *  | *                                     | *                                  | *                           | *                                | 22%                                     | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | N            | N                | *                         | 752                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Female                                      | 53           | 736              | 759                       | 745                    | *  | *                                     | 36%                                | *                           | *                                | 30%                                     | 44%   |
| Male  | 79           | 733              | 756                       | 743                    | *  | *                                     | 35%                                | *                           | *                                | 24%                                     | 41%   |
| Economically Disadvantaged Students         | *            | *                | 726                       | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Non-Economically Disadvantaged Students     | *            | *                | 759                       | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Students with Disabilities                  | 25           | 718              | *                         | 717                    | *  | *                                     | *                                  | *                           | *                                | 12%                                     | 12%   |
| Students without Disabilities               | 107          | 738              | *                         | 748                    | *  | *                                     | *                                  | *                           | *                                | 30%                                     | 47%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 718                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Students in Foster Care                     | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 11%   |
| Military-Connected Students                 | N            | N                | N                         | 744                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 43%   |
| Migrant Students                            | N            | N                | N                         | 707                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |



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### Mathematics Assessment - Performance by Test: Geometry

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 140          | 752              | 756                       | 737                    | *  | 7%                                    | 34%                                | *                           | *                                | 58%                                     | 35%   |
| White                                       | 86           | 749              | *                         | 743                    | *  | *                                     | 36%                                | *                           | *                                | 52%                                     | 43%   |
| Hispanic                                    | 14           | 751              | *                         | 724                    | 0%                                       | *                                     | *                                  | *                           | *                                | 50%                                     | 17%   |
| Black or African American                   | *            | *                | *                         | 720                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 14%   |
| Asian, Native Hawaiian, or Pacific Islander | 37           | 761              | *                         | 762                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 76%                                     | 70%   |
| American Indian or Alaska Native            | N            | N                | N                         | 736                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 37%   |
| Two or More Races                           | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 46%   |
| Female                                      | 70           | 753              | *                         | 738                    | *  | *                                     | 37%                                | *                           | *                                | 54%                                     | 36%   |
| Male  | 70           | 751              | *                         | 736                    | *  | *                                     | 30%                                | *                           | *                                | 61%                                     | 34%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 16%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 743                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 43%   |
| Students with Disabilities                  | 17           | 735              | 735                       | 712                    | *  | *                                     | *                                  | *                           | *                                | 29%                                     | *   |
| Students without Disabilities               | 123          | 754              | 758                       | 741                    | *  | *                                     | *                                  | *                           | *                                | 62%                                     | *   |
| English Learners                            | *            | *                | *                         | 708                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 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%   |



**Metuchen High School**  
(23-3120-050)  
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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 95           | 774              | 774                       | 755                    | *  | *                                     | 16%                                | 69%                         | 11%                              | 80%                                     | 58%   |
| White                                       | 56           | 771              | 771                       | 758                    | *  | *                                     | 18%                                | *                           | *                                | 79%                                     | 62%   |
| Hispanic                                    | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 34%   |
| Black or African American                   | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 27%   |
| Asian, Native Hawaiian, or Pacific Islander | 30           | 781              | 781                       | 777                    | 0%                                       | *                                     | *                                  | *                           | *                                | 80%                                     | 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                                      | 39           | 766              | 766                       | 752                    | *  | *                                     | *                                  | *                           | *                                | 74%                                     | 55%   |
| Male  | 56           | 780              | 780                       | 758                    | *  | *                                     | *                                  | *                           | *                                | 84%                                     | 62%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 761                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 65%   |
| Students with Disabilities                  | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 25%   |
| Students without Disabilities               | 95           | 774              | 774                       | 756                    | *  | *                                     | 16%                                | 69%                         | 11%                              | 80%                                     | 60%   |
| English Learners                            | N            | N                | N                         | 696                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 11%   |
| Non-English Learners                        | 95           | 774              | 774                       | 755                    | *  | *                                     | 16%                                | 69%                         | 11%                              | 80%                                     | 59%   |
| Homeless Students                           | *            | *                | *                         | 717                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Students in Foster Care                     | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Military-Connected Students                 | *            | *                | *                         | 742                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Migrant Students                            | N            | N                | N                         | *                      | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |



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## DLM Alternate Assessment - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 9     | N                         | N                          |
| 10    | N                         | N                          |
| 11    | *                         | *                          |

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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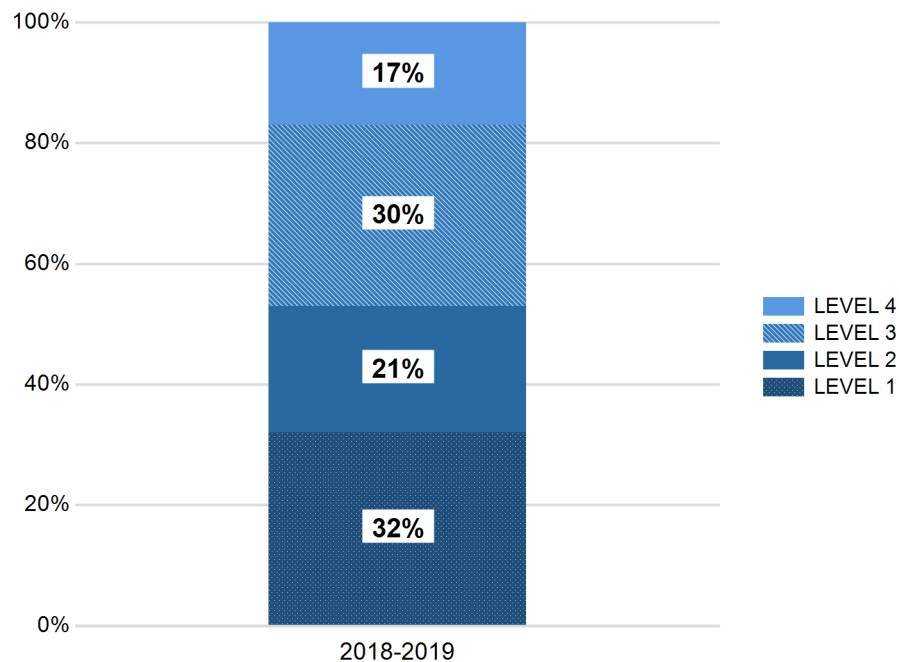
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 11 Summary

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



### NJSLA Science Assessment: Grade 11

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

| Student Group                               | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| <b>Schoolwide</b>                           | 32        | 21        | 30        | 17        |
| White                                       | 34        | 19        | 36        | 12        |
| Hispanic                                    | 38        | 31        | 15        | 15        |
| Black or African American                   | *         | *         | *         | *         |
| Asian, Native Hawaiian, or Pacific Islander | 17        | 24        | 24        | 34        |
| American Indian or Alaska Native            | N         | N         | N         | N         |
| Two or More Races                           | *         | *         | *         | *         |
| Female                                      | 36        | 16        | 29        | 19        |
| Male  | 28        | 26        | 30        | 16        |
| Economically Disadvantaged Students         | 20        | 40        | 30        | 10        |
| Non-Economically Disadvantaged Students     | 33        | 20        | 30        | 18        |
| Students with Disabilities                  | 67        | 28        | 6         | 0         |
| Students without Disabilities               | 28        | 20        | 33        | 19        |
| English Learners                            | *         | *         | *         | *         |
| Non-English Learners                        | *         | *         | *         | *         |
| Homeless Students                           | N         | N         | N         | N         |
| Students in Foster Care                     | N         | N         | N         | N         |
| Military-Connected Students                 | N         | N         | N         | N         |
| Migrant Students                            | N         | N         | N         | N         |



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

### PSAT, SAT, & ACT - Participation

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

| Participation Type                                    | School Participation Rate | State Participation Rate |
|---|---------------------------|--------------------------|
| 10th and 11th graders taking PSAT 10/NMSQT in 2018-19 | 88.0%                     | 84.5%                    |
| 12th graders taking SAT in 2018-19 or prior years     | 89.7%                     | 72.1%                    |
| 12th graders taking ACT in 2018-19 or prior years     | 42.9%                     | 19.6%                    |

### PSAT, SAT, & ACT - Performance

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

| Participation Type                  | School Average Score | State Average Score | College Readiness Benchmarks   | School - Students Scores at or above Benchmark | State - Students Scores at or above Benchmark |
|-------------------------------------|----------------------|---------------------|--------------------------------|--|---|
| PSAT 10/NMSQT - Reading and Writing | 557                  | 476                 | Grade 10: 430<br>Grade 11: 460 | 89%  | 61%   |
| PSAT 10/NMSQT - Math                | 544                  | 477                 | Grade 10: 480<br>Grade 11: 510 | 71%  | 43%   |
| SAT - Reading and Writing           | 597                  | 539                 | 480                            | 90%  | 70%   |
| SAT - Math                          | 591                  | 541                 | 530                            | 69%  | 53%   |
| ACT - Reading                       | 26                   | 25                  | 22                             | 73%  | 66%   |
| ACT - English                       | 26                   | 24                  | 18                             | 93%  | 81%   |
| ACT - Math                          | 24                   | 24                  | 22                             | 67%  | 65%   |
| ACT - Science                       | 24                   | 24                  | 23                             | 58%  | 57%   |



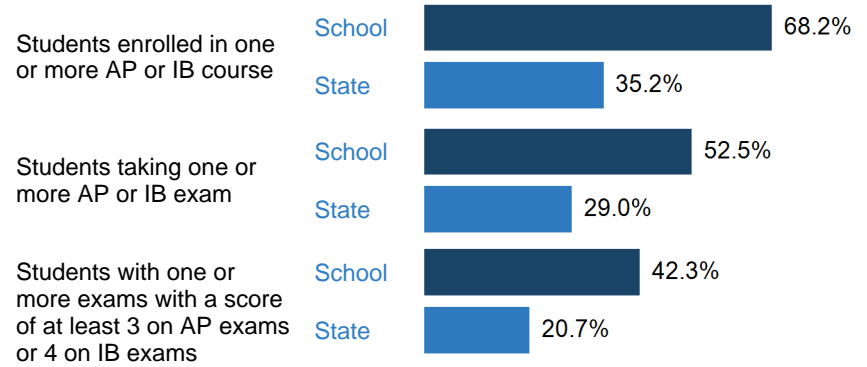
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

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

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



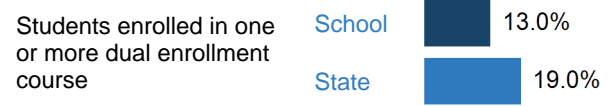
**AP/ IB Courses Offered**

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 Art—History of Art                 | 0                 | 11              |
| AP Biology                            | 43                | 29              |
| AP Calculus AB                        | 37                | 29              |
| AP Calculus BC                        | 28                | 27              |
| AP Chemistry                          | 9                 | 8               |
| AP Computer Science A                 | 15                | 14              |
| AP Computer Science Principles        | 0                 | 1               |
| AP English Language and Composition   | 54                | 52              |
| AP English Literature and Composition | 27                | 9               |
| AP Environmental Science              | 55                | 30              |
| AP European History                   | 8                 | 5               |
| AP German Language and Culture        | 1                 | 0               |
| AP Human Geography                    | 0                 | 1               |
| AP Macroeconomics                     | 8                 | 6               |
| AP Physics 1                          | 72                | 57              |
| AP Physics 2                          | 19                | 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.





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| AP/IB Course   | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Physics C: Electricity and Magnetism                      | 0                 | 3               |
| AP Physics C: Mechanics                                      | 0                 | 9               |
| AP Psychology  | 1                 | 1               |
| AP Spanish Language  | 10                | 10              |
| AP Statistics  | 67                | 43              |
| AP Studio Art—Drawing Portfolio                              | 0                 | 3               |
| AP Studio Art—Two-Dimensional                                | 0                 | 4               |
| AP U.S. Government and Politics                              | 30                | 21              |
| AP U.S. History  | 165               | 80              |
| Total Exams taken  |                   | 460             |
| Exams with scores of at least 3 on AP exams or 4 on IB exams |                   | 339             |



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

**Career and Technical Education Participation**

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

**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

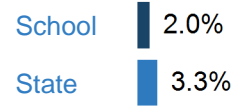
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**





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### Career and Technical Education Participation by Student Group

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

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



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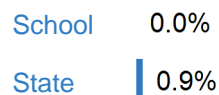
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### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials



### Industry-Valued Credentials by Career Cluster

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

| Career Cluster              | Students Enrolled in Program | Students Earning at least one Credential | Total credentials earned |
|-----------------------------|------------------------------|--|--------------------------|
| Architecture & Construction | *                            |  |                          |
| <b>Total (All Clusters)</b> | *                            | 0  | 0                        |



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

### Mathematics - Course Participation

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

| Grade                              | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|------------------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9                                  | 77        | 103      | 12         | 0            | 0        | 0          | 6          |
| 10                                 | 15        | 92       | 87         | 8            | 2        | 1          | 1          |
| 11                                 | 1         | 5        | 73         | 65           | 13       | 20         | 19         |
| 12                                 | 2         | 2        | 19         | 13           | 66       | 46         | 47         |
| Total                              | 95        | 202      | 191        | 86           | 81       | 67         | 73         |
| Enrolled in AP/IB Course           |           |          |            |              | 65       | 67         | 0          |
| Enrolled in Dual Enrollment Course | 0         | 0        | 0          | 8            | 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<br>Space Science | Environmental<br>Science | Physics | Other Science |
|------------------------------------|---------|-----------|----------------------------|--------------------------|---------|---------------|
| 9                                  | 192     | 0         | 0                          | 3                        | 0       | 0             |
| 10                                 | 4       | 178       | 0                          | 14                       | 1       | 3             |
| 11                                 | 15      | 9         | 0                          | 51                       | 104     | 8             |
| 12                                 | 30      | 2         | 1                          | 49                       | 50      | 16            |
| Total                              | 241     | 189       | 1                          | 117                      | 155     | 27            |
| Enrolled in AP/IB Course           | 43      | 9         |                            | 55                       | 91      | 0             |
| Enrolled in Dual Enrollment Course | 0       | 0         | 0                          | 0                        | 0       | 0             |



**Metuchen High School**  
(23-3120-050)  
Grades Offered: 09-12  
2018-2019

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

### 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                                  | 192           | 1                 | 1         | 0          | 0         | 2                               |
| 10                                 | 3             | 186               | 105       | 0          | 0         | 8                               |
| 11                                 | 1             | 171               | 46        | 18         | 16        | 10                              |
| 12                                 | 1             | 6                 | 29        | 28         | 35        | 45                              |
| Total                              | 197           | 364               | 181       | 46         | 51        | 65                              |
| Enrolled in AP/IB Course           | 0             | 165               | 8         | 1          |           | 38                              |
| Enrolled in Dual Enrollment Course | 0             | 0                 | 0         | 23         | 16        | 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                                  | 129     | 31     | 0       | 0     | 30     | 0       | 2               |
| 10                                 | 139     | 38     | 0       | 1     | 12     | 0       | 7               |
| 11                                 | 63      | 36     | 0       | 0     | 21     | 0       | 0               |
| 12                                 | 25      | 5      | 0       | 0     | 9      | 0       | 2               |
| Total                              | 356     | 110    | 0       | 1     | 72     | 0       | 11              |
| Enrolled in AP/IB Course           | 10      | 0      | 0       | 0     | 1      | 0       | 0               |
| Enrolled in Dual Enrollment Course | 0       | 0      | 0       | 0     | 0      | 0       | 0               |
| Enrolled in Level 3 or Higher      | 141     | 63     | 0       | 0     | 41     | 0       | 0               |



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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.

### 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                                  | 20                   | 0                 | 0                      | 0          | 0                   | 0        |
| 10                                 | 16                   | 0                 | 0                      | 0          | 0                   | 0        |
| 11                                 | 7                    | 0                 | 0                      | 0          | 0                   | 0        |
| 12                                 | 7                    | 0                 | 0                      | 0          | 0                   | 0        |
| Total                              | 50                   | 0                 | 0                      | 0          | 0                   | 0        |
| Enrolled in AP/IB Course           | 15                   |                   | 0                      |            |                     | 0        |
| Enrolled in Dual Enrollment Course | 0                    | 0                 | 0                      | 0          | 0                   | 0        |

**Metuchen High School**

(23-3120-050)

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2018-2019

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## Seal of Biliteracy

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

| Language   | Students Earning a Seal of Biliteracy |
|------------|---------------------------------------|
| French     | *                                     |
| Italian    | *                                     |
| Portuguese | *                                     |
| Spanish    | *                                     |
| Total      | *                                     |



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**Report Key:**

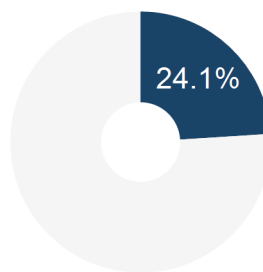
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**Visual and Performing Arts – Course Participation**

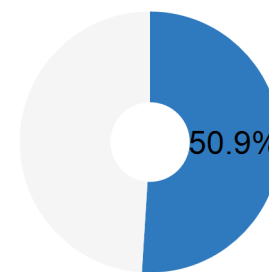
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



School



State

Students enrolled in one or more classes by discipline:

| Discipline         | School | State |
|--------------------|--------|-------|
| <b>MUSIC</b>       | 16.1%  | 17.6% |
| <b>DANCE</b>       | 0.0%   | 2.3%  |
| <b>DRAMA</b>       | 0.0%   | 3.9%  |
| <b>VISUAL ARTS</b> | 8.6%   | 32.9% |



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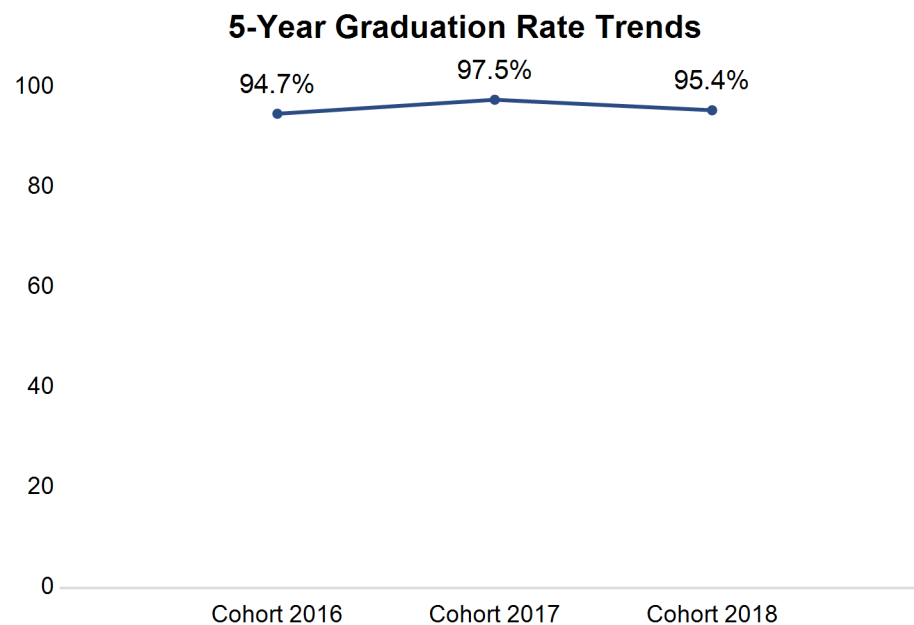
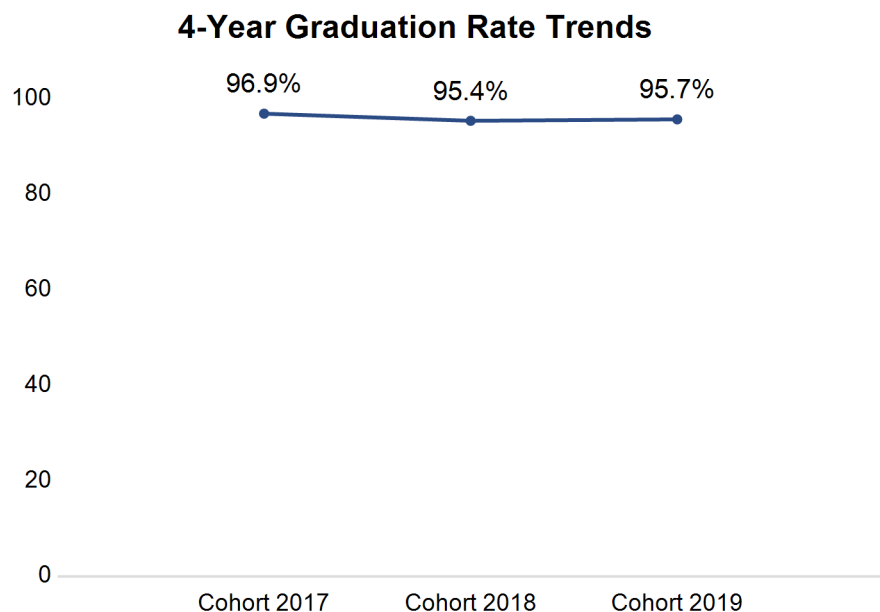
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rate Trends and Progress

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



| Performance Measure       | Cohort 2017<br>4-Year Rate | Cohort 2018<br>4-Year Rate | Cohort 2019<br>4-Year Rate | Cohort 2016<br>5-Year Rate | Cohort 2017<br>5-Year Rate | Cohort 2018<br>5-Year Rate |
|---------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Graduation Rate           | 96.9%                      | 95.4%                      | 95.7%                      | 94.7%                      | 97.5%                      | 95.4%                      |
| Annual Target             | N                          | N                          |                            | 96.0%                      | N                          |                            |
| Met Annual Target?        | Met Goal                   | Met Goal                   |                            | Not Met                    | Met Goal                   |                            |
| Statewide Graduation Rate | 90.5%                      | 90.9%                      | 90.6%                      | 91.8%                      | 92.4%                      | 92.5%                      |



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

### Graduation Rates

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

| Student Group                              | School -<br>Class of<br>2019: 4 Year<br>Rate | State -<br>Class of<br>2019: 4 Year<br>Rate | School -<br>Class of<br>2018: 5 Year<br>Rate | State -<br>Class of<br>2018: 5 Year<br>Rate | Class of<br>2018: 4 Year<br>Rate | Class of<br>2018: 4 Year<br>Target | Class of<br>2018: Met<br>Target | Class of<br>2017: 5 Year<br>Rate | Class of<br>2017: 5 Year<br>Target | Class of<br>2017: Met<br>Target |
|--|--|---|--|---|----------------------------------|------------------------------------|---------------------------------|----------------------------------|------------------------------------|---------------------------------|
| Schoolwide                                 | 95.7%  | 90.6%                                       | 95.4%  | 92.5%                                       | 95.4%                            | N                                  | Met Goal                        | 97.5%                            | N                                  | Met Goal                        |
| White                                      | 97.0%  | 94.9%                                       | 94.7%  | 95.9%                                       | 94.7%                            | 95.0%                              | Not Met                         | 99.1%                            | N                                  | Met Goal                        |
| Hispanic                                   | *  | 84.5%                                       | *  | 87.3%                                       | *                                | N                                  | Met Goal                        | *                                | **                                 | **                              |
| Black or African American                  | 78.6%  | 83.3%                                       | *  | 87.1%                                       | *                                | **                                 | **                              | 92.3%                            | **                                 | **                              |
| Asian, Native Hawaiian or Pacific Islander | 100.0%                                       | 96.9%                                       | 96.7%  | 97.8%                                       | 96.7%                            | N                                  | Met Goal                        | 100.0%                           | N                                  | Met Goal                        |
| American Indian or Alaska Native           | N  | 92.2%                                       | N  | 88.9%                                       | N                                | N                                  | N                               | N                                | N                                  | N                               |
| Two or More Races                          | *  | 91.4%                                       | N  | 94.2%                                       | N                                | N                                  | N                               | *                                | **                                 | **                              |
| Female                                     | 96.3%  | 92.8%                                       | 97.7%  | 94.4%                                       | 97.7%                            |                                    |                                 | 96.0%                            |                                    |                                 |
| Male                                       | 95.1%  | 88.5%                                       | 93.0%  | 90.8%                                       | 93.0%                            |                                    |                                 | 98.8%                            |                                    |                                 |
| Economically Disadvantaged Students        | 75.0%  | 84.0%                                       | 90.9%  | 87.3%                                       | 90.9%                            | **                                 | **                              | 94.7%                            | **                                 | **                              |
| Students with Disabilities                 | 84.0%  | 79.2%                                       | 88.0%  | 83.8%                                       | 88.0%                            | 95.0%                              | Not Met                         | 88.9%                            | **                                 | **                              |
| English Learners                           | *  | 75.4%                                       | *  | 80.1%                                       | *                                | **                                 | **                              | N                                | N                                  | N                               |
| Homeless Students                          | N  | 74.6%                                       | N  | 78.3%                                       | N                                |                                    |                                 | N                                |                                    |                                 |
| Students in Foster Care                    | N  | 57.6%                                       | N  | 82.5%                                       | N                                |                                    |                                 | N                                |                                    |                                 |
| Migrant Students                           | N  | 83.3%                                       | N  | 85.0%                                       | N                                |                                    |                                 | N                                |                                    |                                 |



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### Graduation Pathways

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

| Graduation Pathway                      | ELA Graduation Pathway | Math Graduation Pathway |
|---|------------------------|-------------------------|
| Statewide Assessment                    | 85.9%                  | 78.2%                   |
| Substitute Competency Test              | 9.0%                   | 14.7%                   |
| Portfolio Appeals Process               | 0.6%                   | 0.6%                    |
| Alternate Requirements specified in IEP | 4.5%                   | 6.4%                    |
| Unknown                                 | 0.0%                   | 0.0%                    |

### Dropout Rate Trends

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

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2018-2019   | 0.4%        | 1.2%       |
| 2017-2018   | 0.1%        | 1.2%       |
| 2016-2017   | 0.3%        | 1.1%       |

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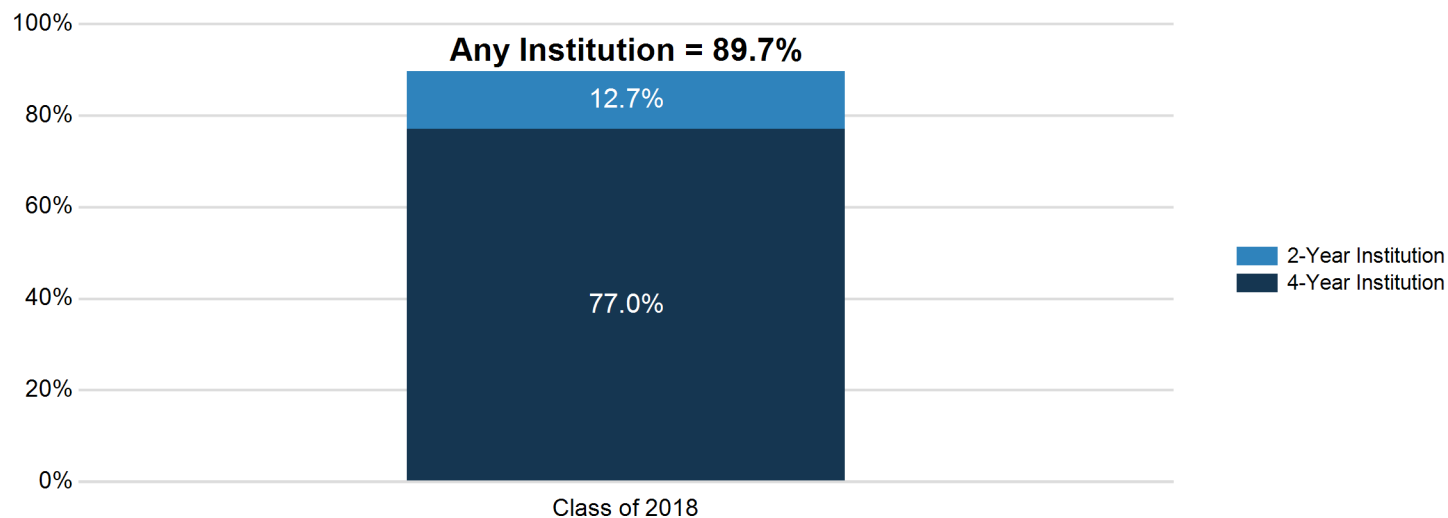
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

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

#### Postsecondary Enrollment 16 months after Graduation



| Performance Measure                         | Class of 2018 |
|---|---------------|
| % Enrolled in 2-Year Institution            | 12.7%         |
| % Enrolled in 4-Year Institution            | 77.0%         |
| % Enrolled in Any Postsecondary Institution | 89.7%         |



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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                                  | 90.4%                         | 19.9%                            | 80.1%                            |
| White                                       | 88.9%                         | 19.3%                            | 80.7%                            |
| Hispanic                                    | 83.3%                         | 30%                              | 70%                              |
| Black or African American                   | *                             | *                                | *                                |
| Asian, Native Hawaiian, or Pacific Islander | 96.9%                         | 9.7%                             | 90.3%                            |
| American Indian or Alaska Native            | N                             | N                                | N                                |
| Two or More Races                           | *                             | *                                | *                                |
| Economically Disadvantaged Students         | 92.3%                         | 41.7%                            | 58.3%                            |
| Students with Disabilities                  | 75%                           | 50%                              | 50%                              |
| English Learners                            | N                             | N                                | N                                |

### 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                                  | 89.7%                         | 14.2%                            | 85.8%                            | 70.9%                            | 29.1%                             | 53.4%                              | 46.6%                                  |
| White                                       | 87.9%                         | 9.6%                             | 90.4%                            | 69.1%                            | 30.9%                             | 47.9%                              | 52.1%                                  |
| Hispanic                                    | *                             | *                                | *                                | *                                | *                                 | *                                  | *                                      |
| Black or African American                   | *                             | *                                | *                                | *                                | *                                 | *                                  | *                                      |
| Asian, Native Hawaiian, or Pacific Islander | 100%                          | 13.3%                            | 86.7%                            | 73.3%                            | 26.7%                             | 60%                                | 40%                                    |
| American Indian or Alaska Native            | N                             | N                                | N                                | N                                | N                                 | N                                  | N                                      |
| Two or More Races                           | N                             | N                                | N                                | N                                | N                                 | N                                  | N                                      |
| Economically Disadvantaged Students         | *                             | *                                | *                                | *                                | *                                 | *                                  | *                                      |
| Students with Disabilities                  | 60%                           | 33.3%                            | 66.7%                            | 86.7%                            | 13.3%                             | 73.3%                              | 26.7%                                  |
| English Learners                            | *                             | *                                | *                                | *                                | *                                 | *                                  | *                                      |



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

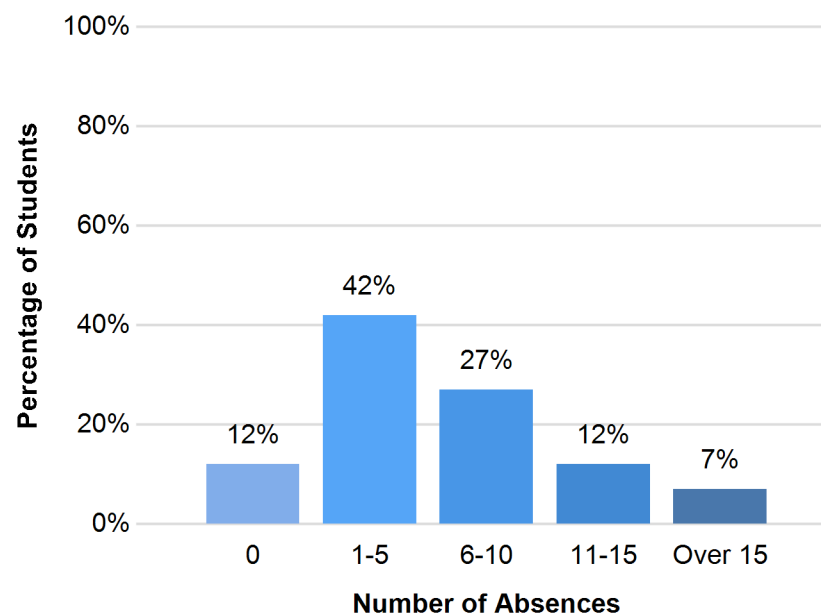
### Chronic Absenteeism

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

| Student Group                       | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|--|---------------|--------------------|
| Schoolwide                          | 25                                    | 3.4                                    | 14.2          | Met                |
| White                               | 18                                    | 3.9                                    | 14.2          | Met                |
| Hispanic                            | 5                                     | 7.2                                    | 14.2          | Met                |
| Black or African American           | *                                     | *                                      | 14.2          | Met                |
| Asian, Native Hawaiian, or Pacific  | 1                                     | 0.6                                    | 14.2          | Met                |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | *                                     | *                                      | **            | **                 |
| Female                              | 14                                    | 4.1                                    |               |                    |
| Male                                | 11                                    | 2.8                                    |               |                    |
| Economically Disadvantaged Students | 4                                     | 8.2                                    | 14.2          | Met                |
| Students with Disabilities          | 8                                     | 7.3                                    | 14.2          | Met                |
| English Learners                    | *                                     | *                                      | **            | **                 |
| Homeless Students                   | N                                     | N                                      |               |                    |
| Students in Foster Care             | N                                     | N                                      |               |                    |
| Military-Connected Students         | *                                     | *                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

### Days Absent

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





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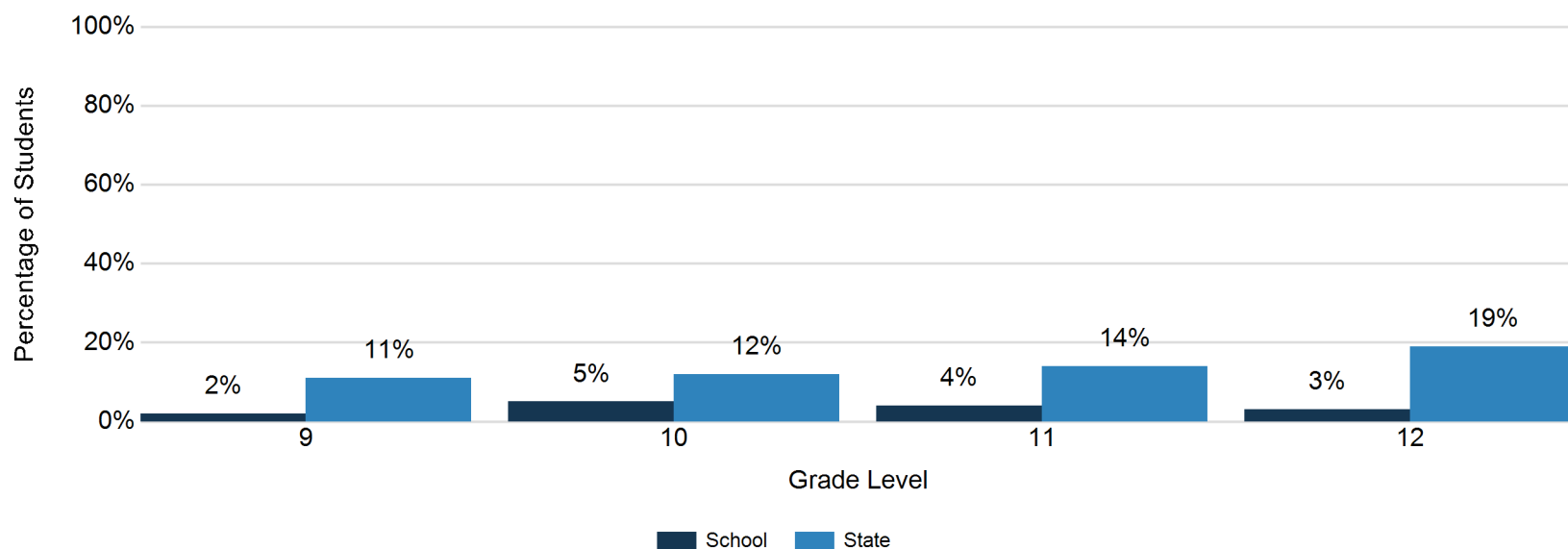
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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

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

| Incident Type                            | Number of Incidents |
|--|---------------------|
| Violence                                 | 1                   |
| Weapons                                  | 0                   |
| Vandalism                                | 3                   |
| Substances                               | 15                  |
| Harassment, Intimidation, Bullying (HIB) | 1                   |
| Total Unique Incidents                   | 20                  |
| Incidents Per 100 Students Enrolled      | 2.81                |

### 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                               | 12                           |
| Harassment, Intimidation, Bullying (HIB) | 0                            |
| 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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---------------------------------|-------------|---------------|--------------------------|
| Race                            | 0           | 1             | 1                        |
| Religion                        | 0           | 0             | 0                        |
| Ancestry                        | 0           | 0             | 0                        |
| Gender                          | 0           | 0             | 0                        |
| Sexual Orientation              | 0           | 0             | 0                        |
| Disability                      | 0           | 0             | 0                        |
| Other                           | 0           | 0             | 0                        |
| No Identified Nature            | 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              | 17                 | 2.4%                |
| Out-of-School Suspensions          | 25                 | 3.5%                |
| Any Suspension                     | 38                 | 5.3%                |
| 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 |
|---|
| 65  |

**Metuchen High School**

(23-3120-050)

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

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**School Day**

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:30 AM         |
| Typical End Time                 | 2:45 PM         |
| Length of School Day             | 6 Hrs 15 Mins   |
| Full Time - Instructional Time   | 5 Hrs 36 Mins   |
| Shared Time - Instructional Time | 5 Hrs. 36 Mins. |

**Device Ratios**

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

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



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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   | 62                 | 118,214           |
| Average years experience in public schools                             | 14.4               | 12.1              |
| Average years experience in district                                   | 11.4               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district | 66.1%              | 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   | 16                 | 9,530           |
| Average years experience in public schools                                   | 21.3               | 16.0            |
| Average years experience in district   | 8.1                | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 62.5%              | 76.9%           |

### Student and Staff Ratios

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

| Ratio                                    | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers                     | 12:1         | 12:1           |
| Students to Administrators               | 119:1        | 143:1          |
| Teachers to Administrators               | 10:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 760:1          |
| Students to Nurses                       |              | 570:1          |
| Students to Counselors                   |              | 380:1          |
| Students to Child Study Team Members     |              | 285:1          |



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### Teachers and Administrators – Demographics

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

| Category                            | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female                              | 47.1%              | 59.7%              | 66.7%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 52.9%              | 40.3%              | 33.3%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 62.6%              | 90.3%              | 83.3%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 9.3%               | 3.2%               | 16.7%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 4.2%               | 1.6%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 23.1%              | 3.2%               | 0.0%                     | 10.2%             | 2.0%              | 1.1%                    |
| American Indian or Alaska Native    | 0.0%               | 0.0%               | 0.0%                     | 0.1%              | 0.1%              | 0.1%                    |
| Native Hawaiian or Pacific Islander | 0.1%               | 0.0%               | 0.0%                     | 0.2%              | 0.1%              | 0.1%                    |
| Two or More Races                   | 0.7%               | 1.6%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

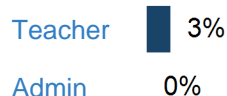
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.9%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 93.8%    | 87.9% |

### Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 97.5%          |



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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

**ESSA Accountability Status**

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

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

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



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

### ESSA Accountability Progress

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

| ESSA Accountability Indicator                | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency                              | 77.7%   | 71.1%   | 78.6%   |
| Math Proficiency                             | 54.3%   | 59.7%   | 52.6%   |
| ELA Growth                                   | N       | N       | N       |
| Math Growth                                  | N       | N       | N       |
| 4-Year Graduation Rate†                      | 96.9%   | 95.4%   | 95.7%   |
| 5-Year Graduation Rate†                      | 94.7%   | 97.5%   | 95.4%   |
| Progress toward English Language Proficiency |         | *       | *       |
| Chronic Absenteeism                          | 15.3%   | 3.5%    | 3.4%    |

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



### Metuchen High School

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2018-2019

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

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

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

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

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

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



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2018-2019

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

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

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

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

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



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## School Narrative

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



### Mission, Vision, Theme:

Metuchen High School is a comprehensive secondary school that includes students in grades nine through twelve. The direction of its curriculum is overwhelmingly college preparatory, given the high percentage of students who matriculate to institutions of higher learning each year. Every department offers sequences of study that best accommodate the varied needs of our students. Included in the curriculum for SY 19-20 are 18 courses designated as Honors, and 20 are also registered with the Educational Testing Service (ETS) as Advanced Placement offerings. In addition, MHS has a very successful Inclusion Program as part of every major subject area and recently has offered online courses to a limited number of highly motivated students through its membership in the Virtual High School (VHS) Global Consortium. Currently, Metuchen High School provides up to 25 seats per semester for students to take Virtual High School courses.



### Awards, Recognition, Accomplishments:

The High School is very proud of its small school environment. It is difficult for any student to go unnoticed and “fall through the cracks.” The staff is committed to providing a quality education for all pupils. Our students consistently have excelled on standardized testing measures such as the National Merit Scholarship Program (PSAT/NMSQT), the Scholastic Aptitude Testing (SAT) Program, American College Testing (ACT), and the Advanced Placement (AP) Testing. Each year, over 90% of the senior class moves on to two- and four-year colleges; many are accepted into some of the very best colleges and universities in the country.



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### Clubs and Activities:

Metuchen High School offers a very extensive, diverse co-curricular activities program. The interscholastic athletics program alone consists of 22 varsity sports in three seasons (including a co-op Ice Hockey team) with a large majority of the student body participating. In addition, there are 16 school organizations and a total of 33 clubs. Activities include marching band, student government, class organizations, academic teams, honor societies, school publications, vocal and instrumental music groups, exciting drama productions, and a variety of clubs. Clearly school sports, organizations, and clubs play a major role in the lives of the students who participate in these enriching activities.



### Metuchen High School

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### Technology and STEM:

The emphasis on technology continues to be a primary goal at the high school. Students and staff are using technology as an additional resource to enhance teaching and learning in the classroom. The school continues to explore new, relevant and innovative ways to embed technology into all aspects of curriculum, instructional strategies and student achievement.

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## Other Information

Metuchen High School is proud of its students and staff. Through hard work, ongoing cooperation and real commitment to improve, MHS will continue to provide a high quality education in a sound, safe and nurturing environment. In this way we will continue to be "A Footprint for Excellence."

**Mildred B. Moss Elementary School**

(23-3120-090)

Grades Offered: PK-KG

2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

**Mildred B. Moss Elementary School**

(23-3120-090)

Grades Offered: PK-KG

2018-2019

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## School Contact Information

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

| Type           | Contact Information  |
|----------------|--|
| County         | Middlesex  |
| District       | Metuchen Public School District                                      |
| Principal Name | Mr. Richard Cohen  |
| Address        | 16 SIMPSON PLACE METUCHEN, NJ 08840                                  |
| Phone Number   | 732-321-8700   |
| Email Address  | <a href="mailto:rcohen@metboe.k12.nj.us">rcohen@metboe.k12.nj.us</a> |
| Website        | <a href="http://metuchenschools.org">http://metuchenschools.org</a>  |



### Mildred B. Moss Elementary School

(23-3120-090)

Grades Offered: PK-KG

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    | 50      | 40      | 31      |
| KG    | 113     | 129     | 124     |
| Total | 163     | 169     | 155     |

#### 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                              | 36.8%   | 44.4%   | 49.7%   |
| Male                                | 63.2%   | 55.6%   | 50.3%   |
| Economically Disadvantaged Students | 0.0%    | 0.0%    | 5.2%    |
| Students with Disabilities          | 31.3%   | 28.4%   | 23.9%   |
| English Learners                    | 2.5%    | 4.1%    | 0.6%    |
| Homeless Students                   | 0.0%    | 0.0%    | 0.0%    |
| Students in Foster Care             | 0.6%    | 0.0%    | 0.0%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.6%    |
| 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                               | 49.1%   | 54.4%   | 52.9%   |
| Hispanic                            | 11.7%   | 11.2%   | 12.9%   |
| Black or African American           | 5.5%    | 4.1%    | 1.9%    |
| Asian                               | 23.9%   | 17.8%   | 20.6%   |
| Native Hawaiian or Pacific Islander | 0.6%    | 0.6%    | 0.0%    |
| American Indian or Alaska Native    | 0.6%    | 0.6%    | 0.0%    |
| Two or More Races                   | 8.6%    | 11.2%   | 11.6%   |

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

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

| Grade         | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | 48      | 40      | 31      |
| PK - Full Day | 2       | 0       | 0       |
| KG - Half Day | 104     | 113     | 108     |
| KG - Full Day | 9       | 16      | 16      |

#### Enrollment by Home Language

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

| Home Language   | % of Students |
|-----------------|---------------|
| English         | 81.3%         |
| Chinese         | 5.8%          |
| Spanish         | 4.5%          |
| Hindi           | 3.2%          |
| Other Languages | 5.2%          |



### Mildred B. Moss Elementary School

(23-3120-090)

Grades Offered: PK-KG

2018-2019

#### Report Key:

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**N** No Data is available to display

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#### 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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

| Student Group               | Percent of English Learners Making Expected Growth to Proficiency | 2017-18 Target | Met Target? |
|-----------------------------|---|----------------|-------------|
| Schoolwide/English Learners | N   | N              | N           |

#### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency 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               | N                 | N                                       | N  |
| 5 or more         | N                 | N                                       | N  |



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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.

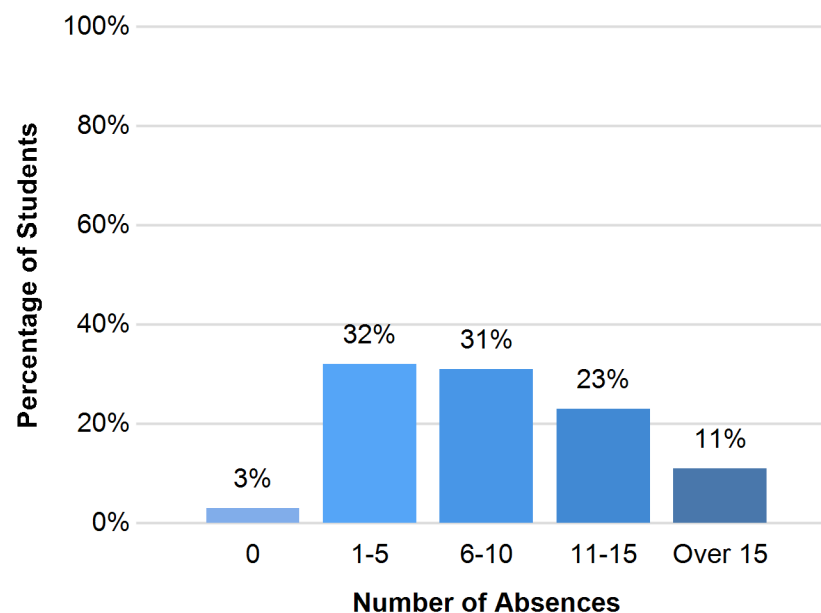
#### Chronic Absenteeism

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                          | 10                                    | 8.1                                    | 13.1          | Met                |
| White                               | 6                                     | 9.0                                    | 13.1          | Met                |
| Hispanic                            | *                                     | *                                      | **            | **                 |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | 1                                     | 4.2                                    | 13.1          | Met                |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | 2                                     | 13.3                                   | **            | **                 |
| Female                              | 7                                     | 10.6                                   |               |                    |
| Male                                | 3                                     | 5.3                                    |               |                    |
| Economically Disadvantaged Students | *                                     | *                                      | **            | **                 |
| Students with Disabilities          | 3                                     | 13.6                                   | 13.1          | Not Met            |
| English Learners                    | *                                     | *                                      | **            | **                 |
| Homeless Students                   | N                                     | N                                      |               |                    |
| Students in Foster Care             | N                                     | N                                      |               |                    |
| Military-Connected Students         | *                                     | *                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

#### Days Absent

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





**Mildred B. Moss Elementary School**  
 (23-3120-090)  
 Grades Offered: PK-KG  
 2018-2019

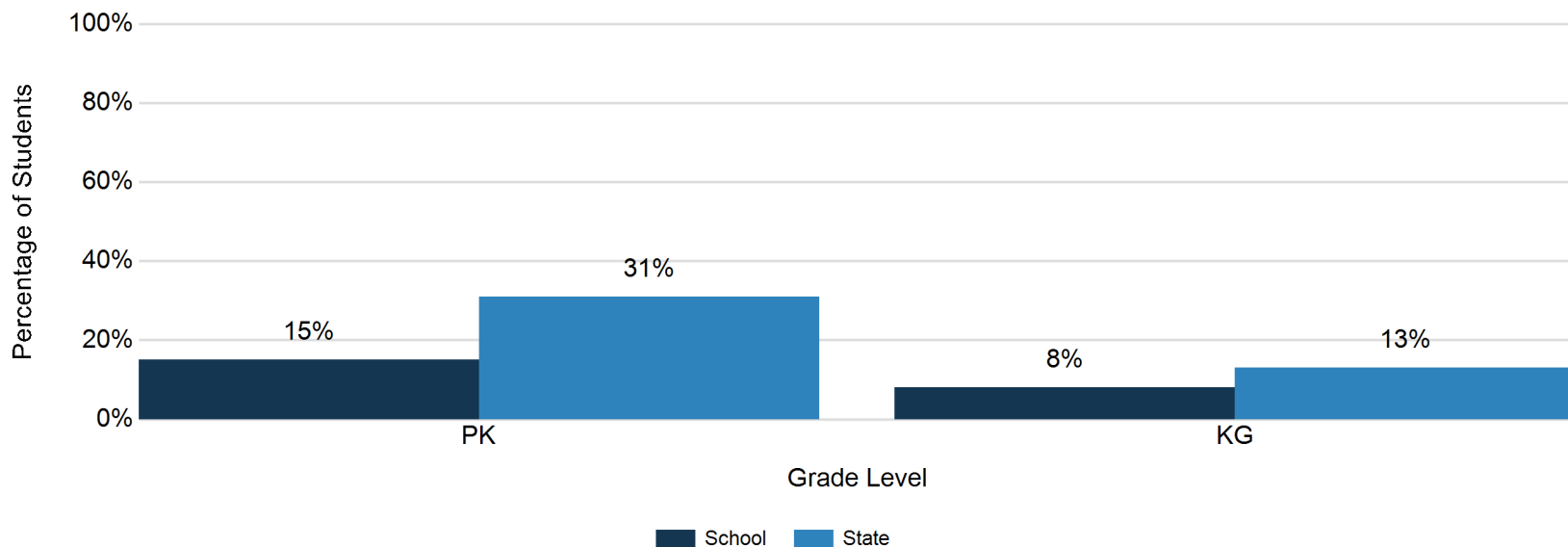
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**Chronic Absenteeism by Grade**

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





### Mildred B. Moss 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                                 | N                   |
| Weapons                                  | N                   |
| Vandalism                                | N                   |
| Substances                               | N                   |
| Harassment, Intimidation, Bullying (HIB) | N                   |
| Total Unique Incidents                   | N                   |
| Incidents Per 100 Students Enrolled      | N                   |

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

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

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



### Mildred B. Moss Elementary School

(23-3120-090)

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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                 | 3:20 PM         |
| Length of School Day             | 6 Hrs 35 Mins   |
| Full Time - Instructional Time   | 5 Hrs 20 Mins   |
| Shared Time - Instructional Time | 5 Hrs. 20 Mins. |



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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   | 13                 | 118,214           |
| Average years experience in public schools                             | 12.2               | 12.1              |
| Average years experience in district                                   | 8.8                | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district | 61.5%              | 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   | 16                 | 9,530           |
| Average years experience in public schools                                   | 21.3               | 16.0            |
| Average years experience in district   | 8.1                | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 62.5%              | 76.9%           |

#### Student and Staff Ratios

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

| Ratio                                    | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers                     | 12:1         | 12:1           |
| Students to Administrators               | 155:1        | 143:1          |
| Teachers to Administrators               | 13:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 760:1          |
| Students to Nurses                       |              | 570:1          |
| Students to Counselors                   |              | 380:1          |
| Students to Child Study Team Members     |              | 285:1          |



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### Teachers and Administrators – Demographics

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

| Category                            | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female                              | 49.7%              | 100.0%             | 0.0%                     | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 50.3%              | 0.0%               | 100.0%                   | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 52.9%              | 92.3%              | 100.0%                   | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 12.9%              | 0.0%               | 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                               | 20.6%              | 0.0%               | 0.0%                     | 10.2%             | 2.0%              | 1.1%                    |
| American Indian or Alaska Native    | 0.0%               | 0.0%               | 0.0%                     | 0.1%              | 0.1%              | 0.1%                    |
| Native Hawaiian or Pacific Islander | 0.0%               | 0.0%               | 0.0%                     | 0.2%              | 0.1%              | 0.1%                    |
| Two or More Races                   | 11.6%              | 7.7%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.9%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 93.8%    | 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     | 97.8%          |



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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## 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.



Mission, Vision,  
Theme:

Moss School houses high-quality kindergarten programming, special needs pre-school and an integrated pre-school program. Children at Moss School enjoy a safe environment where academic achievement, social, emotional and character development and a cheerful atmosphere open the door to a successful launch to a Whole Child Education. Recently, Moss School was selected as both a State and National School of Character Award for 2018.



Awards, Recognition,  
Accomplishments:

Not only has Moss School been recognized nationally as "A Great Place to Grow", but the school's innovative curriculum also received a National Promising Practice Award in 2018 from Character.org. The Moss School Problem Solving Process which integrates evidence-based social problem solving and social decision-making skills into all academic content areas empowers all Moss students to develop as autonomous and perseverant problem solvers and critical thinkers in academic, social and emotional contexts. Check out our problem solvers in action <https://www.youtube.com/watch?v=rk8vMjP9QS8>.



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### Courses, Curriculum, Instruction:

Learning expectations for literacy are the development of reading strategies, letter recognition and sounds, high frequency words and basic sentence structure. Additionally, students will begin to develop the skills to enable him/her to think logically, strategically and creatively, express ideas and apply a basic, core problem solving model to decode the problem of the unknown word. The language arts are integrative, interactive ways of thinking that develop through reading, writing, speaking, listening, viewing and problem solving.



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Parent and Community Involvement:

The Metuchen community is involved in Moss School. The PTO plans a variety of assemblies which enrich our curriculum and their financial support enables us to purchase additional supplies and equipment for the classrooms, such as the school's iPads Lab. Class parents are regular visitors who assist in activities and celebrations in the classrooms. Giving all of our young students a nurturing environment and "A Great Place to Grow." is the focus of the combined efforts of our staff, students, parents, community members and community organizations to ensure that all students maximize their potential.



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Early Childhood Education:

Moss School houses the Metuchen Intervention Pre-School Program (MIPP), which includes an Integrated Pre-school class. This marks the fourth year in which an Integrated Pre-school program is available for tuition students. MIPP programming is for children between the ages of 3 and 5 who have been identified as having specific needs which can be corrected or lessened when addressed at an early age. If needed, students in MIPP and the Kindergarten Resource Room are provided with occupational and physical therapy.



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### Other Information

The core problem solving model introduced through literacy classes is also integrated into the math class. When multi-step math problems are presented, students are challenged to transfer their problem solving skills in new and different contexts. In Mathematics, students focus on numeration, ordering and patterning. Math skills are reinforced through an integrated approach where children work in a whole group to share ideas and to problem solve. Topics that assist students in achieving these goals include identifying numerals 0-31, telling time to the hour, measuring units, identifying patterns and performing math computations for numbers 0-9. Like in literacy and in math, the core problem solving process is applied to guide student inquiry and to introduce the scientific method to discovering new knowledge. In Science, students focus on biology by studying the life cycle of the butterfly and by learning about their own bodies through a variety of songs and activities. Early elementary physics includes an introduction to the concept of push and pull. By applying their skill of asking and answering to science, students learn science content and apply their language arts and critical thinking skills through investigations and real-world service projects such as the Moss School Butterfly Reflection Garden. The main focal points of the Social Studies program are the Social Studies NJCCCS 6.1 and 6.3 standards in which students' develop their social problem solving skills. This is accomplished through the teaching and learning of the common core problem solving approach which students internalize and attempt to apply to social situations and academic problems as well. Good manners are reinforced every day and that includes being "good neighbors." The good neighbor concept is manifested in the ongoing "Tuggles" program where games and stories highlight conflict resolution with Tuggles the Peacemaker Bear. In addition to these core subjects, there are many