



Joseph E. Soehl Middle School
(39-2660-070)
Grades Offered: 06-08
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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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Union
District	Linden Public School District
Principal Name	Mr. Richard Molinaro
Address	300 E HENRY ST LINDEN, NJ 07036-5320
Phone Number	908-486-0550
Email Address	rmolinaro@lindenps.org
Website	http://www.linden.k12.nj.us/schools/soehl/
Facebook	https://www.facebook.com/lindenpublicschools.soehl/
Twitter	https://twitter.com/SoehlLPS



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	212	232	229
7	191	214	231
8	183	193	217
Total	586	639	677

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.8%	49.0%	49.8%
Male	51.2%	51.0%	50.2%
Economically Disadvantaged Students	59.9%	64.9%	62.5%
Students with Disabilities	19.5%	19.2%	20.5%
English Learners	5.6%	5.9%	5.2%
Homeless Students	0.9%	1.9%	1.0%
Students in Foster Care	0.7%	0.5%	0.0%
Military-Connected Students	0.0%	0.2%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	15.2%	14.6%	13.4%
Hispanic	43.7%	43.2%	43.0%
Black or African American	38.6%	38.5%	40.0%
Asian	0.9%	1.4%	1.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.2%	0.3%	0.1%
Two or More Races	1.4%	1.9%	1.6%

Enrollment by Home Language

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

Home Language	% of Students
English	57.3%
Spanish	26.7%
Haitian	5.0%
Portuguese	2.7%
Polish	2.5%
Other Languages	5.8%



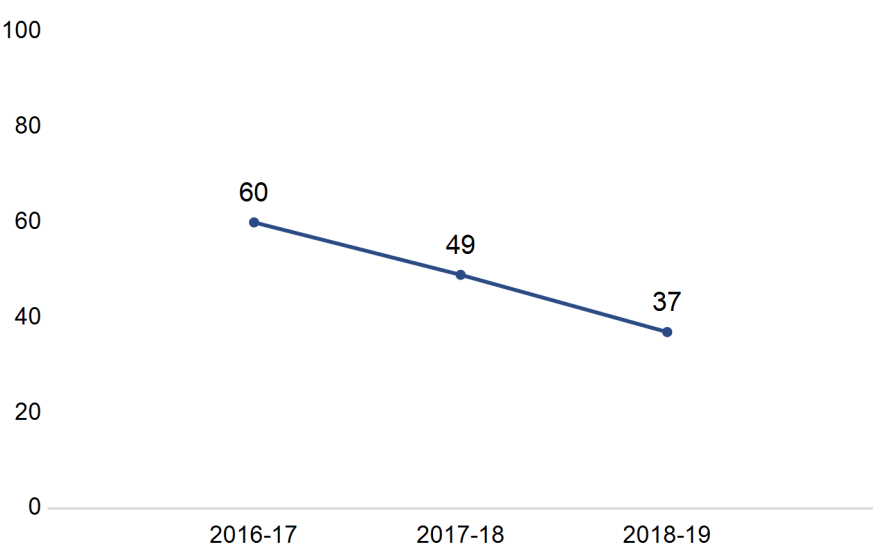
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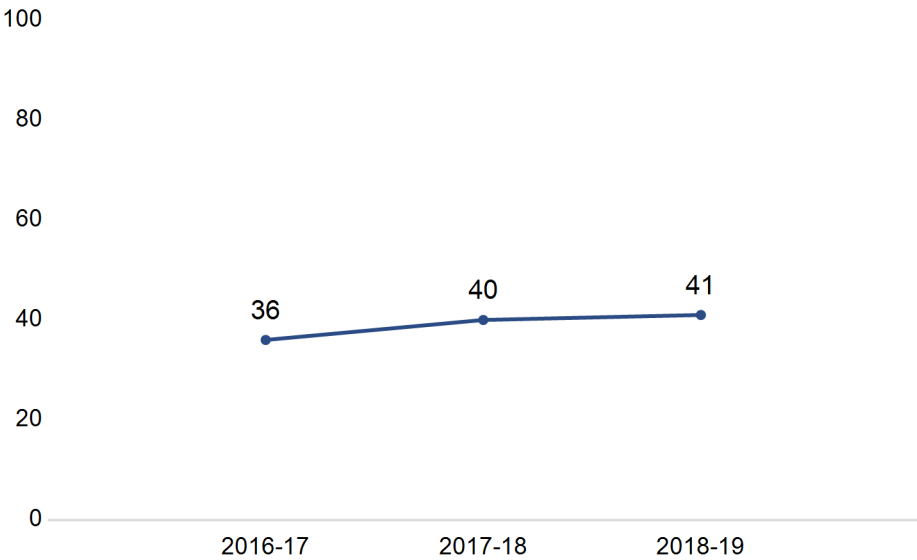
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	49	37	36	40	41
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Not Met	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	37	41	50	Not Met	41	47	50	Met Standard
White	38	41	50	Not Met	49	53	52	Met Standard
Hispanic	38	42	49	Not Met	42	47	47	Met Standard
Black or African American	32	37	45	Not Met	38	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	47	52	59	**	*	55.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	39	52.5	49	**	*	49	52	**
Female	39	43	53	N	39.5	47	50	N
Male	35	40	47	N	43	47	51	N
Economically Disadvantaged Students	36	42	48	Not Met	41.5	47	46	Met Standard
Students with Disabilities	31	37	43	Not Met	47	51	45	Met Standard
English Learners	58	47	52	Met Standard	53	54	50	Met Standard
Homeless Students	46	36	43	N	*	23.5	44	N
Students in Foster Care	*	27.5	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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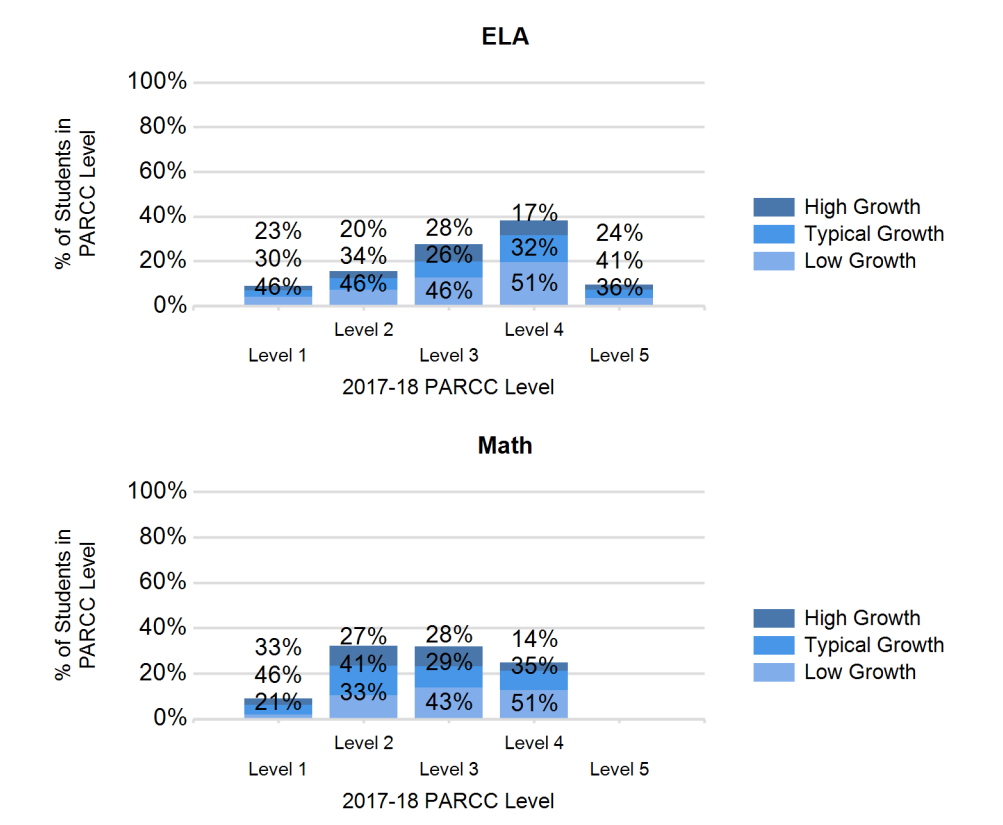
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

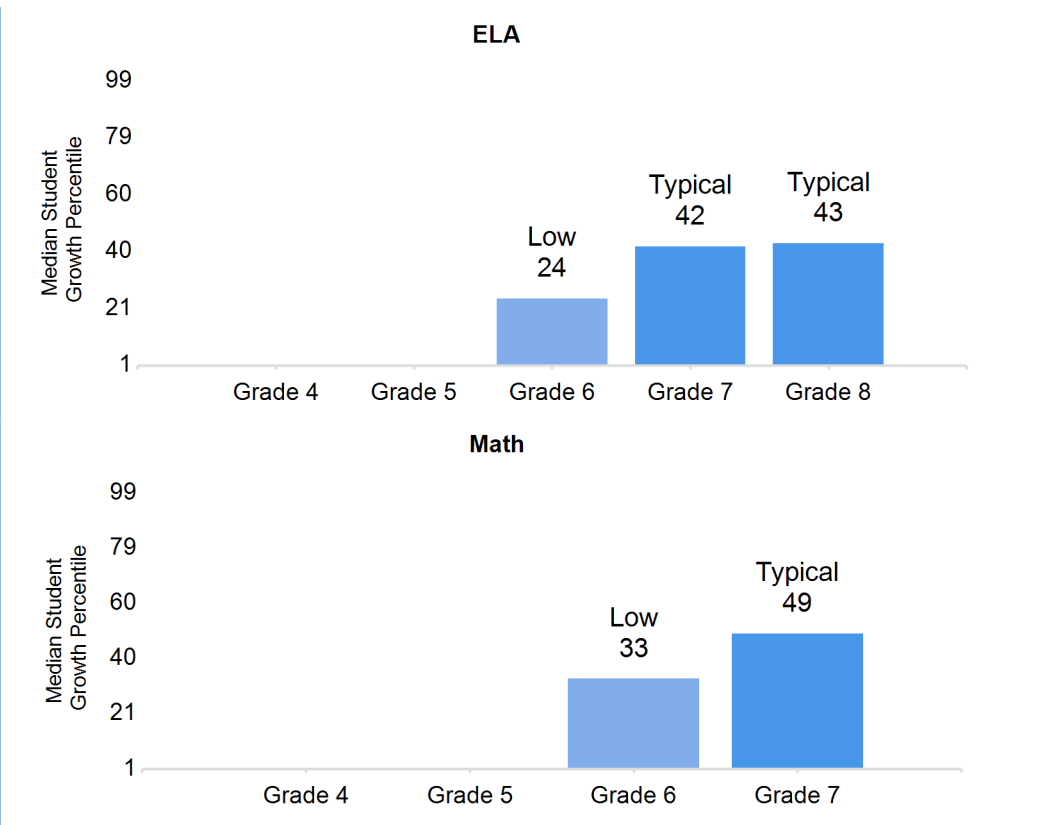
Student Growth by Performance Level

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



Student Growth by Grade

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





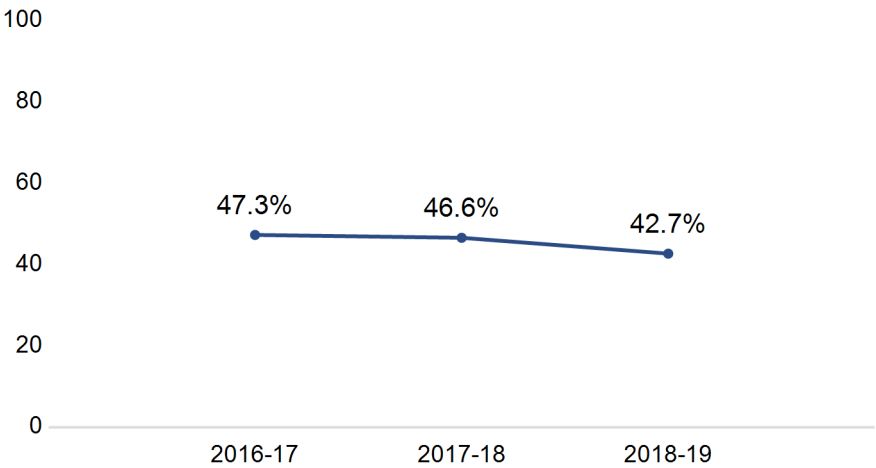
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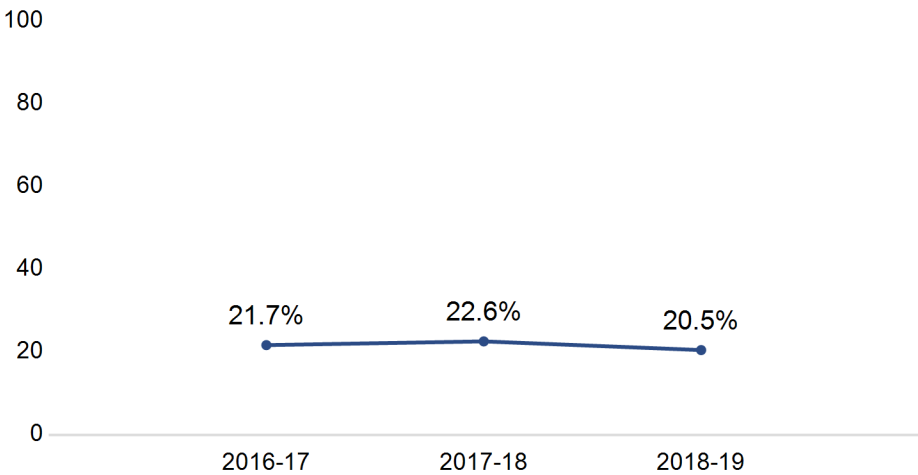
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	97.9%	98.2%	99.2%	98.9%	98.4%
Proficiency Rate for Federal Accountability	47.3%	46.6%	42.7%	21.7%	22.6%	20.5%
Annual Target	39.9%	42.0%	44.1%	27.4%	30.1%	32.9%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	634	98.2	42.7	45.1	57.9	42.7	44.1	Met Target†
White	87	98.9	59.8	55.9	66.9	59.8	66.1	Met Target†
Hispanic	261	97.5	44.1	44.9	43.9	44.1	43.5	Met Target
Black or African American	262	98.6	34.0	38.2	38.5	34.0	35.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	75.0	59.4	82.9	75.0	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	312	97.3	53.5	53.9	64.8	53.5		
Male	322	99.1	32.3	37.0	51.3	32.3		
Economically Disadvantaged Students	383	98.5	35.8	40.6	40.0	35.8	40.1	Not Met
Non-Economically Disadvantaged Students	251	97.8	53.4	51.0	67.9	53.4		
Students with Disabilities	148	96.2	*	12.9	22.7	*	20.3	Not Met
Students without Disabilities	486	98.8	*	53.0	65.1	*		
English Learners	48	98.0	31.3	26.3	29.3	31.3	22.6	Met Target
Non-English Learners	586	98.2	43.7	47.4	60.6	43.7		
Homeless Students	11	100.0	45.5	30.6	29.1	45.5		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

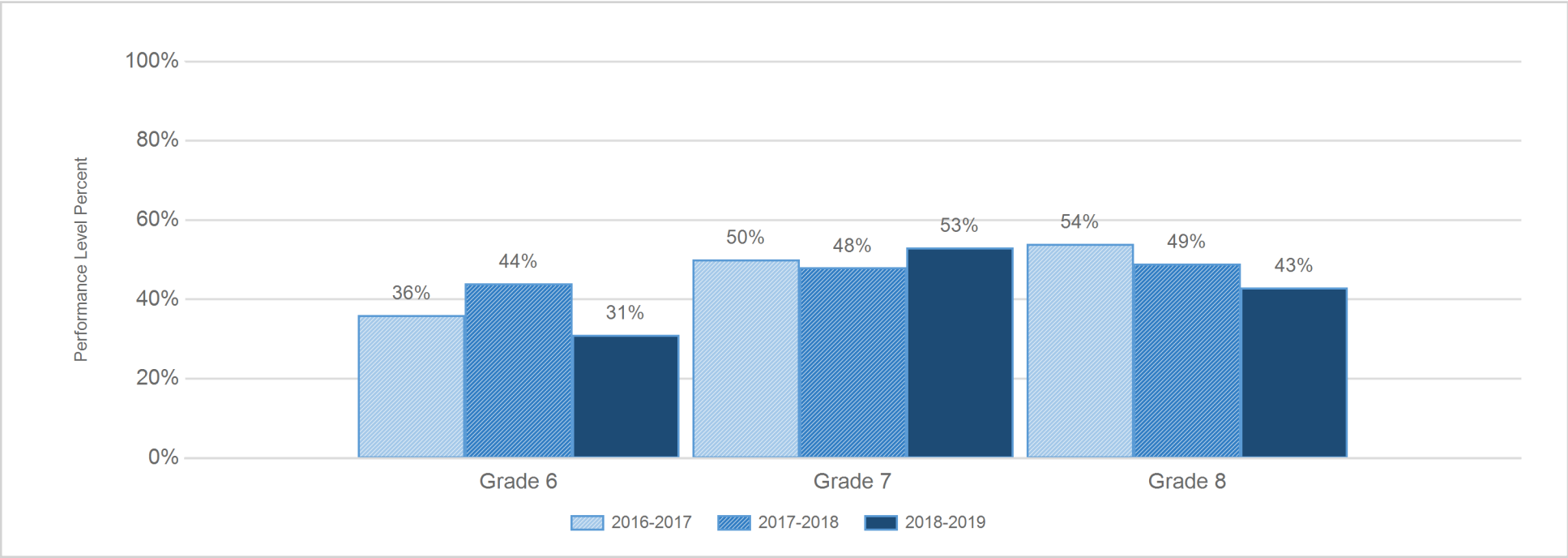


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	217	736	736	754	13%	24%	32%	26%	6%	31%	56%
White	24	751	741	762	*	*	*	*	*	54%	65%
Hispanic	94	738	738	743	13%	20%	33%	*	*	34%	43%
Black or African American	92	730	730	738	15%	30%	33%	*	*	22%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	109	744	744	762	10%	15%	35%	*	*	40%	64%
Male	108	728	729	748	16%	33%	29%	*	*	22%	48%
Economically Disadvantaged Students	130	729	732	740	*	26%	35%	*	*	21%	39%
Non-Economically Disadvantaged Students	87	747	742	763	*	21%	26%	*	*	47%	67%
Students with Disabilities	49	711	711	722	*	33%	*	*	*	10%	19%
Students without Disabilities	168	743	742	761	*	21%	*	*	*	38%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	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
Schoolwide	227	747	745	761	9%	14%	24%	43%	10%	53%	63%
White	33	759	755	769	*	*	*	*	*	67%	72%
Hispanic	88	748	743	747	*	16%	26%	*	*	51%	50%
Black or African American	95	741	739	741	13%	14%	26%	*	*	47%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	113	758	752	769	*	*	22%	*	*	64%	71%
Male	114	737	738	753	*	*	25%	*	*	43%	55%
Economically Disadvantaged Students	139	743	740	743	*	*	27%	*	*	47%	45%
Non-Economically Disadvantaged Students	88	754	750	771	*	*	19%	*	*	64%	73%
Students with Disabilities	55	713	709	720	*	*	*	*	*	*	22%
Students without Disabilities	172	758	753	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	212	745	745	762	15%	20%	22%	28%	15%	43%	63%
White	31	759	760	770	*	*	*	*	*	58%	72%
Hispanic	92	750	746	747	12%	18%	21%	33%	16%	49%	49%
Black or African American	82	733	733	741	21%	21%	28%	*	*	30%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	100	756	758	771	*	*	23%	34%	21%	55%	71%
Male	112	735	733	753	*	*	21%	23%	10%	33%	55%
Economically Disadvantaged Students	127	743	744	743	13%	20%	27%	26%	13%	39%	45%
Non-Economically Disadvantaged Students	85	747	747	772	16%	19%	15%	32%	18%	49%	72%
Students with Disabilities	44	702	707	721	*	*	*	*	*	*	22%
Students without Disabilities	168	756	753	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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Schoolwide	648	98.4	20.5	*	44.5	20.5	32.9	Not Met
White	89	100.0	40.4	41.1	54.1	40.4	54.2	Not Met
Hispanic	271	97.6	21.8	*	28.8	21.8	32.9	Not Met
Black or African American	264	98.6	11.4	*	23.0	11.4	23.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	50.0	51.1	76.5	50.0	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	320	97.4	21.3	*	44.9	21.3		
Male	328	99.4	19.8	*	44.2	19.8		
Economically Disadvantaged Students	394	98.6	15.7	*	26.3	15.7	30	Not Met
Non-Economically Disadvantaged Students	254	98.2	28.0	*	54.9	28.0		
Students with Disabilities	149	97.5	*	*	17.4	*	14.1	Not Met
Students without Disabilities	499	98.7	*	*	50.0	*		
English Learners	60	98.4	18.3	22.4	25.0	18.3	22.6	Met Target†
Non-English Learners	588	98.4	20.7	26.7	46.5	20.7		
Homeless Students	11	100.0	*	*	17.1	*		
Students In Foster Care	*	*	*	23.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

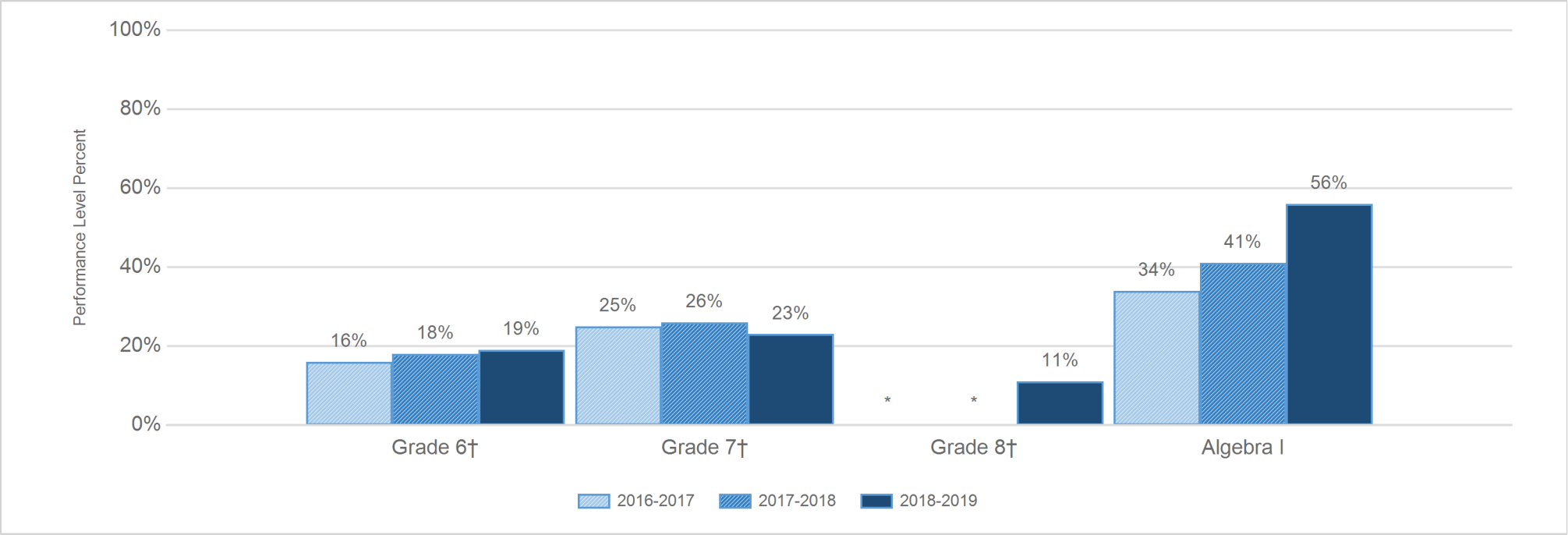


Joseph E. Soehl Middle School
(39-2660-070)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	227	725	727	741	13%	41%	28%	*	*	19%	41%
White	26	740	736	749	*	*	*	*	*	38%	51%
Hispanic	100	726	728	729	12%	34%	34%	20%	0%	20%	24%
Black or African American	94	718	719	722	16%	54%	18%	12%	0%	12%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	113	727	730	742	11%	39%	30%	*	*	20%	42%
Male	114	723	725	740	15%	42%	25%	*	*	18%	40%
Economically Disadvantaged Students	139	719	723	726	*	44%	27%	*	*	12%	21%
Non-Economically Disadvantaged Students	88	734	733	750	*	35%	30%	*	*	30%	53%
Students with Disabilities	50	714	713	716	*	*	*	*	*	*	12%
Students without Disabilities	177	728	731	746	*	*	*	*	*	*	46%
English Learners	12	709	*	709	*	*	*	*	*	*	*
Non-English Learners	215	726	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	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
Schoolwide	231	731	732	744	9%	37%	30%	*	*	23%	42%
White	33	746	745	751	0%	*	30%	*	*	45%	53%
Hispanic	92	733	732	733	*	35%	35%	*	*	24%	26%
Black or African American	95	722	722	727	15%	44%	27%	*	*	14%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	117	731	731	744	*	44%	27%	*	*	22%	42%
Male	114	730	733	743	*	31%	33%	*	*	25%	42%
Economically Disadvantaged Students	141	727	727	731	*	40%	31%	*	*	17%	24%
Non-Economically Disadvantaged Students	90	736	738	751	*	32%	29%	*	*	33%	53%
Students with Disabilities	55	712	710	718	*	*	*	*	*	*	13%
Students without Disabilities	176	736	737	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	171	711	712	728	32%	40%	18%	11%	0%	11%	29%
White	18	721	*	737	*	*	*	*	*	22%	38%
Hispanic	76	714	713	722	29%	42%	16%	13%	0%	13%	22%
Black or African American	73	706	709	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	73	714	714	731	32%	38%	19%	*	*	11%	31%
Male	98	709	711	726	32%	42%	16%	*	*	10%	27%
Economically Disadvantaged Students	105	712	712	719	30%	41%	19%	*	*	10%	20%
Non-Economically Disadvantaged Students	66	710	713	735	33%	39%	15%	*	*	12%	36%
Students with Disabilities	44	695	697	707	*	*	*	*	*	*	10%
Students without Disabilities	127	717	716	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	753	721	744	*	*	26%	*	*	56%	42%
White	13	760	748	752	0%	*	*	*	*	62%	53%
Hispanic	18	750	718	728	*	*	*	*	*	56%	24%
Black or African American	*	*	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	723	752	*	*	*	*	*	*	51%
Female	27	750	727	745	*	*	*	*	*	44%	44%
Male	16	757	715	743	*	*	*	*	*	75%	41%
Economically Disadvantaged Students	23	754	717	727	*	*	*	*	*	52%	23%
Non-Economically Disadvantaged Students	20	751	726	752	*	*	*	*	*	60%	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	43	753	726	748	*	*	26%	*	*	56%	47%
English Learners	N	N	704	710	N	N	N	N	N	N	*
Non-English Learners	43	753	723	745	*	*	26%	*	*	56%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	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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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	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	76.2%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	88.0%	12.0%
3-4	*	*	*
5 or more	*	*	*



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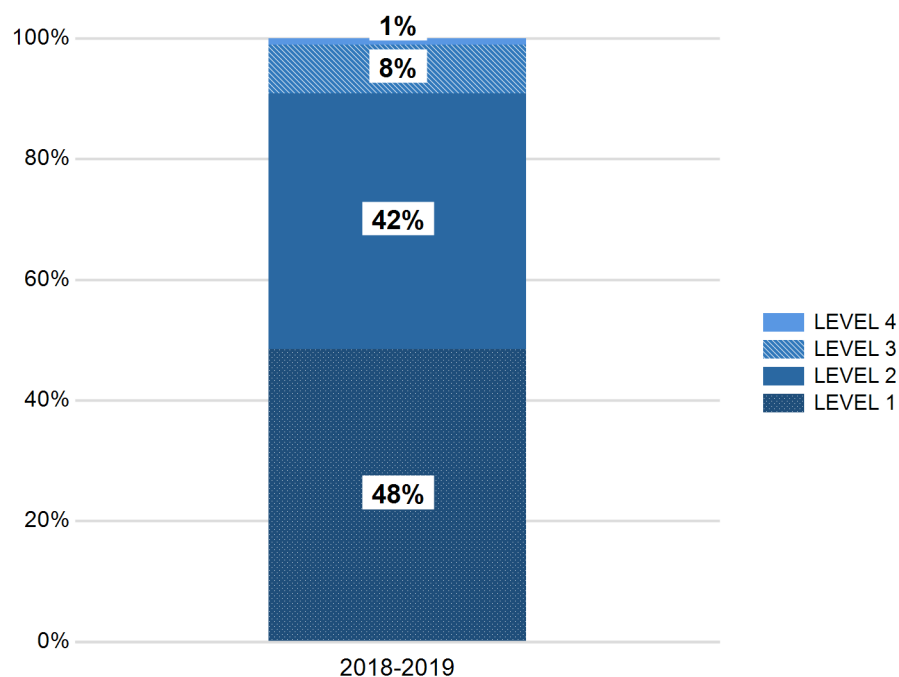
N No Data is available to display

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	48	42	8	1
White	20	63	13	3
Hispanic	45	46	9	0
Black or African American	64	30	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	43	49	7	0
Male	52	36	10	2
Economically Disadvantaged Students	53	41	6	1
Non-Economically Disadvantaged Students	41	45	13	1
Students with Disabilities	83	17	0	0
Students without Disabilities	39	49	11	1
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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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	209
7	0	0	248
8	184	0	45
Total	184	0	502

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	117	55	33	0	0	37	0
7	129	49	40	0	0	23	0
8	100	50	36	0	0	1	0
Total	346	154	109	0	0	61	0



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Visual and Performing Arts – Course Participation

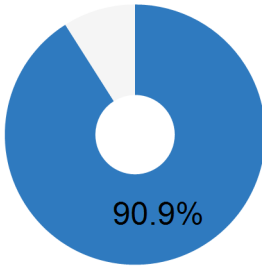
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

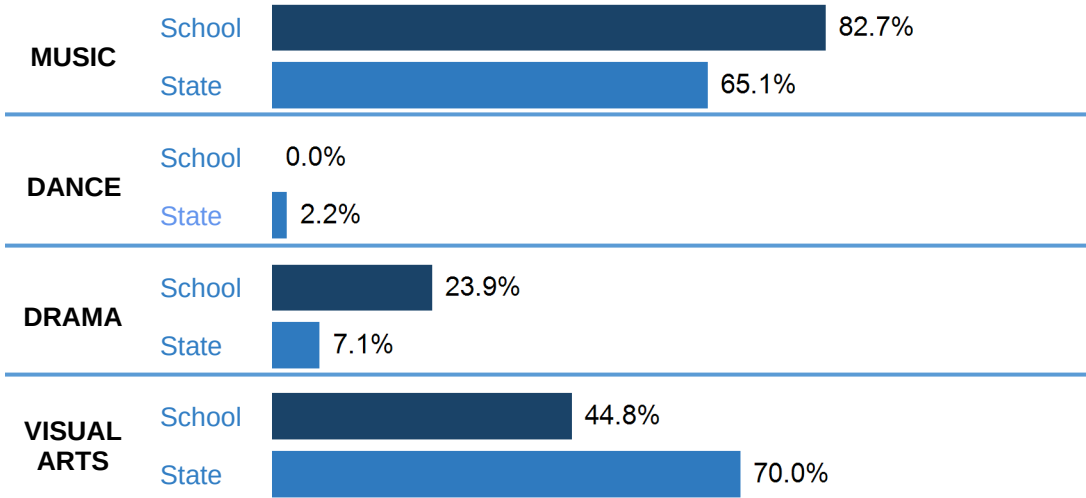


School



State

Students enrolled in one or more classes by discipline:





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

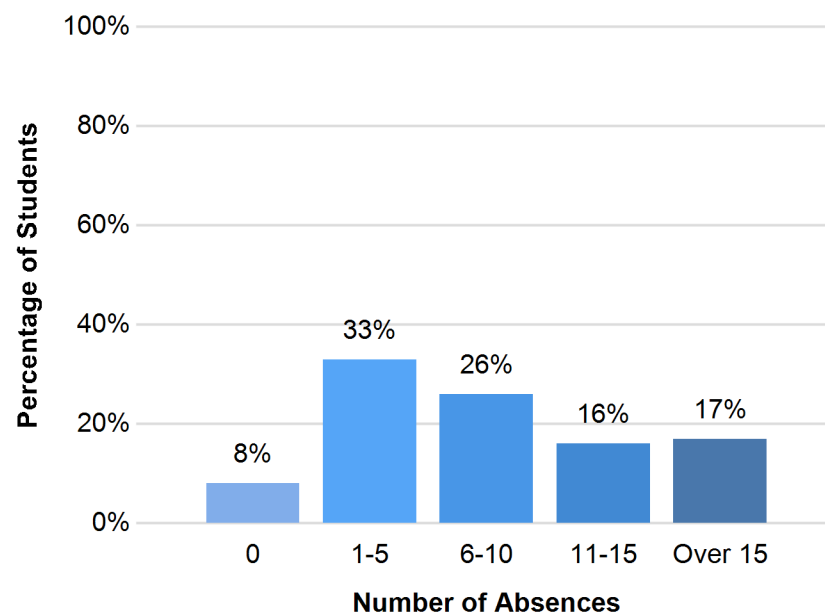
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	85	12.5	9.1	Not Met
White	11	12.0	9.1	Not Met
Hispanic	44	15.2	9.1	Not Met
Black or African American	26	9.4	9.1	Not Met
Asian, Native Hawaiian, or Pacific	1	8.3	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	33	9.9		
Male	52	14.9		
Economically Disadvantaged Students	57	13.5	9.1	Not Met
Students with Disabilities	20	13.4	9.1	Not Met
English Learners	5	14.7	9.1	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





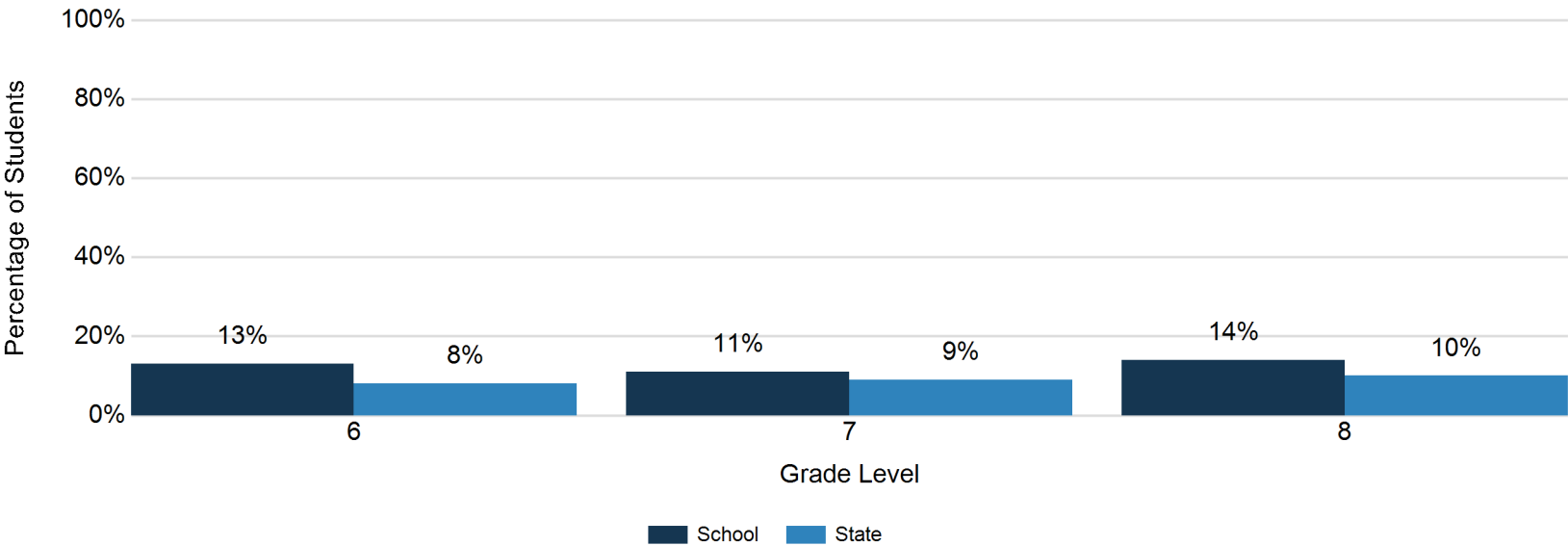
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	29
Weapons	6
Vandalism	2
Substances	5
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	45
Incidents Per 100 Students Enrolled	6.65

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	7	3	10
No Identified Nature	1		1

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	66	9.7%
Out-of-School Suspensions	116	17.1%
Any Suspension	143	21.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
522



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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



Joseph E. Soehl Middle School
 (39-2660-070)
 Grades Offered: 06-08
 2018-2019

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	60	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	73.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	20.4	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	226:1	142:1
Teachers to Administrators	20:1	13:1
Students to Librarians/Media Specialists		1246:1
Students to Nurses		445:1
Students to Counselors		566:1
Students to Child Study Team Members		160:1



Joseph E. Soehl Middle School
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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	49.8%	71.7%	66.7%	48.4%	77.1%	54.9%
Male	50.2%	28.3%	33.3%	51.6%	22.9%	45.1%
White	13.4%	71.7%	66.7%	42.4%	83.6%	77.4%
Hispanic	43.0%	8.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	40.0%	13.3%	33.3%	15.0%	6.6%	13.9%
Asian	1.8%	6.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.1%	0.2%	0.2%



Joseph E. Soehl Middle School
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2018-2019

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Teachers and Administrators - Level of Education

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

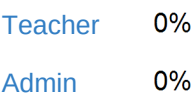
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	47.3%	46.6%	42.7%
Math Proficiency	21.7%	22.6%	20.5%
ELA Growth	60	49	37
Math Growth	36	40	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		68.0%	76.2%
Chronic Absenteeism	9.2%	9.0%	12.5%

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

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



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School Narrative

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



Highlights:

- Soehl offers 19 different after hour clubs that total 550 hours per year. These clubs range from Alliance, Debate, Model UN, Technology, Yearbook, Mathematics, Gardening etc.
- 21st Century Learning Community after school STEM program. This program services 175 students daily and runs from 2:45-5:45 pm.
- Technology is integrated into almost every facet of the school day. Students and staff utilize 1:1 Apple iPad programs and applications during their daily lessons and work at home.



Mission, Vision, Theme:

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.



Awards, Recognition, Accomplishments:

Soehl Middle School has received the 21st Century Community Learning Center Grant Award through the New Jersey Department of Education along with the IDEA Grant and Supplemental Awards for after school programming. Soehl Middle School staff members have been recognized for the following: Apple Distinguished Teacher Awards, NJ Governors Teacher Recognition Award, Education Service Professional of Year Award and the Teachers Who Make Magic 98.3 FM Award. Our school offers numerous opportunities for our students to be recognized for their dedication, character and academics. Some examples consist of: Student of the Month, Student Advisory Board, Quarterly Honor Roll Recognition Awards, Quarterly Academic Competitions, Mayor's Cup Challenge Academic Competition, National Junior Honor Society and Eighth Grade Awards Night. Numerous staff members at Soehl Middle School are an active part of the Instructional Leadership Team.



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 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Wrestling (Boys) Soehl Middle Schools offer a variety of opportunities for our student athletes across all three seasons of participation. Our middle school students participate both regionally and locally, usually highlighted with a rivalry game that pair our two middle schools together. With nearly 550 student athletes participating annually, we encourage and welcome all students grades six through eight to enjoy the experiences and benefits of athletic participation.
 Clubs and Activities:	Academic Competition, Alliance, Art, Chinese, Debate, Diversity, Drumline, French, Honor Society, iBook, Italian, Mathematics, Model UN, Peer Leadership, School of Rock, Spanish, Student Advisors, Technology, and Yearbook. Unity Day (grade 8 partnership with McManus Middle School), Field Day (schoolwide), School Play (Beauty and the Beast Jr.)



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 Before and After School Programs:	The Linden Public School District has received a multi-million dollar competitive New Jersey Department of Education grant award to offer after school services for students at Joseph E. Soehl Middle School. The Linden 21st Century Community Learning Center is an after-school program for students in grades six through eight from 2:45-5:45 pm each day that regular school is in session. The program coordinates many activities that integrate the STEM theme throughout the day. Over one-third of the middle school students are enrolled in this extended day school. The program provides homework tutorial, enrichment classes, recreational opportunities, community service, family nights, assemblies, counseling, daily snack, mentoring, educational class trips, parenting programs etc. A Summer STEM Academy was coordinated during the months of June and July 2018.
 Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.



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Student Supports and Services:

Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.



Student Health and Wellness:

Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.



Parent and Community Involvement:

Soehl Middle School has an active PTA that supports a variety of events throughout the school year such as quarterly dances, eighth grade dinner dance, field day, graduation and several other planned activities. Several parenting events include: access to Genesis Parent Portal, Blackboard Connect Email Notifications, Global Connect Parent Phone Calls, School Website, Twitter and Facebook Postings. Soehl Middle School coordinates several community outreach programs such as the Holiday Giving Tree, Thanksgiving Family Donations, Ronald McDonald Pop Tab Drive, Friends of the Linden Animal Shelter Drive, LINCS Food Pantry and the Jersey Cares Coat Drive. Soehl Middle School has established a Tiger Cares Closet that provides school supplies, hygiene products, snacks and other important items free of charge for any student in need. Soehl Middle School is also home to the only two chartered Little Free Libraries in the city.



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 Facilities:	The original building construction of Soehl Middle School was in 1926 with an addition constructed in 1970. Soehl Middle School has undergone a recent renovation of the auditorium and balcony complete with new paint, lighting, floor, seating, stage curtains and air conditioning. The school consists of three floors of classrooms each complete with internet access and smart board technology. The school is equipped with a full size gymnasium. Our Media Nook provides an opportunity for our students to utilize the library, maker station, academic games or have a quiet place to work. Numerous student created murals are on display throughout the hallways that contain motivational messages.
 School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.



Joseph E. Soehl Middle School
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 Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.



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 Other Information	Joseph E. Soehl Middle School is one of two middle schools within the Linden Public School District. We are a sixth through eighth grade school with approximately 725 students and 100 staff members. We serve a variety of students and offer extensive support for our ELL and special education population. Breakfast is served from 7:00-7:30 am. Students report to homeroom at 7:45am and school dismissal is at 2:40 pm. Communication with parents happens through a variety of methods including Blackboard Connect, Canvas, Facebook, Twitter and weekly team emails. Every student within our school is provided an iPad which is part of our districts Technology One to One Program. This program allows our staff to effectively infuse technology within all aspects of their curriculum. It also affords our students the ability to utilize their iPads at home to access homework and academic resources. We are in the fourth year of our newly developed middle school schedule that is centered around a team concept. Our language arts, math, science and social studies teachers follow the same group of students which provides them an opportunity to identify or track individual and group progress or patterns. Soehl Middle School offers our students an opportunity to be exposed to or develop a deeper understanding of a variety of World Languages including: Chinese, Spanish, Italian and French. Coding, Digital Media, Digital Citizenship and Intro to Business classes are recent additions to our electives. All sixth-grade students are required to take digital citizenship and all seventh and eighth grade students are required to take Intro to Business prior to transitioning to high school.



Linden High School
 (39-2660-050)
 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:

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- Search for specific text or words in the report by using the search box at the top left of the page
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- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:



Linden High School
 (39-2660-050)
 Grades Offered: 09-12
 2018-2019

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

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	Union
District	Linden Public School District
Principal Name	Mrs. Yelena Horre
Address	121 W ST GEORGE AVE LINDEN, NJ 07036-3960
Phone Number	908-486-5432
Email Address	yhorre@lindenps.org
Website	http://www.linden.k12.nj.us/schools/lhs/
Facebook	https://www.facebook.com/lindenpublicschools.lhs/
Twitter	https://twitter.com/LHSHorre



Linden High School

(39-2660-050)

Grades Offered: 09-12

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
9	438	376	464
10	373	447	399
11	406	368	429
12	430	415	398
Total	1,647	1,606	1,690

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

Student Group	2016-17	2017-18	2018-19
Female	48.0%	47.8%	46.8%
Male	52.0%	52.2%	53.2%
Economically Disadvantaged Students	50.5%	53.7%	55.5%
Students with Disabilities	13.9%	14.8%	15.7%
English Learners	4.6%	7.3%	7.4%
Homeless Students	0.7%	1.2%	0.3%
Students in Foster Care	0.3%	0.2%	0.2%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	18.1%	16.6%	14.6%
Hispanic	38.6%	40.2%	43.0%
Black or African American	39.5%	39.3%	38.3%
Asian	2.5%	2.1%	1.9%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.9%	1.4%	1.7%

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	1,619	1,582	1,667
Shared Time Students	55	46	44
Full Time Equivalent	1,647	1,605	1,689

Enrollment by Home Language

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

Home Language	% of Students
English	55.2%
Spanish	27.2%
Haitian	6.7%
Portuguese	3.4%
Polish	2.9%
Other Languages	4.6%

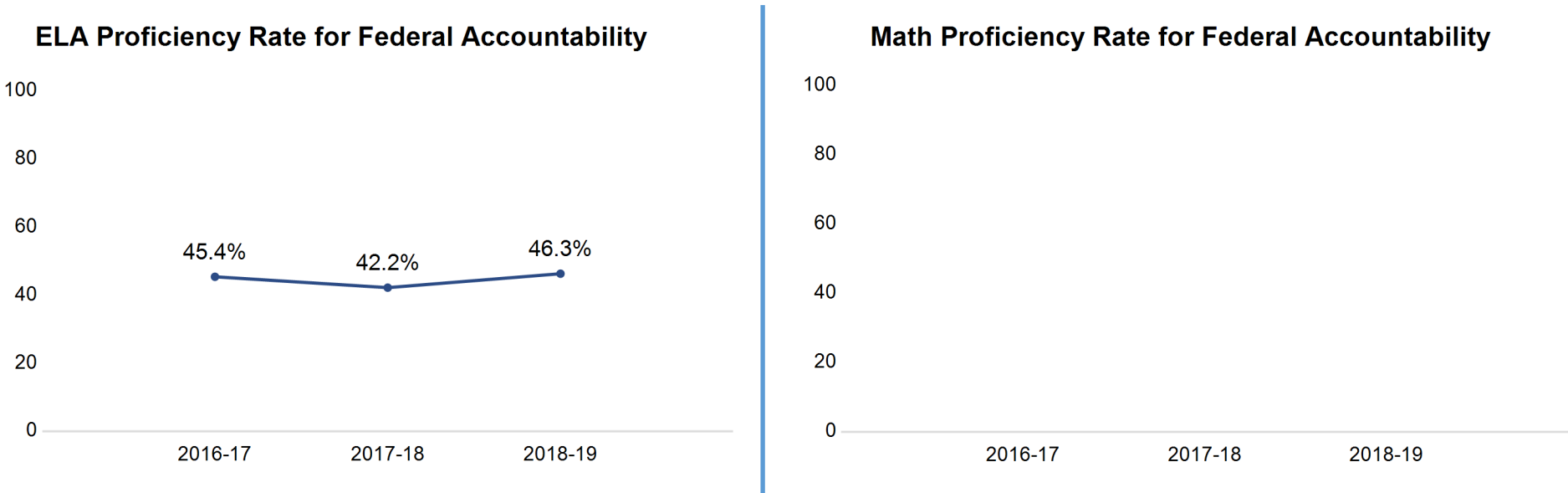


Linden High School
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	97.4%	97.5%	96.9%	95.8%	95.4%
Proficiency Rate for Federal Accountability	45.4%	42.2%	46.3%	*	*	*
Annual Target	46.4%	48.1%	49.9%	10.4%	14.0%	17.7%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	805	97.5	46.3	45.1	57.9	46.3	49.9	Not Met
White	134	98.6	69.4	55.9	66.9	69.4	63.3	Met Target
Hispanic	344	97.8	45.3	44.9	43.9	45.3	50.3	Not Met
Black or African American	297	97.1	37.0	38.2	38.5	37.0	40.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.4	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	15	88.9	40.0	*	64.4	37.0	**	**
Female	371	98.7	56.1	53.9	64.8	56.1		
Male	434	96.6	38.0	37.0	51.3	38.0		
Economically Disadvantaged Students	431	97.2	40.4	40.6	40.0	40.4	45.7	Not Met
Non-Economically Disadvantaged Students	374	98.0	53.2	51.0	67.9	53.2		
Students with Disabilities	145	92.7	12.4	12.9	22.7	12.2	15.7	Met Target†
Students without Disabilities	660	98.7	53.8	53.0	65.1	53.8		
English Learners	67	97.2	19.4	26.3	29.3	19.4	29.6	Not Met
Non-English Learners	738	97.6	48.8	47.4	60.6	48.8		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

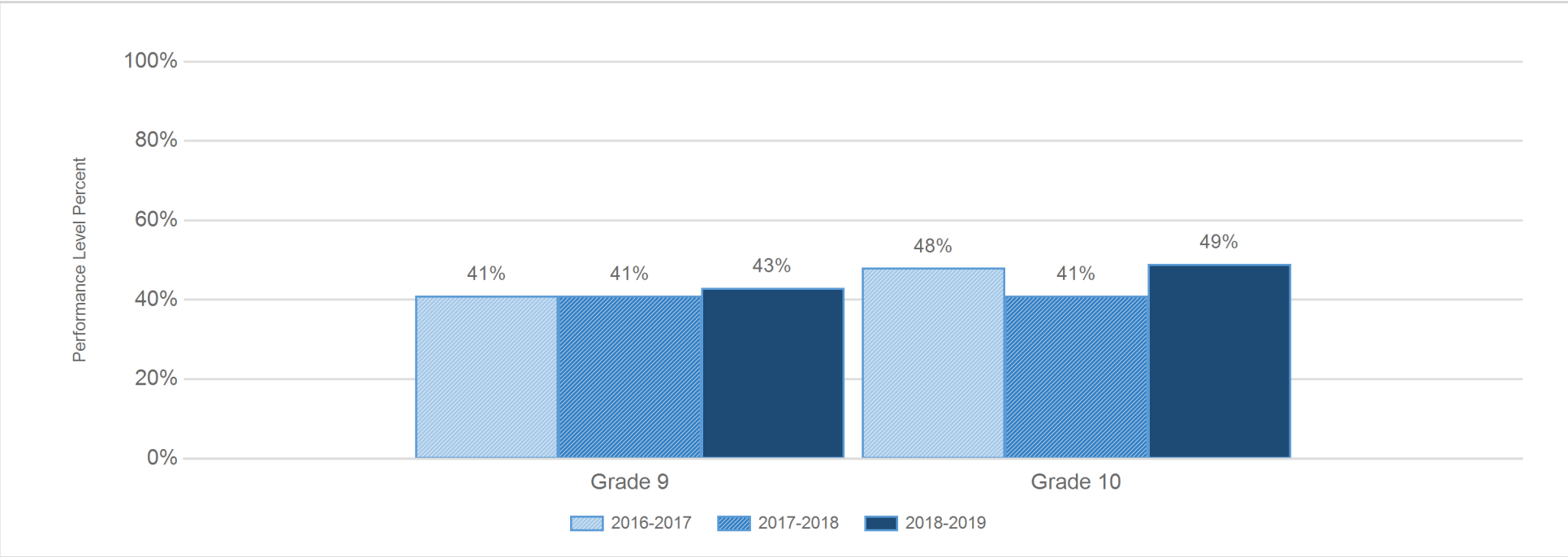


Linden High School
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Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	447	742	742	753	15%	15%	26%	34%	10%	43%	56%
White	78	763	763	762	*	*	22%	50%	18%	68%	65%
Hispanic	192	741	741	737	18%	15%	26%	31%	11%	42%	40%
Black or African American	163	733	733	732	19%	20%	29%	*	*	33%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	205	750	750	760	7%	14%	26%	40%	13%	53%	63%
Male	242	735	735	746	22%	16%	26%	28%	7%	35%	49%
Economically Disadvantaged Students	243	737	737	734	16%	18%	29%	31%	6%	37%	36%
Non-Economically Disadvantaged Students	204	748	748	762	14%	12%	23%	37%	14%	51%	65%
Students with Disabilities	83	713	713	717	37%	25%	24%	*	*	13%	17%
Students without Disabilities	364	748	748	760	10%	13%	27%	*	*	50%	63%
English Learners	28	698	698	693	*	*	*	*	*	*	*
Non-English Learners	419	745	745	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	384	746	746	757	17%	13%	21%	33%	16%	49%	58%
White	58	765	765	767	17%	*	*	34%	34%	69%	67%
Hispanic	167	746	746	738	19%	11%	20%	35%	15%	50%	43%
Black or African American	142	741	741	733	13%	18%	27%	30%	11%	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	180	757	757	766	12%	9%	21%	33%	25%	58%	66%
Male	204	737	737	749	21%	16%	21%	33%	9%	42%	51%
Economically Disadvantaged Students	208	741	741	735	22%	11%	23%	31%	14%	45%	40%
Non-Economically Disadvantaged Students	176	753	753	767	11%	15%	19%	35%	19%	55%	67%
Students with Disabilities	66	700	700	711	56%	17%	*	*	*	14%	19%
Students without Disabilities	318	756	756	765	9%	12%	*	*	*	57%	65%
English Learners	26	695	695	687	65%	*	*	*	*	12%	*
Non-English Learners	358	750	750	760	13%	*	*	*	*	52%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	799	95.4	*	*	44.5	*	17.7	Not Met
White	130	97.1	18.5	41.1	54.1	18.5	21.1	Met Target†
Hispanic	351	96.9	*	*	28.8	*	17.3	Not Met
Black or African American	287	93.0	*	*	23.0	*	15.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	15.4	51.1	76.5	15.0	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	17	94.7	*	*	53.3	*	**	**
Female	369	96.5	*	*	44.9	*		
Male	430	94.5	*	*	44.2	*		
Economically Disadvantaged Students	431	95.8	*	*	26.3	*	16.3	Not Met
Non-Economically Disadvantaged Students	368	95.0	*	*	54.9	*		
Students with Disabilities	140	92.0	*	*	17.4	*	13.4	Not Met
Students without Disabilities	659	96.2	*	*	50.0	*		
English Learners	73	98.8	*	22.4	25.0	*	15.4	Not Met
Non-English Learners	726	95.1	*	26.7	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	23.1	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

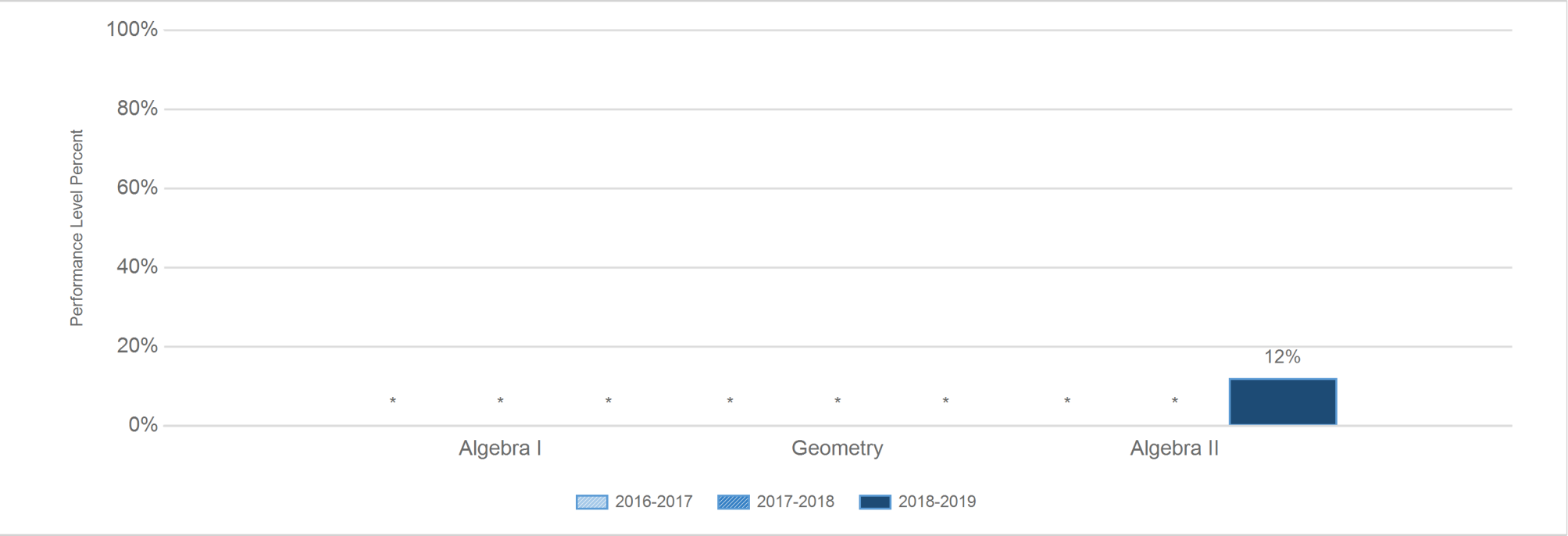


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Mathematics Assessment – Performance Trends

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



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



Linden High School
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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	253	707	721	744	*	*	*	*	*	*	42%
White	17	714	748	752	*	*	*	*	*	*	53%
Hispanic	111	706	718	728	*	*	*	*	*	*	24%
Black or African American	112	705	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	723	752	*	*	*	*	*	*	51%
Female	99	707	727	745	*	*	*	*	*	*	44%
Male	154	706	715	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	157	705	717	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	96	709	726	752	*	*	*	*	*	*	52%
Students with Disabilities	79	704	704	717	*	*	*	*	*	*	12%
Students without Disabilities	174	708	726	748	*	*	*	*	*	*	47%
English Learners	42	704	704	710	*	*	*	*	*	*	*
Non-English Learners	211	707	723	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	390	721	721	737	*	*	*	*	*	*	35%
White	76	724	724	743	14%	33%	37%	16%	0%	16%	43%
Hispanic	180	720	720	724	*	*	*	*	*	*	17%
Black or African American	122	720	720	720	*	*	*	*	*	*	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	*	*	*	745	*	*	*	*	*	*	46%
Female	185	720	720	738	*	*	*	*	*	*	36%
Male	205	721	721	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	201	719	719	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	189	722	722	743	*	*	*	*	*	*	43%
Students with Disabilities	63	704	704	712	*	*	*	*	*	*	*
Students without Disabilities	327	724	724	741	*	*	*	*	*	*	*
English Learners	25	707	707	708	*	*	*	*	*	*	*
Non-English Learners	365	722	722	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	186	712	712	755	33%	32%	23%	12%	0%	12%	58%
White	40	727	727	758	*	35%	*	28%	0%	28%	62%
Hispanic	79	712	712	731	33%	33%	24%	*	*	10%	34%
Black or African American	59	702	702	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	100	714	714	752	28%	35%	27%	10%	0%	10%	55%
Male	86	710	710	758	40%	28%	19%	14%	0%	14%	62%
Economically Disadvantaged Students	95	709	709	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	91	716	716	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	186	712	712	755	33%	32%	23%	12%	0%	12%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Linden High School
(39-2660-050)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	46.5%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	83	*	*
3-4	35	77.1%	22.9%
5 or more	*	*	*



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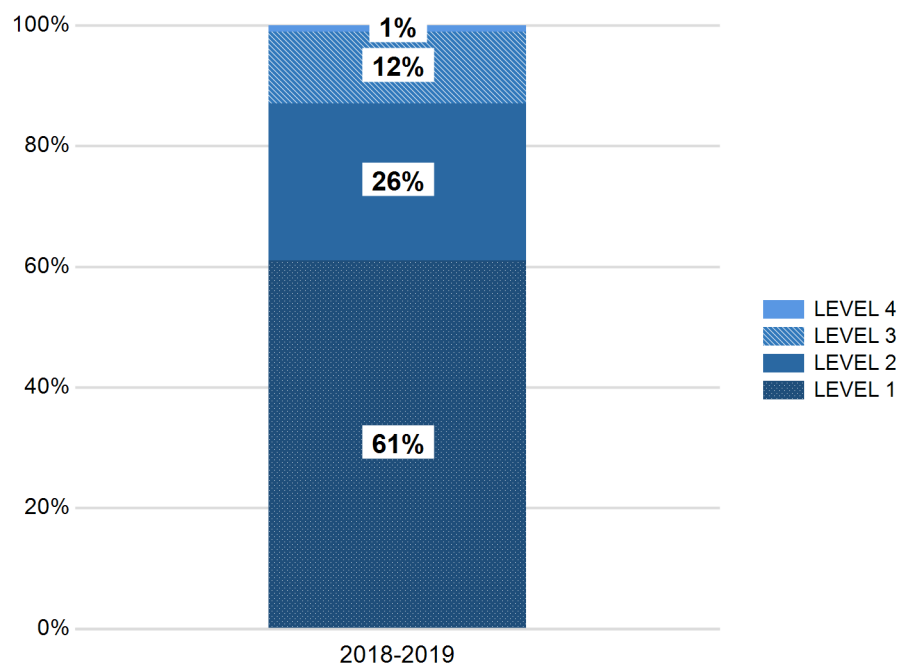
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	61	26	12	1
White	46	31	22	2
Hispanic	59	28	12	1
Black or African American	69	22	8	1
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	62	24	13	1
Male	60	27	12	1
Economically Disadvantaged Students	63	23	13	1
Non-Economically Disadvantaged Students	59	29	11	2
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
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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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	88.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	60.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	5.8%	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	420	476	Grade 10: 430 Grade 11: 460	38%	61%
PSAT 10/NMSQT - Math	422	477	Grade 10: 480 Grade 11: 510	18%	43%
SAT - Reading and Writing	477	539	480	49%	70%
SAT - Math	470	541	530	23%	53%
ACT - Reading	18	25	22	30%	66%
ACT - English	18	24	18	48%	81%
ACT - Math	18	24	22	26%	65%
ACT - Science	17	24	23	*	57%



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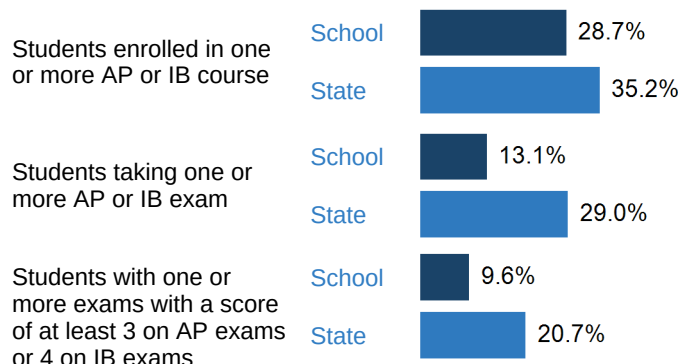
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

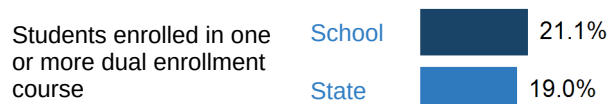
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	0	1
AP English Language and Composition	0	1
AP Italian Language and Culture	0	1
AP U.S. History	0	2
IB Art/Design	5	4
IB Biology	47	19
IB Business and Management	1	0
IB Chemistry	29	16
IB Design Technology	0	16
IB History	81	38
IB Language A (English)	182	76
IB Language B—Chinese	23	9
IB Language B—French	11	5
IB Language B—German	16	9
IB Language B—Italian	18	5
IB Language B—Spanish	64	34



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AP/IB Course	Students Enrolled	Students Tested
IB Mathematical Studies	60	30
IB Mathematics	48	14
IB Physics	21	16
IB Psychology	9	9
IB Theory of Knowledge	14	20
Total Exams taken		325
Exams with scores of at least 3 on AP exams or 4 on IB exams		140



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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.

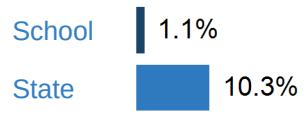
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

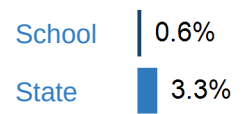
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





Linden High School
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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	1.1%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	0.0%	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	4.7%	6.6%	9.2%
English Learners	*	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



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	*	*	*
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Information Technology	0	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	43	14	14



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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	258	237	1	0	0	0	5
10	27	186	142	3	0	0	79
11	3	49	137	169	0	4	164
12	1	8	59	51	42	8	110
Total	289	480	339	223	42	12	358
Enrolled in AP/IB Course					0	0	96
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	484	5	1	3	0	1
10	54	324	6	20	0	24
11	34	111	1	36	83	238
12	31	35	6	43	45	182
Total	603	475	14	102	128	445
Enrolled in AP/IB Course	47	29		0	21	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	485	10	5	0	0	1
10	34	374	20	1	3	16
11	47	400	14	2	13	67
12	48	92	20	91	20	90
Total	614	876	59	94	36	174
Enrolled in AP/IB Course	81	0	0	9		14
Enrolled in Dual Enrollment Course	0	0	0	0	0	103

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	263	51	62	0	16	34	9
10	209	51	37	0	23	21	5
11	132	44	25	0	13	15	6
12	82	17	9	0	15	13	3
Total	686	163	133	0	67	83	23
Enrolled in AP/IB Course	64	11	18	0	16	23	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	141	44	32	0	17	13	3



Linden High School
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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	15	0	0	0	0	0
10	6	0	0	0	0	0
11	12	0	0	0	0	0
12	23	0	0	0	0	7
Total	56	0	0	0	0	7
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Arabic	*
French	*
German	*
Italian	*
Polish	*
Spanish	30
Total	47



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2018-2019

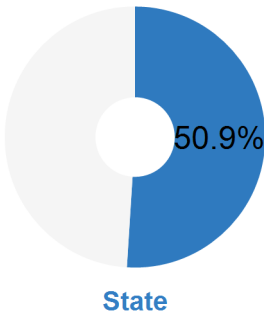
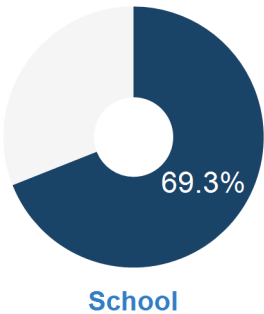
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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

MUSIC	School	33.1%
	State	17.6%
DANCE	School	9.8%
	State	2.3%
DRAMA	School	17.5%
	State	3.9%
VISUAL ARTS	School	31.0%
	State	32.9%



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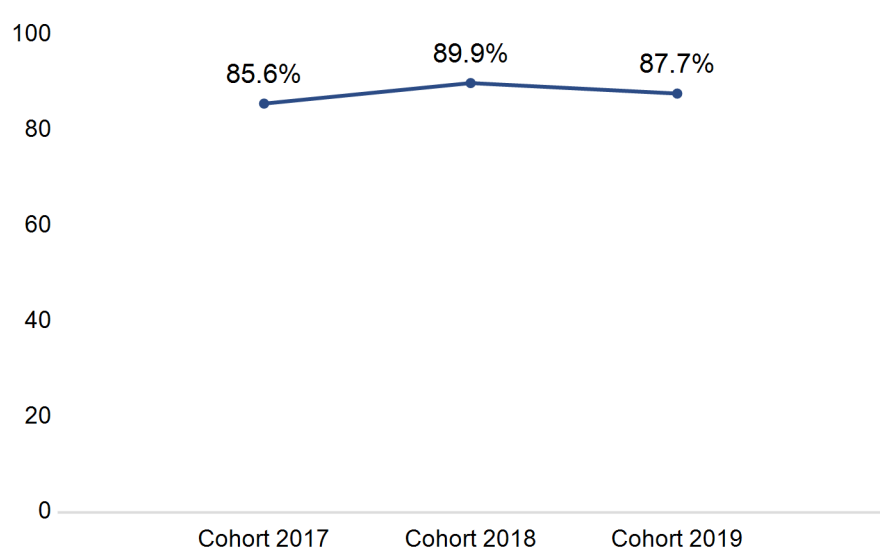
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

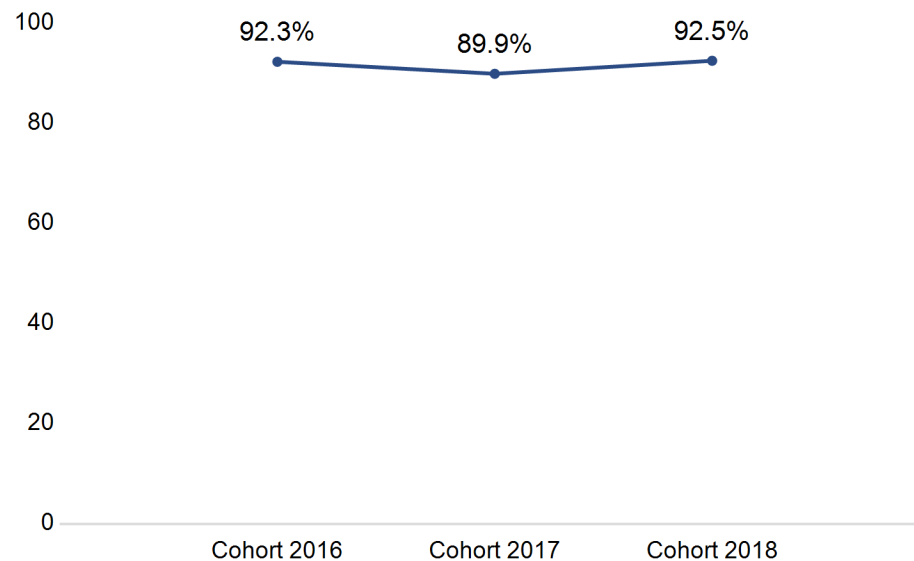
Graduation Rate Trends and Progress

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.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	85.6%	89.9%	87.7%	92.3%	89.9%	92.5%
Annual Target	89.1%	89.5%		93.0%	93.2%	
Met Annual Target?	Not Met	Met Target		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	87.7%	90.6%	92.5%	92.5%	89.9%	89.5%	Met Target	89.9%	93.2%	Not Met
White	96.6%	94.9%	92.2%	95.9%	92.2%	89.5%	Met Target	97.1%	N	Met Goal
Hispanic	88.8%	84.5%	92.8%	87.3%	91.0%	90.4%	Met Target	86.6%	90.6%	Not Met
Black or African American	83.7%	83.3%	92.8%	87.1%	88.4%	87.6%	Met Target	88.6%	94.8%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	89.6%	92.8%	95.5%	94.4%	93.7%			93.1%		
Male	85.9%	88.5%	89.4%	90.8%	86.0%			86.9%		
Economically Disadvantaged Students	88.3%	84.0%	93.9%	87.3%	91.4%	88.2%	Met Target	89.5%	91.2%	Not Met
Students with Disabilities	85.5%	79.2%	85.0%	83.8%	87.5%	82.7%	Met Target	76.3%	89.3%	Not Met
English Learners	78.9%	75.4%	97.1%	80.1%	85.7%	93.4%	Not Met	79.2%	77.2%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Linden High School
 (39-2660-050)
 Grades Offered: 09-12
 2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	70.6%	39.1%
Substitute Competency Test	8.1%	31.3%
Portfolio Appeals Process	12.5%	21.1%
Alternate Requirements specified in IEP	8.6%	8.3%
Unknown	0.3%	0.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.9%	1.2%
2017-2018	1.4%	1.2%
2016-2017	1.6%	1.1%



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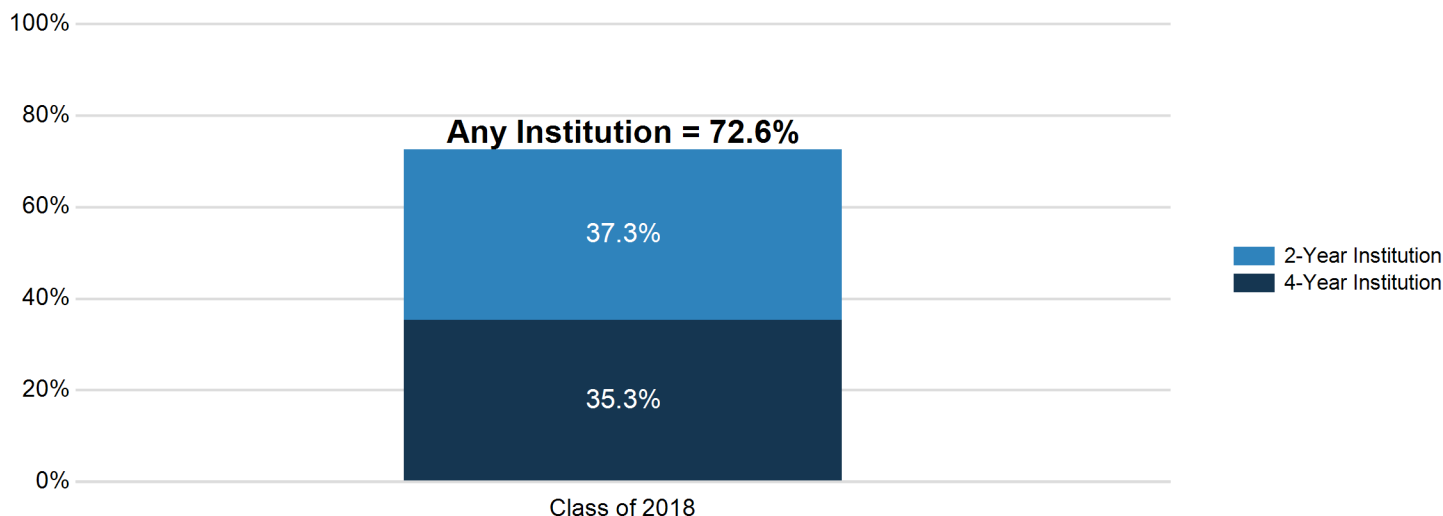
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	37.3%
% Enrolled in 4-Year Institution	35.3%
% Enrolled in Any Postsecondary Institution	72.6%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	59.1%	47.6%	52.4%
White	55.4%	45.2%	54.8%
Hispanic	60.5%	55.1%	44.9%
Black or African American	58.8%	42.6%	57.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	63.8%	48.5%	51.5%
Students with Disabilities	42.9%	70.4%	29.6%
English Learners	39.1%	88.9%	11.1%

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	72.6%	51.3%	48.7%	82.1%	17.9%	86.1%	13.9%
White	77.1%	60.9%	39.1%	89.1%	10.9%	92.2%	7.8%
Hispanic	74.8%	53.8%	46.2%	86.6%	13.4%	91.6%	8.4%
Black or African American	67.7%	43.2%	56.8%	73%	27%	77.5%	22.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	73.1%	48.3%	51.7%	81.6%	18.4%	88.4%	11.6%
Students with Disabilities	46.7%	64.3%	35.7%	85.7%	14.3%	85.7%	14.3%
English Learners	52%	92.3%	7.7%	92.3%	7.7%	100%	0%



Linden High School

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2018-2019

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

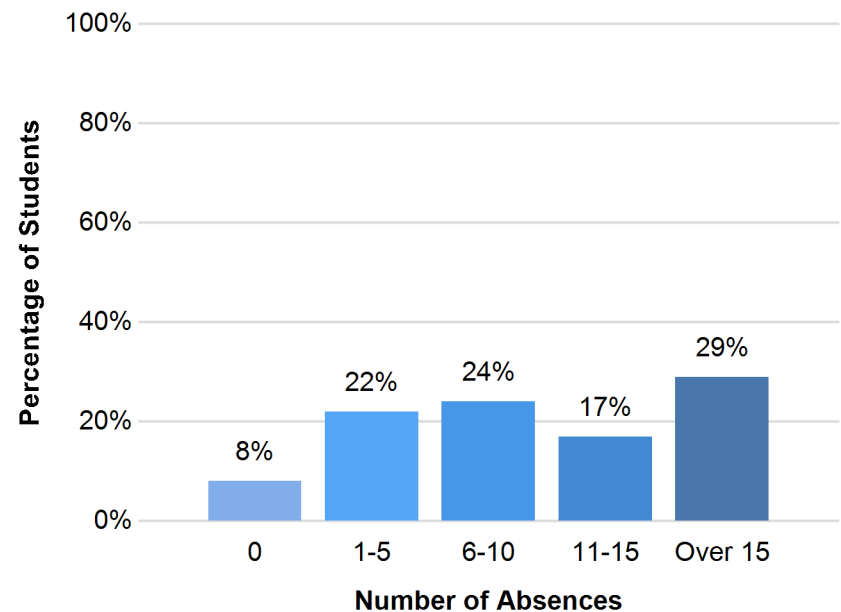
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	351	19.9	14.2	Not Met
White	44	16.8	14.2	Not Met
Hispanic	154	20.5	14.2	Not Met
Black or African American	141	20.7	14.2	Not Met
Asian, Native Hawaiian, or Pacific	5	13.2	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	134	16.4		
Male	217	22.9		
Economically Disadvantaged Students	216	22.6	14.2	Not Met
Students with Disabilities	84	24.9	14.2	Not Met
English Learners	18	14.8	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





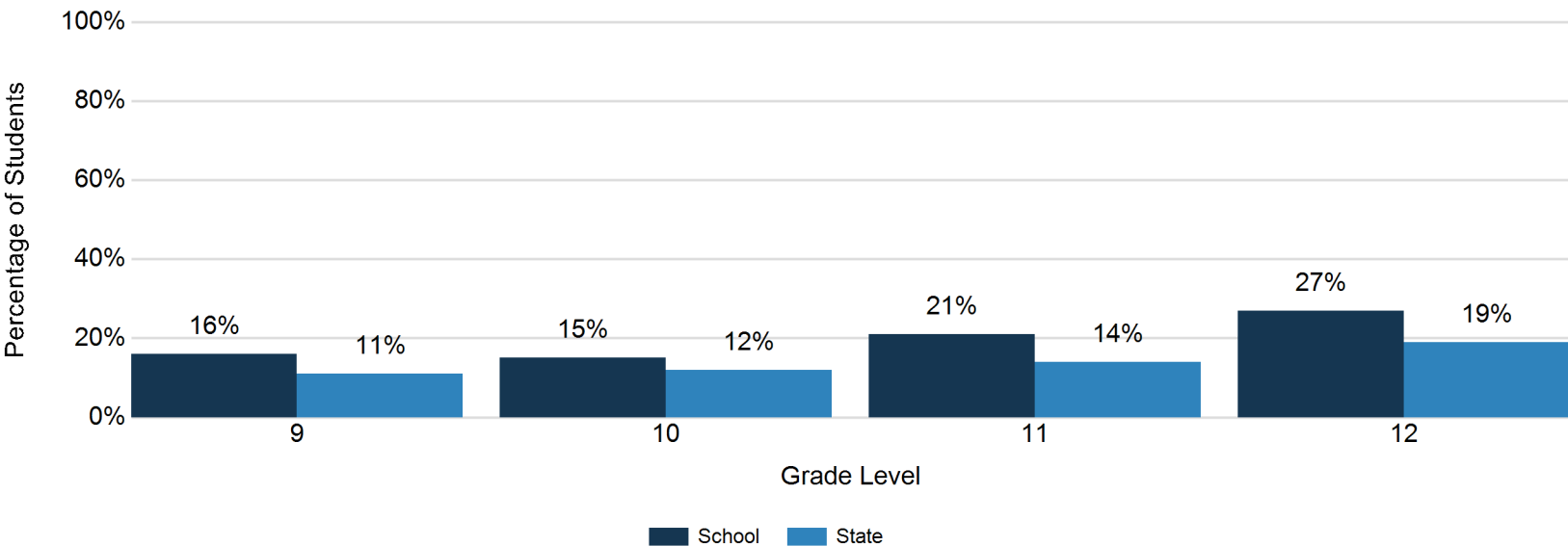
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Chronic Absenteeism by Grade

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





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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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	33
Weapons	2
Vandalism	4
Substances	62
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	103
Incidents Per 100 Students Enrolled	6.10

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	601	35.6%
Out-of-School Suspensions	310	18.4%
Any Suspension	635	37.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

1980



Linden High School
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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:45 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 9 Mins
Shared Time - Instructional Time	6 Hrs. 9 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	143	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	81.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	20.4	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	211:1	142:1
Teachers to Administrators	18:1	13:1
Students to Librarians/Media Specialists		1246:1
Students to Nurses		445:1
Students to Counselors		566:1
Students to Child Study Team Members		160:1



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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	46.8%	58.7%	25.0%	48.4%	77.1%	54.9%
Male	53.2%	41.3%	75.0%	51.6%	22.9%	45.1%
White	14.6%	79.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	43.0%	8.4%	25.0%	29.9%	7.3%	7.2%
Black or African American	38.3%	7.0%	25.0%	15.0%	6.6%	13.9%
Asian	1.9%	5.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

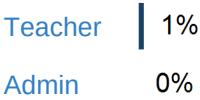
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.4%	42.2%	46.3%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	85.6%	89.9%	87.7%
5-Year Graduation Rate†	92.3%	89.9%	92.5%
Progress toward English Language Proficiency		50.7%	46.5%
Chronic Absenteeism	19.6%	19.5%	19.9%

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



Linden High School
(39-2660-050)
Grades Offered: 09-12
2018-2019

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Students can earn internationally recognized IB Diplomas through the International Baccalaureate Diploma Program.
- Technology is integrated into every class through our 1:1 program. All students and faculty are issued Apple Laptops and receive training and support through our student and faculty Vanguard.
- Our ESL program is recognized as a Model Program by NJDOE. LHS offers instruction in six languages, exchange programs to multiple countries and the opportunity to earn the Seal of Biliteracy.



Mission, Vision, Theme:

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.



Awards, Recognition, Accomplishments:

LHS is proud to offer the prestigious International Baccalaureate Diploma Program. This program allows students the opportunity to earn college credit in several academic areas as well as to participate in community service. LHS graduates numerous students with IB Diplomas annually. Our ROTC is a regular recipient of the Distinguished Unit award. Barbara Brady, an LHS Dance teacher, was named the 2018 Union County Teacher of the Year and a NJ State Teacher of the Year finalist. Numerous students achieved Seal of Biliteracy. Award-winning fine and performing arts program. Championship athletic teams. LHS student was awarded a title of an ACTR (American Council of Teachers of Russian) Scholar of the Year 2018-19. All LHS teachers attained Apple Certification Award winning ESL program, recognized by the New Jersey Department of Education as a Model Program.



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 Courses, Curriculum, Instruction:	Linden High School strives to engage as many students as possible in clubs and activities. As a result, LHS offers over 100 extra-curricular activities that appeal to a wide variety of student interests. Our comprehensive program is designed to provide an opportunity for our students to enhance their learning and development beyond the required elective courses. Student activities support the goal of teaching students to be responsible members of our community. Clubs and activities support the arts, athletics, technology and many global, philanthropic and special interests.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Linden High School is a member of the both the Union County Interscholastic Athletic Conference (UCIAC) and the New Jersey State Interscholastic Athletic Association (NJSIAA). We offer a wide array of activities that include participation in the North 2 Group 4 area of Northern New Jersey. Our student athletes have the opportunity to participate amongst our twenty two varsity program offerings, competing against divisional opponents, culminating with most teams completing their seasons in either a county or a state level tournament. With nearly 1200 student athletes in our various programs, we are proud to have them serve as active members in the community.
 Clubs and Activities:	Linden High School strives to engage as many students as possible in clubs and activities. As a result, LHS offers over 100 extra-curricular activities that appeal to a wide variety of student interests. Our comprehensive program is designed to provide an opportunity for our students to enhance their learning and development beyond the required elective courses. Student activities support the goal of teaching students to be responsible members of our community. Clubs and activities support the arts, athletics, technology and many global, philanthropic and special interests.



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 Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.
 Postsecondary Information:	83.5% of our students are accepted into college upon graduation.4% of students enter the workforce immediately after graduation, 4% enter the military, 8.5% begin post-secondary certifications, which also includes the continuation of vocational education and apprenticeships.



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 Student Supports and Services:	Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.
 Student Health and Wellness:	Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.
 Parent and Community Involvement:	Linden High School has an active PTA with strong teacher support. Community service is an integral component to many of the clubs and student groups at LHS. Notably, NJROTC, NHS, IB, and Student Council maintain community service as a principle component. Our Peer Pals program and IB CAS is active within the community, working with many of our elementary schools, and active in fundraising for causes across the nation. Youth for United Way seeks to assist organizations such as the Cerebral Palsy League and First Children of Fanwood. Philanthropy and community service are interwoven through many of the clubs, activities and athletics at LHS, including the annual Dig Pink event that serves to fundraise and grow awareness of breast cancer.



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 Facilities:	The main campus of Linden High School is comprised of two primary buildings, a Main Building and the Academy Building. A third offsite building houses the LHS Alternative and TOP programs, providing a non-traditional approach to education for students who find it a challenge to function in a standard high school setting. Linden High School boasts classrooms that support specialized curriculum including Graphic Design, Cosmetology and Dance. February 2019, LHS held the grand opening of the Learning Commons, an open concept media center providing our students with access to technology, meeting spaces, and flexible seating. Front office space was also completely renovated for the opening of the 2018-19 school year. Other recent renovations to LHS include the Susan L. Hudak Auditorium, the student gymnasium, and a fully equipped Peloton spin classroom. Tiger Stadium and the LHS athletic facilities are located off the main campus on Curtis St.
 School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.



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 Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.



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 Other Information	Success at Linden High School is achieved through our rigorous academic program and wide range of extra-curricular activities offered to students. The educational program provides students with a selection of 171 different courses in 11 academic areas. Academics at Linden High School are bolstered by the IB Program. Linden High is one of only 16 IB Schools in the State of New Jersey. IB offers students the prestigious IB Diploma Program. As an IB World School since 2001, Linden High School is one of the longest running IB Programs in the state. Linden High School's dedicated professional staff is committed to providing a rigorous and expansive academic program. In the classroom, teachers incorporate technology and instructional strategies that develop critical thinking skills, as well as content knowledge. Faculty at Linden High School use technology as a powerful transformative tool; curriculum and instruction feature wireless connectivity, digital multimedia devices, web publishing tools, and a wide array of subject specific software to enhance students' comprehension and skills. Linden High School also offers specialized curriculums in Graphic Design, Computer Aided Drafting, Cosmetology, Engineering, Business, and Electronics. Linden High School's Alternative Program offers an off-site non-traditional approach to education, while the TOP Program assists students transitioning back from out of district placement. The Fine and Performing Arts program offers students the opportunity to participate in Art, Dance, Music, and Drama. Our renowned New Jersey Naval ROTC program instills leadership qualities in its cadets, creating a model for others to follow. The cultural diversity of our community is reflected in the achievements of our students. We are a school where students are encouraged to challenge themselves, reach their maximum potential, and develop into lifelong learners.



Myles J. McManus Middle School
(39-2660-060)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Myles J. McManus Middle School**

(39-2660-060)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Linden Public School District
Principal Name	Mr. Peter Fingerlin
Address	300 EDGEWOOD RD LINDEN, NJ 07036-5320
Phone Number	908-486-7751
Email Address	pfingerlin@lindenps.org
Website	http://www.linden.k12.nj.us/schools/mcmanus/
Facebook	https://www.facebook.com/lindenpublicschools.mcmanus/
Twitter	http://twitter.com/LPS_McManus



Myles J. McManus Middle School

(39-2660-060)

Grades Offered: 06-08

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
6	258	206	219
7	254	257	211
8	188	266	258
Total	700	729	688

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

Student Group	2016-17	2017-18	2018-19
Female	47.7%	47.7%	47.8%
Male	52.3%	52.3%	52.2%
Economically Disadvantaged Students	50.3%	50.1%	54.2%
Students with Disabilities	15.0%	16.3%	14.5%
English Learners	2.4%	4.7%	5.5%
Homeless Students	0.3%	1.6%	0.3%
Students in Foster Care	0.6%	0.3%	0.9%
Military-Connected Students	0.0%	0.1%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	28.4%	27.4%	26.3%
Hispanic	38.1%	38.4%	41.1%
Black or African American	29.1%	28.7%	27.0%
Asian	2.9%	3.8%	3.8%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.3%
American Indian or Alaska Native	0.1%	0.3%	0.3%
Two or More Races	1.1%	1.2%	1.2%

Enrollment by Home Language

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

Home Language	% of Students
English	58.0%
Spanish	23.0%
Polish	6.7%
Portuguese	3.5%
Haitian	3.5%
Other Languages	5.4%



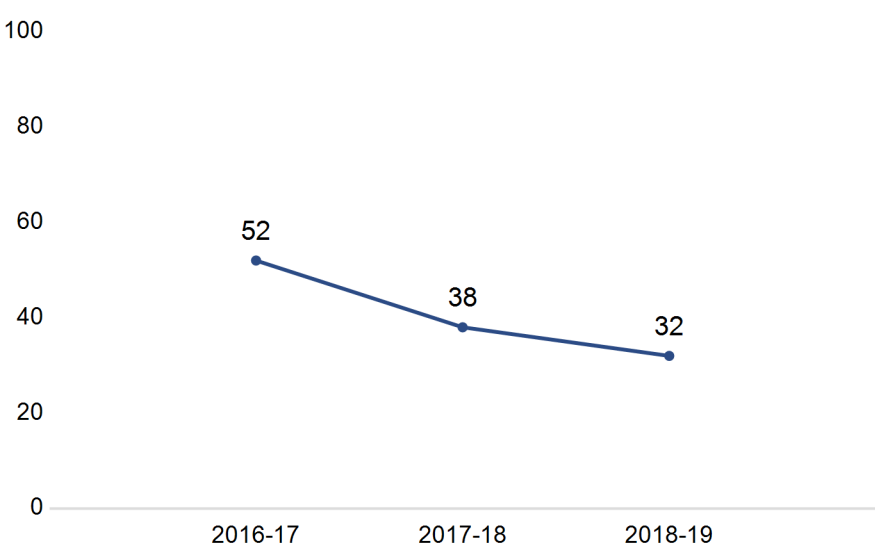
Myles J. McManus Middle School
(39-2660-060)
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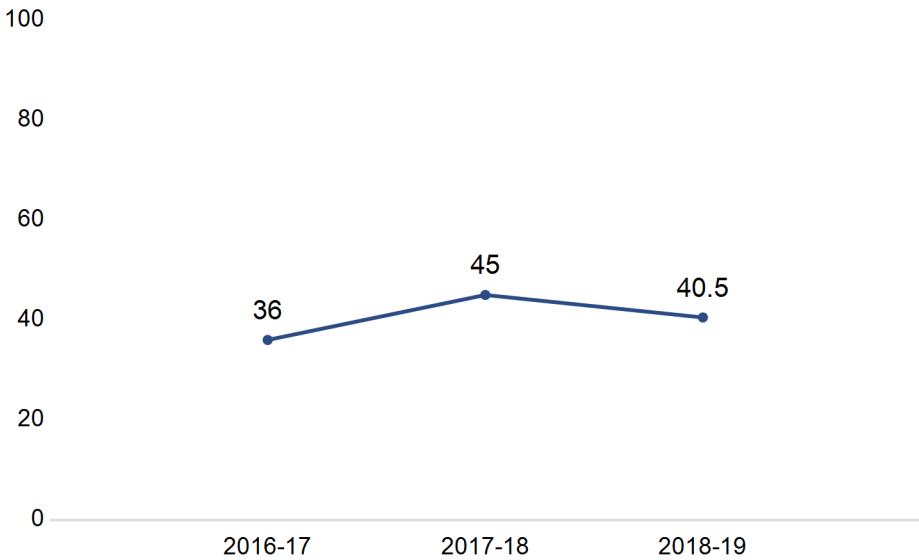
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	38	32	36	45	40.5
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	32	41	50	Not Met	40.5	47	50	Met Standard
White	34	41	50	Not Met	47.5	53	52	Met Standard
Hispanic	31	42	49	Not Met	39.5	47	47	Not Met
Black or African American	29	37	45	Not Met	36	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	43	52	59	Met Standard	33.5	55.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	52.5	49	**	*	49	52	**
Female	31	43	53	N	40.5	47	50	N
Male	32	40	47	N	40.5	47	51	N
Economically Disadvantaged Students	35	42	48	Not Met	37	47	46	Not Met
Students with Disabilities	42	37	43	Met Standard	51	51	45	Met Standard
English Learners	32.5	47	52	Not Met	51	54	50	Met Standard
Homeless Students	*	36	43	N	*	23.5	44	N
Students in Foster Care	*	27.5	42	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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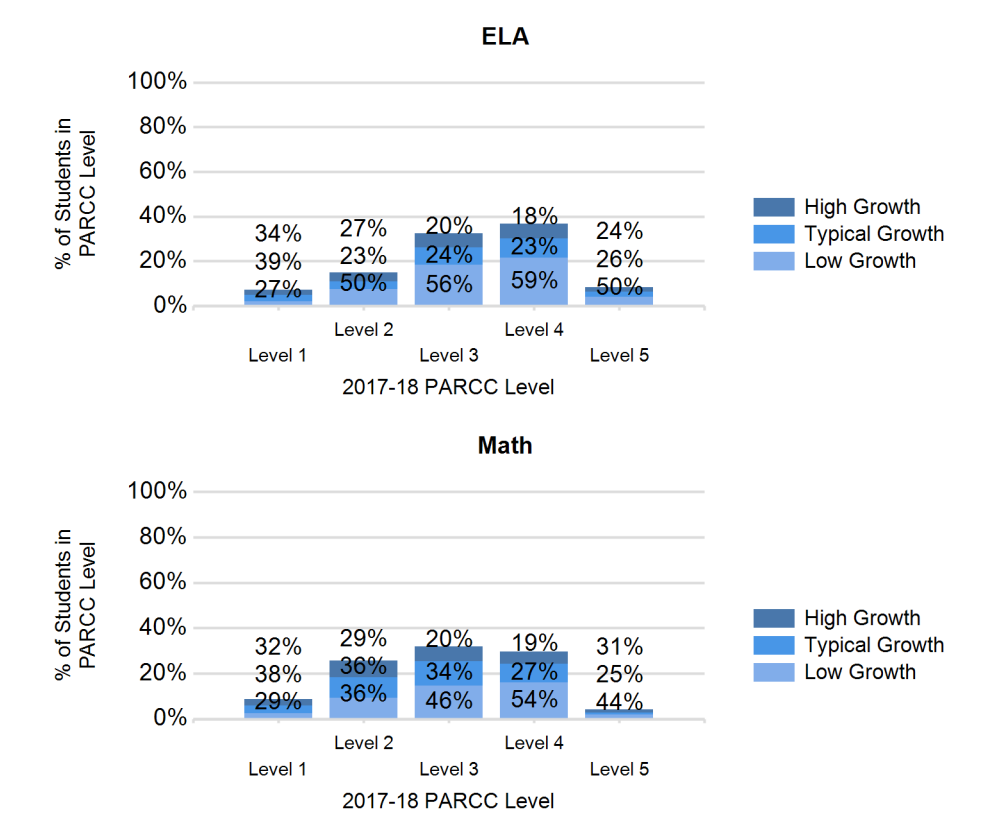
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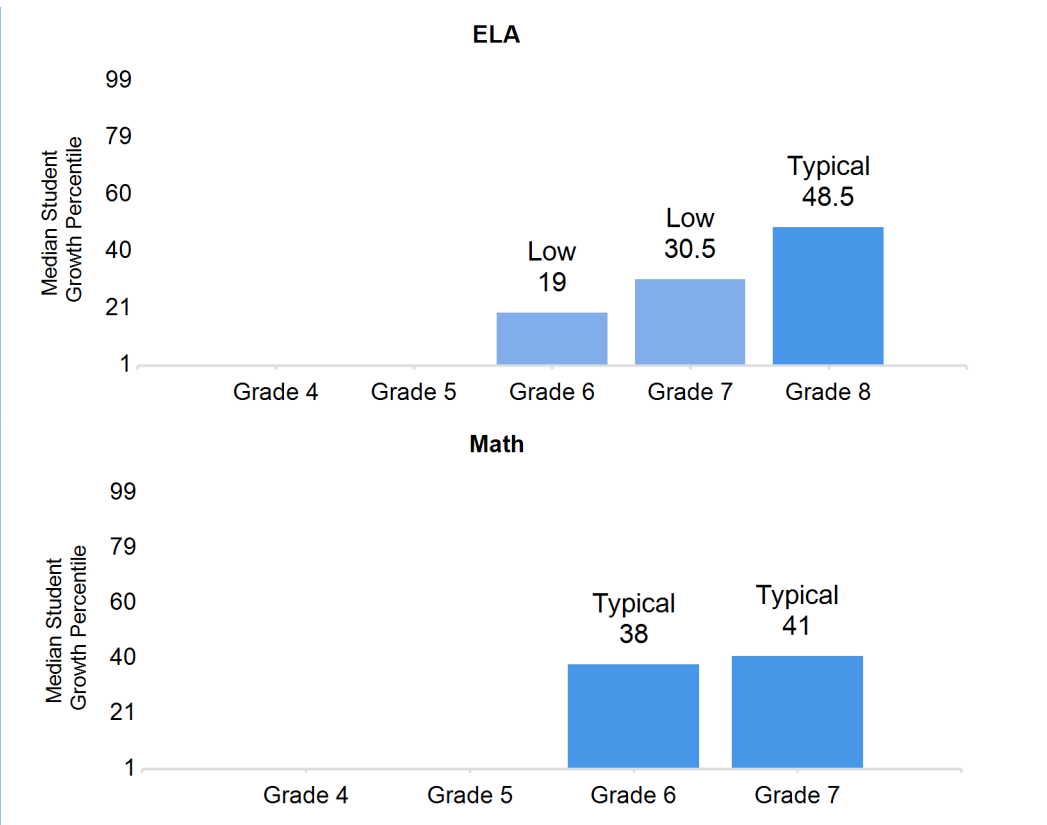
Student Growth by Performance Level

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.





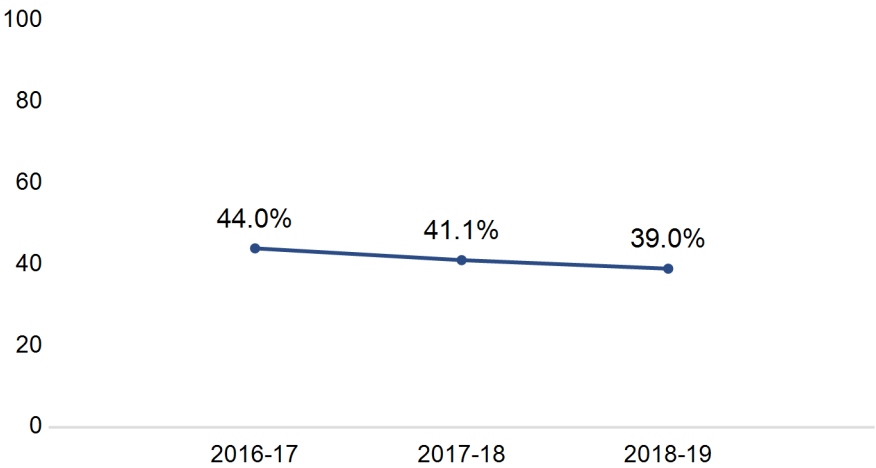
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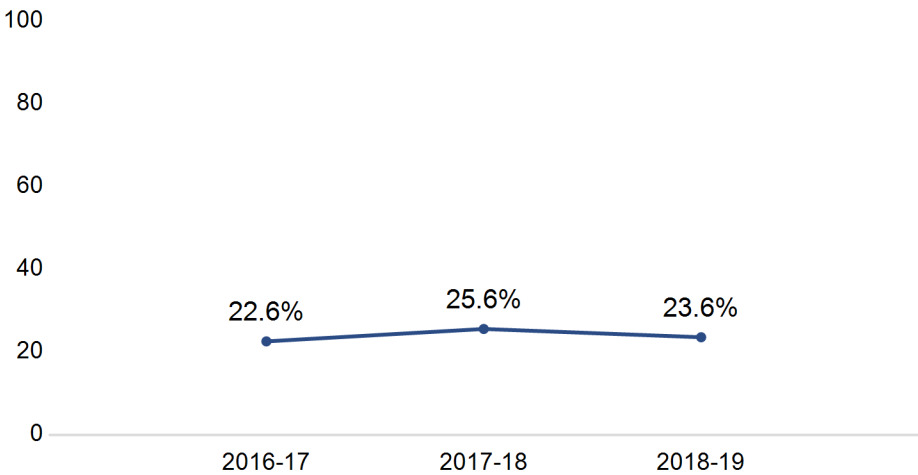
English Language Arts and Mathematics Performance Trends

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	95.5%	92.8%	94.8%	95.5%	93.1%	96.6%
Proficiency Rate for Federal Accountability	44.0%	41.1%	39.0%	22.6%	25.6%	23.6%
Annual Target	38.1%	40.3%	42.5%	22.3%	25.4%	28.4%
Met Annual Target?	Met Target	Met Target	Not Met	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.



Myles J. McManus Middle School
(39-2660-060)
Grades Offered: 06-08
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	636	94.8	39.0	45.1	57.9	39.0	42.5	Not Met
White	167	91.9	44.3	55.9	66.9	43.0	53	Not Met
Hispanic	256	95.0	39.1	44.9	43.9	39.1	41.6	Met Target†
Black or African American	177	96.3	31.6	38.2	38.5	31.6	33.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	27	100.0	44.4	59.4	82.9	44.4	57.5	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	295	93.4	50.2	53.9	64.8	49.9		
Male	341	96.2	29.3	37.0	51.3	29.3		
Economically Disadvantaged Students	338	95.9	38.5	40.6	40.0	*	36.3	Met Target
Non-Economically Disadvantaged Students	298	93.7	39.6	51.0	67.9	*		
Students with Disabilities	103	95.5	*	12.9	22.7	*	13.7	Not Met
Students without Disabilities	533	94.7	*	53.0	65.1	*		
English Learners	56	100.0	25.0	26.3	29.3	25.0	26.8	Met Target†
Non-English Learners	580	94.4	40.3	47.4	60.6	40.3		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

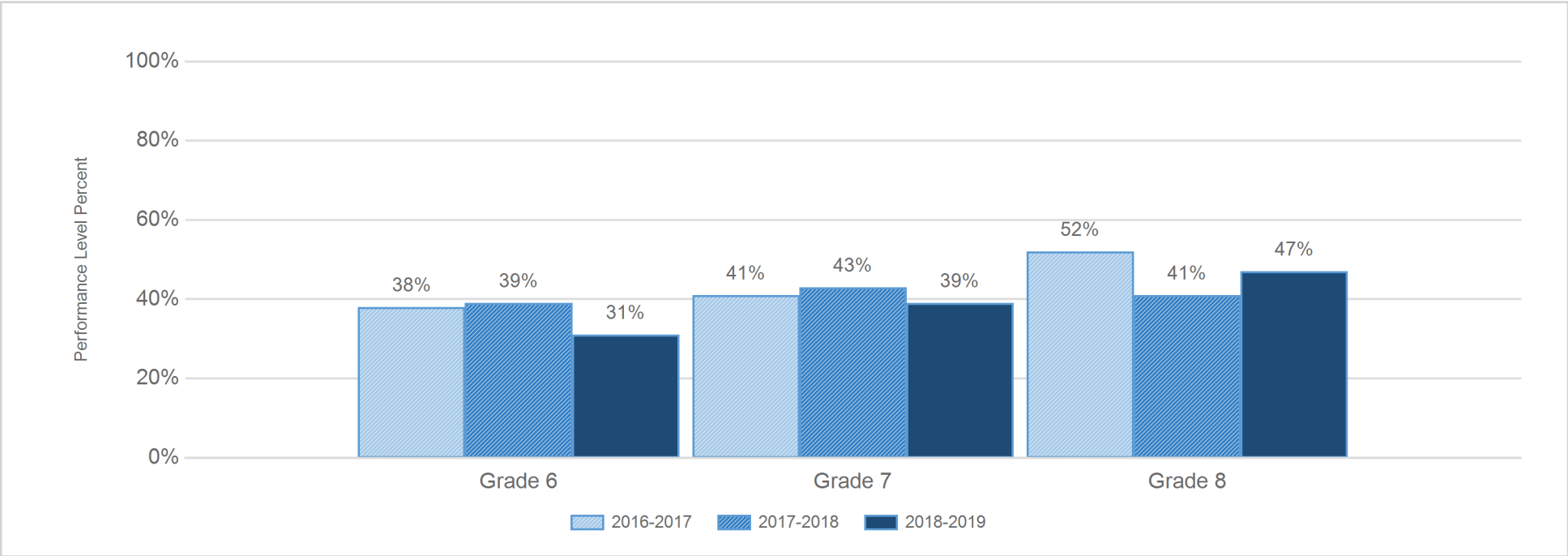


Myles J. McManus Middle School
(39-2660-060)
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2018-2019

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English Language Arts Assessment - Performance Trends

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





Myles J. McManus Middle School
 (39-2660-060)
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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	736	736	754	11%	24%	34%	*	*	31%	56%
White	59	736	741	762	*	*	44%	27%	0%	27%	65%
Hispanic	89	738	738	743	*	28%	29%	*	*	33%	43%
Black or African American	57	730	730	738	18%	23%	35%	*	*	25%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	99	745	744	762	*	18%	33%	*	*	41%	64%
Male	117	729	729	748	*	28%	35%	*	*	22%	48%
Economically Disadvantaged Students	116	735	732	740	12%	25%	29%	*	*	34%	39%
Non-Economically Disadvantaged Students	100	737	742	763	10%	22%	40%	*	*	28%	67%
Students with Disabilities	38	711	711	722	*	*	*	*	*	*	19%
Students without Disabilities	178	742	742	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Myles J. McManus Middle School
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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	741	745	761	14%	17%	30%	27%	12%	39%	63%
White	50	752	755	769	*	*	42%	*	*	40%	72%
Hispanic	80	738	743	747	18%	18%	24%	*	*	41%	50%
Black or African American	59	735	739	741	17%	19%	31%	*	*	34%	43%
Asian, Native Hawaiian, or Pacific Islander	12	753	*	790	*	*	*	*	*	50%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	94	746	752	769	12%	12%	34%	29%	14%	43%	71%
Male	110	738	738	753	15%	22%	26%	26%	10%	36%	55%
Economically Disadvantaged Students	107	736	740	743	17%	21%	26%	*	*	36%	45%
Non-Economically Disadvantaged Students	97	747	750	771	10%	13%	34%	*	*	42%	73%
Students with Disabilities	31	702	709	720	*	*	*	*	*	*	22%
Students without Disabilities	173	748	753	769	*	*	*	*	*	*	71%
English Learners	10	704	*	706	*	*	*	*	*	10%	12%
Non-English Learners	194	743	*	763	*	*	*	*	*	41%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	235	746	745	762	16%	14%	23%	32%	15%	47%	63%
White	62	760	760	770	*	*	18%	40%	23%	63%	72%
Hispanic	97	743	746	747	21%	11%	24%	31%	13%	44%	49%
Black or African American	65	732	733	741	22%	22%	22%	*	*	35%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	117	760	758	771	*	*	20%	41%	22%	63%	71%
Male	118	731	733	753	*	*	25%	23%	8%	31%	55%
Economically Disadvantaged Students	121	745	744	743	17%	13%	25%	31%	15%	45%	45%
Non-Economically Disadvantaged Students	114	747	747	772	16%	15%	20%	33%	16%	49%	72%
Students with Disabilities	32	714	707	721	41%	*	*	*	*	22%	22%
Students without Disabilities	203	751	753	770	12%	*	*	*	*	51%	71%
English Learners	11	731	*	708	*	*	*	*	*	27%	12%
Non-English Learners	224	746	*	764	*	*	*	*	*	48%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Myles J. McManus Middle School

(39-2660-060)

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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	645	96.6	23.6	*	44.5	23.6	28.4	Not Met
White	171	94.6	34.5	41.1	54.1	34.3	34.5	Met Target†
Hispanic	261	97.2	21.1	*	28.8	21.1	29	Not Met
Black or African American	178	96.9	13.5	*	23.0	13.5	19.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	26	100.0	46.2	51.1	76.5	46.2	44	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	299	96.1	27.1	*	44.9	27.1		
Male	346	97.0	20.5	*	44.2	20.5		
Economically Disadvantaged Students	343	97.8	18.7	*	26.3	18.7	25.3	Not Met
Non-Economically Disadvantaged Students	302	95.2	29.1	*	54.9	29.1		
Students with Disabilities	104	96.4	*	*	17.4	*	13.7	Not Met
Students without Disabilities	541	96.6	*	*	50.0	*		
English Learners	59	100.0	18.6	22.4	25.0	18.6	19.2	Met Target†
Non-English Learners	586	96.2	24.1	26.7	46.5	24.1		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	23.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

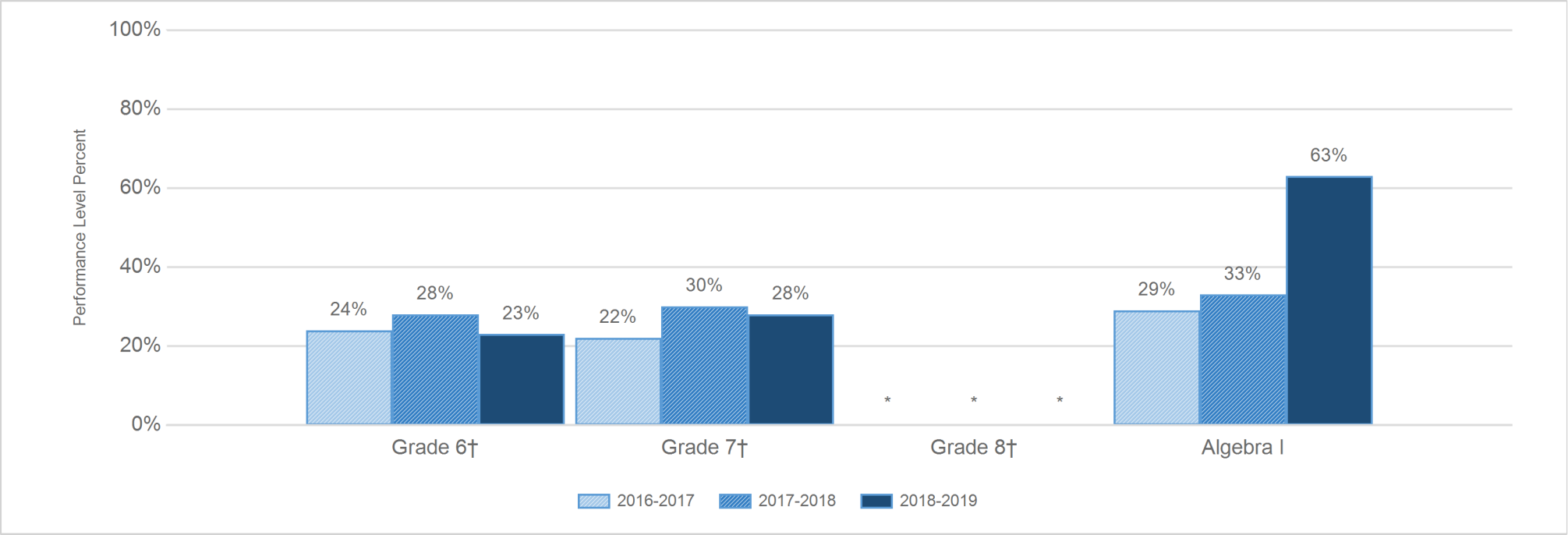


Myles J. McManus Middle School
(39-2660-060)
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2018-2019

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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.



Myles J. McManus Middle School

(39-2660-060)

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	730	727	741	11%	30%	35%	*	*	23%	41%
White	60	734	736	749	*	23%	38%	*	*	28%	51%
Hispanic	92	731	728	729	*	33%	35%	*	*	23%	24%
Black or African American	57	722	719	722	18%	39%	30%	*	*	14%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	100	734	730	742	*	34%	31%	*	*	29%	42%
Male	120	727	725	740	*	28%	39%	*	*	18%	40%
Economically Disadvantaged Students	119	728	723	726	*	33%	34%	*	*	19%	21%
Non-Economically Disadvantaged Students	101	733	733	750	*	28%	37%	*	*	27%	53%
Students with Disabilities	39	713	713	716	*	*	*	*	*	*	12%
Students without Disabilities	181	734	731	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	207	733	732	744	12%	27%	34%	*	*	28%	42%
White	50	745	745	751	0%	26%	38%	*	*	36%	53%
Hispanic	81	732	732	733	12%	27%	33%	*	*	27%	26%
Black or African American	61	722	722	727	21%	30%	34%	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	12	748	*	768	*	*	*	*	*	58%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	95	730	731	744	14%	25%	37%	*	*	24%	42%
Male	112	735	733	743	10%	28%	32%	*	*	30%	42%
Economically Disadvantaged Students	109	727	727	731	*	28%	38%	*	*	20%	24%
Non-Economically Disadvantaged Students	98	739	738	751	*	26%	31%	*	*	36%	53%
Students with Disabilities	31	706	710	718	*	*	*	*	*	*	13%
Students without Disabilities	176	738	737	749	*	*	*	*	*	*	48%
English Learners	12	707	*	716	*	*	*	*	*	*	10%
Non-English Learners	195	735	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%


Myles J. McManus Middle School

(39-2660-060)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	186	713	712	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	84	712	713	722	*	*	*	*	*	*	22%
Black or African American	58	712	709	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	N	N	*	730	N	N	N	N	N	N	31%
Female	81	715	714	731	*	*	*	*	*	*	31%
Male	105	712	711	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	99	712	712	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	87	715	713	735	*	*	*	*	*	*	36%
Students with Disabilities	32	699	697	707	*	*	*	*	*	*	10%
Students without Disabilities	154	716	716	734	*	*	*	*	*	*	35%
English Learners	12	727	*	706	*	*	*	*	*	*	10%
Non-English Learners	174	712	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Myles J. McManus Middle School

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	760	721	744	0%	*	30%	*	*	63%	42%
White	29	762	748	752	0%	*	*	69%	0%	69%	53%
Hispanic	17	758	718	728	0%	0%	*	*	*	59%	24%
Black or African American	*	*	710	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	723	752	*	*	*	*	*	*	51%
Female	43	759	727	745	0%	*	*	*	*	63%	44%
Male	14	765	715	743	0%	*	*	*	*	64%	41%
Economically Disadvantaged Students	26	758	717	727	0%	*	*	*	*	58%	23%
Non-Economically Disadvantaged Students	31	762	726	752	0%	*	*	*	*	68%	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	57	760	726	748	0%	*	30%	*	*	63%	47%
English Learners	N	N	704	710	N	N	N	N	N	N	*
Non-English Learners	57	760	723	745	0%	*	30%	*	*	63%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%


Myles J. McManus Middle School

(39-2660-060)

Grades Offered: 06-08

2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	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	62.5%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	26	88.5%	11.5%
3-4	*	*	*
5 or more	*	*	*



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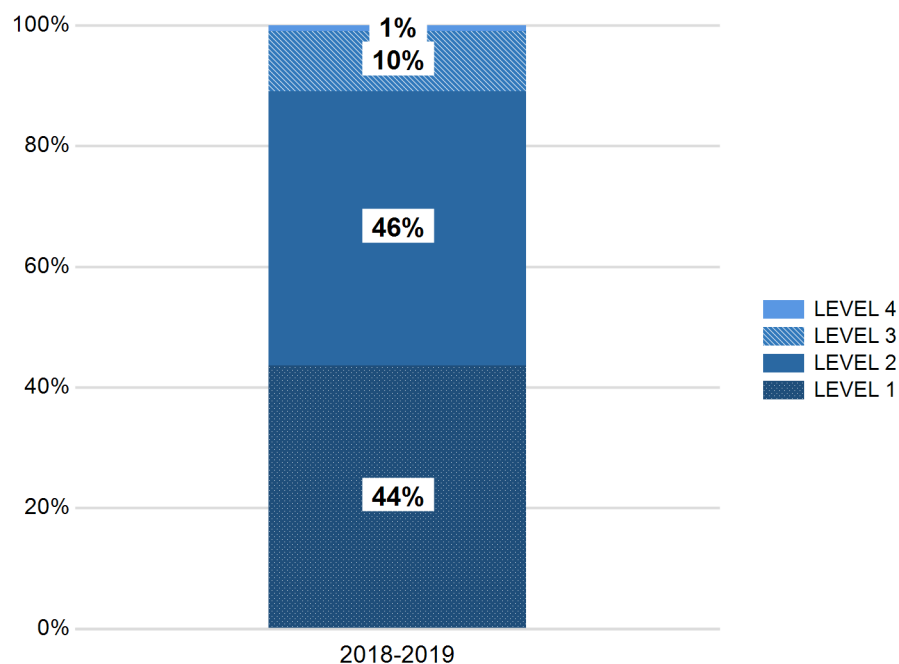
N No Data is available to display

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44	46	10	1
White	20	59	20	2
Hispanic	50	44	6	0
Black or African American	58	35	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	34	53	13	0
Male	54	38	6	2
Economically Disadvantaged Students	49	42	8	1
Non-Economically Disadvantaged Students	38	50	12	1
Students with Disabilities	83	17	0	0
Students without Disabilities	38	50	11	1
English Learners	42	58	0	0
Non-English Learners	44	45	10	1
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	241
7	0	0	123
8	231	0	35
Total	231	0	399

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	124	64	42	0	0	15	0
7	106	40	35	0	0	21	0
8	118	48	61	0	0	17	0
Total	348	152	138	0	0	53	0



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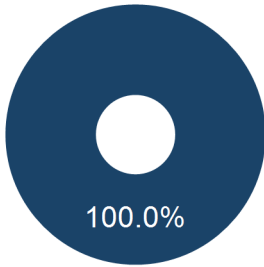
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Visual and Performing Arts – Course Participation

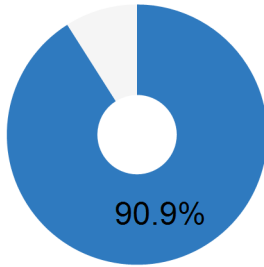
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

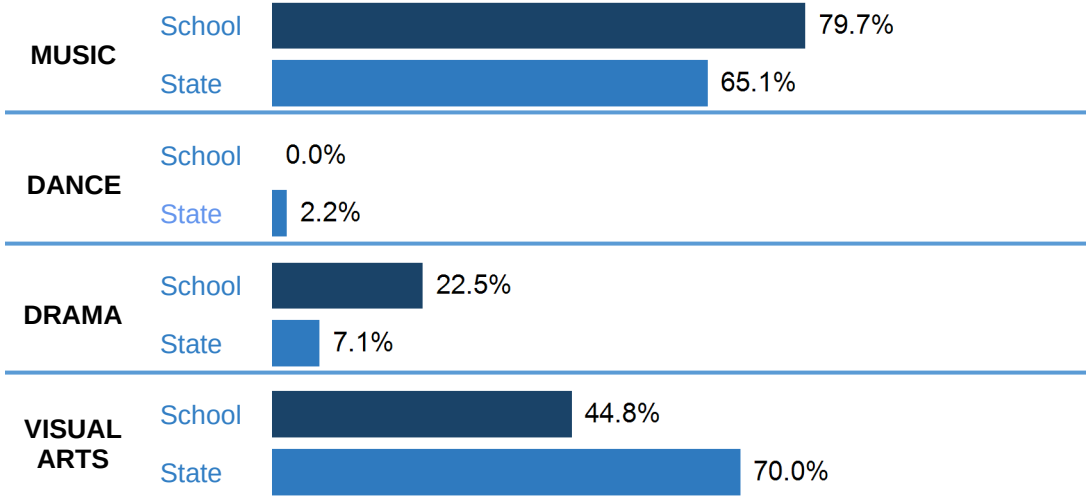


School



State

Students enrolled in one or more classes by discipline:





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

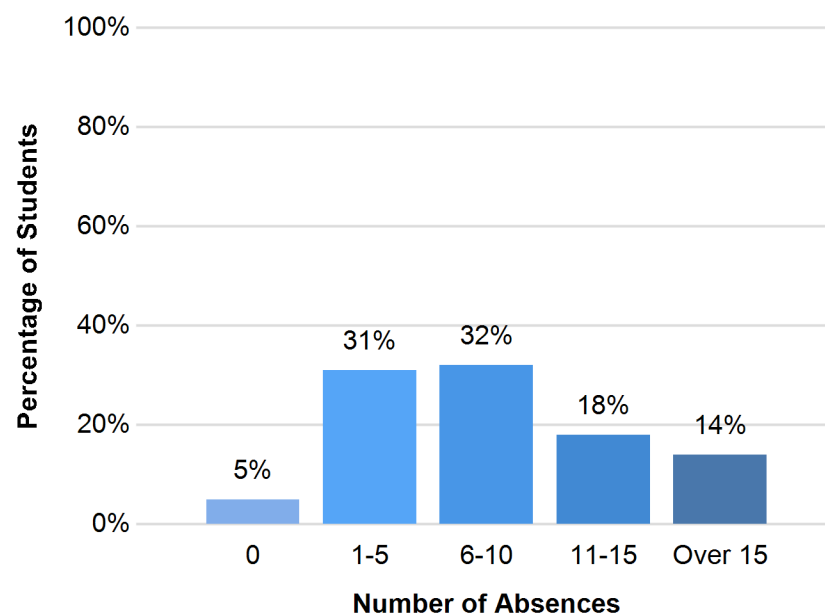
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	59	8.5	9.1	Met
White	14	7.7	9.1	Met
Hispanic	23	8.1	9.1	Met
Black or African American	18	9.6	9.1	Not Met
Asian, Native Hawaiian, or Pacific	2	6.7	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	27	8.1		
Male	32	8.8		
Economically Disadvantaged Students	38	10.2	9.1	Not Met
Students with Disabilities	13	12.1	9.1	Not Met
English Learners	5	13.2	9.1	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





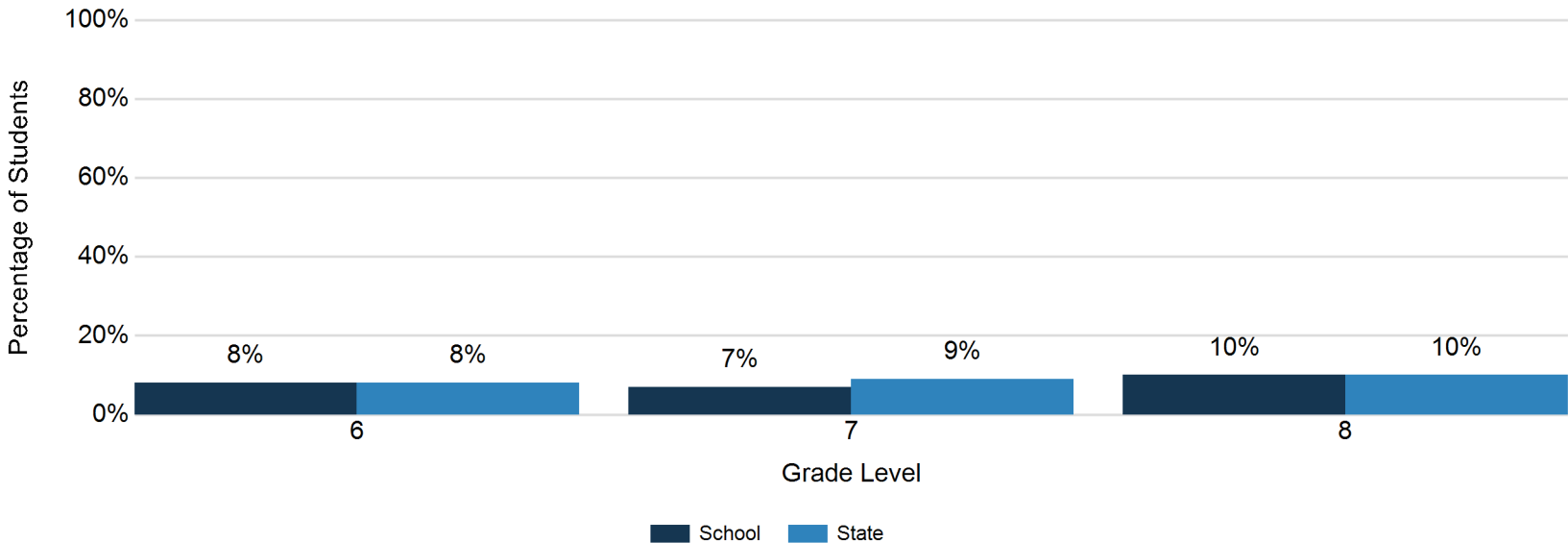
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	18
Weapons	4
Vandalism	5
Substances	3
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	5.23

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	4	6	10
No Identified Nature	5		5

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	83	12.1%
Out-of-School Suspensions	112	16.3%
Any Suspension	144	20.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
329



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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	66	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	77.3%	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	44	9,530
Average years experience in public schools	20.4	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	344:1	142:1
Teachers to Administrators	33:1	13:1
Students to Librarians/Media Specialists		1246:1
Students to Nurses		445:1
Students to Counselors		566:1
Students to Child Study Team Members		160:1



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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	47.8%	75.8%	0.0%	48.4%	77.1%	54.9%
Male	52.2%	24.2%	100.0%	51.6%	22.9%	45.1%
White	26.3%	86.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	41.1%	7.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.0%	1.5%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	4.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

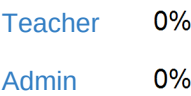
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
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	44.0%	41.1%	39.0%
Math Proficiency	22.6%	25.6%	23.6%
ELA Growth	52	38	32
Math Growth	36	45	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		33.3%	62.5%
Chronic Absenteeism	13.1%	12.3%	8.5%

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



Myles J. McManus Middle School
 (39-2660-060)
 Grades Offered: 06-08
 2018-2019

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

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

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

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

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



Myles J. McManus Middle School

(39-2660-060)

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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

 Highlights:	- We offer three technology courses which include Digital Citizenship, Programming, and Digital Media. As well as clubs such as the National Honor Society, Diversity Club, and Kiwanis Student Club - Myles J. McManus participated and hosted the National/International Robotics Competition. TheLinden Tiger-Gladiators consisted of 12 eighth graders and competed in the VEX-IQ Next Level Challenge - The Myles J. McManus community and school recycled over 2,000 plastic caps and lids to be made into benches and tables. Students and staff members received prizes donated by the community.
 Mission, Vision, Theme:	The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.
 Awards, Recognition, Accomplishments:	Through the efforts of our administration and staff, Myles J. McManus Middle School continues to achieve Future Ready School Bronze Level status. Myles J. McManus has also been the recipient of the Union County Kids Dig-In Grant for three consecutive years. Each year we host a Geography Bee, that is open to the entire school and challenges our students geographical knowledge. We also host a quarterly Honor Roll Breakfast that recognizes our school's academically successful students. We also host an International breakfast and a Diversity Day where various cultures are explored and highlighted. At the conclusion of each school year we host an Academic Award Night that awards students who have exemplified academic success in connection with athletics and civic awareness. Staff are also acknowledged through our Monthly Staff Member of the Month and Governor Educator of the Year.



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 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls) McManus Middle Schools offer a variety of opportunities for our student athletes across all three seasons of participation. Our middle school students participate both regionally and locally, usually highlighted with a rivalry game that pair our two middle schools together. With nearly 550 student athletes participating annually, we encourage and welcome all students grades six through eight to enjoy the experiences and benefits of athletic participation.
 Clubs and Activities:	Our school offers two academic components that are beyond the classroom and provide our students with tutorial opportunities on a regular basis. We provide a Homework Club that meets three times a week and a morning study hall that is available daily. We have several World Language clubs ranging from Diversity Club, Chinese Club and French Club. The Alliance Club and Leading Ladies Club expose our students to understanding and supporting students of any gender. Our school also supports the school community and local organizations with civic clubs such as Kiwanis Club, Junior National Honor Society and PBSIS Kids Club. The Running Club provides our students an opportunity to be exposed to a cardio workout and running long distance. The Fishing Club provides students opportunities to experience fishing and local habitats. Additional clubs include Chess, S.T.E.M., Yearbook and Video Club.



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 Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.



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 Student Supports and Services:	Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.
 Student Health and Wellness:	Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.
 Parent and Community Involvement:	McManus Middle School welcomes parents into the school community by hosting Paint Night, Dinner & Portrait Night, STEAM Night, Winter Concert, International Breakfast, Drama Club events such as the musical, Broadway Night, and fundraisers, Spring Concert, All City Music and Arts Festival, amongst other PTA and PBSIS sponsored events. Our charitable events for the community include food drives, clothing drive, gathering donations of backpacks and school supplies for students in need, and the Holiday Toy Drive. We donated approximately 400 pounds of produce from our school garden to various senior centers and our local food pantry.



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 Facilities:	Myles J. McManus Middle School facility has a full functioning climate-controlled auditorium. Our auditorium seats approximately seven hundred and fifty occupants. We have a full-size gym that is home to our basketball and wrestling teams. There are forty-seven classrooms that are all equipped with SMART board technology and wireless internet access. Myles J. McManus Middle Schools cafeteria has a sound system that connects to the SMART board and offers a wireless microphone. Our media/library also serves as our internet cafe that students utilize during their lunches. This area is designated to students who are looking for a quiet area to continue their studies. Our building is adjacent to a local park and baseball and soccer field.
 School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.



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 Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.



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 Other Information	Myles J. McManus Middle School is one of two middle schools within the Linden Public School District. We are a sixth through eighth grade school with approximately 725 students and 69 instructional staff. Myles J. McManus Middle School serves a variety of students including English Language Learner classes, two multiple disability classes, and an autistic class. Breakfast is served from 7:00-7:30 am. Students report to homeroom at 7:35am and school dismissal is at 2:40 pm. Communication with parents happens through a variety of methods including Blackboard Connect, Canvas, Live School, Facebook, Twitter, Instagram, and weekly team emails. Every student within our school is provided with an iPad which is part of our districts Technology One to One Program. This program allows our staff to effectively infuse technology within all aspects of their curriculum. It also permits our students the ability to utilize their iPads from home to access homework and academic resources from home. We are in the forth year of our newly developed middle school schedule which is centered around a team concept. Our language arts, math, science and social studies teachers follow the same group of students which provides them an opportunity to identify or track individual and group progress or patterns. Myles J. McManus Middle School offers our students an opportunity to be exposed to or develop a deeper understanding of a variety of World Languages including: Chinese, Spanish, Italian and French. Programming, Digital Media, Digital Citizenship and Intro to Business classes are latest additions to our electives. All sixth-grade students are required to take digital citizenship and all seventh and eighth grade students are required to take Intro to Business prior to transitioning to high school.



Number 1
(39-2660-080)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Number 1**

(39-2660-080)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Linden Public School District
Principal Name	Ms. Dona Preston
Address	728 NO WOOD AVE LINDEN, NJ 07036-4064
Phone Number	908-486-2668
Email Address	dpreston@lindenps.org
Website	http://www.linden.k12.nj.us/schools/school1/
Facebook	https://www.facebook.com/lindenpublicschools.school1/
Twitter	https://twitter.com/LindenSchoolOne



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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	33	31	31
KG	64	60	53
1	71	67	64
2	68	73	67
3	65	75	61
4	65	70	79
5	83	73	71
Total	449	449	426

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	43.4%	46.8%	47.2%
Male	56.6%	53.2%	52.8%
Economically Disadvantaged Students	59.7%	60.6%	59.2%
Students with Disabilities	29.2%	28.7%	23.9%
English Learners	1.1%	4.5%	1.9%
Homeless Students	1.6%	1.1%	0.5%
Students in Foster Care	0.4%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	17.4%	19.4%	18.5%
Hispanic	40.5%	37.9%	40.4%
Black or African American	37.2%	37.6%	35.7%
Asian	2.2%	2.4%	1.9%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	2.4%	2.4%	3.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	33	31	31
KG - Half Day	0	0	0
KG - Full Day	64	60	53

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	66.2%
Spanish	20.4%
Polish	4.9%
Haitian	3.3%
Portuguese	2.1%
Other Languages	3.1%



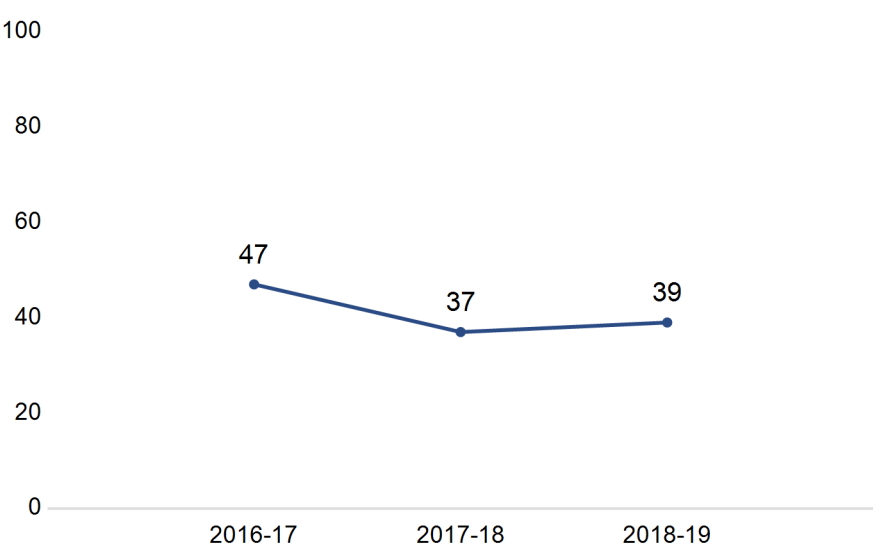
Number 1
(39-2660-080)
Grades Offered: PK-05
2018-2019

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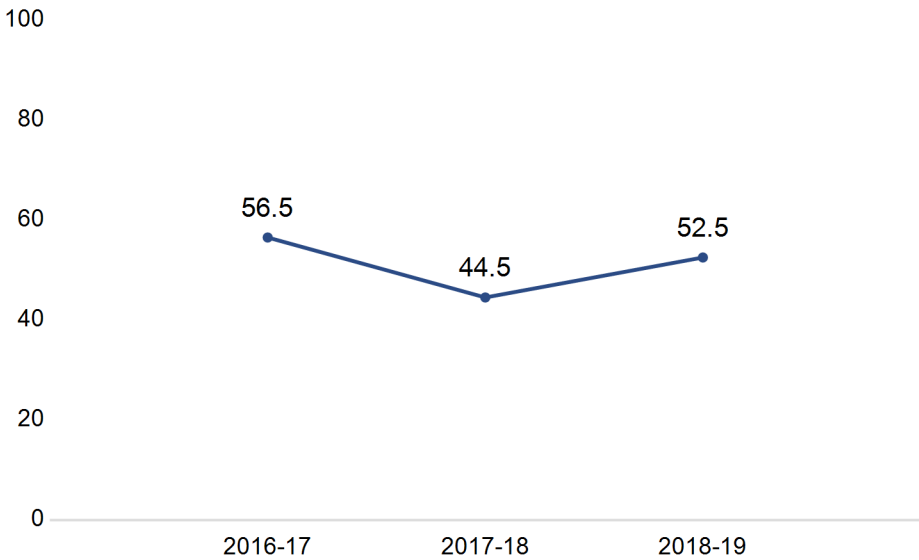
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	37	39	56.5	44.5	52.5
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	39	41	50	Not Met	52.5	47	50	Met Standard
White	53	41	50	Met Standard	52.5	53	52	Met Standard
Hispanic	41	42	49	Met Standard	55	47	47	Met Standard
Black or African American	32	37	45	Not Met	51.5	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	52	59	**	*	55.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	52.5	49	**	*	49	52	**
Female	39	43	53	N	53.5	47	50	N
Male	41	40	47	N	52	47	51	N
Economically Disadvantaged Students	33	42	48	Not Met	52	47	46	Met Standard
Students with Disabilities	39	37	43	Not Met	51.5	51	45	Met Standard
English Learners	*	47	52	**	*	54	50	**
Homeless Students	*	36	43	N	*	23.5	44	N
Students in Foster Care	N	27.5	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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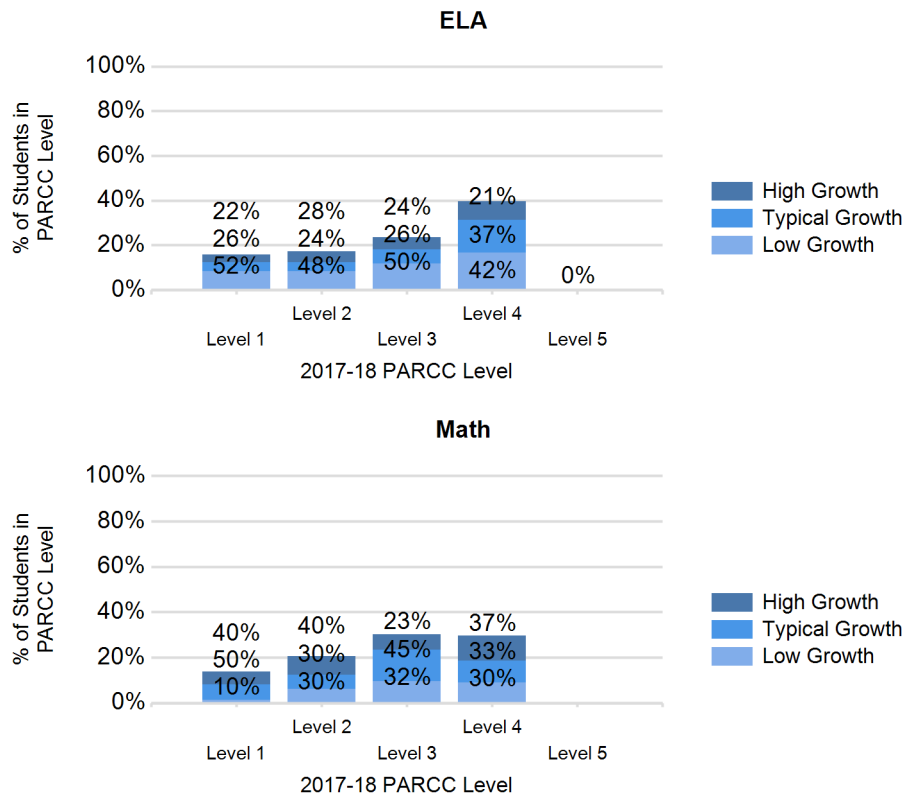
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

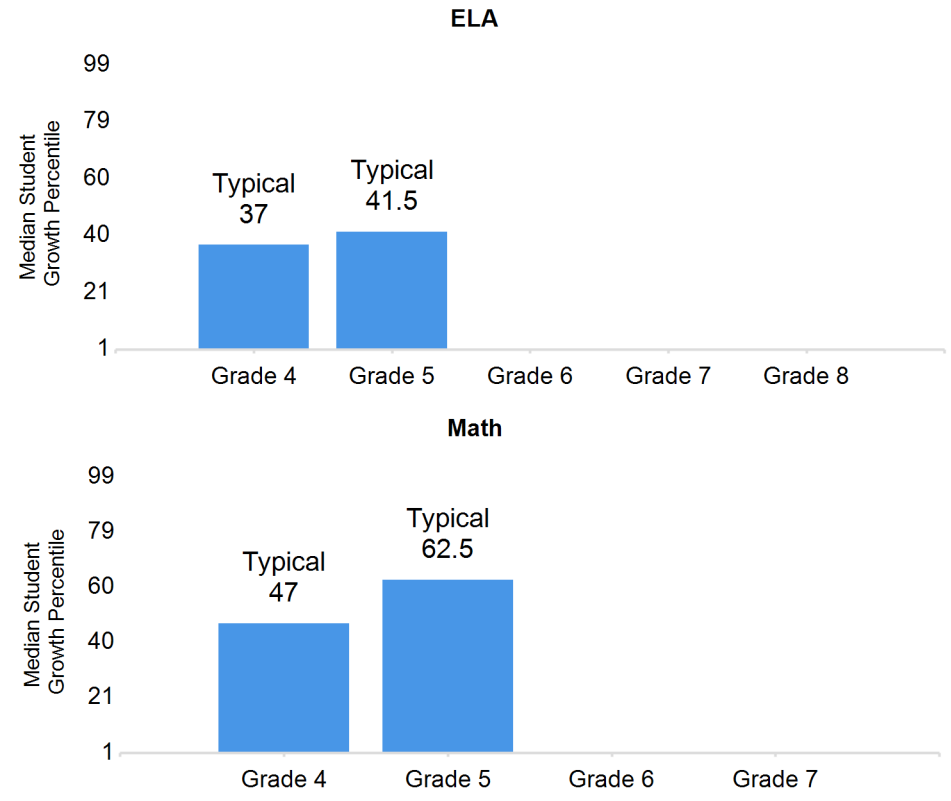
Student Growth by Performance Level

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



Student Growth by Grade

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



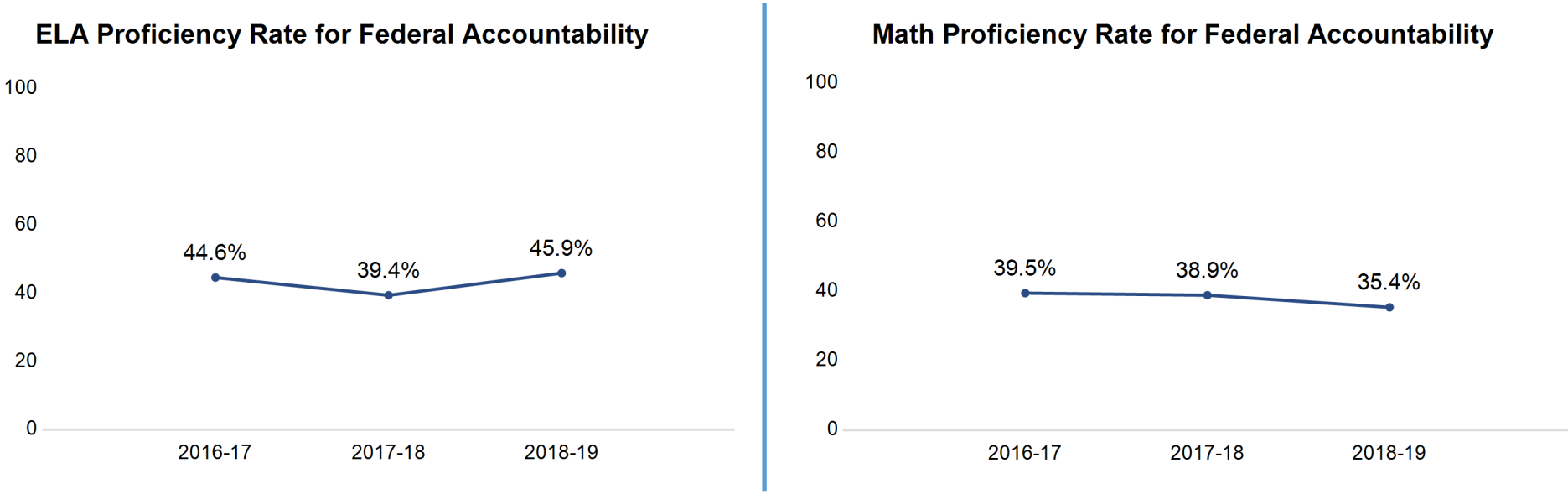


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.7%	99.1%	99.1%	96.7%	99.1%	99.1%
Proficiency Rate for Federal Accountability	44.6%	39.4%	45.9%	39.5%	38.9%	35.4%
Annual Target	37.0%	39.2%	41.5%	31.5%	34.0%	36.6%
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.



Number 1
(39-2660-080)
Grades Offered: PK-05
2018-2019

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	207	99.1	45.9	45.1	57.9	45.9	41.5	Met Target
White	35	100.0	60.0	55.9	66.9	60.0	46.4	Met Target
Hispanic	74	97.5	43.2	44.9	43.9	43.2	41.5	Met Target
Black or African American	87	100.0	40.2	38.2	38.5	40.2	38.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	104	100.0	52.9	53.9	64.8	52.9		
Male	103	98.2	38.8	37.0	51.3	38.8		
Economically Disadvantaged Students	116	99.2	44.0	40.6	40.0	44.0	32.9	Met Target
Non-Economically Disadvantaged Students	91	99.0	48.4	51.0	67.9	48.4		
Students with Disabilities	68	97.2	*	12.9	22.7	*	16.8	Not Met
Students without Disabilities	139	100.0	*	53.0	65.1	*		
English Learners	12	100.0	*	26.3	29.3	*	**	**
Non-English Learners	195	99.0	*	47.4	60.6	*		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	N	N	N	25.0	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.

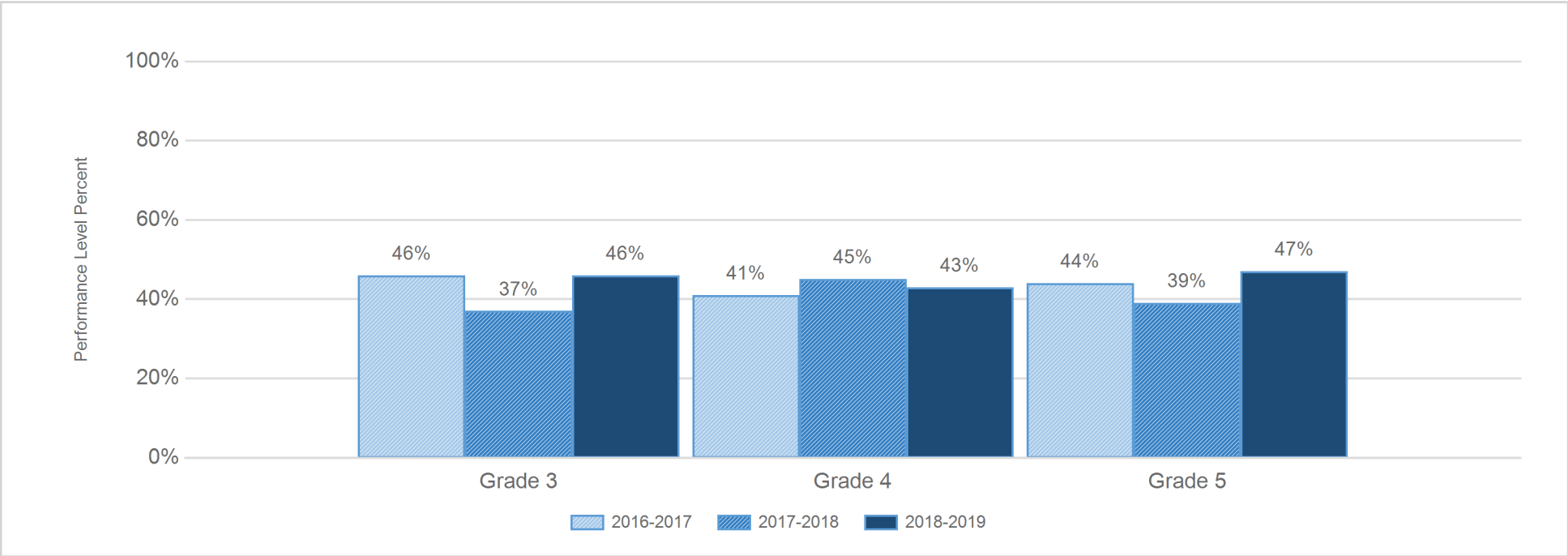


Number 1
(39-2660-080)
Grades Offered: PK-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance Trends

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





Number 1
 (39-2660-080)
 Grades Offered: PK-05
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	731	737	748	26%	*	*	*	*	46%	50%
White	10	751	741	757	*	*	*	*	*	70%	60%
Hispanic	24	729	*	734	*	*	*	*	*	46%	36%
Black or African American	24	724	734	731	*	*	*	*	*	33%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	27	742	744	753	*	*	*	*	*	52%	55%
Male	34	722	731	743	*	*	*	*	*	41%	46%
Economically Disadvantaged Students	36	725	733	731	*	*	*	*	*	42%	33%
Non-Economically Disadvantaged Students	25	740	742	759	*	*	*	*	*	52%	61%
Students with Disabilities	21	697	710	719	*	*	*	*	*	10%	24%
Students without Disabilities	40	748	743	754	*	*	*	*	*	65%	56%
English Learners	N	N	712	713	N	N	N	N	N	N	17%
Non-English Learners	61	731	740	751	26%	*	*	*	*	46%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Number 1
(39-2660-080)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	736	745	755	16%	23%	19%	*	*	43%	57%
White	14	744	755	763	*	*	*	*	*	57%	67%
Hispanic	31	734	743	743	*	32%	*	*	*	39%	44%
Black or African American	29	732	740	739	*	*	*	38%	0%	38%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	42	740	746	760	*	*	*	*	*	50%	62%
Male	38	731	743	750	*	*	*	*	*	34%	53%
Economically Disadvantaged Students	43	731	739	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	37	741	751	765	*	*	*	*	*	46%	69%
Students with Disabilities	27	702	715	725	*	*	*	*	*	*	25%
Students without Disabilities	53	753	752	761	*	*	*	*	*	*	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Number 1
(39-2660-080)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	743	756	756	*	*	28%	*	*	47%	58%
White	10	755	760	764	0%	0%	*	*	*	50%	68%
Hispanic	22	747	757	743	*	*	*	*	*	45%	44%
Black or African American	37	736	751	739	*	*	*	46%	0%	46%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	37	749	761	761	*	*	*	*	*	57%	64%
Male	35	737	751	750	*	*	*	*	*	37%	52%
Economically Disadvantaged Students	39	744	754	740	*	*	26%	*	*	46%	39%
Non-Economically Disadvantaged Students	33	743	760	766	*	*	30%	*	*	48%	69%
Students with Disabilities	21	715	724	724	*	*	*	*	*	*	23%
Students without Disabilities	51	755	762	762	*	*	*	*	*	*	65%
English Learners	N	N	710	713	N	N	N	N	N	N	11%
Non-English Learners	72	743	758	758	*	*	28%	*	*	47%	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%



Number 1
(39-2660-080)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	206	99.1	35.4	*	44.5	35.4	36.6	Met Target†
White	34	100.0	55.9	41.1	54.1	55.9	39.5	Met Target
Hispanic	74	97.5	35.1	*	28.8	35.1	35.6	Met Target†
Black or African American	87	100.0	25.3	*	23.0	25.3	35.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	104	100.0	35.6	*	44.9	35.6		
Male	102	98.2	35.3	*	44.2	35.3		
Economically Disadvantaged Students	115	99.2	30.4	*	26.3	30.4	32.1	Met Target†
Non-Economically Disadvantaged Students	91	99.0	41.8	*	54.9	41.8		
Students with Disabilities	67	97.2	*	*	17.4	*	13.2	Not Met
Students without Disabilities	139	100.0	*	*	50.0	*		
English Learners	12	100.0	*	22.4	25.0	*	**	**
Non-English Learners	194	99.0	*	26.7	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	23.1	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.

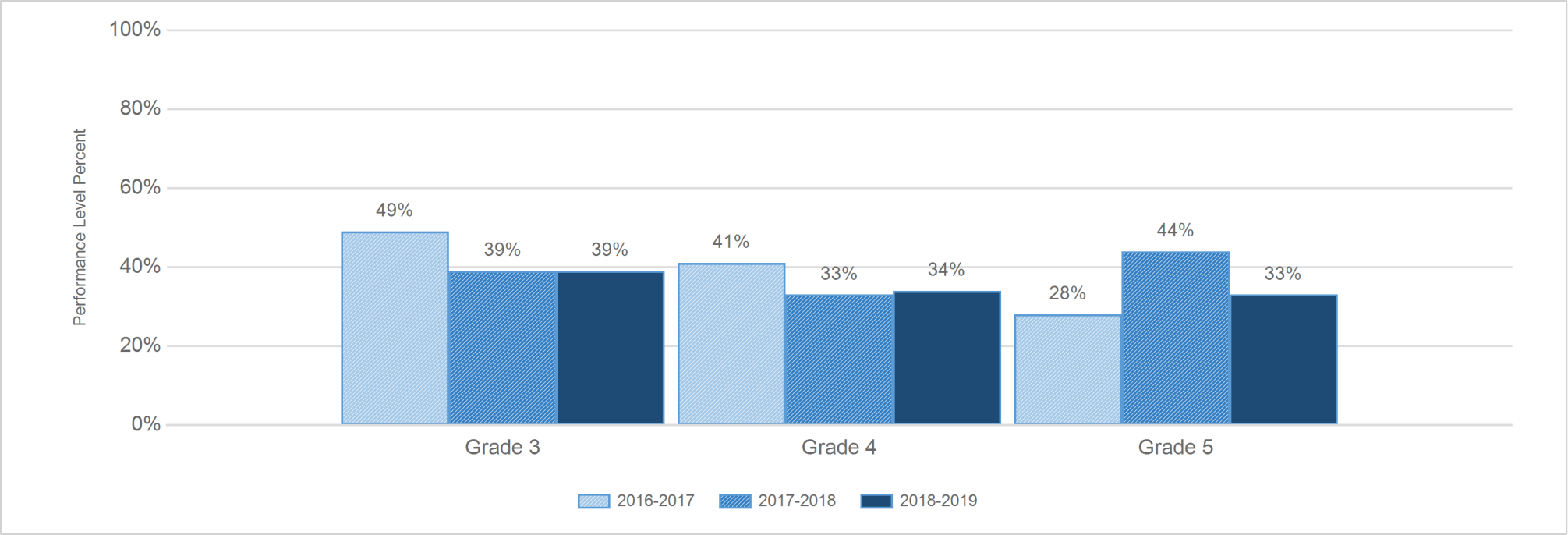


Number 1
(39-2660-080)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Number 1
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Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	733	743	752	26%	*	20%	*	*	39%	55%
White	10	750	751	760	*	*	*	*	*	70%	66%
Hispanic	24	730	*	739	*	*	*	*	*	33%	40%
Black or African American	24	730	737	735	*	*	*	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	27	742	745	751	*	*	*	*	*	41%	54%
Male	34	726	740	752	*	*	*	*	*	38%	56%
Economically Disadvantaged Students	36	725	739	737	*	*	*	*	*	31%	37%
Non-Economically Disadvantaged Students	25	745	748	761	*	*	*	*	*	52%	67%
Students with Disabilities	21	702	719	731	*	*	*	*	*	10%	31%
Students without Disabilities	40	750	748	756	*	*	*	*	*	55%	60%
English Learners	N	N	729	728	N	N	N	N	N	N	26%
Non-English Learners	61	733	744	754	26%	*	20%	*	*	39%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Number 1
(39-2660-080)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	736	741	749	13%	26%	28%	*	*	34%	51%
White	14	741	753	757	*	*	*	*	*	50%	62%
Hispanic	31	739	742	737	*	*	*	*	*	35%	36%
Black or African American	29	729	730	731	*	*	*	*	*	24%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	42	737	739	749	*	26%	29%	*	*	36%	50%
Male	38	735	743	749	*	26%	26%	*	*	32%	52%
Economically Disadvantaged Students	43	732	734	734	*	*	23%	*	*	30%	32%
Non-Economically Disadvantaged Students	37	740	749	759	*	*	32%	*	*	38%	63%
Students with Disabilities	27	708	719	726	*	*	*	*	*	*	25%
Students without Disabilities	53	750	746	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Number 1
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Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	742	743	747	*	26%	33%	*	*	33%	47%
White	10	746	753	755	0%	*	*	*	*	50%	58%
Hispanic	22	746	742	735	*	*	*	*	*	36%	30%
Black or African American	37	736	736	729	*	27%	41%	*	*	24%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	37	747	743	747	*	*	*	*	*	32%	47%
Male	35	736	743	747	*	*	*	*	*	34%	47%
Economically Disadvantaged Students	39	742	740	732	*	*	36%	*	*	28%	27%
Non-Economically Disadvantaged Students	33	742	748	757	*	*	30%	*	*	39%	59%
Students with Disabilities	21	719	723	725	*	*	*	*	*	10%	19%
Students without Disabilities	51	751	747	752	*	*	*	*	*	43%	52%
English Learners	N	N	717	718	N	N	N	N	N	N	12%
Non-English Learners	72	742	744	749	*	26%	33%	*	*	33%	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%



Number 1
(39-2660-080)
Grades Offered: PK-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

† 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



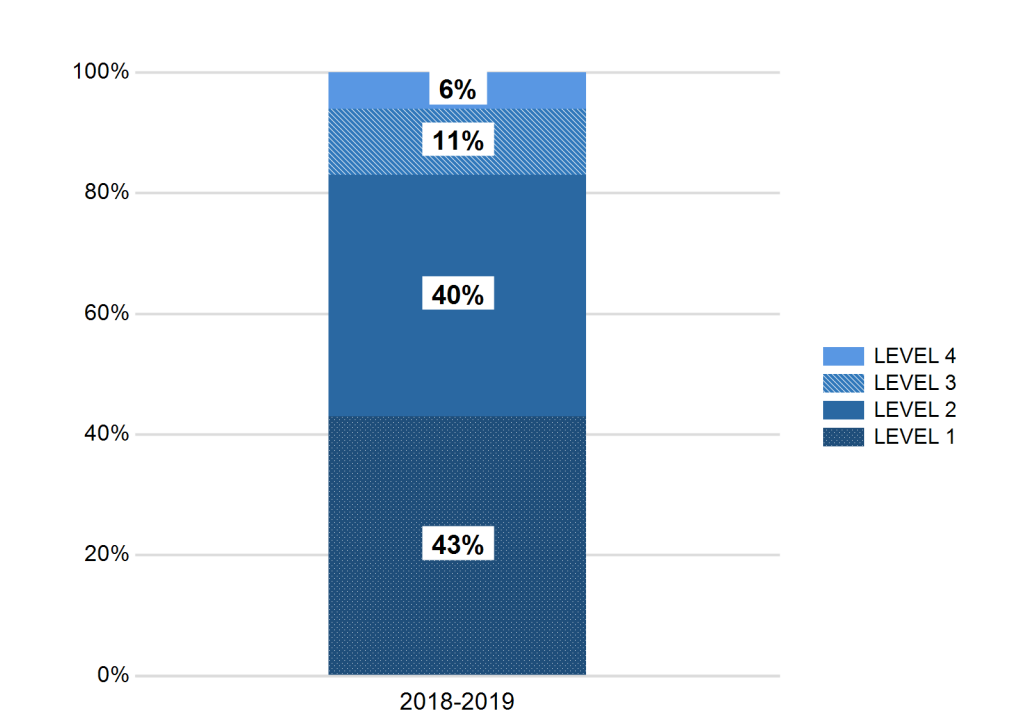
Number 1
(39-2660-080)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	40	11	6
White	30	60	10	0
Hispanic	41	41	14	5
Black or African American	49	38	11	3
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	35	49	11	5
Male	51	31	11	6
Economically Disadvantaged Students	41	41	13	5
Non-Economically Disadvantaged Students	45	39	9	6
Students with Disabilities	81	19	0	0
Students without Disabilities	27	49	16	8
English Learners	N	N	N	N
Non-English Learners	43	40	11	6
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

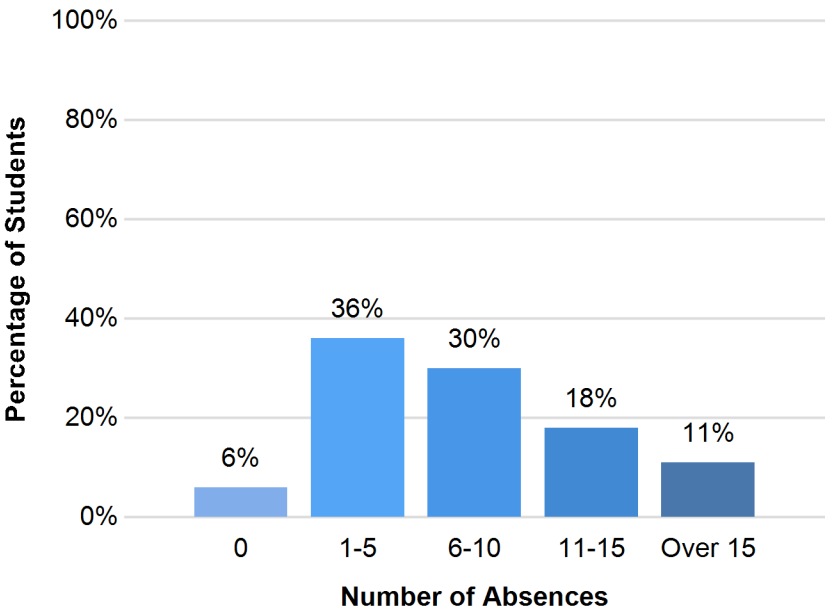
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	24	6.0	8.9	Met
White	3	4.3	8.9	Met
Hispanic	11	6.8	8.9	Met
Black or African American	7	4.8	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	3.9		
Male	17	7.8		
Economically Disadvantaged Students	19	7.9	8.9	Met
Students with Disabilities	12	11.3	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





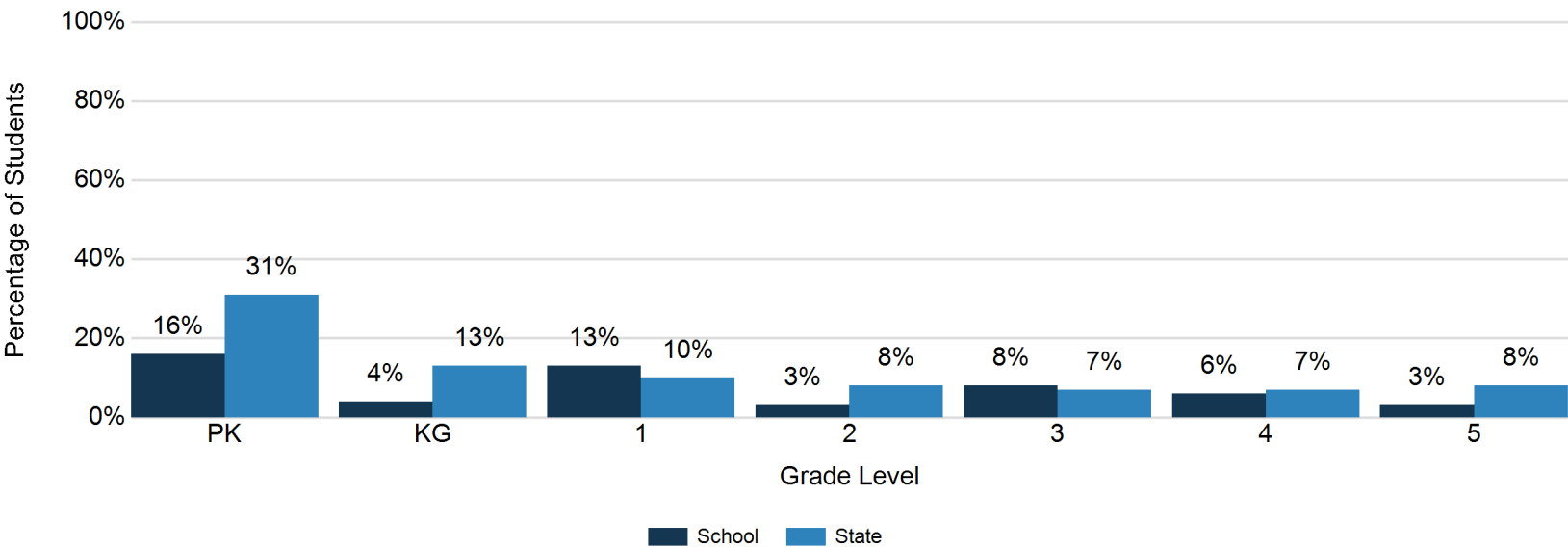
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Chronic Absenteeism by Grade

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





Number 1

(39-2660-080)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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)	6
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.64

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

11



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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	10.2	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	57.5%	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	44	9,530
Average years experience in public schools	20.4	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	213:1	142:1
Teachers to Administrators	20:1	13:1
Students to Librarians/Media Specialists		1246:1
Students to Nurses		445:1
Students to Counselors		566:1
Students to Child Study Team Members		160:1



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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	47.2%	82.5%	100.0%	48.4%	77.1%	54.9%
Male	52.8%	17.5%	0.0%	51.6%	22.9%	45.1%
White	18.5%	85.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	40.4%	10.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	35.7%	2.5%	0.0%	15.0%	6.6%	13.9%
Asian	1.9%	2.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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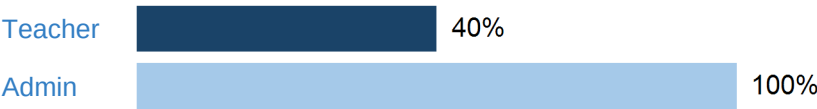
Teachers and Administrators - Level of Education

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

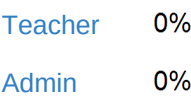
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	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	97.2%

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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	44.6%	39.4%	45.9%
Math Proficiency	39.5%	38.9%	35.4%
ELA Growth	47	37	39
Math Growth	56	44	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	10.7%	8.8%	6.0%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

 Highlights:	• Receptient of NJEA F.A.S.T. Grant providing educational activities for families to enhance the home and school connection. • Participates in NJ Priority Schools Initiative which provides professional development to teachers. • As a recipient of the Union County Dig In Grant, NJ Fresh Farm to Schools Program, our expanded garden was harvested and donations were given to the Lincs Food Pantry and the All Stars Summer Day Camp
 Mission, Vision, Theme:	The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.
 Awards, Recognition, Accomplishments:	School 1 students are recognized through their accomplishments and talents through many venues: Student of the Month, PBSIS, All City Music and Art, Perfect Attendance, Presidential Award of Excellence. Staff is recognized for their dedication, impact, and service through the Opening Day Celebratory Breakfast, Governor Educator of the Year Program, Teacher Appreciation Week, Educational Support Day, School Nurse Day, and School Social Worker Day.



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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.

 Clubs and Activities:	Third fourth and fifth grade students compete annually in the district wide Paul Blue Elementary Track and Field events held at Tiger Stadium. Field day, another important School One event, is held at the end of the school year with the participation of all students. The physical education teacher, the parents, and the faculty work together to provide fun and engaging activities outside on both the front and back areas of the school. An after school math club engaged third, fourth and fifth graders with exciting STEM activities. A junior Vanguard club was formed and met weekly. Students in the club presented an evening workshop on technology. Junior Achievement high school volunteers come into the classroom to instruct the students on commerce, economy, and community. Fifth grade students visited Biz Town which was a hands on community based field trip. Peer Pals, a group of high school students, visited several times to talk with the 5th graders about social media.



Number 1
(39-2660-080)
Grades Offered: PK-05
2018-2019

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School Narrative

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 Before and After School Programs:	Our Before and After School Programs are available to students in Grades PreK4 through 5. Every elementary school houses the programs making for an easy transition when the bell rings. Our programs service over 400 students. These licensed programs provide homework support, enrichment, recreational and social activities for students in a safe and nurturing environment. The children are encouraged to make their own choices, be creative and pursue individual interests.
 Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.

**Number 1**

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School Narrative

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Student Supports and
Services:

Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.

Student Health and
Wellness:

Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.

Parent and
Community
Involvement:

School 1 is an environment for learning not only in terms of academia but also in terms of social development within their community. The K-Kids teaches the students about community service. The students collect food, clothing, and toys to aid the less fortunate. School 1 before and after care program provides homework assistance, recreational and learning activities in a safe and nurturing environment. American Education Week in November allowed community/family members to visit and join students in the classrooms. The week ended with a community breakfast. A Chili Cook Off gave family members a chance to show off their cooking talents and participate in a fun competition. The annual Health and Safety fair hosted exhibits and demonstrations from community groups. School 1 values the home/school/community connection which supports parental involvement and encourages parents to take an active role in their child's education.



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 Facilities:	The main building of School 1 is 104 years old. The addition of the third floor was built 16 years ago. The Annex was previously home to the Board of Education. It is now the Early Childhood wing with 2 pre-ks and 2 kindergartens. Art and music are on a cart. Library book shelves now line the walls of the basement due to our limited amount of space. All computers and I-Pads are located in the classrooms. Once a month a fire drill and security drill are practiced. Security drills vary in nature. Also twice a year an AED drill is scheduled. They are unannounced.
 School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.



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Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.
Early Childhood Education:	Students in our Pre-Kindergarten Program are provided with a variety of developmentally appropriate activities through the Tools of the Mind Curriculum. Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Math is also integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. Students in our Kindergarten Program continue to be exposed to the literacy practices in the Tools of the Mind Program. Children read in response to themes, which incorporate all content areas, and write for a variety of purposes. Phonics instruction is not only embedded in our Tools program but also explicitly taught through the Wilson Foundations program. Mathematics is taught through the use of Tools of the Mind games and projects coupled with Go Math resources that help our students develop a deeper understanding of mathematical skills and concepts.



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School Narrative

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 Other Information	The school day for School 1 is 6 hours and 35 minutes. The grade span is full day Pre-K through grade 5. Pre-K and Kindergarten employ the Tools of the Mind curriculum. Kindergarten began, for the first time, including phonics into their program. Our day begins with morning announcements on the PA and the reciting of the Pledge of Allegiance. The teachers/staff receive via e-mail The Morning News which has all the important information of the day. I-Pads, and Smart Boards are in every classroom. A technology support cohort called the Vanguard, offer professional development and troubleshoot technological problems. Character education is important at School One. Beginning with the week of respect, students learn that bullying is not acceptable. Monthly PBSIS assemblies are hosted by each grade level. Students perform songs, skits, and dances for their peers. The prize wheel is a favorite. Studentsdemonstrating the monthly character trait get to come up and spin the wheel to receive a prize. Our teachers receive professional development by leaders in all educational best practices. unannounced fire and safety drills are rehearsed monthly. A wide array of communication vehicles are used to help parents stay informed, such as: e-mail, Blackboard Connect, memos, calendars, flyers, Classroom Dojo, and phone calls.



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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Number 10**

(39-2660-170)

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2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Linden Public School District
Principal Name	Mr. David Walker
Address	2801 HIGHLAND AVENUE LINDEN, NJ 07036
Phone Number	908-486-2043
Email Address	dwalker@lindenps.org
Website	http://www.linden.k12.nj.us/schools/school10/
Facebook	https://www.facebook.com/lindenpublicschools.school10/
Twitter	https://twitter.com/School10Tigers



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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	28	34	31
KG	47	31	51
1	40	47	36
2	43	34	45
3	32	38	40
4	45	34	41
5	39	43	37
Total	274	261	281

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	52.9%	51.3%	50.9%
Male	47.1%	48.7%	49.1%
Economically Disadvantaged Students	26.3%	31.0%	35.6%
Students with Disabilities	12.0%	15.7%	15.3%
English Learners	0.4%	0.8%	2.8%
Homeless Students	0.4%	0.4%	0.0%
Students in Foster Care	1.5%	1.5%	0.4%
Military-Connected Students	0.0%	1.1%	0.7%
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	45.3%	40.6%	34.9%
Hispanic	35.8%	38.3%	42.7%
Black or African American	14.2%	14.6%	14.9%
Asian	3.3%	4.6%	5.0%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.1%	1.9%	2.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	28	34	31
KG - Half Day	0	0	0
KG - Full Day	47	31	51

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	67.6%
Spanish	15.3%
Portuguese	5.7%
Polish	5.3%
Haitian	2.1%
Other Languages	3.9%



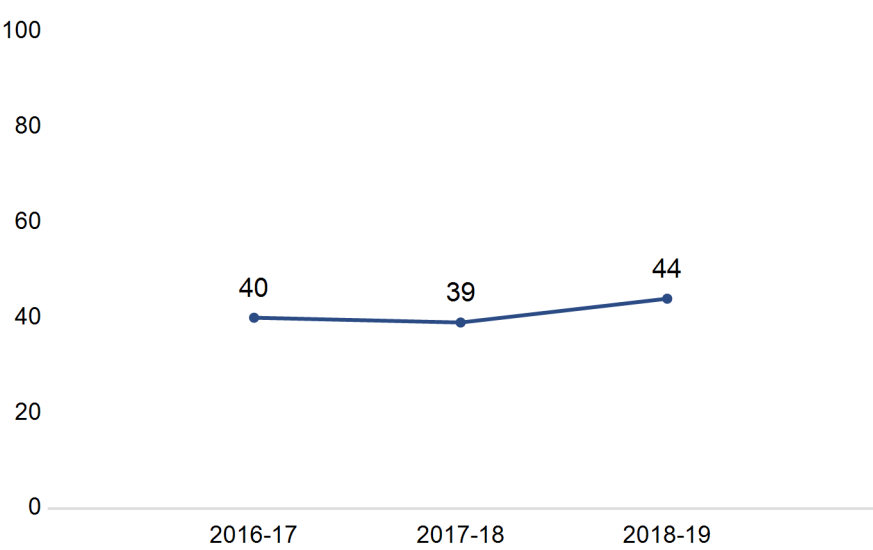
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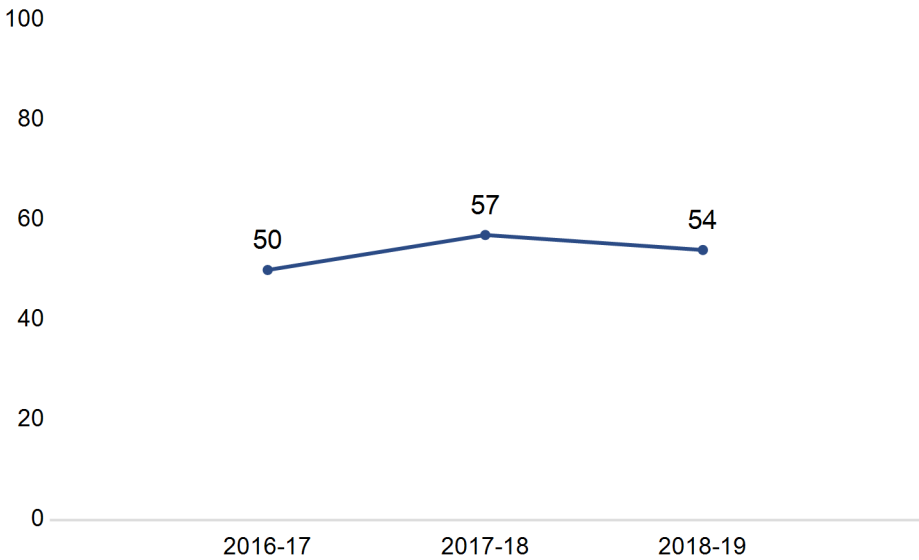
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	40	39	44	50	57	54
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	44	41	50	Met Standard	54	47	50	Met Standard
White	54.5	41	50	Met Standard	54.5	53	52	Met Standard
Hispanic	46	42	49	Met Standard	53.5	47	47	Met Standard
Black or African American	33	37	45	**	41	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	52	59	**	*	55.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	52.5	49	**	*	49	52	**
Female	37	43	53	N	58	47	50	N
Male	46	40	47	N	52	47	51	N
Economically Disadvantaged Students	46	42	48	Met Standard	63	47	46	Exceeds Standard
Students with Disabilities	46	37	43	**	58	51	45	**
English Learners	*	47	52	**	*	54	50	**
Homeless Students	N	36	43	N	N	23.5	44	N
Students in Foster Care	N	27.5	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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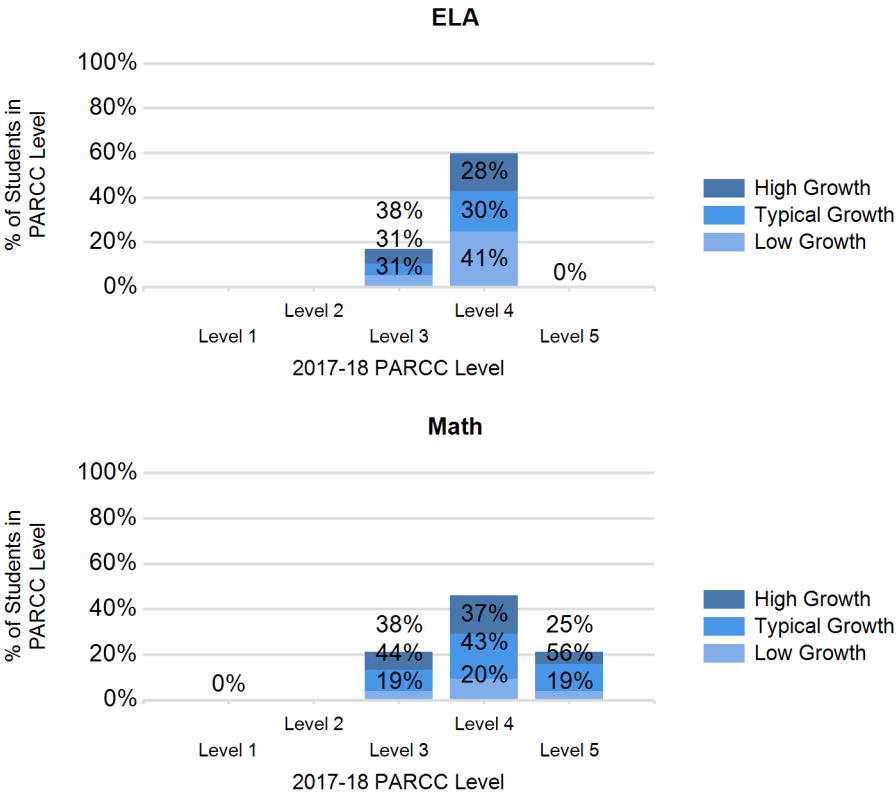
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

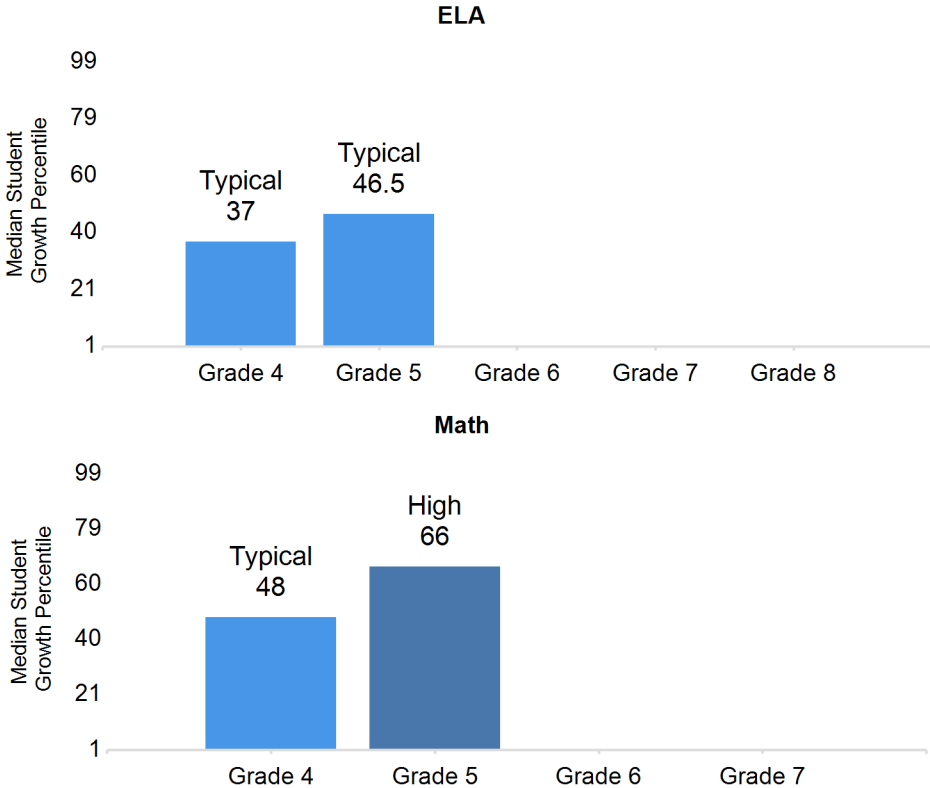
Student Growth by Performance Level

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



Student Growth by Grade

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



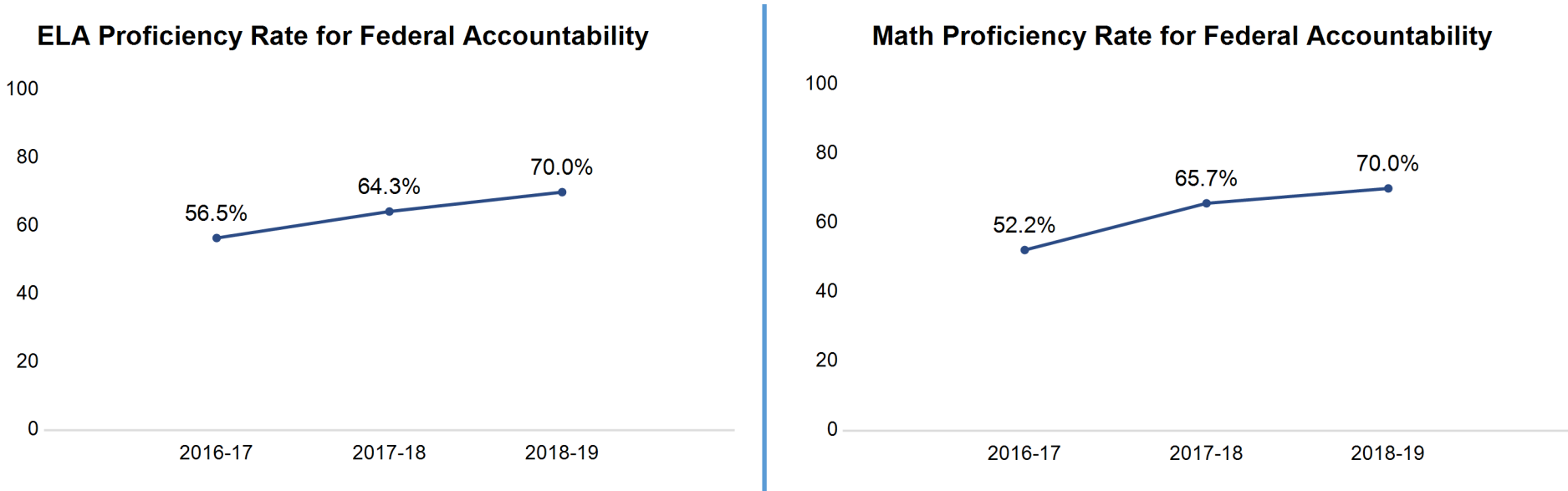


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	99.1%	100.0%
Proficiency Rate for Federal Accountability	56.5%	64.3%	70.0%	52.2%	65.7%	70.0%
Annual Target	45.0%	46.9%	48.7%	52.0%	53.5%	54.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	110	100.0	70.0	45.1	57.9	70.0	48.7	Met Target
White	40	100.0	75.0	55.9	66.9	75.0	45.3	Met Target
Hispanic	43	100.0	62.8	44.9	43.9	62.8	50.2	Met Target
Black or African American	21	100.0	66.7	38.2	38.5	66.7	56.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	58	100.0	75.9	53.9	64.8	75.9		
Male	52	100.0	63.5	37.0	51.3	63.5		
Economically Disadvantaged Students	35	100.0	65.7	40.6	40.0	65.7	51.4	Met Target
Non-Economically Disadvantaged Students	75	100.0	72.0	51.0	67.9	72.0		
Students with Disabilities	17	100.0	41.2	12.9	22.7	41.2	**	**
Students without Disabilities	93	100.0	75.3	53.0	65.1	75.3		
English Learners	*	*	*	26.3	29.3	*	**	**
Non-English Learners	*	*	*	47.4	60.6	*		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	N	N	N	25.0	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

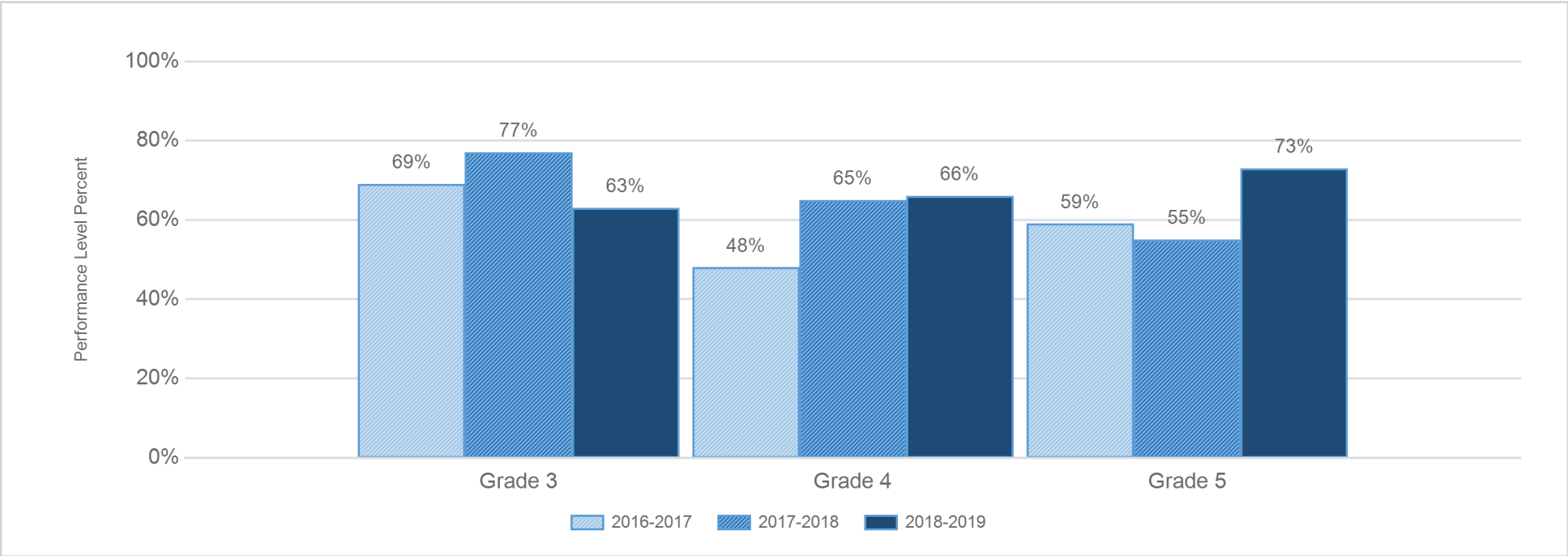


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	758	737	748	*	*	25%	*	*	63%	50%
White	12	761	741	757	0%	0%	*	*	*	75%	60%
Hispanic	19	749	*	734	*	*	*	*	*	47%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	25	761	744	753	*	*	*	*	*	68%	55%
Male	15	752	731	743	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	11	748	733	731	*	*	*	*	*	45%	33%
Non-Economically Disadvantaged Students	29	762	742	759	*	*	*	*	*	69%	61%
Students with Disabilities	*	*	710	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	N	N	712	713	N	N	N	N	N	N	17%
Non-English Learners	40	758	740	751	*	*	25%	*	*	63%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Number 10
 (39-2660-170)
 Grades Offered: PK-05
 2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	761	745	755	*	*	*	39%	27%	66%	57%
White	14	772	755	763	0%	0%	*	*	*	79%	67%
Hispanic	15	766	743	743	0%	*	*	*	*	67%	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	21	761	746	760	*	*	*	*	*	71%	62%
Male	20	761	743	750	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	10	751	739	740	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	31	765	751	765	*	*	*	*	*	68%	69%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Number 10
 (39-2660-170)
 Grades Offered: PK-05
 2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	759	756	756	*	*	*	73%	0%	73%	58%
White	14	756	760	764	*	*	*	71%	0%	71%	68%
Hispanic	14	757	757	743	0%	0%	*	*	*	64%	44%
Black or African American	*	*	751	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	18	754	761	761	*	*	*	72%	0%	72%	64%
Male	19	764	751	750	*	*	*	74%	0%	74%	52%
Economically Disadvantaged Students	18	760	754	740	*	*	*	72%	0%	72%	39%
Non-Economically Disadvantaged Students	19	758	760	766	*	*	*	74%	0%	74%	69%
Students with Disabilities	*	*	724	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	762	762	*	*	*	*	*	*	65%
English Learners	N	N	710	713	N	N	N	N	N	N	11%
Non-English Learners	37	759	758	758	*	*	*	73%	0%	73%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Number 10
(39-2660-170)
Grades Offered: PK-05
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	110	100.0	70.0	*	44.5	70.0	54.9	Met Target
White	40	100.0	72.5	41.1	54.1	72.5	48.6	Met Target
Hispanic	43	100.0	65.1	*	28.8	65.1	58.8	Met Target
Black or African American	21	100.0	66.7	*	23.0	66.7	61	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	58	100.0	65.5	*	44.9	65.5		
Male	52	100.0	75.0	*	44.2	75.0		
Economically Disadvantaged Students	35	100.0	71.4	*	26.3	71.4	54.5	Met Target
Non-Economically Disadvantaged Students	75	100.0	69.3	*	54.9	69.3		
Students with Disabilities	17	100.0	17.6	*	17.4	17.6	**	**
Students without Disabilities	93	100.0	79.6	*	50.0	79.6		
English Learners	*	*	*	22.4	25.0	*	**	**
Non-English Learners	*	*	*	26.7	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	23.1	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

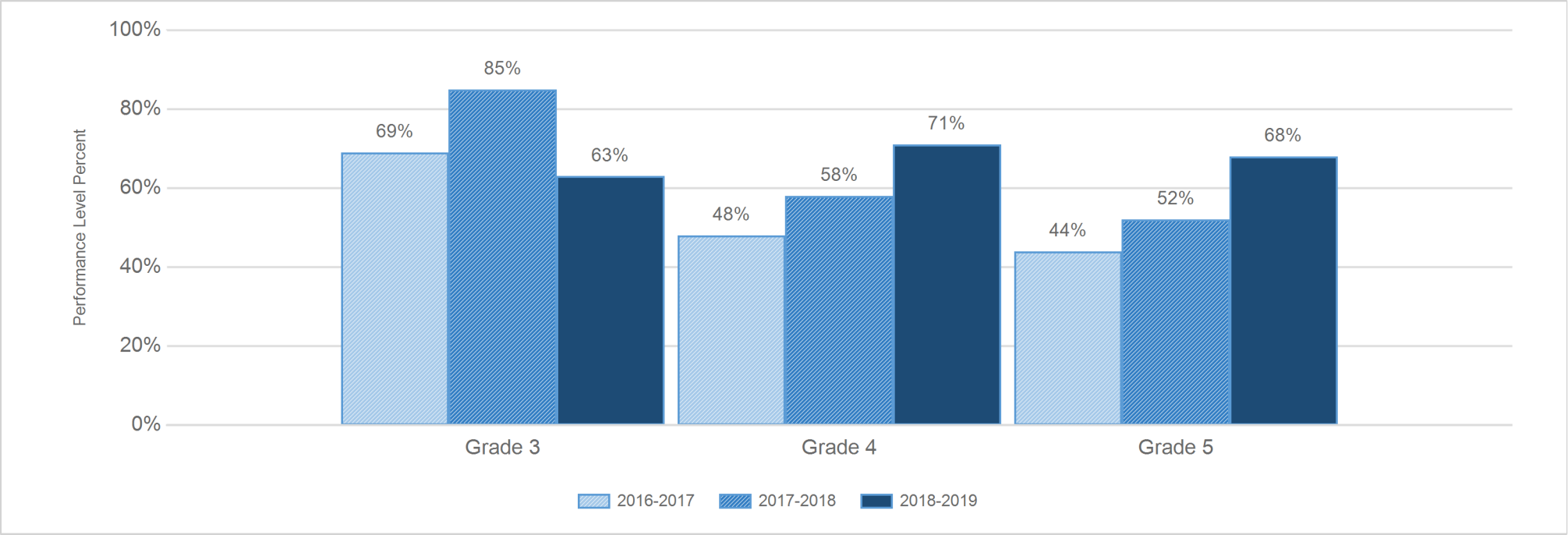


Number 10
(39-2660-170)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Number 10
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	758	743	752	*	*	25%	*	*	63%	55%
White	12	764	751	760	0%	0%	*	*	*	75%	66%
Hispanic	19	749	*	739	*	*	*	53%	0%	53%	40%
Black or African American	*	*	737	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	25	756	745	751	*	*	*	*	*	56%	54%
Male	15	762	740	752	*	*	*	*	*	73%	56%
Economically Disadvantaged Students	11	756	739	737	*	*	*	*	*	55%	37%
Non-Economically Disadvantaged Students	29	759	748	761	*	*	*	*	*	66%	67%
Students with Disabilities	*	*	719	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	748	756	*	*	*	*	*	*	60%
English Learners	N	N	729	728	N	N	N	N	N	N	26%
Non-English Learners	40	758	744	754	*	*	25%	*	*	63%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Number 10
(39-2660-170)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	763	741	749	*	*	*	*	*	71%	51%
White	14	774	753	757	0%	0%	*	*	*	86%	62%
Hispanic	15	763	742	737	*	0%	*	73%	0%	73%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	21	757	739	749	*	*	*	*	*	62%	50%
Male	20	770	743	749	*	*	*	*	*	80%	52%
Economically Disadvantaged Students	10	754	734	734	*	*	*	*	*	70%	32%
Non-Economically Disadvantaged Students	31	766	749	759	*	*	*	*	*	71%	63%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	746	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	759	743	747	0%	*	*	*	*	68%	47%
White	14	751	753	755	0%	*	*	*	*	57%	58%
Hispanic	14	757	742	735	0%	0%	*	*	*	64%	30%
Black or African American	*	*	736	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	18	758	743	747	0%	*	*	*	*	67%	47%
Male	19	761	743	747	0%	*	*	*	*	68%	47%
Economically Disadvantaged Students	18	766	740	732	0%	*	*	*	*	72%	27%
Non-Economically Disadvantaged Students	19	753	748	757	0%	*	*	*	*	63%	59%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	747	752	*	*	*	*	*	*	52%
English Learners	N	N	717	718	N	N	N	N	N	N	12%
Non-English Learners	37	759	744	749	0%	*	*	*	*	68%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Number 10
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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



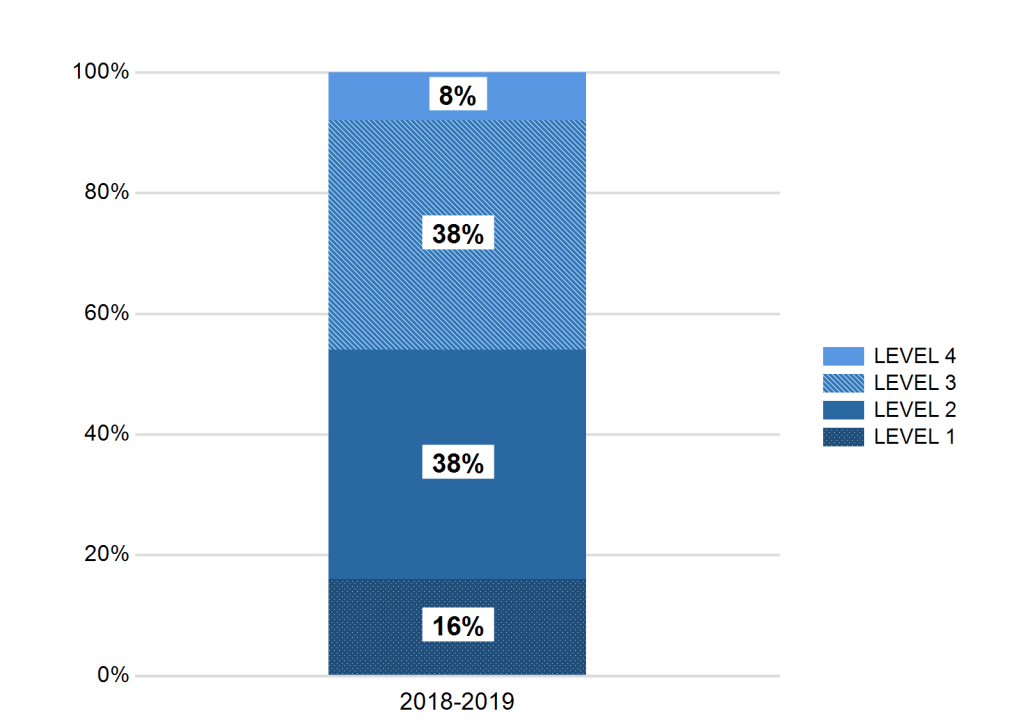
Number 10
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	16	38	38	8
White	29	21	43	7
Hispanic	7	57	36	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	28	39	22	11
Male	5	37	53	5
Economically Disadvantaged Students	17	28	44	11
Non-Economically Disadvantaged Students	16	47	32	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	16	38	38	8
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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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.

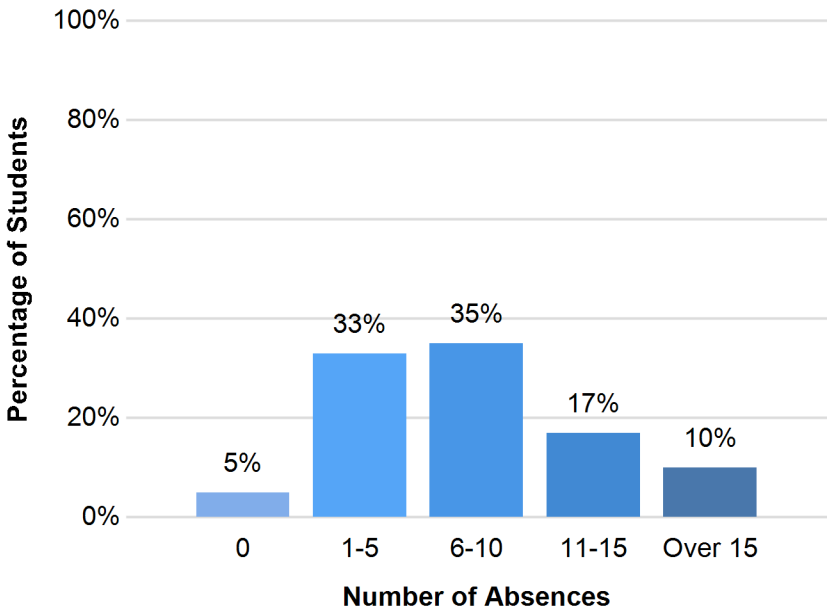
Chronic Absenteeism

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	16	6.4	8.9	Met
White	6	7.3	8.9	Met
Hispanic	8	7.3	8.9	Met
Black or African American	1	2.4	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	3.8		
Male	11	9.2		
Economically Disadvantaged Students	7	7.5	8.9	Met
Students with Disabilities	8	18.6	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





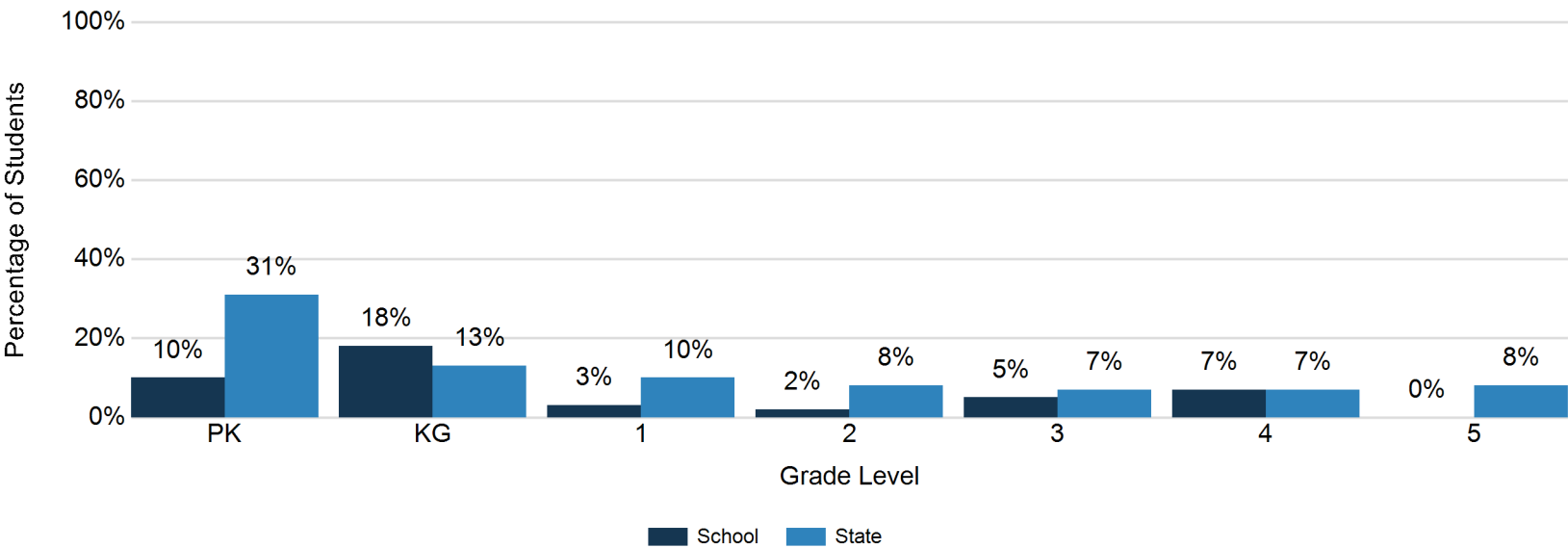
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Chronic Absenteeism by Grade

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





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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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 (39-2660-170)
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 2018-2019

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	14.8	12.1
Average years experience in district	13.7	10.8
Percentage of Teachers with 4 or more years experience in the district	81.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	20.4	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	11:1
Students to Administrators	141:1	142:1
Teachers to Administrators	11:1	13:1
Students to Librarians/Media Specialists		1246:1
Students to Nurses		445:1
Students to Counselors		566:1
Students to Child Study Team Members		160:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.9%	95.5%	50.0%	48.4%	77.1%	54.9%
Male	49.1%	4.5%	50.0%	51.6%	22.9%	45.1%
White	34.9%	90.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	42.7%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.9%	4.5%	0.0%	15.0%	6.6%	13.9%
Asian	5.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

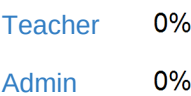
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	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	97.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.5%	64.3%	70.0%
Math Proficiency	52.2%	65.7%	70.0%
ELA Growth	40	39	44
Math Growth	50	57	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	6.9%	5.7%	6.4%

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



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

 Highlights:	- The 1:1 technology program initiated by the district has produced a technology-infused learning environment within our school. - School-Based Instructional Leadership Team - Teachers Leading Teachers with Data. - A variety of family events and partnership with the PTA further our commitment to include parents in the school community.
 Mission, Vision, Theme:	The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.
 Awards, Recognition, Accomplishments:	Students are recognized for their accomplishments and talents through venues such as All City Music and Art competition, Student of the Month, Principal of the Day, and Student Awards for Character Education and Academics. Faculty and staff are recognized for their impact, dedication and service through Governor Educator of the Year Program and Teacher Appreciation Week.



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 Clubs and Activities:	Many clubs and activities serve to enrich the educational experience of our students. For example, a very active K-Kids club is sponsored by the Linden Kiwanis and meets with their faculty advisors to plan many activities. The K-Kids, comprised of 4th and 5th grade children, stresses the importance of working together in service to school and community, building moral character and encouraging loyalty to school, community and nation. Students selected for the Student Vanguard team are self-motivated, respectful, and always willing to work hard to assist students and teachers. The Student Vanguard also works closely with teachers and students to troubleshoot technology issues. It is expected that as a student technology leader at School 10, students maintain high academic and behavioral expectations in their classes.



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 Before and After School Programs:	Our Before and After School Programs are available to students in Grades PreK4 through 5. Every elementary school houses the programs making for an easy transition when the bell rings. Our programs service over 400 students. These licensed programs provide homework support, enrichment, recreational and social activities for students in a safe and nurturing environment. The children are encouraged to make their own choices, be creative and pursue individual interests.
 Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.

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Student Supports and
Services:

Linden Public Schools believes in educating the “whole child” and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.

Student Health and
Wellness:

Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.

Parent and
Community
Involvement:

The Parent - Teacher Association is supportive of all of our activities and assists in coordinating many special activities and assemblies throughout the year. They are also instrumental in reaching out to all of our parents to help achieve an excellent home/school dialogue. They continue to be a strong, supportive part of the educational process as well. Through their various fundraising activities, they provide many academic, social and cultural programs and class trips to enhance the learning of our children. Community involvement is an integral part of the learning process at School 10. Having children involved in community projects add to providing a well-rounded education. We continue to participate in the LINCS food drive, pajama, coat, hat and mitten drives and toys are collected for distribution at the Specialized Hospital for Children in Mountainside, NJ.



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 Facilities:	School 10 is situated on Highland Avenue, adjacent to Al Kalla Park. The building was constructed in 1957. Our building includes several office spaces, a cafeteria, gymnasium, as well as daycare provided for district employees. Pre-K-5 classrooms are designed to maximize student learning, with relevant technology and learning spaces integrated within. We also offer students a Library Media Center, as well as a music and art room.
 School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.



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Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.
Early Childhood Education:	Students in our Pre-Kindergarten Program are provided with a variety of developmentally appropriate activities through the Tools of the Mind Curriculum. Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Math is also integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. Students in our Kindergarten Program continue to be exposed to the literacy practices in the Tools of the Mind Program. Children read in response to themes, which incorporate all content areas, and write for a variety of purposes. Phonics instruction is not only embedded in our Tools program but also explicitly taught through the Wilson Foundations program. Mathematics is taught through the use of Tools of the Mind games and projects coupled with Go Math resources that help our students develop a deeper understanding of mathematical skills and concepts.



Number 10
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Grades Offered: PK-05
2018-2019

Report Key:
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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.

 Other Information	School 10 is one of eight elementary schools in Linden, NJ, and is strongly committed to providing an exceptional educational opportunity for students in Pre-Kindergarten through Grade 5. More than 60 staff members comprise this outstanding professional learning community which strives daily to equip students with the skills and mindset necessary to allow for the achievement of individual goals. Students are presented with challenges in the areas of critical thinking, problem solving and decision-making skills. Our students are scholars, creators, and innovators. They are supported by a phenomenal staff that is wholeheartedly committed to providing them with the very best education imaginable. We believe that school should be fun, engaging, and most importantly, prepare our students for the rigorous demands of the 21st century.



Number 2
(39-2660-090)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Number 2
(39-2660-090)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Linden Public School District
Principal Name	Mrs. Atiya Perkins
Address	1700 SOUTH WOOD AVENUE LINDEN, NJ 07036
Phone Number	908-862-3287
Email Address	aperkins@lindenps.org
Website	http://www.linden.k12.nj.us/schools/school2/
Facebook	https://www.facebook.com/lindenpublicschools.school2/
Twitter	https://twitter.com/schno2lps



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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
PK	119	107	113
KG	92	95	99
1	100	90	79
2	93	98	90
3	81	95	109
4	78	78	104
5	88	86	85
Total	651	649	679

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.3%	45.9%	46.1%
Male	52.7%	54.1%	53.9%
Economically Disadvantaged Students	62.4%	64.3%	62.9%
Students with Disabilities	26.4%	26.0%	22.7%
English Learners	12.9%	17.7%	15.8%
Homeless Students	1.7%	0.9%	0.0%
Students in Foster Care	0.5%	0.3%	1.2%
Military-Connected Students	0.0%	0.3%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.7%	12.8%	12.2%
Hispanic	52.4%	57.3%	57.7%
Black or African American	26.9%	23.7%	24.9%
Asian	3.7%	3.1%	2.7%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.5%	0.3%
Two or More Races	2.3%	2.5%	2.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	119	107	113
KG - Half Day	0	0	0
KG - Full Day	92	95	99

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	44.5%
Spanish	43.3%
Polish	2.1%
Portuguese	2.1%
Haitian	1.8%
Other Languages	6.3%



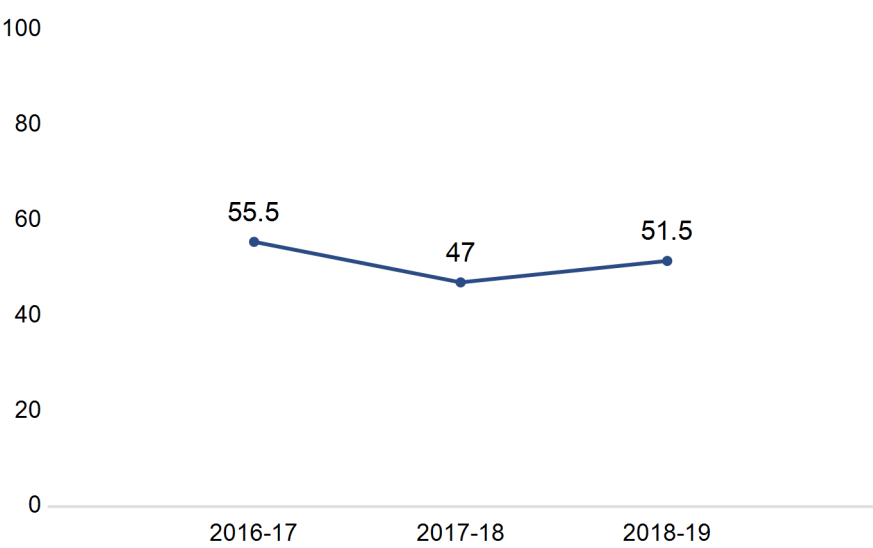
Number 2
(39-2660-090)
Grades Offered: PK-05
2018-2019

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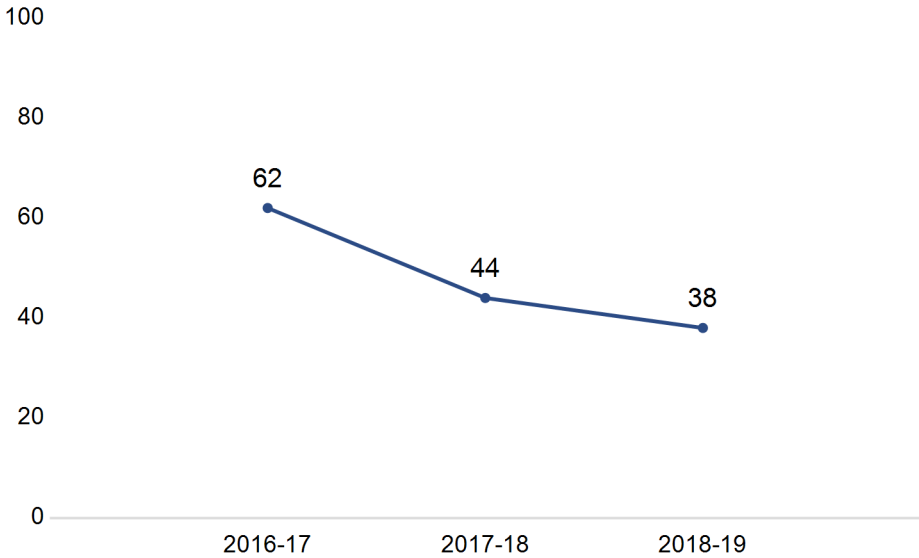
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55.5	47	51.5	62	44	38
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	51.5	41	50	Met Standard	38	47	50	Not Met
White	32	41	50	**	35	53	52	**
Hispanic	50	42	49	Met Standard	43.5	47	47	Met Standard
Black or African American	52	37	45	Met Standard	34	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	52	59	**	*	55.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	52.5	49	**	*	49	52	**
Female	51	43	53	N	34	47	50	N
Male	51.5	40	47	N	45	47	51	N
Economically Disadvantaged Students	52	42	48	Met Standard	35	47	46	Not Met
Students with Disabilities	53	37	43	Met Standard	39	51	45	Not Met
English Learners	52	47	52	Met Standard	52	54	50	Met Standard
Homeless Students	N	36	43	N	N	23.5	44	N
Students in Foster Care	*	27.5	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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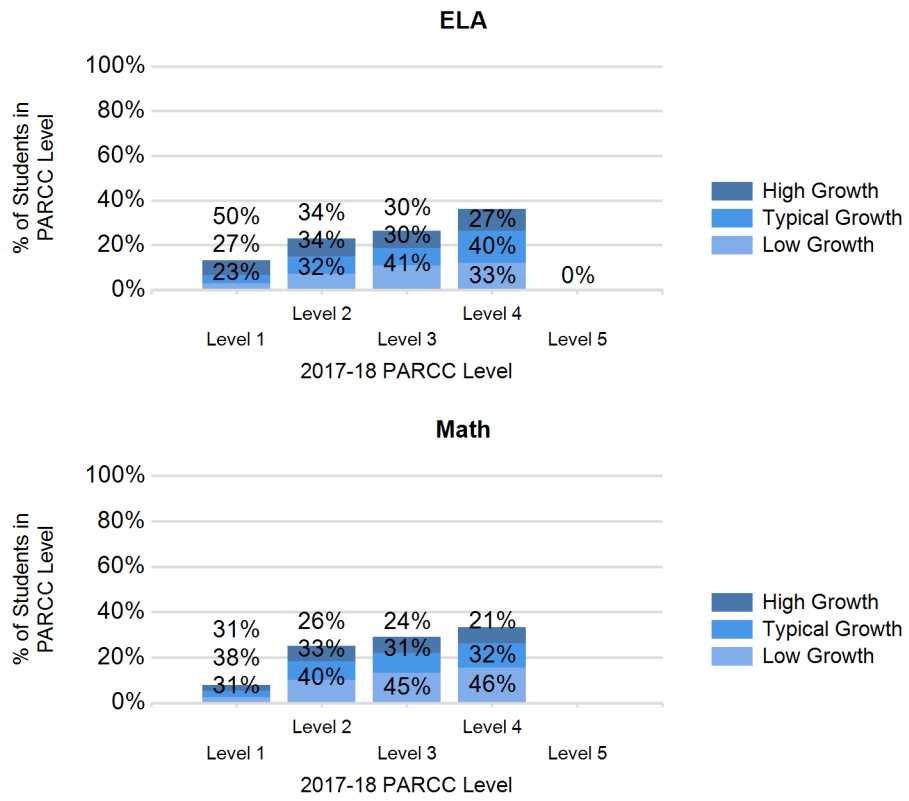
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

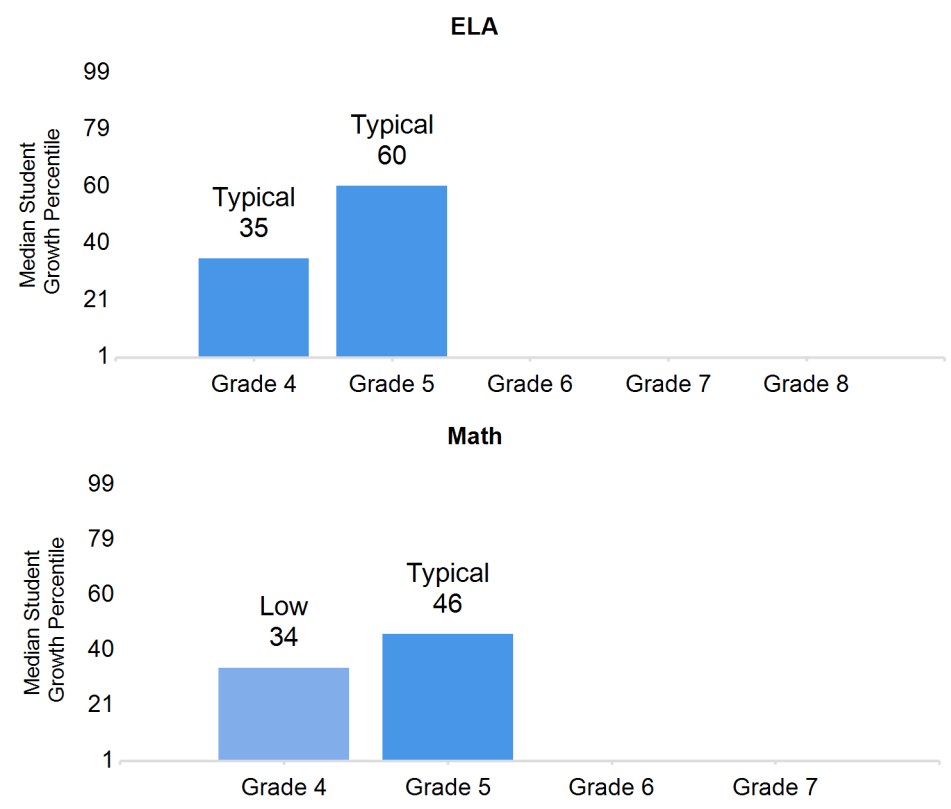
Student Growth by Performance Level

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



Student Growth by Grade

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



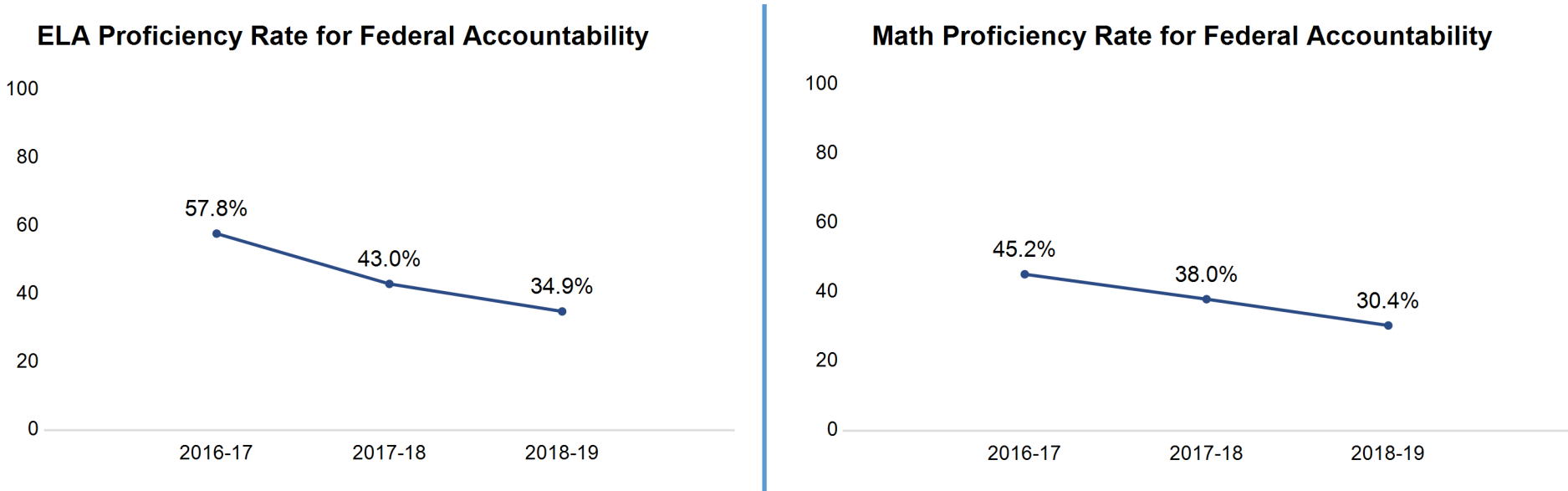


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	98.1%	98.3%	99.6%	99.6%	99.0%
Proficiency Rate for Federal Accountability	57.8%	43.0%	34.9%	45.2%	38.0%	30.4%
Annual Target	55.9%	57.1%	58.4%	51.3%	52.8%	54.3%
Met Annual Target?	Met Target	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	278	98.3	34.9	45.1	57.9	34.9	58.4	Not Met
White	28	100.0	25.0	55.9	66.9	25.0	67	Not Met
Hispanic	158	97.7	32.9	44.9	43.9	32.9	56.5	Not Met
Black or African American	76	98.8	36.8	38.2	38.5	36.8	53.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.0	59.4	82.9	70.0	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	130	97.8	36.9	53.9	64.8	36.9		
Male	148	98.8	33.1	37.0	51.3	33.1		
Economically Disadvantaged Students	180	98.4	32.2	40.6	40.0	32.2	54.8	Not Met
Non-Economically Disadvantaged Students	98	98.1	39.8	51.0	67.9	39.8		
Students with Disabilities	62	98.6	12.9	12.9	22.7	12.9	14	Met Target†
Students without Disabilities	216	98.3	41.2	53.0	65.1	41.2		
English Learners	61	98.4	18.0	26.3	29.3	18.0	35.3	Not Met
Non-English Learners	217	98.3	39.6	47.4	60.6	39.6		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

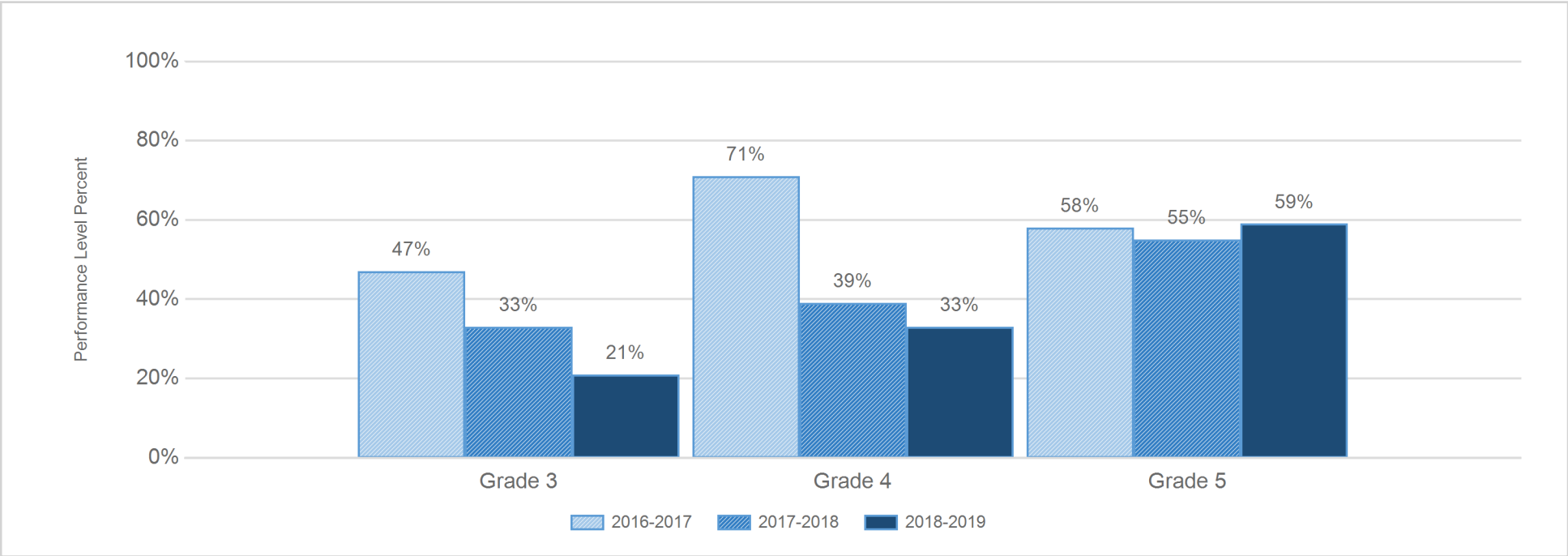


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	722	737	748	24%	31%	23%	*	*	21%	50%
White	*	*	741	757	*	*	*	*	*	*	60%
Hispanic	62	723	*	734	26%	27%	27%	*	*	19%	36%
Black or African American	25	716	734	731	*	*	*	*	*	24%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	48	730	744	753	21%	23%	29%	*	*	27%	55%
Male	55	714	731	743	27%	38%	18%	*	*	16%	46%
Economically Disadvantaged Students	70	725	733	731	*	30%	*	*	*	24%	33%
Non-Economically Disadvantaged Students	33	715	742	759	*	33%	*	*	*	15%	61%
Students with Disabilities	24	702	710	719	*	*	*	*	*	*	24%
Students without Disabilities	79	728	743	754	*	*	*	*	*	*	56%
English Learners	16	702	712	713	*	*	*	*	*	*	17%
Non-English Learners	87	725	740	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	735	745	755	10%	21%	36%	*	*	33%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	53	736	743	743	*	19%	34%	*	*	34%	44%
Black or African American	32	734	740	739	*	*	38%	*	*	28%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	47	732	746	760	*	23%	34%	*	*	30%	62%
Male	51	738	743	750	*	20%	37%	*	*	35%	53%
Economically Disadvantaged Students	60	732	739	740	*	*	40%	*	*	25%	40%
Non-Economically Disadvantaged Students	38	741	751	765	*	*	29%	*	*	45%	69%
Students with Disabilities	18	709	715	725	*	*	*	*	*	11%	25%
Students without Disabilities	80	741	752	761	*	*	*	*	*	38%	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	752	756	756	*	16%	20%	*	*	59%	58%
White	*	*	760	764	*	*	*	*	*	*	68%
Hispanic	47	749	757	743	*	*	*	*	*	55%	44%
Black or African American	20	753	751	739	*	*	*	65%	0%	65%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	38	752	761	761	*	*	*	*	*	61%	64%
Male	42	751	751	750	*	*	*	*	*	57%	52%
Economically Disadvantaged Students	51	746	754	740	*	*	*	*	*	55%	39%
Non-Economically Disadvantaged Students	29	761	760	766	*	*	*	*	*	66%	69%
Students with Disabilities	13	727	724	724	*	*	*	*	*	31%	23%
Students without Disabilities	67	756	762	762	*	*	*	*	*	64%	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	280	99.0	30.4	*	44.5	30.4	54.3	Not Met
White	29	100.0	41.4	41.1	54.1	41.4	64.5	Not Met
Hispanic	159	98.8	30.8	*	28.8	30.8	55.7	Not Met
Black or African American	76	98.8	18.4	*	23.0	18.4	40.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.0	51.1	76.5	70.0	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	131	98.6	26.7	*	44.9	26.7		
Male	149	99.4	33.6	*	44.2	33.6		
Economically Disadvantaged Students	182	98.5	25.8	*	26.3	25.8	50.9	Not Met
Non-Economically Disadvantaged Students	98	100.0	38.8	*	54.9	38.8		
Students with Disabilities	62	98.6	11.3	*	17.4	11.3	16.2	Met Target†
Students without Disabilities	218	99.1	35.8	*	50.0	35.8		
English Learners	63	100.0	33.3	22.4	25.0	33.3	34	Met Target†
Non-English Learners	217	98.7	29.5	26.7	46.5	29.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	23.1	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

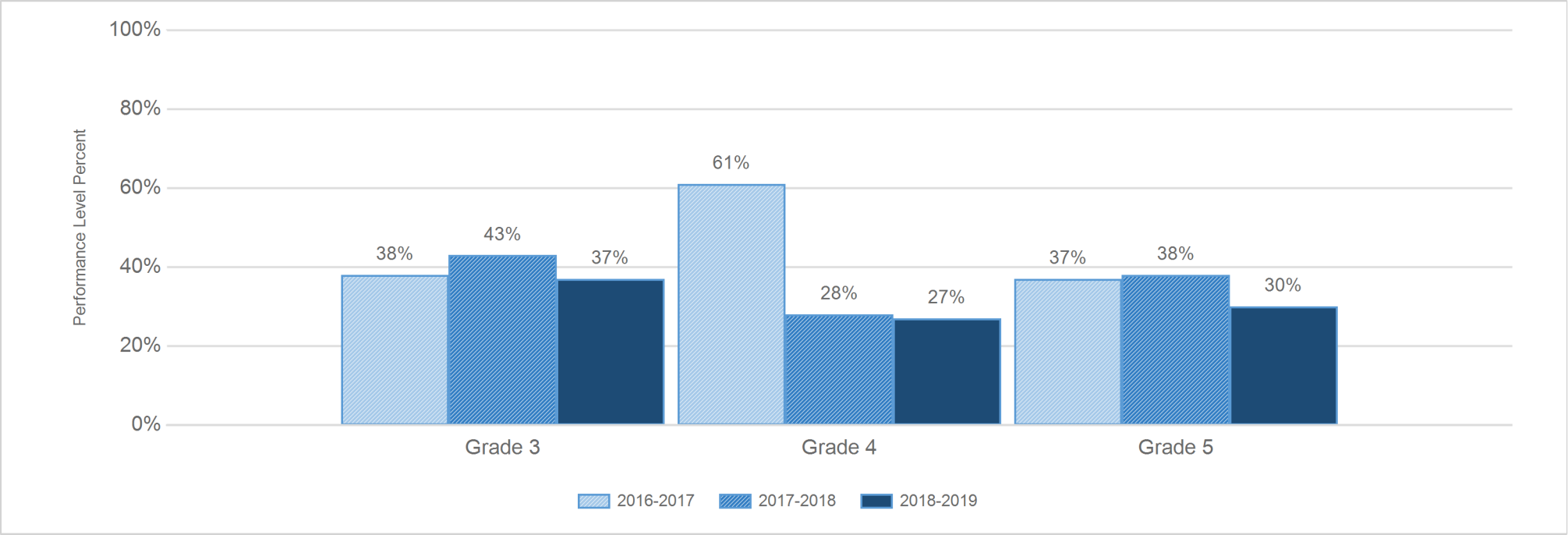


Number 2
(39-2660-090)
Grades Offered: PK-05
2018-2019

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

Mathematics Assessment – 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.



Number 2
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 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	737	743	752	14%	24%	25%	*	*	37%	55%
White	*	*	751	760	*	*	*	*	*	*	66%
Hispanic	64	738	*	739	*	25%	28%	*	*	36%	40%
Black or African American	25	734	737	735	*	*	*	*	*	32%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	48	740	745	751	*	25%	21%	*	*	42%	54%
Male	57	734	740	752	*	23%	28%	*	*	33%	56%
Economically Disadvantaged Students	71	736	739	737	*	*	*	*	*	34%	37%
Non-Economically Disadvantaged Students	34	739	748	761	*	*	*	*	*	44%	67%
Students with Disabilities	24	720	719	731	*	*	*	*	*	13%	31%
Students without Disabilities	81	742	748	756	*	*	*	*	*	44%	60%
English Learners	17	726	729	728	*	*	*	*	*	24%	26%
Non-English Learners	88	739	744	754	*	*	*	*	*	40%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	734	741	749	13%	23%	36%	*	*	27%	51%
White	*	*	753	757	*	*	*	*	*	*	62%
Hispanic	54	737	742	737	*	19%	31%	*	*	35%	36%
Black or African American	32	722	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	48	724	739	749	*	*	33%	*	*	15%	50%
Male	51	743	743	749	*	*	39%	*	*	39%	52%
Economically Disadvantaged Students	60	725	734	734	*	*	38%	*	*	15%	32%
Non-Economically Disadvantaged Students	39	746	749	759	*	*	33%	*	*	46%	63%
Students with Disabilities	18	712	719	726	*	*	*	*	*	11%	25%
Students without Disabilities	81	739	746	754	*	*	*	*	*	31%	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	734	743	747	*	28%	33%	*	*	30%	47%
White	*	*	753	755	*	*	*	*	*	*	58%
Hispanic	48	732	742	735	*	25%	38%	*	*	27%	30%
Black or African American	20	730	736	729	*	*	*	*	*	20%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	39	730	743	747	*	*	28%	*	*	26%	47%
Male	42	738	743	747	*	*	38%	*	*	33%	47%
Economically Disadvantaged Students	52	731	740	732	*	*	31%	*	*	29%	27%
Non-Economically Disadvantaged Students	29	739	748	757	*	*	38%	*	*	31%	59%
Students with Disabilities	13	714	723	725	*	*	*	*	*	*	19%
Students without Disabilities	68	738	747	752	*	*	*	*	*	*	52%
English Learners	*	*	717	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	57.6%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	51	*	*
3-4	32	81.3%	18.8%
5 or more	*	*	*



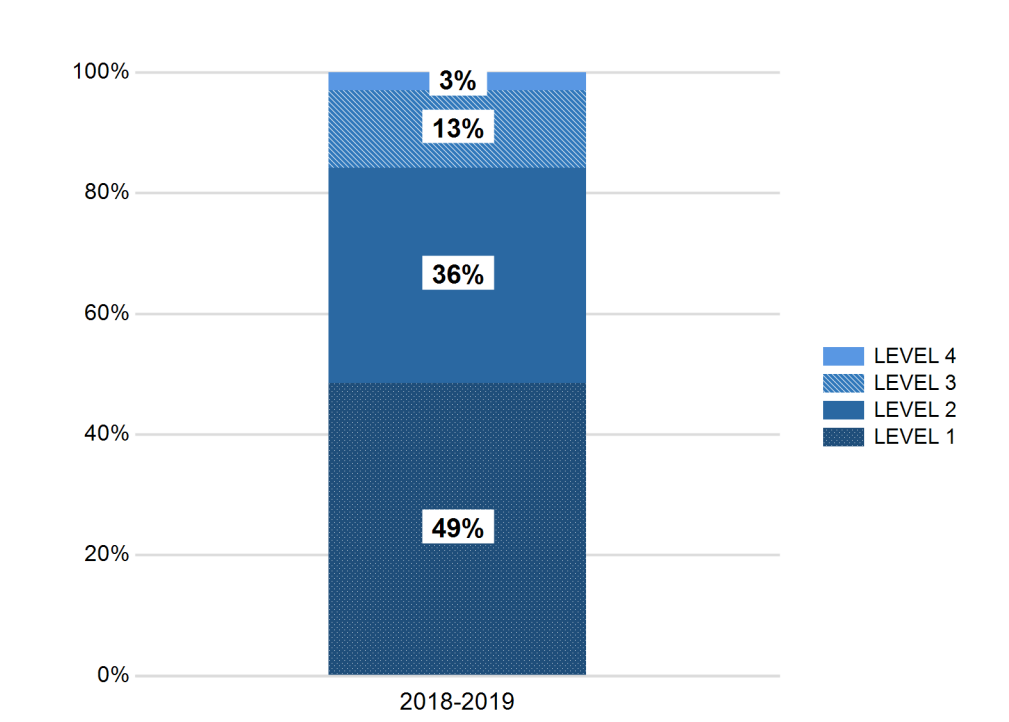
Number 2
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	36	13	3
White	*	*	*	*
Hispanic	48	42	6	4
Black or African American	63	21	16	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	44	51	5	0
Male	54	22	20	5
Economically Disadvantaged Students	51	38	8	4
Non-Economically Disadvantaged Students	44	33	22	0
Students with Disabilities	85	15	0	0
Students without Disabilities	42	40	15	3
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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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

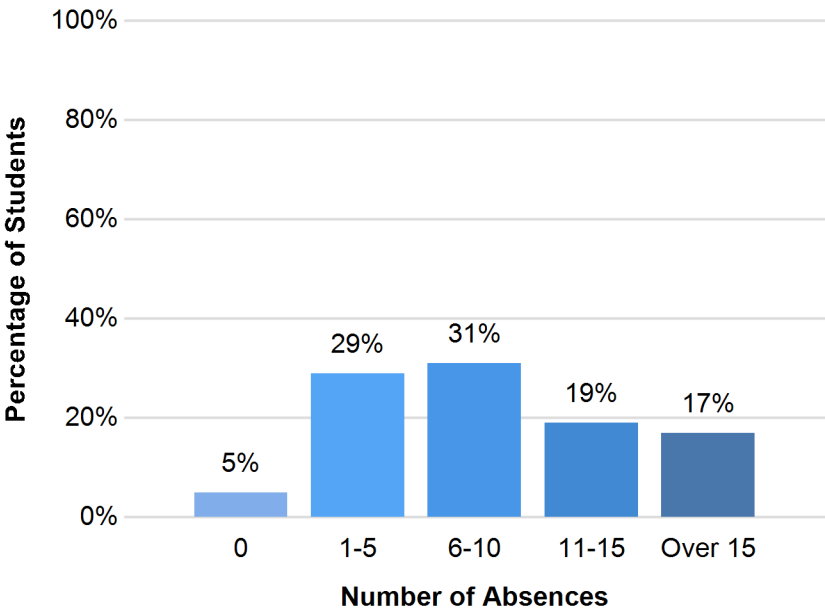
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	73	13.0	8.9	Not Met
White	8	14.5	8.9	Not Met
Hispanic	37	11.2	8.9	Not Met
Black or African American	21	14.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	4	25.0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	37	13.6		
Male	36	12.4		
Economically Disadvantaged Students	57	15.4	8.9	Not Met
Students with Disabilities	20	19.4	8.9	Not Met
English Learners	17	18.7	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





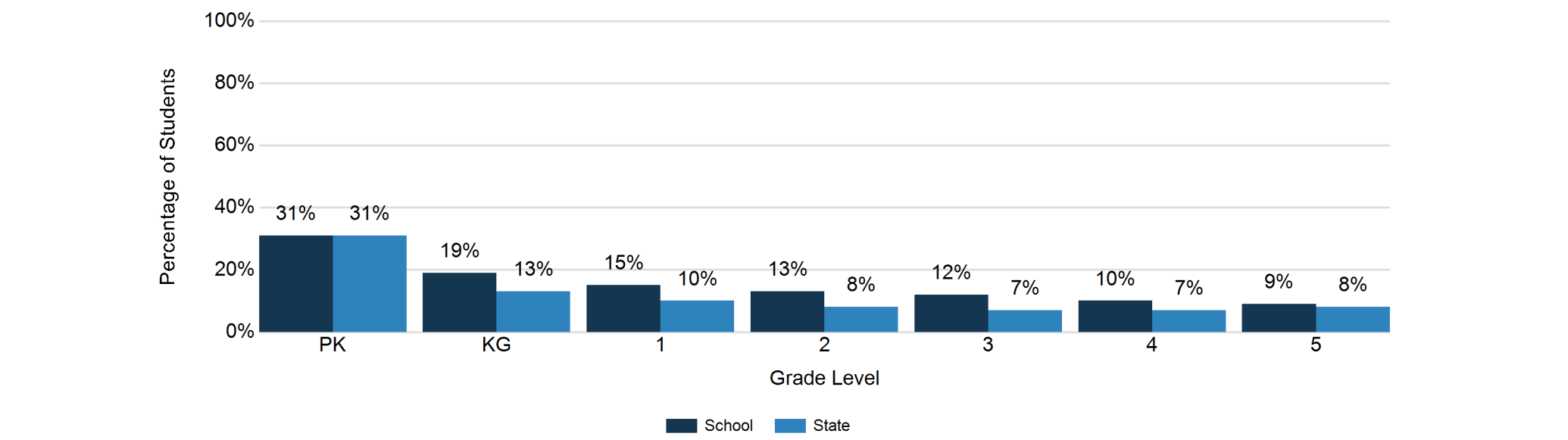
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.29

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	26	3.8%
Any Suspension	26	3.8%
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

125



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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	8:40 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	60	118,214
Average years experience in public schools	9.6	12.1
Average years experience in district	8.5	10.8
Percentage of Teachers with 4 or more years experience in the district	76.7%	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	44	9,530
Average years experience in public schools	20.4	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	340:1	142:1
Teachers to Administrators	30:1	13:1
Students to Librarians/Media Specialists		1246:1
Students to Nurses		445:1
Students to Counselors		566:1
Students to Child Study Team Members		160:1



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Teachers: All classroom teachers
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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.1%	86.7%	100.0%	48.4%	77.1%	54.9%
Male	53.9%	13.3%	0.0%	51.6%	22.9%	45.1%
White	12.2%	75.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	57.7%	8.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.9%	15.0%	100.0%	15.0%	6.6%	13.9%
Asian	2.7%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Number 2
(39-2660-090)
Grades Offered: PK-05
2018-2019

Report Key:
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

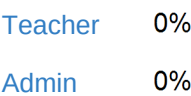
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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2018-2019

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	57.8%	43.0%	34.9%
Math Proficiency	45.2%	38.0%	30.4%
ELA Growth	56	47	52
Math Growth	62	44	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		67.2%	57.6%
Chronic Absenteeism	11.8%	12.0%	13.0%

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



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

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



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School Narrative

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

 Highlights:	- As a recipient of the Union County Dig In Grant, NJ Fresh Farm to Schools Program educated students on locally grown produce. Our expanded garden was harvested and 30% was donated to a food pantry. - Recipient of NJEA F.A.S.T. Grant titled, E pluribus unum, A family learning experience to feel, taste, view cultural artifacts, and hear more about multiculturalism around the world and our school. - NJ Dept. of Education has honored our ESL/Bilingual programs as a model for 12 consecutive years. We use the SIOP- Shelter Instruction model to promote the development of English language proficiency.
 Mission, Vision, Theme:	The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.
 Awards, Recognition, Accomplishments:	School 2 students are recognized for their accomplishments and talents through All City Music and Art, Tiger Paw Student of the Month, Principal for a Day, School Wide Talent Show, Presidential Awards of Excellence, and Student Awards for Character Education and Academics. Fifth grade students are recognized for their academic achievements in ELA, Math, and Science through our partnership with Conoco Phillips Refinery. Students in the Public Speaking Club exhibit their oratory skills at our end of the year parent expose. Faculty and staff are recognized for their impact, dedication, and service through our Shout Out Board, Governor Educator of the Year Program, Teacher appreciation week, and PBSIS SWAP Week Reverse Day provides students with an opportunity to celebrate our teachers who model positive behaviors. School 2 is honored with first place in the category of Best Elementary School Wide Video at the Linden Public Schools Academy Awards.



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 Clubs and Activities:	School 2 considers itself an environment for learning, not only in terms of academia, but also in terms of a childs social development within their community. Enrichment opportunities are provided through Gifted and Talented programs. Extra curricula clubs and activities include Kiwanis Kids (K-Kids), Safety Patrol, Cheerleading Club, Student Vanguard Team, Art Club, Chorus, Instrumental music, Tiger Paw Student of the Month Recognition program, Junior Achievement, and JA-Biz Town, which is an interactive, project-based program where students learn to manage personal finances, as well as the importance of becoming a successful professional within their community. Our Public Speaking Club is offered to our 3rd _ 5th grade students. They learn confidence and skills to organize and deliver effective presentations in and out of their classroom.



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 Before and After School Programs:	Our Before and After School Programs are available to students in Grades PreK4 through 5. Every elementary school houses the programs making for an easy transition when the bell rings. Our programs service over 400 students. These licensed programs provide homework support, enrichment, recreational and social activities for students in a safe and nurturing environment. The children are encouraged to make their own choices, be creative and pursue individual interests.
 Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.



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 Student Supports and Services:	Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.
 Student Health and Wellness:	Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.
 Parent and Community Involvement:	Parent-teacher conferences, American Education Week, Tiger Paw Parade, Technology coding, Digital Learning Day, Awards Ceremony, Fathers Walk and Talk to School, Daddy Daughter Dance, Guest Readers, Get Fit, PSD Sensory Night sponsored by LEA F.A.S.T. and special observances are all open invitations for parent involvement. Our Title I program provides a resource center and family nights. Parents are introduced to our PTA board and local librarian to assist them with transitioning into the educational setting at our ESL Meet and Greet breakfast. The breakfast serves as a model for schools to emulate. A local author presents writing strategies through bi-lingual stories to support dual language in and out of school. Community partnerships include Conoco Phillips, local government, Linden Police and Fire Departments, and other organizations. PTA supports academic and extracurricular programs. Parents can access district and school websites, Twitter and Facebook for more information.



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 Facilities:	School 2 is comprised of 4 buildings that house approximately 650 students. Building B, built in 1913, was our original building. Currently our 3rd and 4th grade students are educated there. Six years later in 1919, Building A, was built in front of Building B. Currently our library, 5th grade and Behavioral Disabilities students are educated there. In 1967, Building C was built behind Building B. Currently our 2nd grade students are educated there. We have a large gymnasium and cafeteria also in Building C. In 2012 our air-conditioned Building D, was built behind Building C. This addition has an Occupational Therapy room and an elevator to get to the 2nd floor. Currently our Pre-K, PSD, Kindergarten, 1st Grade, and Autistic students are educated there. We have a Gross Motor Room to help children develop their large motor muscles and practice large motor skills. It features yoga mats, indoor climbing structures and more.
 School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.



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 Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.
 Early Childhood Education:	Students in our Pre-Kindergarten Program are provided with a variety of developmentally appropriate activities through the Tools of the Mind Curriculum. Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Math is also integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. Students in our Kindergarten Program continue to be exposed to the literacy practices in the Tools of the Mind Program. Children read in response to themes, which incorporate all content areas, and write for a variety of purposes. Phonics instruction is not only embedded in our Tools program but also explicitly taught through the Wilson Foundations program. Mathematics is taught through the use of Tools of the Mind games and projects coupled with Go Math resources that help our students develop a deeper understanding of mathematical skills and concepts.



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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.

 Other Information	School 2 is the magnet school for our Spanish Bilingual students. These students receive Bilingual services in a part-time transitional program, where Spanish is used to help them grow academically while developing their social and academic English language. Students whose primary language is other than English can receive ESL services in a push-in and pull-out setting. We also have specialized classrooms offering unique learning opportunities for pre-school disabled students. Students with autism receive instruction using the Applied Behavior Analysis (ABA) Therapy. Our school day is 6 hours and 35 minutes. We service students from a full-day Pre-K program through grade 5. The Go Math curriculum is used in grades K_ 5. Weekly time allotments are Reading 450 minutes, Writing 250 minutes, Mathematics 355 minutes, Social Studies/Science 120 minutes each, Music and Art 30-45 minutes, World Language (Grades 1-5) 60 minutes, Physical Education/Health 60 minutes each, and Recess/Lunch 150 minutes. Students begin each day reciting our School Motto, _Our Tiger ROARS." Unannounced fire drill and crisis drill is rehearsed each month. All classroom doors lock and staff have key fobs to enter the building. All students and teachers have technology access through Smart Boards, iPads and MacBook Airs. CANVAS is currently the district online learning management system for use by teachers and students. A wide array of communication vehicles (translated in Spanish) are used to communicate with all stakeholders. They include: The Daily Reporter, Google docs., brochures, flyers, Blackboard Connect (email and voicemail), outdoor message board, social media, the school website, ThinkCentral, Class Dojo, Remind.com text messaging service, individual emails and phone calls. Listen for us on The Veterans Corner Radio Station, WRSU 88.7 fm., watch our monthly school news, or student led anti-bullying skits that teach their peers about the harmful effects of bullying.



Number 4
(39-2660-115)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Number 4**

(39-2660-115)

Grades Offered: PK-05

2018-2019

Report Key:

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N No Data is available to display

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School Contact Information

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

Type	Contact Information
County	Union
District	Linden Public School District
Principal Name	Mr. Anthony Cataline
Address	1602 DILL AVENUE LINDEN, NJ 07036
Phone Number	908-486-3286
Email Address	acataline@lindenps.org
Website	http://www.linden.k12.nj.us/schools/school4/
Facebook	https://www.facebook.com/lindenpublicschools.school4/
Twitter	https://www.twitter.com/LINDENnjES4



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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
PK	44	46	40
KG	55	67	70
1	50	57	68
2	51	55	63
3	74	54	55
4	57	76	60
5	48	55	76
Total	379	410	432

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	52.0%	54.6%	53.7%
Male	48.0%	45.4%	46.3%
Economically Disadvantaged Students	71.8%	70.0%	71.5%
Students with Disabilities	5.5%	5.1%	6.7%
English Learners	5.3%	10.0%	12.7%
Homeless Students	0.5%	1.5%	0.9%
Students in Foster Care	0.8%	0.7%	0.2%
Military-Connected Students	0.0%	0.5%	0.7%
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	7.4%	5.9%	5.3%
Hispanic	39.6%	42.2%	44.9%
Black or African American	51.5%	50.2%	49.1%
Asian	0.5%	0.7%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.1%	1.0%	0.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	44	46	40
KG - Half Day	0	0	0
KG - Full Day	55	67	70

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	54.4%
Spanish	29.2%
Haitian	11.8%
Portuguese	1.4%
Other Languages	3.2%



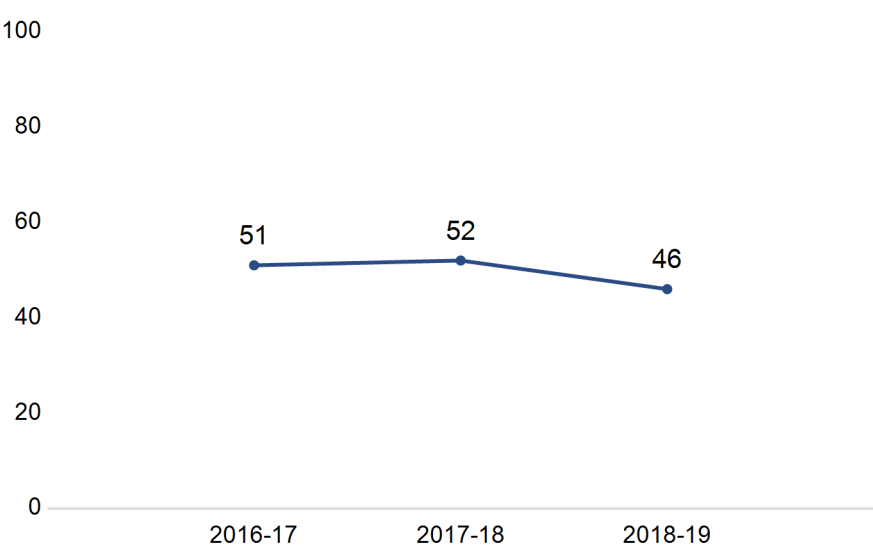
Number 4
(39-2660-115)
Grades Offered: PK-05
2018-2019

Report Key:
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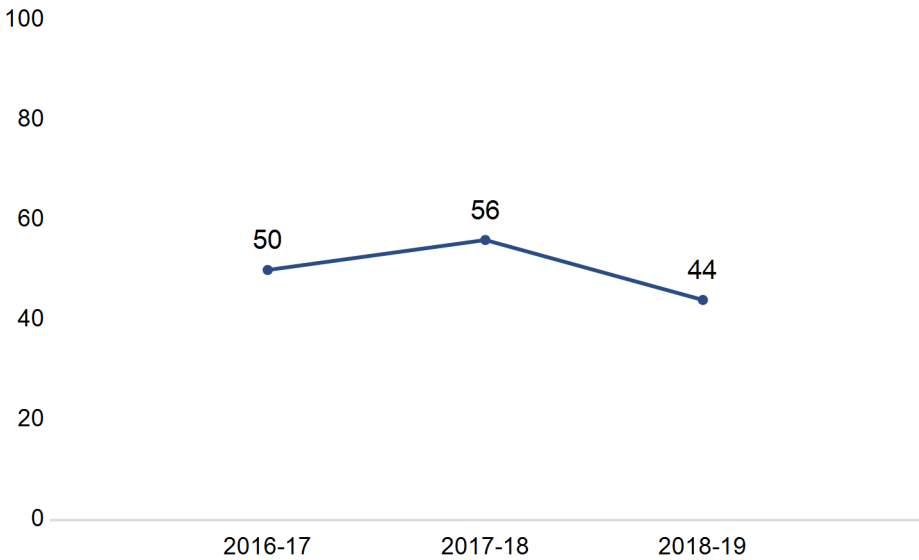
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	52	46	50	56	44
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46	41	50	Met Standard	44	47	50	Met Standard
White	*	41	50	**	*	53	52	**
Hispanic	53	42	49	Met Standard	45	47	47	Met Standard
Black or African American	41.5	37	45	Met Standard	44	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	52	59	**	*	55.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	52.5	49	**	N	49	52	**
Female	44.5	43	53	N	44	47	50	N
Male	47	40	47	N	43	47	51	N
Economically Disadvantaged Students	43	42	48	Met Standard	44	47	46	Met Standard
Students with Disabilities	53	37	43	**	35	51	45	**
English Learners	*	47	52	**	66.5	54	50	**
Homeless Students	*	36	43	N	*	23.5	44	N
Students in Foster Care	*	27.5	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Number 4
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2018-2019

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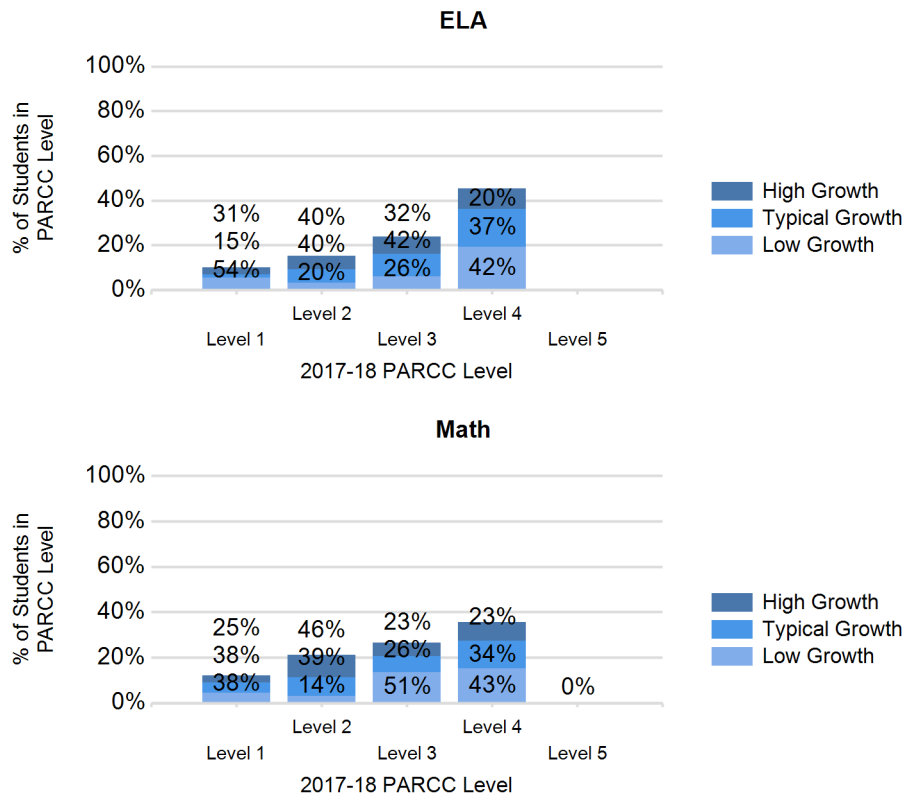
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

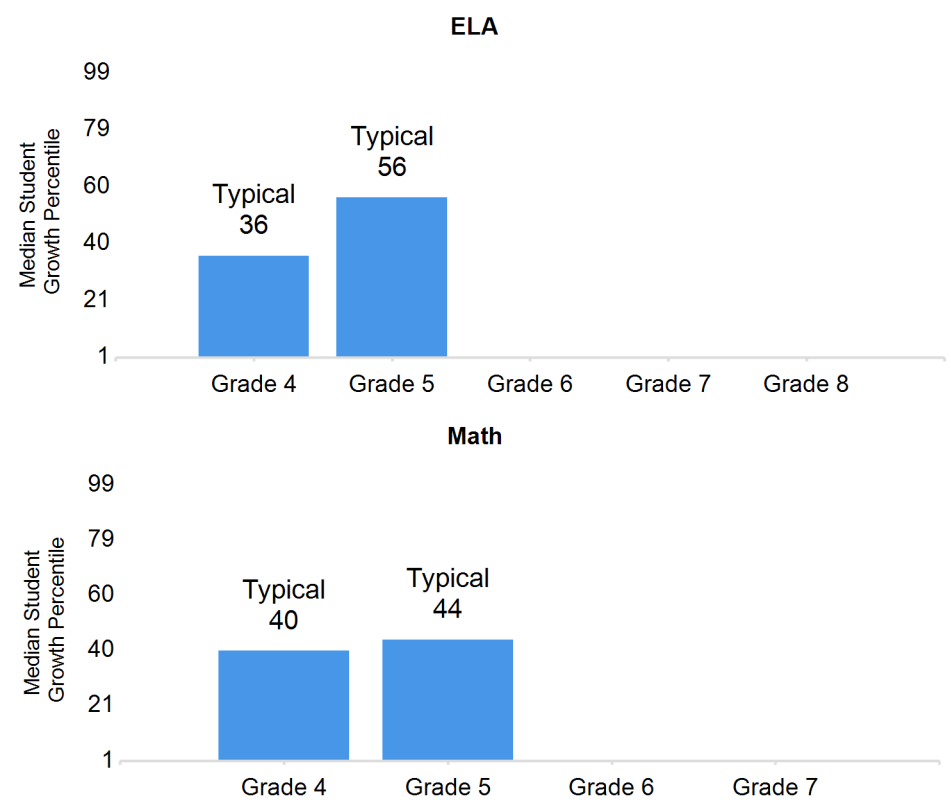
Student Growth by Performance Level

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.



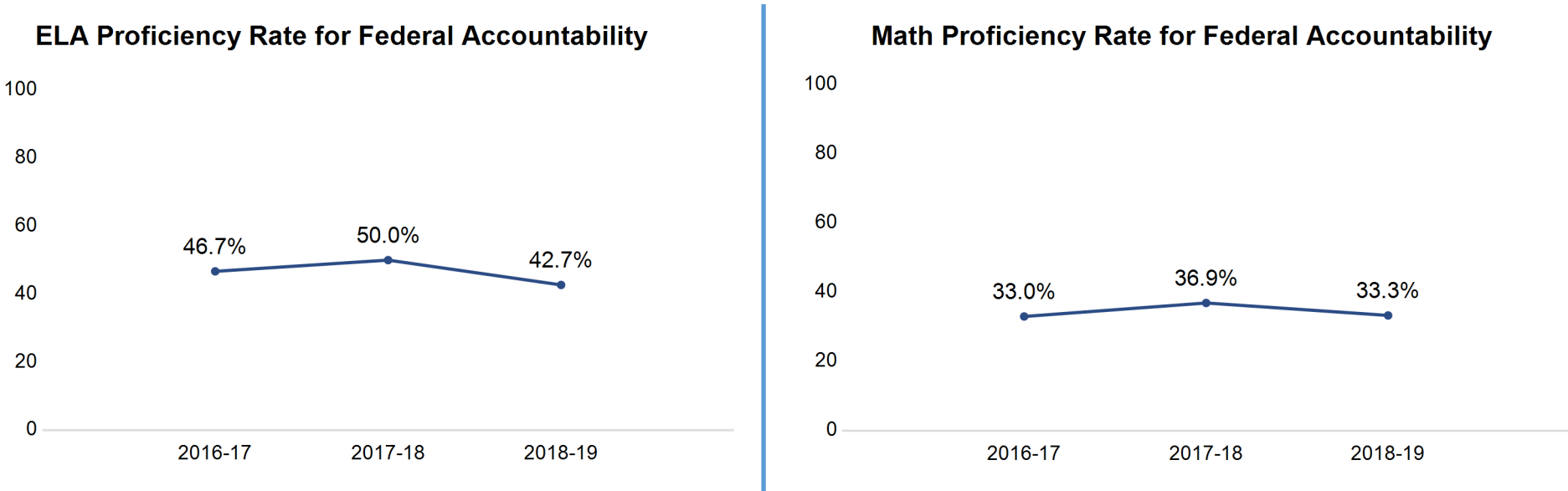


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Grades Offered: PK-05
2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	98.9%	100.0%	98.4%	98.4%	99.5%
Proficiency Rate for Federal Accountability	46.7%	50.0%	42.7%	33.0%	36.9%	33.3%
Annual Target	42.0%	44.0%	46.0%	31.6%	34.2%	36.7%
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.



Number 4
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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	178	100.0	42.7	45.1	57.9	42.7	46	Met Target†
White	*	*	*	55.9	66.9	*	**	**
Hispanic	72	100.0	50.0	44.9	43.9	50.0	45.7	Met Target
Black or African American	92	100.0	32.6	38.2	38.5	32.6	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	94	100.0	46.8	53.9	64.8	46.8		
Male	84	100.0	38.1	37.0	51.3	38.1		
Economically Disadvantaged Students	133	100.0	36.8	40.6	40.0	36.8	43.8	Not Met
Non-Economically Disadvantaged Students	45	100.0	60.0	51.0	67.9	60.0		
Students with Disabilities	19	100.0	10.5	12.9	22.7	10.5	**	**
Students without Disabilities	159	100.0	46.5	53.0	65.1	46.5		
English Learners	23	100.0	26.1	26.3	29.3	26.1	N	N
Non-English Learners	155	100.0	45.2	47.4	60.6	45.2		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

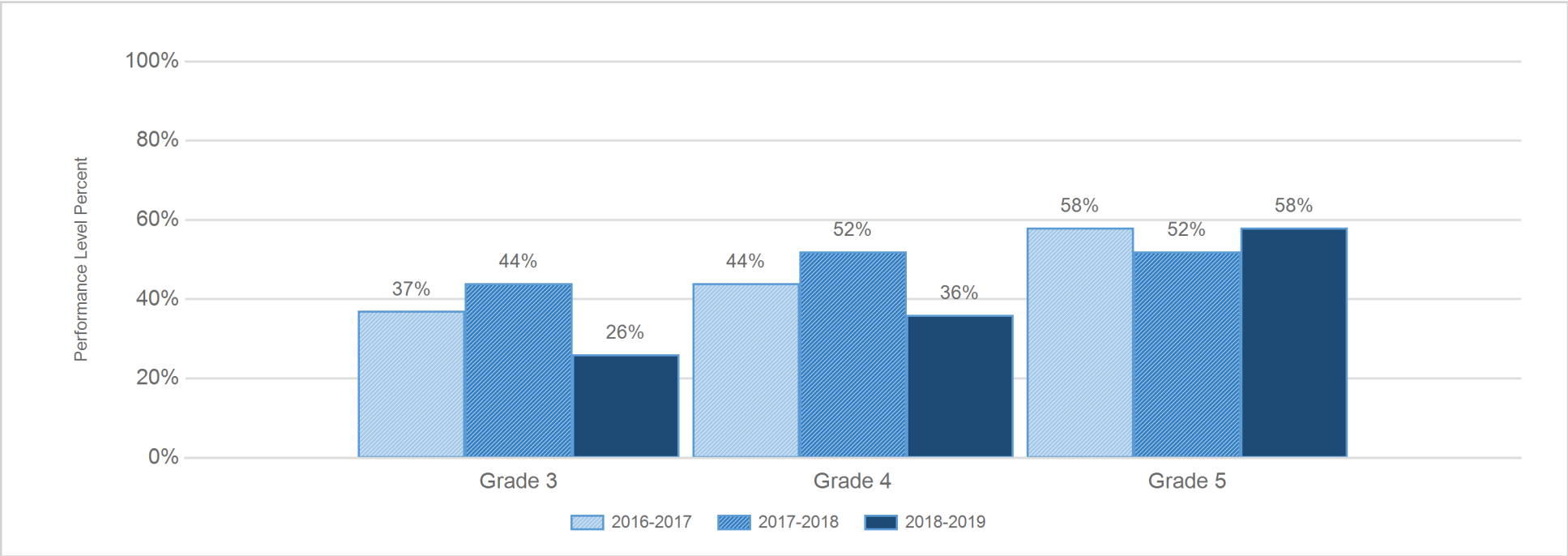


Number 4
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Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





Number 4
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	733	737	748	*	35%	37%	*	*	26%	50%
White	*	*	741	757	*	*	*	*	*	*	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	30	728	734	731	*	40%	40%	*	*	17%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	26	727	744	753	*	*	*	*	*	19%	55%
Male	28	738	731	743	*	*	*	*	*	32%	46%
Economically Disadvantaged Students	42	733	733	731	*	*	*	*	*	26%	33%
Non-Economically Disadvantaged Students	12	730	742	759	*	*	*	*	*	25%	61%
Students with Disabilities	*	*	710	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	712	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Number 4
(39-2660-115)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	740	745	755	*	24%	32%	*	*	36%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	*	*	743	743	*	*	*	*	*	*	44%
Black or African American	30	737	740	739	*	*	33%	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	30	748	746	760	*	*	*	*	*	43%	62%
Male	29	732	743	750	*	*	*	*	*	28%	53%
Economically Disadvantaged Students	41	736	739	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	18	749	751	765	*	*	*	*	*	56%	69%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Number 4
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	754	756	756	*	*	27%	*	*	58%	58%
White	*	*	760	764	*	*	*	*	*	*	68%
Hispanic	34	757	757	743	*	*	*	65%	0%	65%	44%
Black or African American	37	746	751	739	*	*	32%	*	*	46%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	45	757	761	761	*	*	24%	*	*	62%	64%
Male	33	749	751	750	*	*	30%	*	*	52%	52%
Economically Disadvantaged Students	57	749	754	740	*	*	*	*	*	49%	39%
Non-Economically Disadvantaged Students	21	767	760	766	*	*	*	*	*	81%	69%
Students with Disabilities	*	*	724	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	762	762	*	*	*	*	*	*	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	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%



Number 4
(39-2660-115)
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	177	99.5	33.3	*	44.5	33.3	36.7	Met Target†
White	*	*	*	41.1	54.1	*	**	**
Hispanic	72	100.0	38.9	*	28.8	38.9	38.3	Met Target
Black or African American	91	99.0	24.2	*	23.0	24.2	33	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	93	99.0	32.3	*	44.9	32.3		
Male	84	100.0	34.5	*	44.2	34.5		
Economically Disadvantaged Students	132	99.3	28.8	*	26.3	28.8	34.7	Met Target†
Non-Economically Disadvantaged Students	45	100.0	46.7	*	54.9	46.7		
Students with Disabilities	19	100.0	15.8	*	17.4	15.8	**	**
Students without Disabilities	158	99.4	35.4	*	50.0	35.4		
English Learners	23	100.0	34.8	22.4	25.0	34.8	N	N
Non-English Learners	154	99.4	33.1	26.7	46.5	33.1		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	23.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

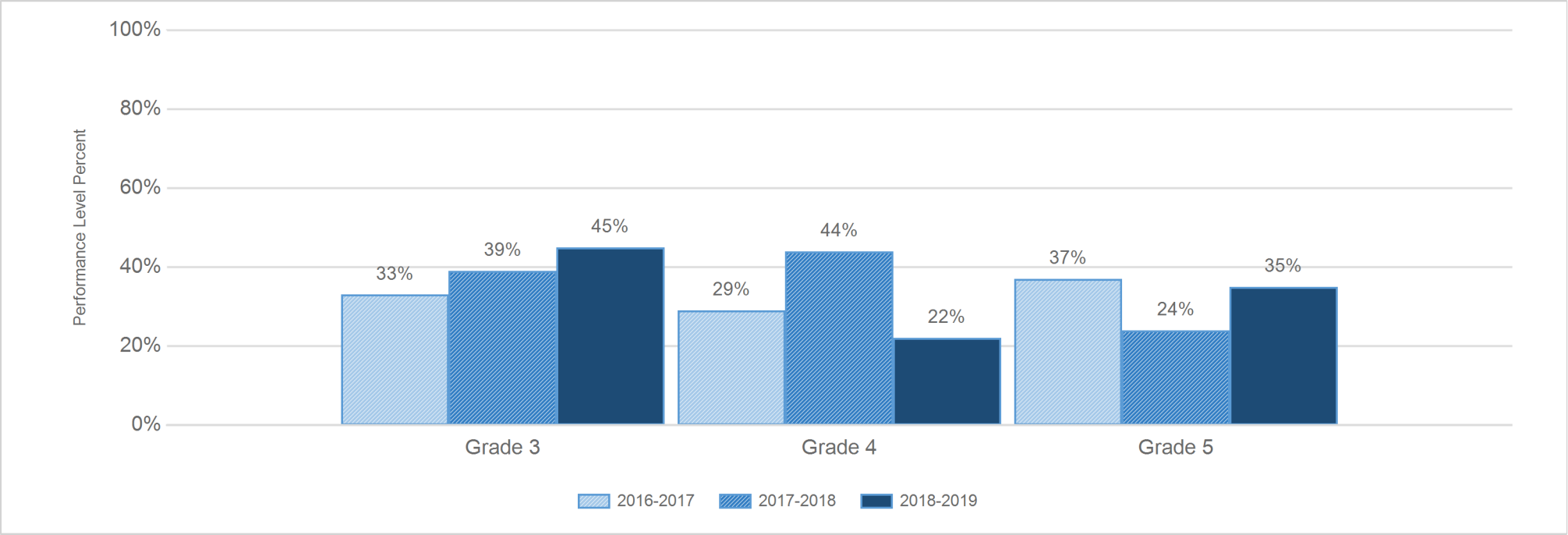


Number 4
(39-2660-115)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Number 4
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Grades Offered: PK-05
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	744	743	752	*	*	36%	*	*	45%	55%
White	*	*	751	760	*	*	*	*	*	*	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	31	735	737	735	*	*	39%	*	*	35%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	27	738	745	751	*	*	*	*	*	37%	54%
Male	28	750	740	752	*	*	*	*	*	54%	56%
Economically Disadvantaged Students	43	745	739	737	*	*	*	*	*	47%	37%
Non-Economically Disadvantaged Students	12	740	748	761	*	*	*	*	*	42%	67%
Students with Disabilities	*	*	719	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	748	756	*	*	*	*	*	*	60%
English Learners	*	*	729	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Number 4
 (39-2660-115)
 Grades Offered: PK-05
 2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	733	741	749	*	19%	44%	*	*	22%	51%
White	*	*	753	757	*	*	*	*	*	*	62%
Hispanic	*	*	742	737	*	*	*	*	*	*	36%
Black or African American	30	726	730	731	*	*	47%	*	*	13%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	30	741	739	749	*	*	43%	*	*	33%	50%
Male	29	725	743	749	*	*	45%	*	*	10%	52%
Economically Disadvantaged Students	41	728	734	734	*	*	*	*	*	15%	32%
Non-Economically Disadvantaged Students	18	746	749	759	*	*	*	*	*	39%	63%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	746	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Number 4
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	738	743	747	*	27%	31%	*	*	35%	47%
White	*	*	753	755	*	*	*	*	*	*	58%
Hispanic	34	743	742	735	*	*	38%	*	*	35%	30%
Black or African American	36	730	736	729	*	31%	31%	*	*	28%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	44	736	743	747	*	*	30%	*	*	32%	47%
Male	33	741	743	747	*	*	33%	*	*	39%	47%
Economically Disadvantaged Students	56	732	740	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	21	755	748	757	*	*	*	*	*	62%	59%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	747	752	*	*	*	*	*	*	52%
English Learners	*	*	717	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	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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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	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	58.1%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	34	85.3%	14.7%
3-4	10	80.0%	20.0%
5 or more	*	*	*



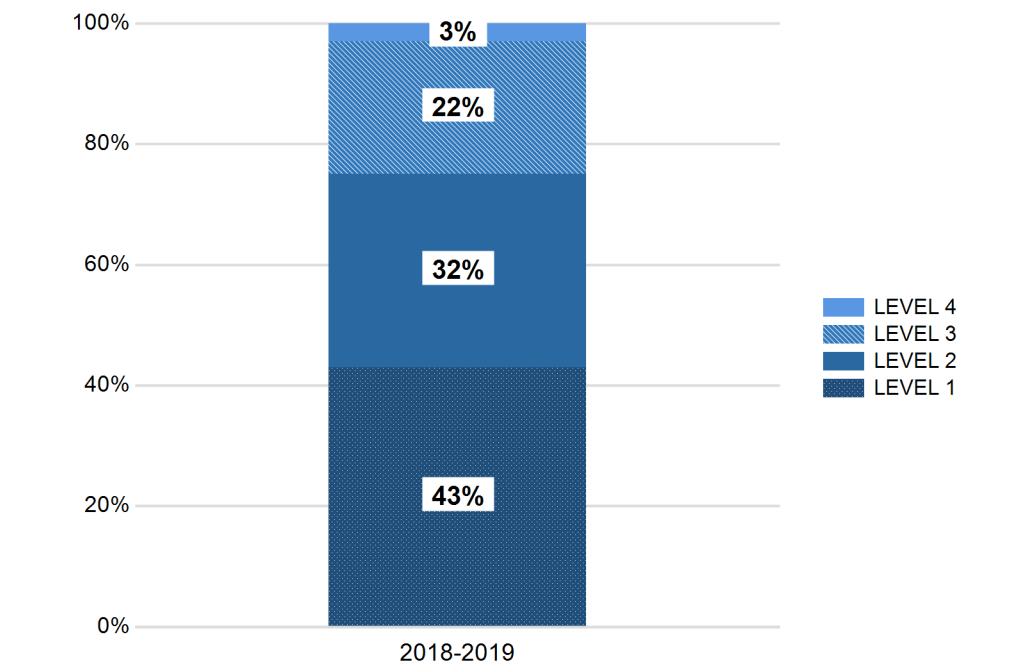
Number 4
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	32	22	3
White	*	*	*	*
Hispanic	35	38	24	3
Black or African American	58	25	17	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	43	34	20	2
Male	42	30	24	3
Economically Disadvantaged Students	52	30	18	0
Non-Economically Disadvantaged Students	19	38	33	10
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

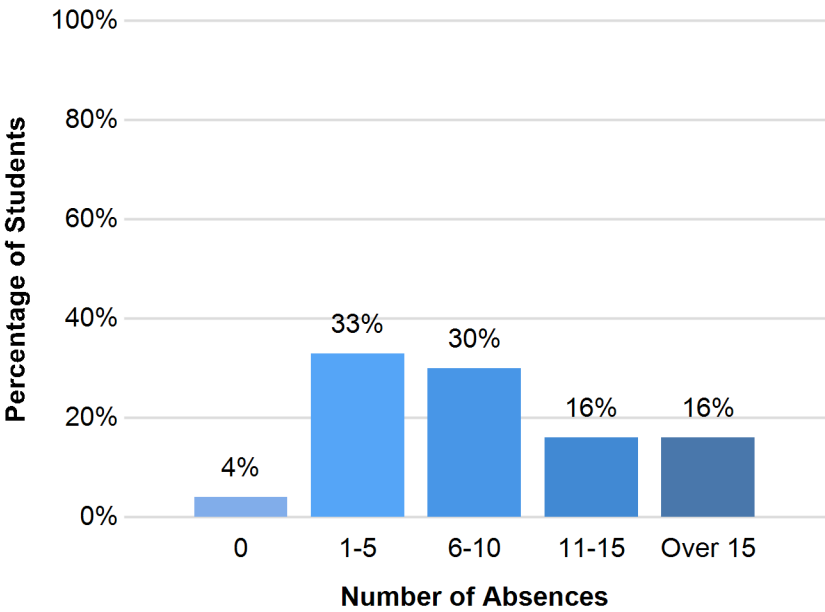
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	43	11.1	8.9	Not Met
White	2	10.5	**	**
Hispanic	18	10.3	8.9	Not Met
Black or African American	22	11.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	20	9.5		
Male	23	12.9		
Economically Disadvantaged Students	36	12.5	8.9	Not Met
Students with Disabilities	3	10.0	8.9	Not Met
English Learners	1	2.1	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





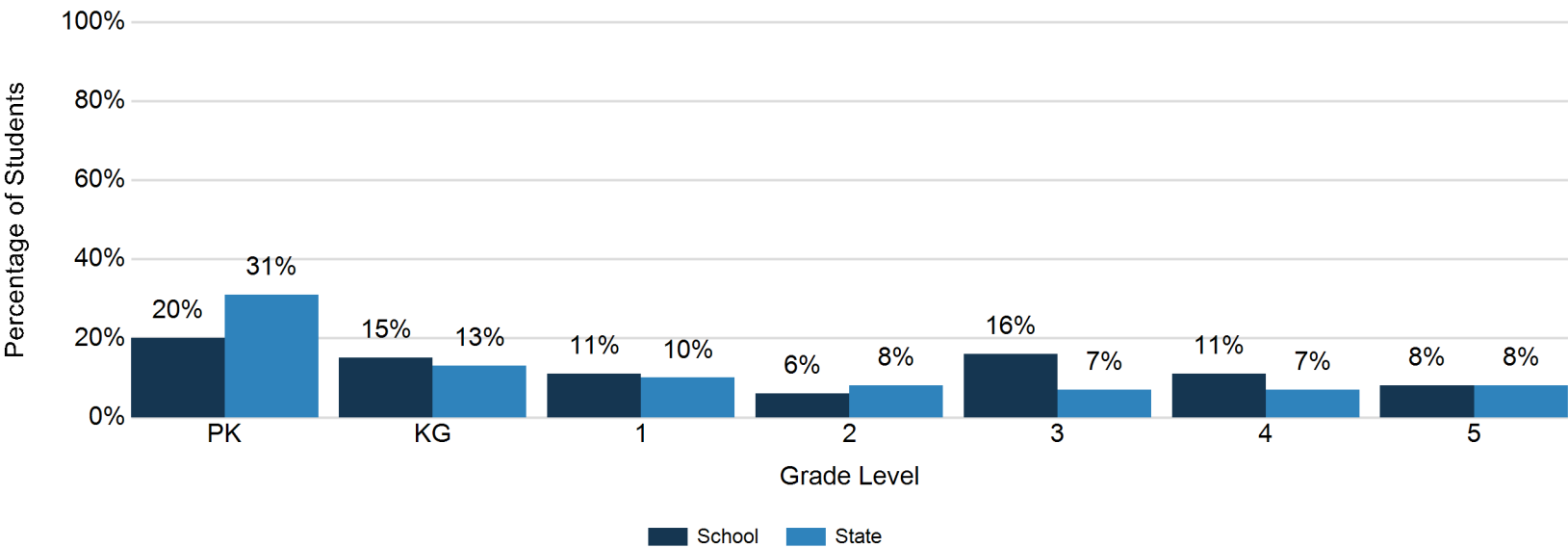
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Chronic Absenteeism by Grade

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





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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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.93

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	13	3.0%
Any Suspension	15	3.5%
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

38



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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	9.0	12.1
Average years experience in district	7.8	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	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	44	9,530
Average years experience in public schools	20.4	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	11:1
Students to Administrators	216:1	142:1
Teachers to Administrators	15:1	13:1
Students to Librarians/Media Specialists		1246:1
Students to Nurses		445:1
Students to Counselors		566:1
Students to Child Study Team Members		160:1



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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	53.7%	96.7%	50.0%	48.4%	77.1%	54.9%
Male	46.3%	3.3%	50.0%	51.6%	22.9%	45.1%
White	5.3%	83.3%	50.0%	42.4%	83.6%	77.4%
Hispanic	44.9%	6.7%	50.0%	29.9%	7.3%	7.2%
Black or African American	49.1%	10.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	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	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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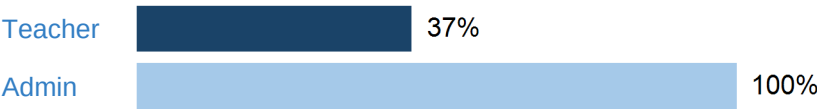
Teachers and Administrators - Level of Education

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

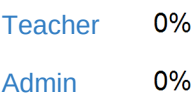
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.6%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.7%	50.0%	42.7%
Math Proficiency	33.0%	36.9%	33.3%
ELA Growth	51	52	46
Math Growth	50	56	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		65.0%	58.1%
Chronic Absenteeism	11.9%	11.0%	11.1%

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



Number 4
(39-2660-115)
Grades Offered: PK-05
2018-2019

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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

 Highlights:	- Recipient of NJEA FAST grant, Union County Dig In Grant, and NJ Agricultural Society Grant. - Continued expansion of the PBSIS Program in order to promote positive behavior and additional family involvement events. - Technology is embedded into all content areas. Students in Grades K-5 and all staff utilize 1:1 Apple iPad programs and applications.
 Mission, Vision, Theme:	The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.
 Awards, Recognition, Accomplishments:	School 4 has achieved Future Ready School Certification. Recipient of the NJEA FAST and PRIDE grants used for programming to enhance the school-home relationship. Learning Through Gardening grant recipients. Monthly Student of the Month recognition.



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 Clubs and Activities:	Intramural Basketball League - Kiwanis K-Kids - Safety Patrol - School #4 Can Band - School #4 Gardeners - School #4 Talent Show - Student Technology VanGuard



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 Before and After School Programs:	Our Before and After School Programs are available to students in Grades PreK4 through 5. Every elementary school houses the programs making for an easy transition when the bell rings. Our programs service over 400 students. These licensed programs provide homework support, enrichment, recreational and social activities for students in a safe and nurturing environment. The children are encouraged to make their own choices, be creative and pursue individual interests.
 Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.



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 Student Supports and Services:	Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.
 Student Health and Wellness:	Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.
 Parent and Community Involvement:	The PTO supports academic and extracurricular programs through funding and volunteerism. FAST activities, a Father's Program, parent-teacher conferences, a parent resource center, principals' teas, and special observances are open invitations for parent involvement. Partnerships include Conoco Phillips, the Linden Housing Authority, Kiwanis, local government and community services. Parents can access district and school websites, twitter and facebook for information and services. Parents are contacted via email and Blackboard Connect.



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 Facilities:	School 4 (Dill Avenue) was built (1964) as an Annex to School 4 (Cranford Avenue). The larger school was vacated and the current School 4 housed K through 2. Grades 3-5 were divided and sent to other schools. In 1969 a renovation and addition was added. In 2002, School 4 was enlarged to include a new early childhood wing and a large library called the Reading Room. A new gymnasium was added. Some classrooms are air conditioned, as is the newest wing, the gymnasium, and main office.
 School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.



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 Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.
 Early Childhood Education:	Students in our Pre-Kindergarten Program are provided with a variety of developmentally appropriate activities through the Tools of the Mind Curriculum. Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Math is also integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. Students in our Kindergarten Program continue to be exposed to the literacy practices in the Tools of the Mind Program. Children read in response to themes, which incorporate all content areas, and write for a variety of purposes. Phonics instruction is not only embedded in our Tools program but also explicitly taught through the Wilson Foundations program. Mathematics is taught through the use of Tools of the Mind games and projects coupled with Go Math resources that help our students develop a deeper understanding of mathematical skills and concepts.



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 Other Information	The school day at School 4 is 6 hours and 35 minutes. The grade span is full-day Pre-K through grade 5. The Pre-K and Kindergarten employs the Tools of the Mind curriculum and includes Go Math in Kindergarten. Students begin each day reciting the Pledge of Allegiance and a motivational School Four Pledge. An unannounced fire drill and crisis drill is rehearsed each month. To date, all classroom doors lock and staff have key fobs to enter the building. All students and teachers have technology access through Smart Boards, iPads and MacAir Books. School Four strives to become Future Ready and an Apple Distinguished school. CANVAS is currently the district learning management system for use by teachers and students. Supporting character education and positive behavior, School Four continues to exhibit a high percentage of students adhering to a uniform code of dress. A wide array of communication vehicles are used to communicate with staff, students and parents/guardians. They include: The Daily Compass, memos, flyers, Blackboard Connect (email and voicemail), REMIND app, outdoor message board, social media, the school website, ThinkCentral, Class Dojo, and individual emails and phone calls.



Number 5
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Number 5**

(39-2660-120)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Linden Public School District
Principal Name	Ms. Laura Scamardella
Address	1014 BOWER STREET LINDEN, NJ 07036
Phone Number	908-486-2666
Email Address	lscamardella@lindenps.org
Website	http://www.linden.k12.nj.us/schools/school5/
Facebook	https://www.facebook.com/SchoolFiveLindenNJ/
Twitter	https://twitter.com/school_5_linden



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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	55	52	51
KG	41	54	40
1	47	41	48
2	31	48	38
3	43	30	45
4	54	46	36
5	39	51	53
Total	310	322	311

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.1%	47.5%	51.8%
Male	51.9%	52.5%	48.2%
Economically Disadvantaged Students	67.4%	64.3%	69.8%
Students with Disabilities	10.6%	9.0%	9.3%
English Learners	0.3%	0.3%	1.3%
Homeless Students	0.3%	0.9%	0.6%
Students in Foster Care	0.0%	0.3%	0.0%
Military-Connected Students	0.0%	0.6%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.6%	3.4%	5.1%
Hispanic	22.9%	24.8%	25.1%
Black or African American	73.2%	70.2%	66.9%
Asian	0.3%	0.3%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.0%	1.2%	1.6%

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	14	0	0
PK - Full Day	41	52	51
KG - Half Day	0	0	0
KG - Full Day	41	54	40

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	79.1%
Spanish	11.6%
Haitian	2.6%
Arabic	1.9%
Portuguese	1.3%
Other Languages	3.5%



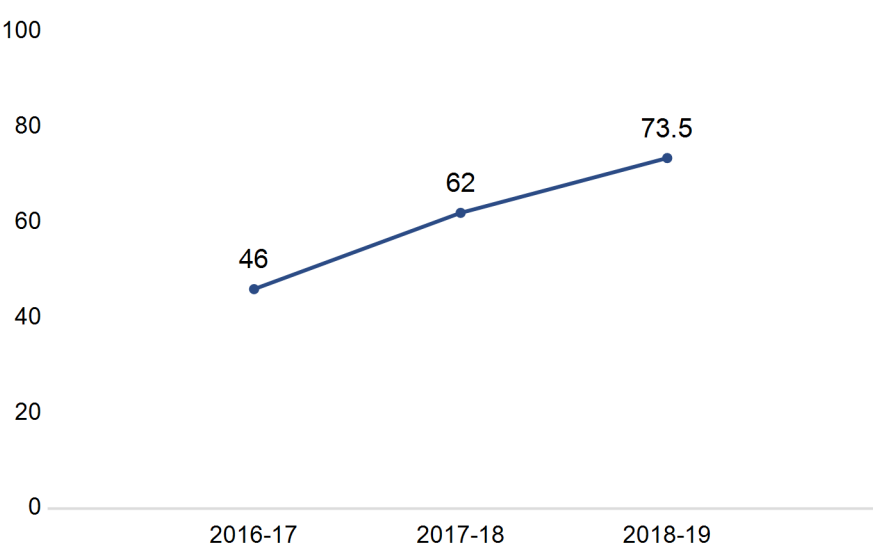
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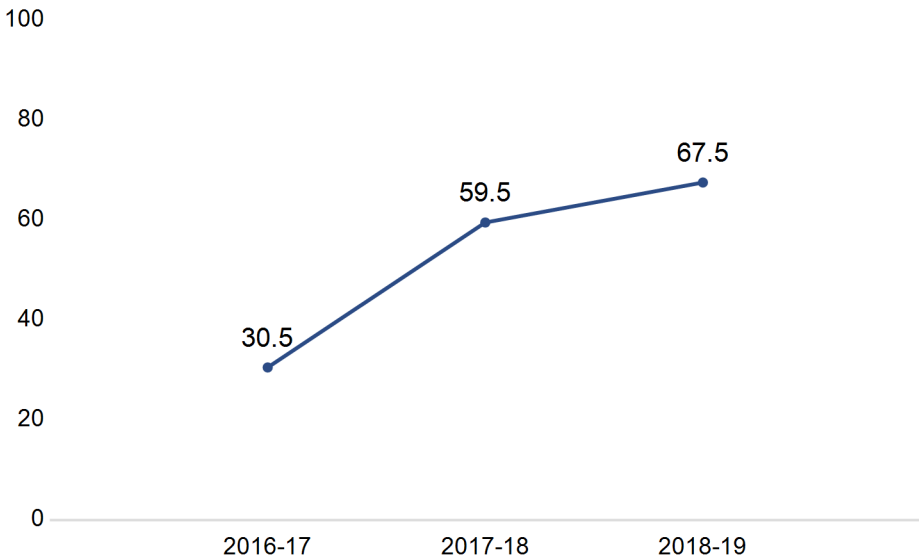
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	62	73.5	30.5	59.5	67.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	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	73.5	41	50	Exceeds Standard	67.5	47	50	Exceeds Standard
White	*	41	50	**	*	53	52	**
Hispanic	69.5	42	49	Exceeds Standard	82.5	47	47	Exceeds Standard
Black or African American	81	37	45	Exceeds Standard	61	41	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	N	52	59	**	N	55.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	52.5	49	**	*	49	52	**
Female	79	43	53	N	71	47	50	N
Male	67	40	47	N	67	47	51	N
Economically Disadvantaged Students	73.5	42	48	Exceeds Standard	79	47	46	Exceeds Standard
Students with Disabilities	69	37	43	**	76	51	45	**
English Learners	*	47	52	**	*	54	50	**
Homeless Students	*	36	43	N	*	23.5	44	N
Students in Foster Care	N	27.5	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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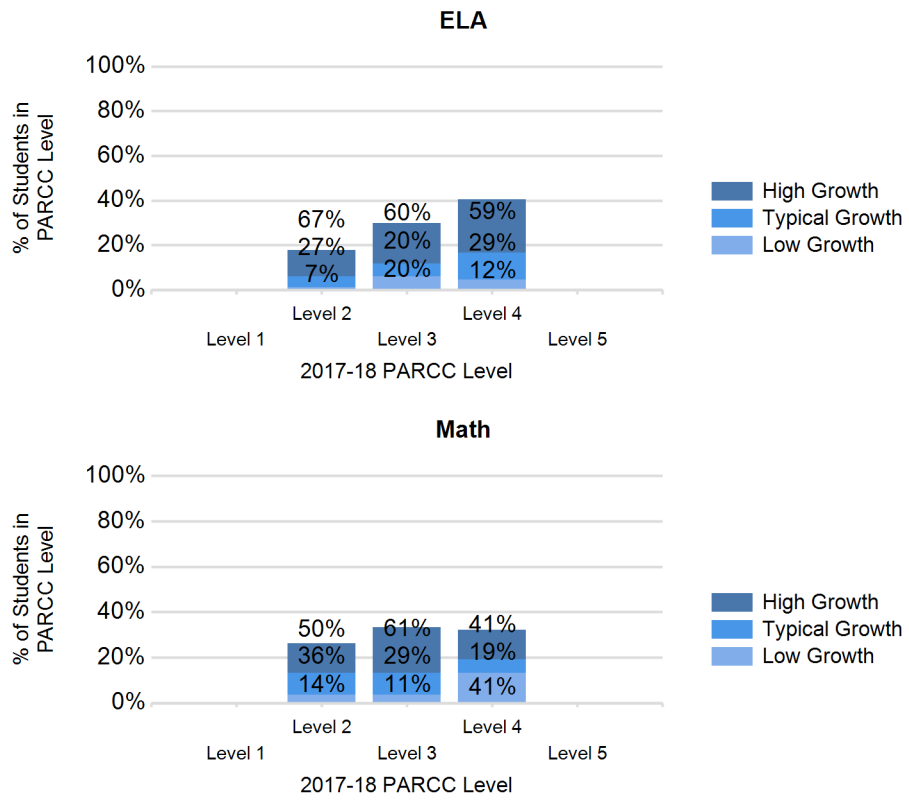
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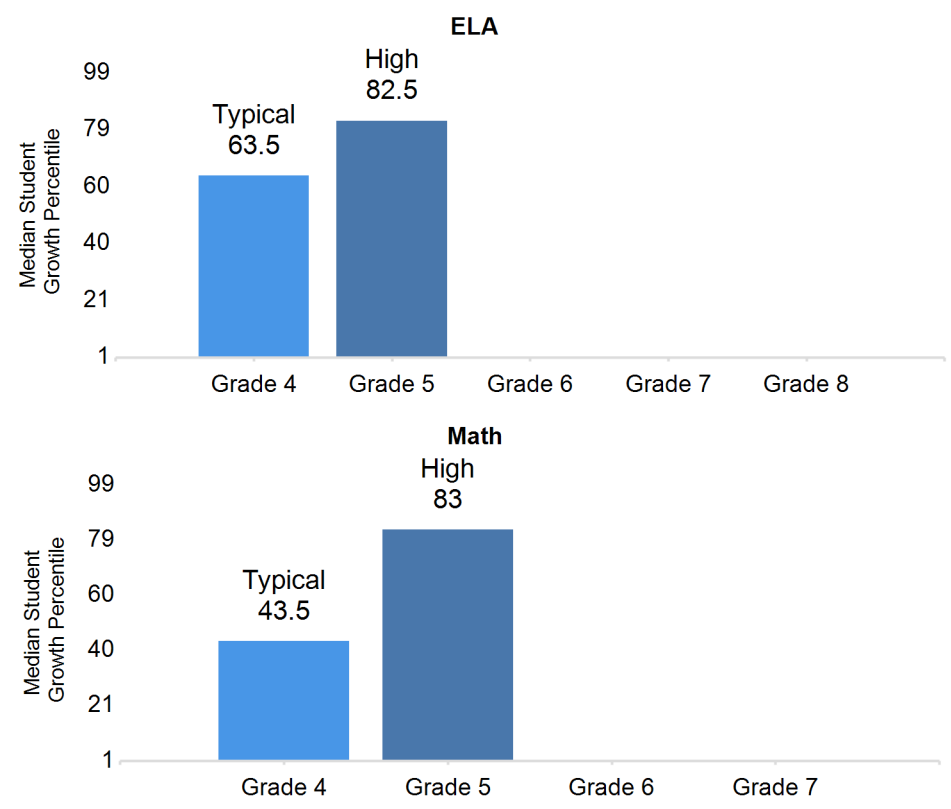
Student Growth by Performance Level

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



Student Growth by Grade

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



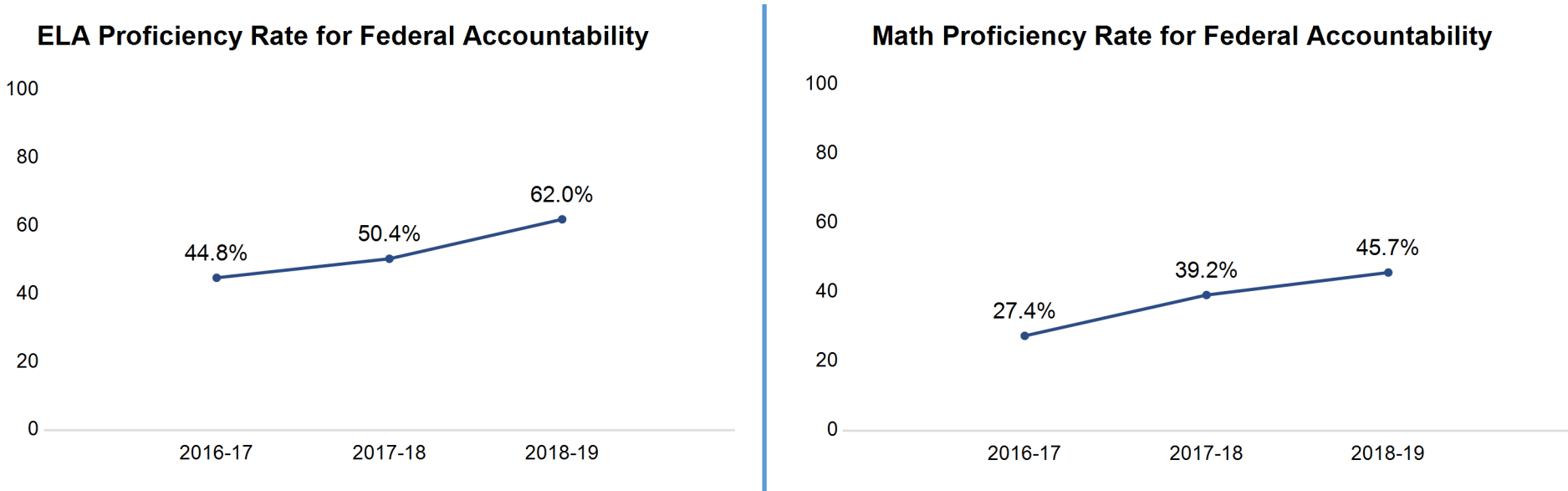


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	100.0%	99.3%	97.8%	100.0%	100.0%
Proficiency Rate for Federal Accountability	44.8%	50.4%	62.0%	27.4%	39.2%	45.7%
Annual Target	46.1%	47.9%	49.7%	28.1%	30.9%	33.6%
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.



Number 5
(39-2660-120)
Grades Offered: PK-05
2018-2019

Report Key:

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	129	99.3	62.0	45.1	57.9	62.0	49.7	Met Target
White	*	*	*	55.9	66.9	*	**	**
Hispanic	30	97.1	66.7	44.9	43.9	66.7	59.9	Met Target
Black or African American	94	100.0	60.6	38.2	38.5	60.6	46	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.4	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	62	98.5	64.5	53.9	64.8	64.5		
Male	67	100.0	59.7	37.0	51.3	59.7		
Economically Disadvantaged Students	84	100.0	60.7	40.6	40.0	60.7	49.3	Met Target
Non-Economically Disadvantaged Students	45	98.0	64.4	51.0	67.9	64.4		
Students with Disabilities	18	100.0	22.2	12.9	22.7	22.2	**	**
Students without Disabilities	111	99.2	68.5	53.0	65.1	68.5		
English Learners	*	*	*	26.3	29.3	*	**	**
Non-English Learners	*	*	*	47.4	60.6	*		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	N	N	N	25.0	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.

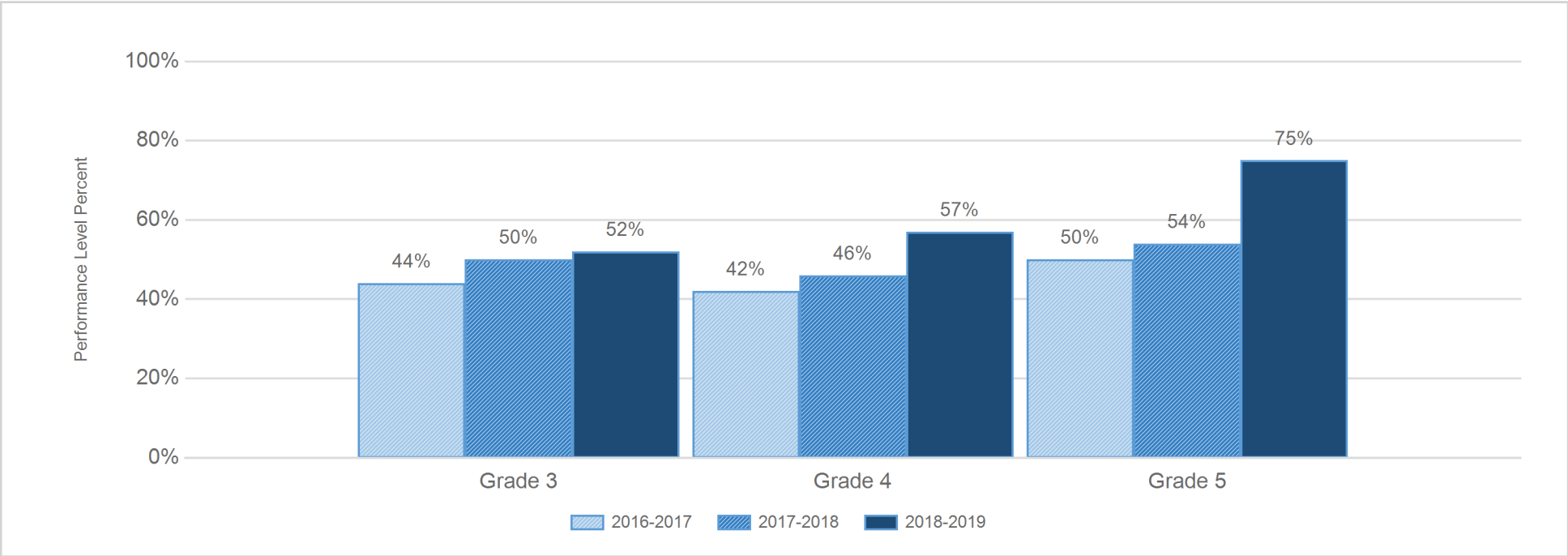


Number 5
(39-2660-120)
Grades Offered: PK-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance Trends

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





Number 5
(39-2660-120)
Grades Offered: PK-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	752	737	748	*	*	22%	*	*	52%	50%
White	*	*	741	757	*	*	*	*	*	*	60%
Hispanic	10	767	*	734	0%	*	*	*	*	70%	36%
Black or African American	33	746	734	731	*	*	*	*	*	45%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	24	758	744	753	*	*	*	*	*	54%	55%
Male	22	745	731	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	34	746	733	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	12	767	742	759	*	*	*	*	*	58%	61%
Students with Disabilities	*	*	710	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	N	N	712	713	N	N	N	N	N	N	17%
Non-English Learners	46	752	740	751	*	*	22%	*	*	52%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Number 5
(39-2660-120)
Grades Offered: PK-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	759	745	755	0%	*	29%	*	*	57%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	*	*	743	743	*	*	*	*	*	*	44%
Black or African American	23	759	740	739	0%	*	*	*	*	57%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	14	754	746	760	0%	*	*	*	*	43%	62%
Male	21	763	743	750	0%	*	*	*	*	67%	53%
Economically Disadvantaged Students	20	754	739	740	0%	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	15	766	751	765	0%	*	*	*	*	60%	69%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	N	N	716	720	N	N	N	N	N	N	17%
Non-English Learners	35	759	747	758	0%	*	29%	*	*	57%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Number 5
 (39-2660-120)
 Grades Offered: PK-05
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	773	756	756	0%	*	*	49%	26%	75%	58%
White	N	N	760	764	N	N	N	N	N	N	68%
Hispanic	13	765	757	743	0%	0%	*	*	*	77%	44%
Black or African American	38	775	751	739	0%	*	*	45%	29%	74%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	29	779	761	761	0%	*	*	*	*	86%	64%
Male	24	766	751	750	0%	*	*	*	*	63%	52%
Economically Disadvantaged Students	32	775	754	740	0%	*	*	*	*	75%	39%
Non-Economically Disadvantaged Students	21	771	760	766	0%	*	*	*	*	76%	69%
Students with Disabilities	*	*	724	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	762	762	*	*	*	*	*	*	65%
English Learners	N	N	710	713	N	N	N	N	N	N	11%
Non-English Learners	53	773	758	758	0%	*	*	49%	26%	75%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Number 5
(39-2660-120)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	129	100.0	45.7	*	44.5	45.7	33.6	Met Target
White	*	*	*	41.1	54.1	*	**	**
Hispanic	30	100.0	60.0	*	28.8	60.0	49.2	Met Target
Black or African American	94	100.0	42.6	*	23.0	42.6	26	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	51.1	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	62	100.0	41.9	*	44.9	41.9		
Male	67	100.0	49.3	*	44.2	49.3		
Economically Disadvantaged Students	84	100.0	45.2	*	26.3	45.2	30.7	Met Target
Non-Economically Disadvantaged Students	45	100.0	46.7	*	54.9	46.7		
Students with Disabilities	18	100.0	16.7	*	17.4	16.7	**	**
Students without Disabilities	111	100.0	50.5	*	50.0	50.5		
English Learners	*	*	*	22.4	25.0	*	**	**
Non-English Learners	*	*	*	26.7	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	23.1	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.

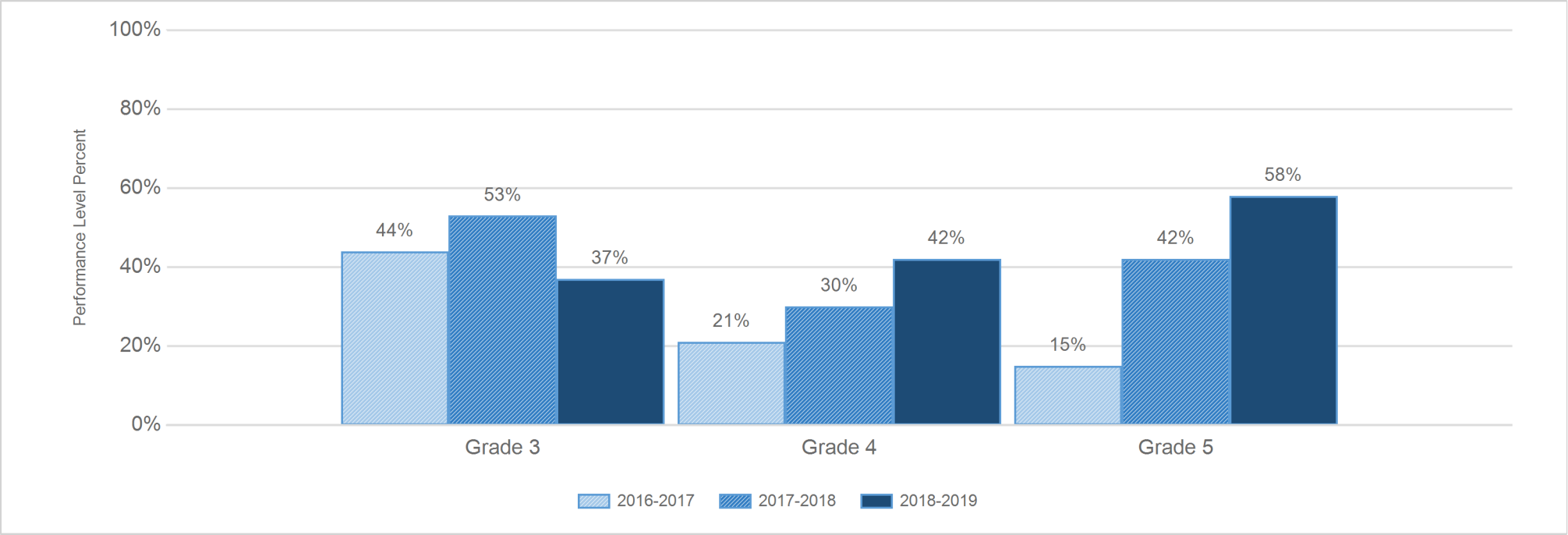


Number 5
(39-2660-120)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Number 5
(39-2660-120)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	740	743	752	*	*	35%	*	*	37%	55%
White	*	*	751	760	*	*	*	*	*	*	66%
Hispanic	10	751	*	739	0%	*	*	*	*	40%	40%
Black or African American	33	735	737	735	*	*	33%	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	24	736	745	751	*	*	*	*	*	25%	54%
Male	22	745	740	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	34	737	739	737	*	*	*	*	*	32%	37%
Non-Economically Disadvantaged Students	12	749	748	761	*	*	*	*	*	50%	67%
Students with Disabilities	*	*	719	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	748	756	*	*	*	*	*	*	60%
English Learners	N	N	729	728	N	N	N	N	N	N	26%
Non-English Learners	46	740	744	754	*	*	35%	*	*	37%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Number 5
(39-2660-120)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	746	741	749	*	*	36%	*	*	42%	51%
White	*	*	753	757	*	*	*	*	*	*	62%
Hispanic	10	760	742	737	0%	0%	*	*	*	70%	36%
Black or African American	23	741	730	731	*	*	*	*	*	35%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	15	745	739	749	*	*	*	*	*	40%	50%
Male	21	747	743	749	*	*	*	*	*	43%	52%
Economically Disadvantaged Students	20	742	734	734	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	16	751	749	759	*	*	*	*	*	44%	63%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	746	754	*	*	*	*	*	*	56%
English Learners	N	N	723	722	N	N	N	N	N	N	18%
Non-English Learners	36	746	742	751	*	*	36%	*	*	42%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Number 5
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 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	753	743	747	0%	*	28%	*	*	58%	47%
White	N	N	753	755	N	N	N	N	N	N	58%
Hispanic	13	755	742	735	0%	*	*	*	*	69%	30%
Black or African American	38	751	736	729	0%	*	34%	*	*	55%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	754	743	747	0%	*	*	*	*	59%	47%
Male	24	752	743	747	0%	*	*	*	*	58%	47%
Economically Disadvantaged Students	32	755	740	732	0%	*	*	*	*	63%	27%
Non-Economically Disadvantaged Students	21	750	748	757	0%	*	*	*	*	52%	59%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	747	752	*	*	*	*	*	*	52%
English Learners	N	N	717	718	N	N	N	N	N	N	12%
Non-English Learners	53	753	744	749	0%	*	28%	*	*	58%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Number 5
(39-2660-120)
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	N	N	N
5 or more	N	N	N



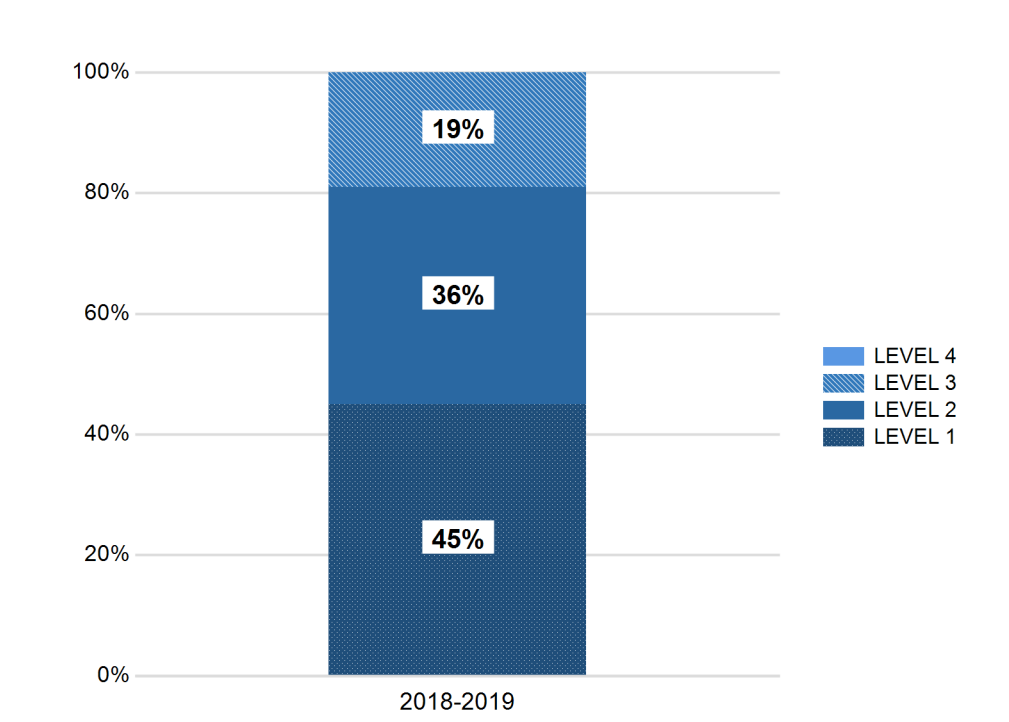
Number 5
(39-2660-120)
Grades Offered: PK-05
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	45	36	19	0
White	N	N	N	N
Hispanic	38	46	15	0
Black or African American	47	34	18	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	45	38	17	0
Male	46	33	21	0
Economically Disadvantaged Students	47	38	16	0
Non-Economically Disadvantaged Students	43	33	24	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	45	36	19	0
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



Number 5
(39-2660-120)
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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.

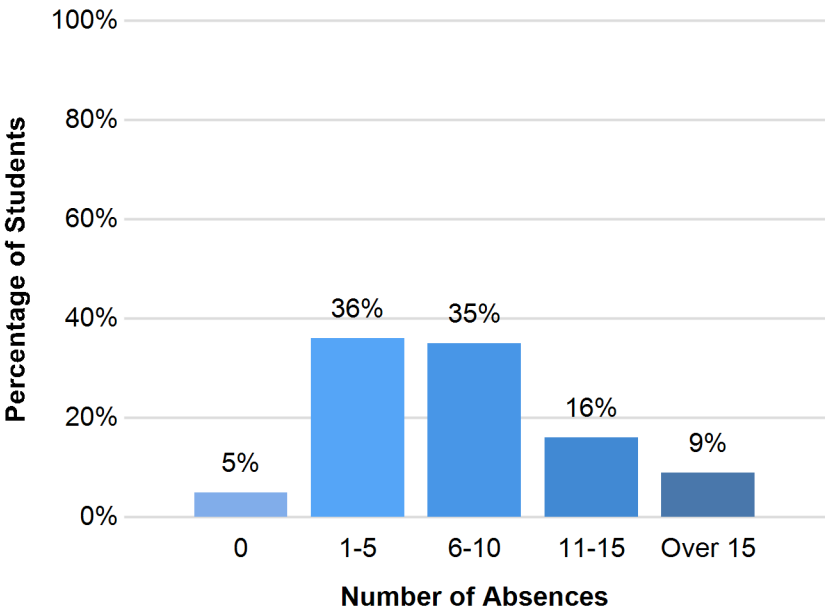
Chronic Absenteeism

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	18	6.9	8.9	Met
White	1	8.3	**	**
Hispanic	5	9.3	8.9	Not Met
Black or African American	12	6.5	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	8.6		
Male	7	5.3		
Economically Disadvantaged Students	13	7.1	8.9	Met
Students with Disabilities	3	15.8	**	**
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





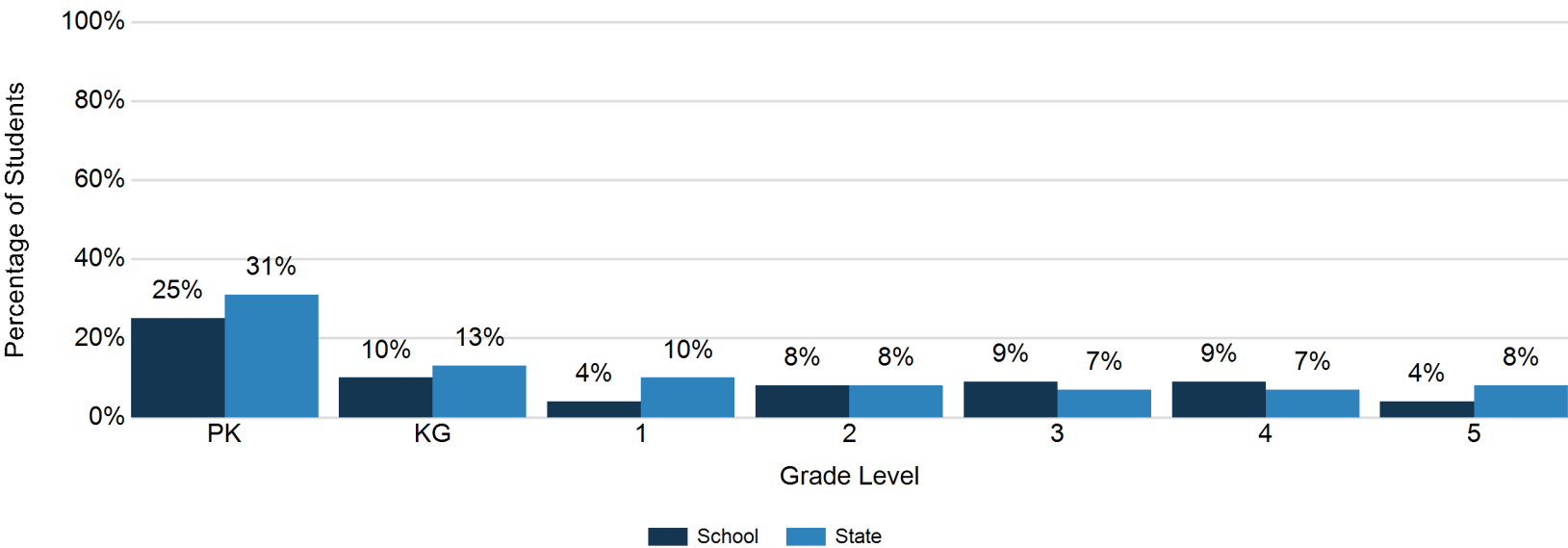
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Chronic Absenteeism by Grade

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





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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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.96

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	13	4.2%
Any Suspension	13	4.2%
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

20



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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	8.1	12.1
Average years experience in district	7.4	10.8
Percentage of Teachers with 4 or more years experience in the district	57.7%	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	44	9,530
Average years experience in public schools	20.4	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	311:1	142:1
Teachers to Administrators	26:1	13:1
Students to Librarians/Media Specialists		1246:1
Students to Nurses		445:1
Students to Counselors		566:1
Students to Child Study Team Members		160:1



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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	51.8%	96.2%	100.0%	48.4%	77.1%	54.9%
Male	48.2%	3.8%	0.0%	51.6%	22.9%	45.1%
White	5.1%	73.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	25.1%	11.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	66.9%	11.5%	0.0%	15.0%	6.6%	13.9%
Asian	1.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	3.8%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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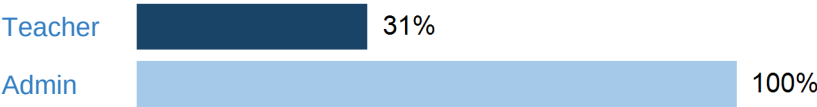
Teachers and Administrators - Level of Education

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

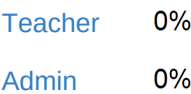
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	44.8%	50.4%	62.0%
Math Proficiency	27.4%	39.2%	45.7%
ELA Growth	46	62	74
Math Growth	30	60	68
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	7.3%	4.5%	6.9%

† 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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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

 Highlights:	- Future Ready Bronze Tiered Certification - Continuation and utilization of the Instructional Leadership Team which fosters best practices and school-wide data analysis. - Students in grades K-5 are given iPads as part of the districts 1:1 technology initiative.
 Mission, Vision, Theme:	The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.
 Awards, Recognition, Accomplishments:	School 5 students are recognized for their many talents through venues such as the All City Music competition, the annual Talent Show, Student of the Month assemblies, Star Student of the Week program, PBSIS performances, and the Attendance All Stars monthly celebration. Staff is recognized for their impact, dedication, and service through the Star Staff monthly recognition program, Governor's Educator of the Year program, Teacher Appreciation Week, and Educational Support Staff day.



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 Clubs and Activities:	School No. 5 considers itself an environment for learning - not only in academia, but also in terms of a child's social emotional development within their community. Extracurricular clubs and activities include: Kiwanis Kids Service Organization, Student Vanguard, Safety Patrol, Chorus, Instrumental Music, Junior Achievement, Gardening Club and participation in the Learn and Service project.



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School Narrative

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 Before and After School Programs:	Our Before and After School Programs are available to students in Grades PreK4 through 5. Every elementary school houses the programs making for an easy transition when the bell rings. Our programs service over 400 students. These licensed programs provide homework support, enrichment, recreational and social activities for students in a safe and nurturing environment. The children are encouraged to make their own choices, be creative and pursue individual interests.
 Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.

**Number 5**

(39-2660-120)

Grades Offered: PK-05

2018-2019

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Student Supports and
Services:

Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.

Student Health and
Wellness:

Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.

Parent and
Community
Involvement:

School 5 values the connection between home, school and community because it supports parental involvement, and encourages parents to take an active role in their child's education. The PTA is paramount in providing our students with extracurricular activities especially our annual Fun Day in May. Many other school-wide events welcome parental involvement and participation such as the Holiday Boutique, Book Fair, Showtime at the Apollo, and the Womens History month celebration. The Police and Fire Departments along with the city's Mayor play an integral part of our school community.



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 Facilities:	The main building of School 5 is 96 years old. The addition of the Annex was added in 1964. The back playground was renovated in 2015, and the inner courtyard for our youngest learners was constructed in 2011. School No. 5 has a fully operating library where students visit once a week. As a part of the district's Technology One-to-One initiative, students in grades Kindergarten through five have iPads located in their classrooms. Title One services provides its students with iPads.
 School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.



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Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.
Early Childhood Education:	Students in our Pre-Kindergarten Program are provided with a variety of developmentally appropriate activities through the Tools of the Mind Curriculum. Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Math is also integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. Students in our Kindergarten Program continue to be exposed to the literacy practices in the Tools of the Mind Program. Children read in response to themes, which incorporate all content areas, and write for a variety of purposes. Phonics instruction is not only embedded in our Tools program but also explicitly taught through the Wilson Foundations program. Mathematics is taught through the use of Tools of the Mind games and projects coupled with Go Math resources that help our students develop a deeper understanding of mathematical skills and concepts.



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 Other Information	School 5 has a school day that is 6 hours and 35 minutes. The grade span is full day Pre-K 3 through grade 5. Both Pre-K and Kindergarten employ the Tools of the Mind curriculum. Our Kindergarten students now have the Go Math! curriculum built into their instructional day. School 5 begins their day with students delivering the morning announcements in both English and Spanish. During morning announcements, our entire school community has the opportunity to recite our mantra which is "School 5 is a community of learners, where we set goals, where we have values and where we will succeed". The staff receives a daily school communicator each morning that contains all important information needed for that day. Each month School 5 partakes in a practice fire drill and security drill. Both drills are unannounced and a thorough debriefing by the School Safety Team occurs upon completion. School 5 is a Future Ready Bronze Tiered school and strives to become Apple Certified. Smart Boards, Apple TVs and iPads are found in almost every classroom. Technology is integrated into instruction for all disciplines. Character Education is an extremely important component of our school community as we all strive to be upstanding citizens. Monthly assemblies are hosted by grade levels where the community and distinguished guests are invited to come and see the students lead by example the importance of making positive choices, and putting what they learn in Character Education into daily practice. Staff receives professional development and support by leaders demonstrating research-based best practices. Communication is vital for building relationships. School 5 communicates through Blackboard Connect, monthly school calendars, flyers, Classroom Dojo, Class Tag, email, and letters. School 5 truly makes you smile and warms your heart. It is a great place to be and a better place to learn.



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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Union
District	Linden Public School District
Principal Name	Mr. William Mastriano
Address	19 East Morris Ave. LINDEN, NJ 07036
Phone Number	908-862-3003
Email Address	wmastriano@lindenps.org
Website	http://www.linden.k12.nj.us/schools/school6/
Facebook	https://www.facebook.com/lindenpublicschools.school6/
Twitter	https://twitter.com/Clicks4_Sch6



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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	45	62	56
KG	45	58	54
1	57	46	61
2	44	53	47
3	44	42	55
4	59	42	38
5	56	54	49
Total	350	357	360

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	53.4%	56.6%	54.2%
Male	46.6%	43.4%	45.8%
Economically Disadvantaged Students	58.0%	53.5%	55.8%
Students with Disabilities	12.3%	11.8%	10.6%
English Learners	12.6%	15.4%	18.1%
Homeless Students	1.1%	2.0%	0.6%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	42.6%	38.4%	36.1%
Hispanic	30.9%	35.6%	37.2%
Black or African American	19.1%	19.9%	19.7%
Asian	4.9%	3.4%	5.0%
Native Hawaiian or Pacific Islander	0.9%	0.6%	0.6%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two or More Races	1.4%	2.0%	1.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	45	62	56
KG - Half Day	0	0	0
KG - Full Day	45	58	54

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	47.5%
Spanish	18.1%
Polish	17.2%
Arabic	3.1%
Slovak	2.8%
Other Languages	11.4%

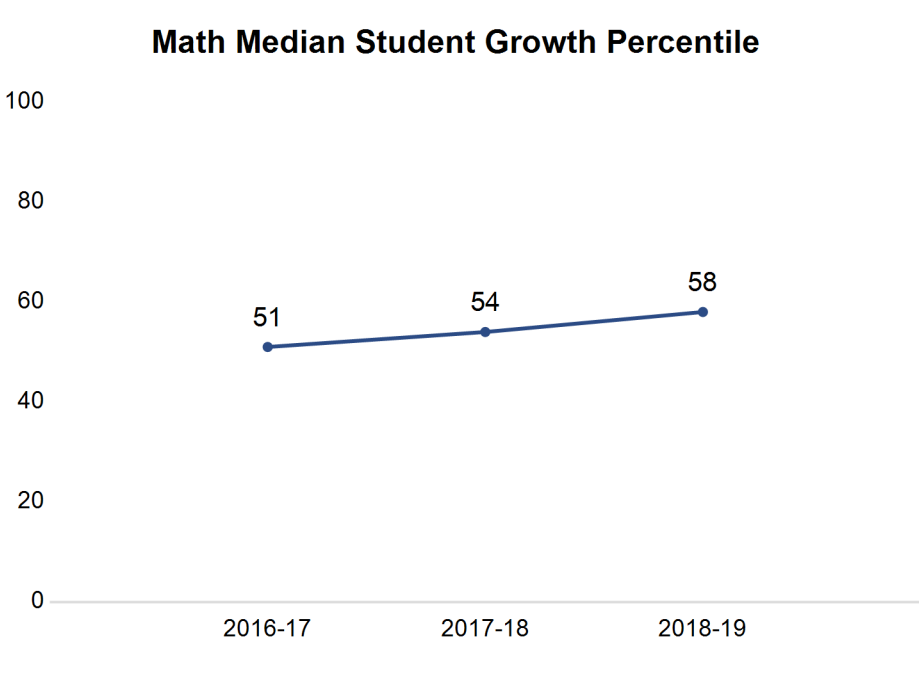
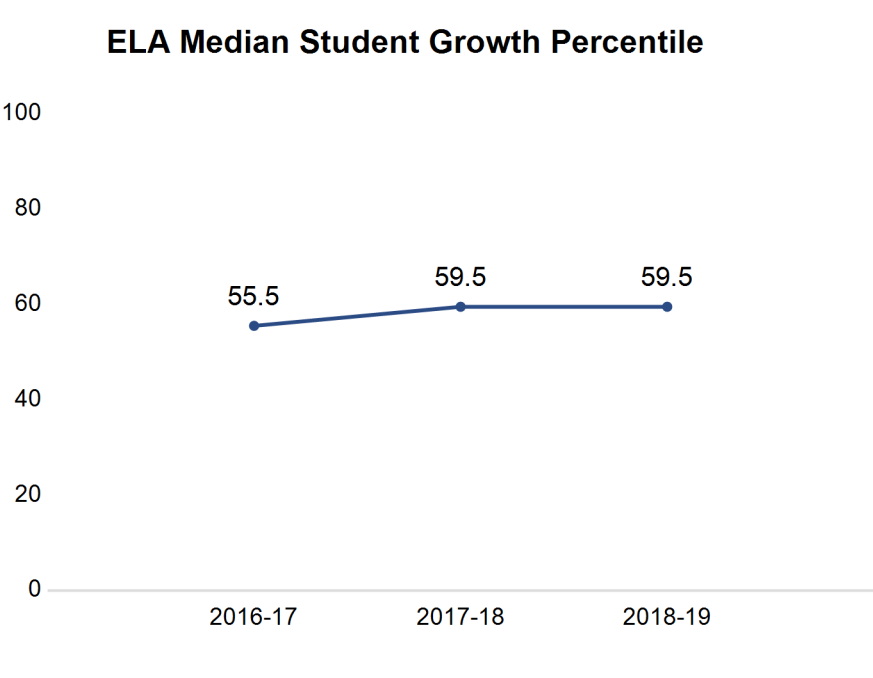


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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55.5	59.5	59.5	51	54	58
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59.5	41	50	Met Standard	58	47	50	Met Standard
White	74	41	50	Exceeds Standard	53	53	52	Met Standard
Hispanic	67	42	49	Exceeds Standard	73	47	47	Exceeds Standard
Black or African American	*	37	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	52	59	**	*	55.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	52.5	49	**	*	49	52	**
Female	53	43	53	N	56	47	50	N
Male	74.5	40	47	N	62.5	47	51	N
Economically Disadvantaged Students	59	42	48	Met Standard	61.5	47	46	Exceeds Standard
Students with Disabilities	19	37	43	**	65.5	51	45	**
English Learners	50	47	52	Met Standard	67	54	50	Exceeds Standard
Homeless Students	*	36	43	N	*	23.5	44	N
Students in Foster Care	N	27.5	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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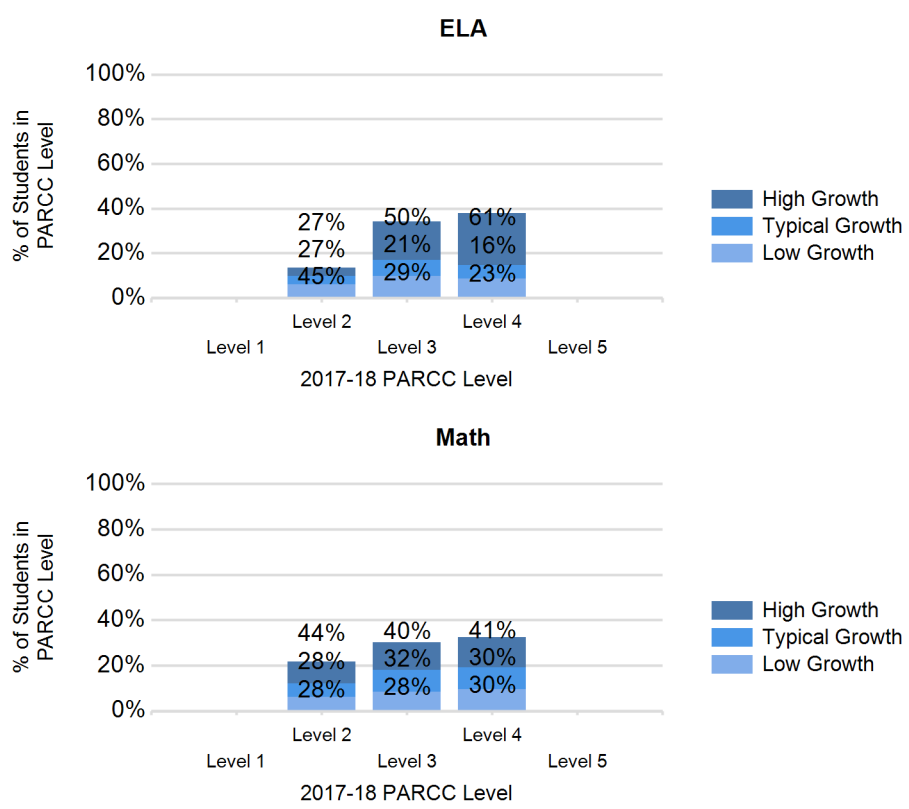
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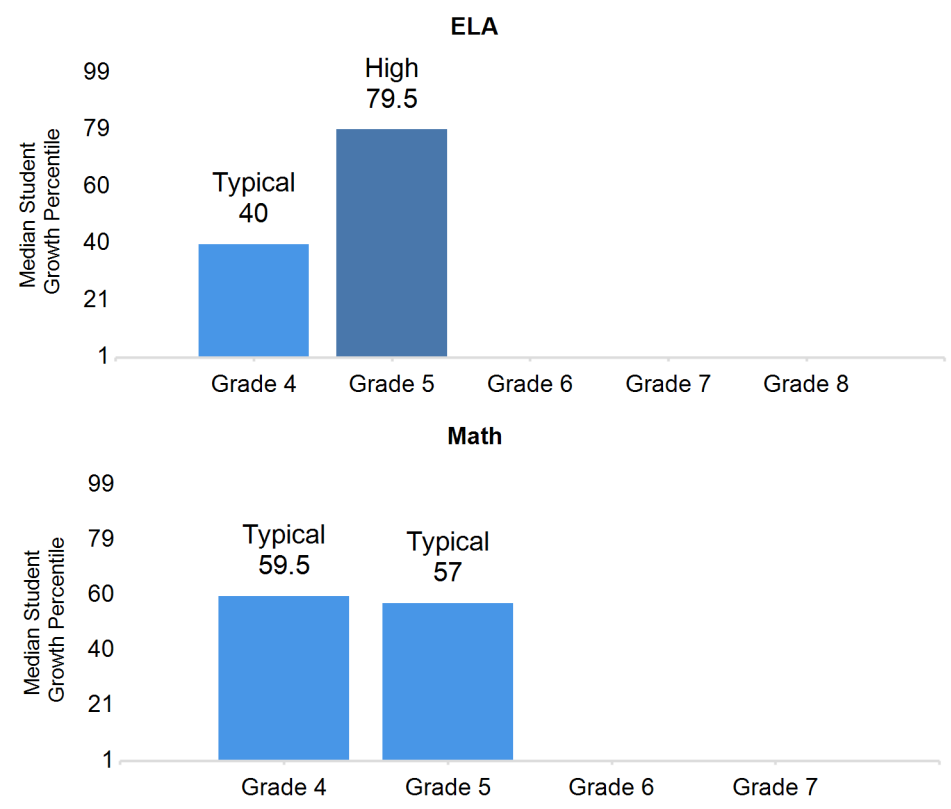
Student Growth by Performance Level

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



Student Growth by Grade

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



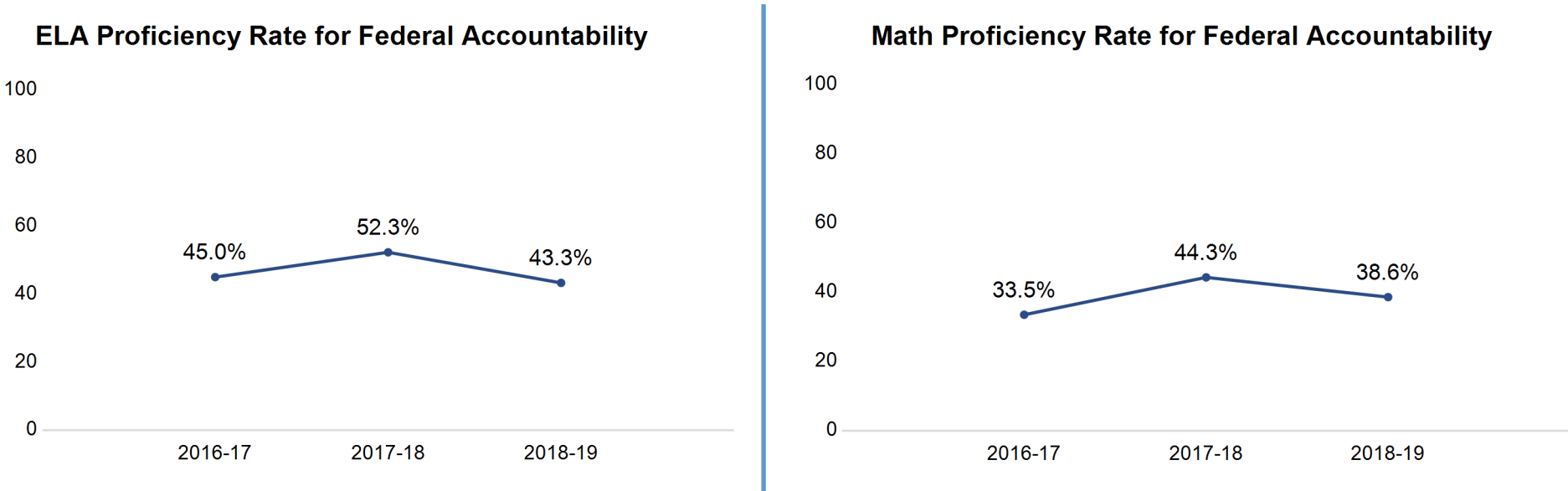


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	97.9%	100.0%	100.0%	98.6%	99.3%
Proficiency Rate for Federal Accountability	45.0%	52.3%	43.3%	33.5%	44.3%	38.6%
Annual Target	39.3%	41.5%	43.6%	33.7%	36.2%	38.6%
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: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	141	100.0	43.3	45.1	57.9	43.3	43.6	Met Target†
White	64	100.0	45.3	55.9	66.9	45.3	57.1	Not Met
Hispanic	44	100.0	47.7	44.9	43.9	47.7	35.6	Met Target
Black or African American	23	100.0	26.1	38.2	38.5	26.1	35.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	76	100.0	50.0	53.9	64.8	50.0		
Male	65	100.0	35.4	37.0	51.3	35.4		
Economically Disadvantaged Students	83	100.0	44.6	40.6	40.0	44.6	39	Met Target
Non-Economically Disadvantaged Students	58	100.0	41.4	51.0	67.9	41.4		
Students with Disabilities	20	100.0	15.0	12.9	22.7	15.0	26.2	Met Target†
Students without Disabilities	121	100.0	47.9	53.0	65.1	47.9		
English Learners	42	100.0	26.2	26.3	29.3	26.2	34.2	Met Target†
Non-English Learners	99	100.0	50.5	47.4	60.6	50.5		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	N	N	N	25.0	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.



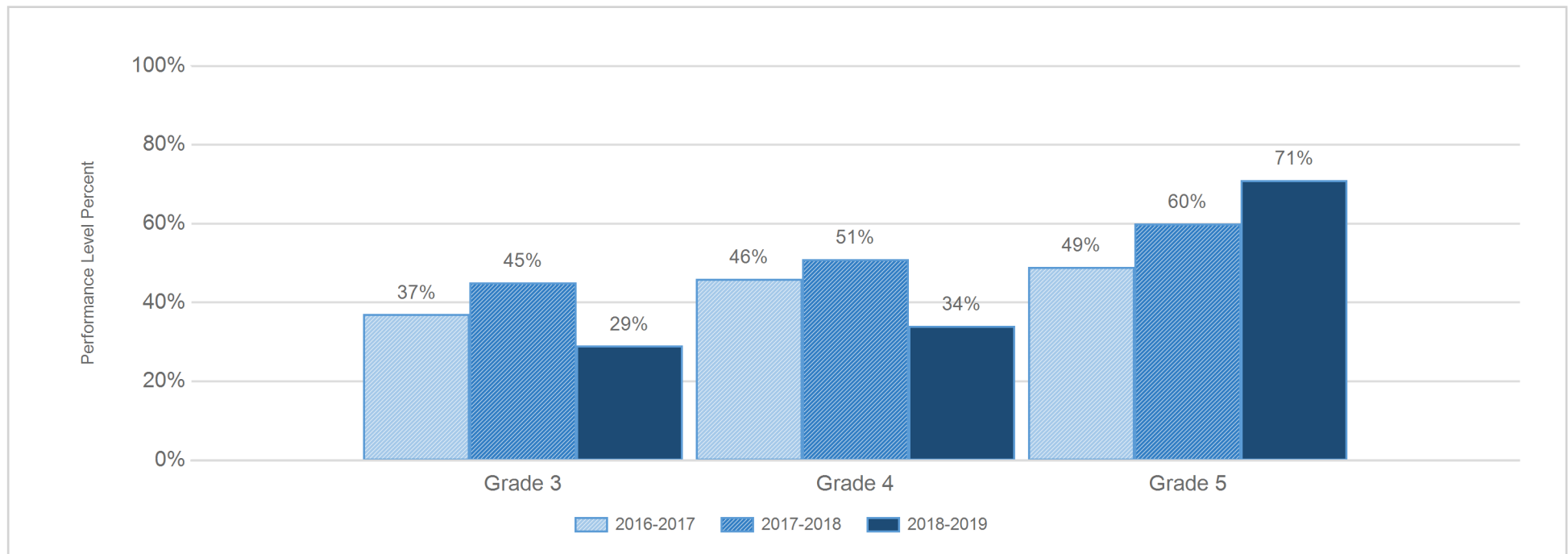
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English Language Arts Assessment - Performance Trends

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
Schoolwide	56	731	737	748	*	30%	*	*	*	29%	50%
White	24	731	741	757	*	42%	*	*	*	17%	60%
Hispanic	18	734	*	734	*	*	*	*	*	39%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	24	734	744	753	*	*	*	*	*	38%	55%
Male	32	728	731	743	*	*	*	*	*	22%	46%
Economically Disadvantaged Students	30	730	733	731	*	*	*	*	*	30%	33%
Non-Economically Disadvantaged Students	26	732	742	759	*	*	*	*	*	27%	61%
Students with Disabilities	*	*	710	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	12	721	712	713	*	*	*	*	*	17%	17%
Non-English Learners	44	733	740	751	*	*	*	*	*	32%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	738	745	755	*	*	34%	34%	0%	34%	57%
White	18	750	755	763	0%	*	*	*	*	50%	67%
Hispanic	13	727	743	743	*	*	*	*	*	15%	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	27	737	746	760	*	*	*	*	*	33%	62%
Male	11	742	743	750	*	*	*	*	*	36%	53%
Economically Disadvantaged Students	25	731	739	740	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	13	752	751	765	*	*	*	*	*	46%	69%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Number 6
(39-2660-130)
Grades Offered: PK-05
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	764	756	756	*	*	*	*	*	71%	58%
White	21	773	760	764	*	*	*	*	*	76%	68%
Hispanic	17	771	757	743	0%	0%	*	*	*	82%	44%
Black or African American	*	*	751	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	29	768	761	761	*	*	*	*	*	76%	64%
Male	19	757	751	750	*	*	*	*	*	63%	52%
Economically Disadvantaged Students	31	761	754	740	*	*	*	*	*	74%	39%
Non-Economically Disadvantaged Students	17	768	760	766	*	*	*	*	*	65%	69%
Students with Disabilities	*	*	724	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	762	762	*	*	*	*	*	*	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	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%



Number 6
(39-2660-130)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	140	99.3	38.6	*	44.5	38.6	38.6	Met Target
White	64	100.0	48.4	41.1	54.1	48.4	55.3	Met Target†
Hispanic	43	98.0	34.9	*	28.8	34.9	30.5	Met Target
Black or African American	23	100.0	17.4	*	23.0	17.4	24.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	75	98.7	34.7	*	44.9	34.7		
Male	65	100.0	43.1	*	44.2	43.1		
Economically Disadvantaged Students	82	98.8	34.1	*	26.3	34.1	29.8	Met Target
Non-Economically Disadvantaged Students	58	100.0	44.8	*	54.9	44.8		
Students with Disabilities	20	100.0	25.0	*	17.4	25.0	23.3	Met Target
Students without Disabilities	120	99.2	40.8	*	50.0	40.8		
English Learners	42	100.0	31.0	22.4	25.0	31.0	34.2	Met Target†
Non-English Learners	98	99.0	41.8	26.7	46.5	41.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	23.1	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.

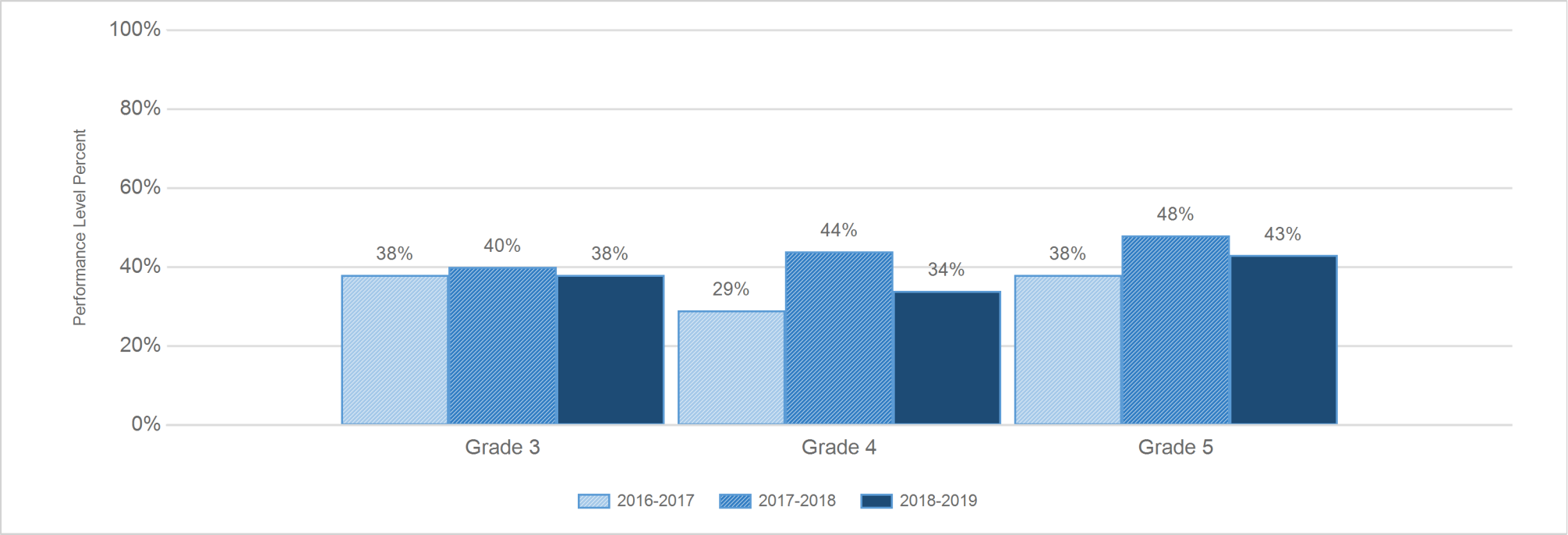


Number 6
(39-2660-130)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Number 6
(39-2660-130)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	740	743	752	*	24%	33%	*	*	38%	55%
White	24	746	751	760	0%	*	*	46%	0%	46%	66%
Hispanic	17	736	*	739	*	*	*	*	*	24%	40%
Black or African American	*	*	737	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	23	737	745	751	*	*	*	*	*	35%	54%
Male	32	742	740	752	*	*	*	*	*	41%	56%
Economically Disadvantaged Students	29	739	739	737	*	*	*	*	*	31%	37%
Non-Economically Disadvantaged Students	26	741	748	761	*	*	*	*	*	46%	67%
Students with Disabilities	*	*	719	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	748	756	*	*	*	*	*	*	60%
English Learners	12	730	729	728	*	*	*	*	*	17%	26%
Non-English Learners	43	743	744	754	*	*	*	*	*	44%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Number 6
(39-2660-130)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	742	741	749	*	*	45%	*	*	34%	51%
White	18	750	753	757	0%	*	*	*	*	44%	62%
Hispanic	13	736	742	737	*	*	*	*	*	31%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	27	736	739	749	*	*	*	*	*	26%	50%
Male	11	755	743	749	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	25	734	734	734	*	*	*	*	*	24%	32%
Non-Economically Disadvantaged Students	13	757	749	759	*	*	*	*	*	54%	63%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	746	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Number 6
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	744	743	747	*	22%	27%	*	*	43%	47%
White	21	755	753	755	*	*	*	*	*	57%	58%
Hispanic	18	746	742	735	*	*	*	*	*	44%	30%
Black or African American	*	*	736	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	744	743	747	*	*	*	*	*	41%	47%
Male	20	743	743	747	*	*	*	*	*	45%	47%
Economically Disadvantaged Students	31	743	740	732	*	*	*	*	*	45%	27%
Non-Economically Disadvantaged Students	18	744	748	757	*	*	*	*	*	39%	59%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	747	752	*	*	*	*	*	*	52%
English Learners	*	*	717	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	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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2018-2019

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DLM Alternate Assessment - Participation

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

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

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	63.2%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	23	*	*
3-4	23	82.6%	17.4%
5 or more	11	*	*



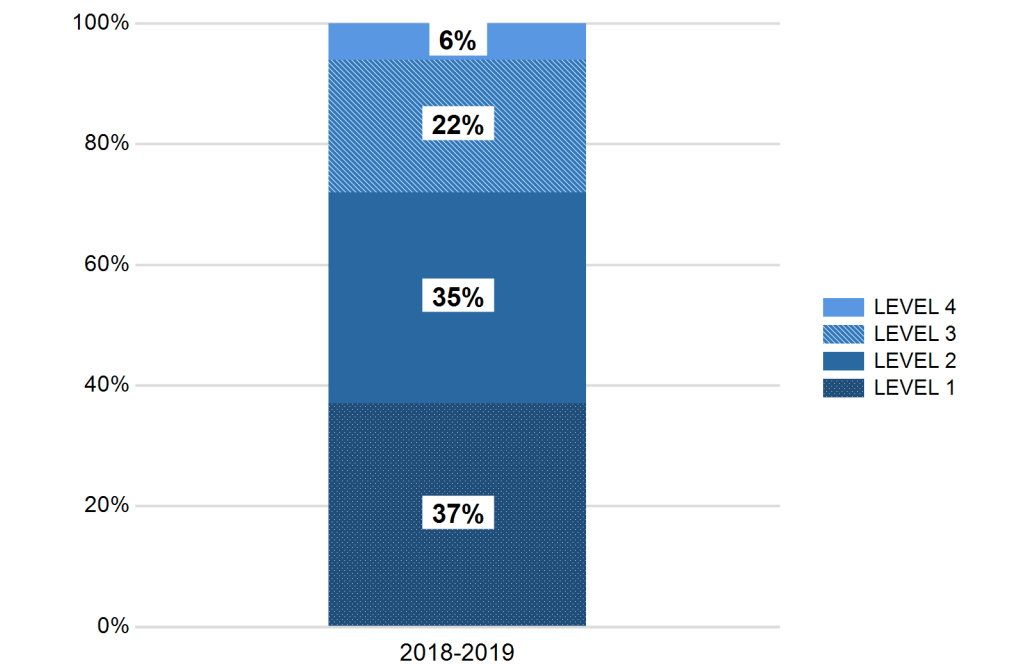
Number 6
(39-2660-130)
Grades Offered: PK-05
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	35	22	6
White	29	19	38	14
Hispanic	22	61	17	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	34	41	21	3
Male	40	25	25	10
Economically Disadvantaged Students	42	35	19	3
Non-Economically Disadvantaged Students	28	33	28	11
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
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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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.

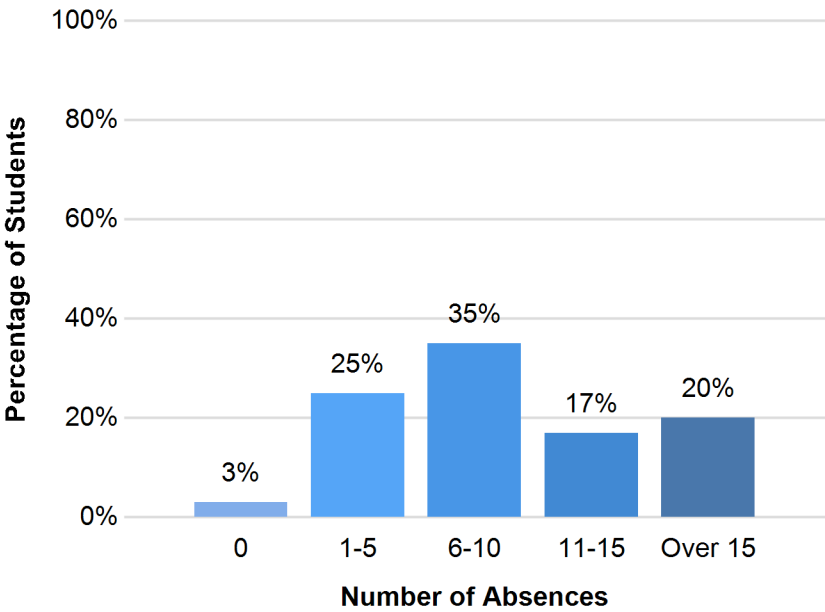
Chronic Absenteeism

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	36	11.8	8.9	Not Met
White	10	8.6	8.9	Met
Hispanic	14	12.6	8.9	Not Met
Black or African American	9	14.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	2	15.4	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	20	12.1		
Male	16	11.3		
Economically Disadvantaged Students	27	15.8	8.9	Not Met
Students with Disabilities	3	7.5	8.9	Met
English Learners	6	10.5	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





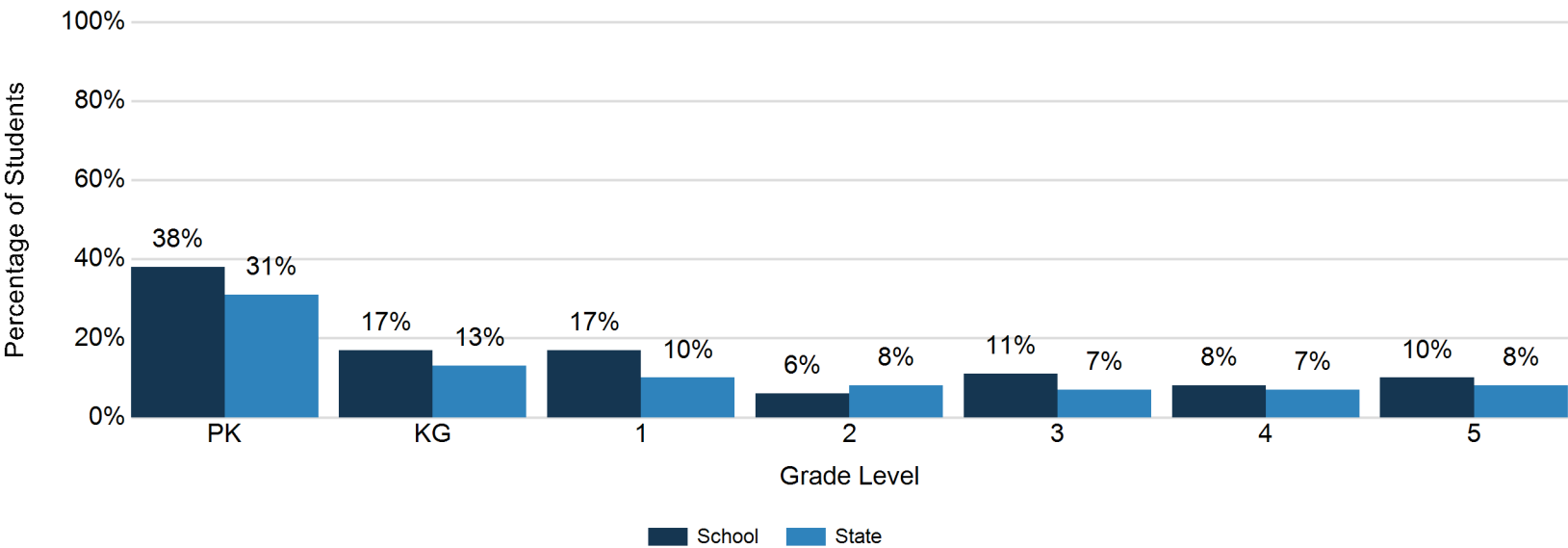
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Chronic Absenteeism by Grade

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





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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.11

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

26



Number 6
(39-2660-130)
Grades Offered: PK-05
2018-2019

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	9.8	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	20.4	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	11:1
Students to Administrators	360:1	142:1
Teachers to Administrators	28:1	13:1
Students to Librarians/Media Specialists		1246:1
Students to Nurses		445:1
Students to Counselors		566:1
Students to Child Study Team Members		160:1



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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	54.2%	89.3%	0.0%	48.4%	77.1%	54.9%
Male	45.8%	10.7%	100.0%	51.6%	22.9%	45.1%
White	36.1%	89.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	37.2%	7.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	19.7%	3.6%	0.0%	15.0%	6.6%	13.9%
Asian	5.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

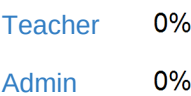
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.3%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	45.0%	52.3%	43.3%
Math Proficiency	33.5%	44.3%	38.6%
ELA Growth	56	60	60
Math Growth	51	54	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.0%	63.2%
Chronic Absenteeism	9.4%	11.5%	11.8%

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



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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

 Highlights:	- The Leader in Me _ A whole school transformation process that teaches 21st century leadership skills to students. - Apple Distiguished School - Recipient of the NJEA FAST grant - Builds academic skills through parental involvement.
 Mission, Vision, Theme:	The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.
 Awards, Recognition, Accomplishments:	School 6 is recognized as an official Leader in Me School. Last year was year 3 of a five-year grant opportunity through the Covey Foundation. School 6 is an Apple Distinguished School. School 6 received this distinct honor in 2017, as part of a two-year program. School 6 recently received this honor again for the 2019 school year. Our students are recognized for their many talents through venues such as the All City Music competition, Star Student of the Month Walks, and The Leader in Me Assemblies. Staff is recognized for their impact, dedication, and service through the Governor's Educator of the Year program, Teacher Appreciation Week, and Educational Support Staff day.



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 Clubs and Activities:	School No. 6 engages in the Leader in Me program, which encourages students to find their voice and strengths. Extracurricular clubs and activities play a large role in the development of the whole student. Clubs and activities at School No. 6 include: Kiwanis Kids Service Organization, Student Vanguard, Safety Patrol, Helping Hands, Word of the Week Club, Chorus, Instrumental Music, Public Speaking, Camera Crew, Yearbook Club, Garden Club, School Beautification Club and participation in the Learn and Service project. In 2017-2018 School No. 6 introduced a “job board” for faculty, staff, and students to post various job assignments or clubs they needed help with throughout the school or the learning community. This created more interest with students joining clubs and activities by filling out applications and having parents sign them. In many cases the parents would join in the activities whenever possible.



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 Before and After School Programs:	Our Before and After School Programs are available to students in Grades PreK4 through 5. Every elementary school houses the programs making for an easy transition when the bell rings. Our programs service over 400 students. These licensed programs provide homework support, enrichment, recreational and social activities for students in a safe and nurturing environment. The children are encouraged to make their own choices, be creative and pursue individual interests.
 Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.

**Number 6**

(39-2660-130)

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Student Supports and
Services:

Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.

Student Health and
Wellness:

Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.

Parent and
Community
Involvement:

Family involvement is very strong at School 6. The staff works hard to create student lead events that focus on curriculum related topics and social events that are aligned to the schools mission statement. We use surveys for topics like; school culture, academics and HIB. We gather meaningful opinions, comments, and feedback on how to improve. The School 6 Parent-Teacher Association is supportive and assists in coordinating many special activities throughout the year. The PTA had 50 more members than the previous school year and they help the school to pay for events and trips. Our students benefit from these learning experiences and are able to be successful in the classroom thanks to our parent and community involvement. Our school continued with the Union County Kids Dig In Grant. Through this grant, School 6 was able to supply food to local food pantries and our School 6 families.



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 Facilities:	The main building of School 6 is 96 years old. The Annex for the gymnasium was added in 1966 and the refurbishment of our bottom floor and elevator addition was constructed in 2009. School 6 has a full operating library where students visit once per week. As part of our technology one-to-one initiative students in grades 1-5 have their own Apple iPads.
 School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.



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Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.
Early Childhood Education:	Students in our Pre-Kindergarten Program are provided with a variety of developmentally appropriate activities through the Tools of the Mind Curriculum. Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Math is also integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. Students in our Kindergarten Program continue to be exposed to the literacy practices in the Tools of the Mind Program. Children read in response to themes, which incorporate all content areas, and write for a variety of purposes. Phonics instruction is not only embedded in our Tools program but also explicitly taught through the Wilson Foundations program. Mathematics is taught through the use of Tools of the Mind games and projects coupled with Go Math resources that help our students develop a deeper understanding of mathematical skills and concepts.



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School Narrative

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 Other Information	School 6 is one of eight elementary schools in Linden, New Jersey. We are a Pre-Kindergarten through fifth grade elementary school with an enrollment of approximately 370 children and 22 classroom teachers. School 6 has a specialized staff in Music, Art, World Language, Physical Education, Basic Skills, ESL/Bilingual, and Special Education. Our school day starts at 8:00 am with breakfast. At 8:25 am students report to their homerooms and school dismisses at 3:00 pm. We communicate with our families through blackboard connect, survey monkey, social media and newsletters. Currently in the classrooms, we are working hard to establish a school culture of Leadership. We are entering our fourth year as a Leader in Me School. The Leader in Me is aligned with the "Seven Habits of Highly Effective People", by Stephen Covey. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment. School No. 6 is a big proponent of technology. With the district-wide Technology One-to-One initiative, technology is integrated into the daily routine and delivery of the curriculum. In addition all students in grades 1-5 have iPads. All certificated staff members have a MacBook Air and an iPad to enhance the learning experience. Our social studies curriculum is online which provides project based learning activities. The study of a World Language begins in grade 1. Students receive 60 minutes of Spanish instruction per week. This enhancement to our curriculum provides students with a deeper learning experience and allows students to make stronger cross-content and global connections. School 6 has a full day Pre-Kindergarten and Kindergarten program that follows the Tools of the Mind Curriculum. Students generate knowledge and meaning from interaction between their experiences and their ideas through role-playing.



Number 8
(39-2660-150)
Grades Offered: PK-05
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Number 8**

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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	Union
District	Linden Public School District
Principal Name	Mrs. Michelle Rodriguez
Address	500 W BLANCKE ST LINDEN, NJ 07036-5058
Phone Number	908-862-4397
Email Address	mrodriguez@lindenps.org
Website	http://www.linden.k12.nj.us/schools/school8/
Facebook	https://www.facebook.com/lindenpublicschools.school8/
Twitter	https://twitter.com/Sch8_IsGr8



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	30	35	33
KG	50	43	53
1	49	51	48
2	48	54	53
3	52	43	63
4	43	56	42
5	55	41	58
Total	327	323	350

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

Student Group	2016-17	2017-18	2018-19
Female	47.7%	46.4%	45.7%
Male	52.3%	53.6%	54.3%
Economically Disadvantaged Students	52.6%	50.8%	56.0%
Students with Disabilities	15.0%	16.1%	19.7%
English Learners	9.8%	13.3%	10.0%
Homeless Students	0.6%	0.3%	0.9%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.3%	0.3%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	33.3%	31.6%	30.6%
Hispanic	49.2%	51.1%	48.9%
Black or African American	11.3%	12.7%	16.0%
Asian	4.0%	3.1%	2.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	1.8%	1.5%	2.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	30	35	33
KG - Half Day	0	0	0
KG - Full Day	50	43	53

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	51.1%
Spanish	27.4%
Polish	10.3%
Portuguese	2.6%
Ukrainian	1.1%
Other Languages	7.4%



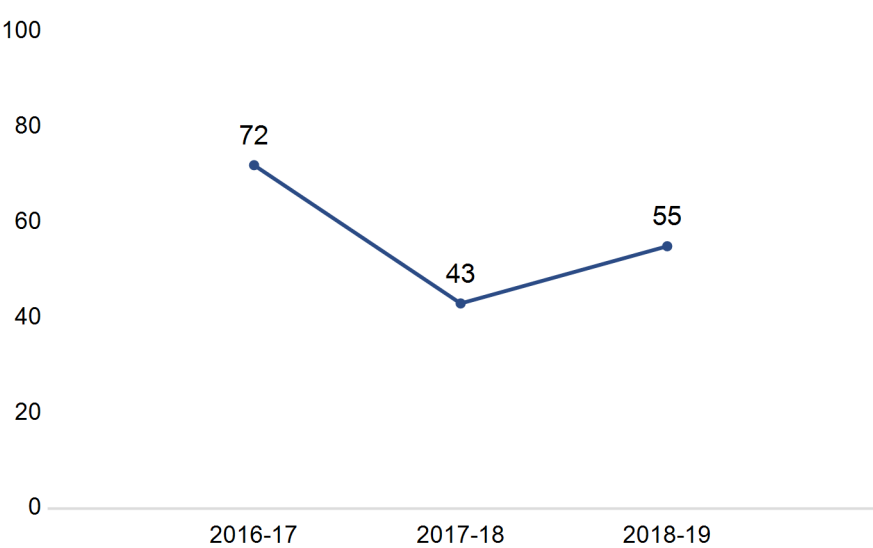
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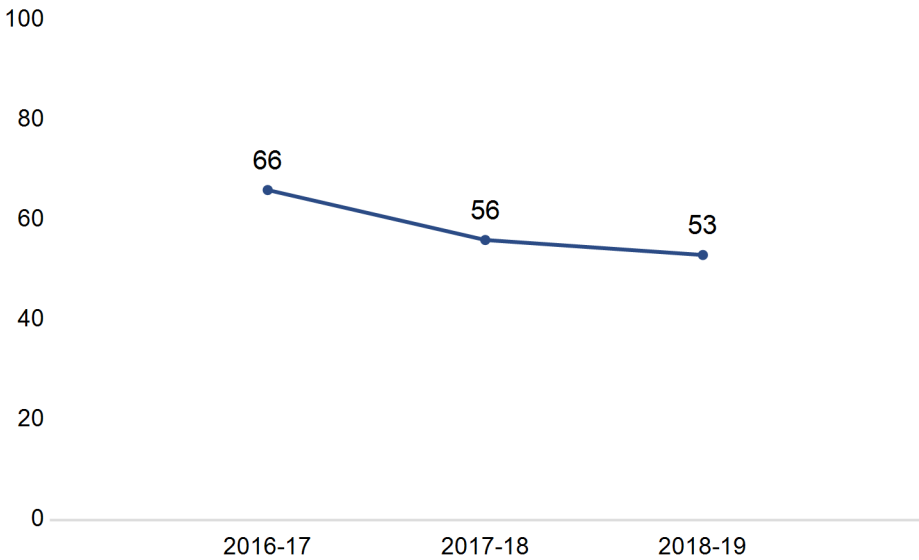
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	72	43	55	66	56	53
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met 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: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	55	41	50	Met Standard	53	47	50	Met Standard
White	53	41	50	Met Standard	52	53	52	Met Standard
Hispanic	56	42	49	Met Standard	53	47	47	Met Standard
Black or African American	17	37	45	**	55	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	52	59	**	*	55.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	52.5	49	**	*	49	52	**
Female	58	43	53	N	51	47	50	N
Male	51	40	47	N	56.5	47	51	N
Economically Disadvantaged Students	56	42	48	Met Standard	71	47	46	Exceeds Standard
Students with Disabilities	31	37	43	**	69	51	45	**
English Learners	48	47	52	**	45	54	50	**
Homeless Students	*	36	43	N	*	23.5	44	N
Students in Foster Care	N	27.5	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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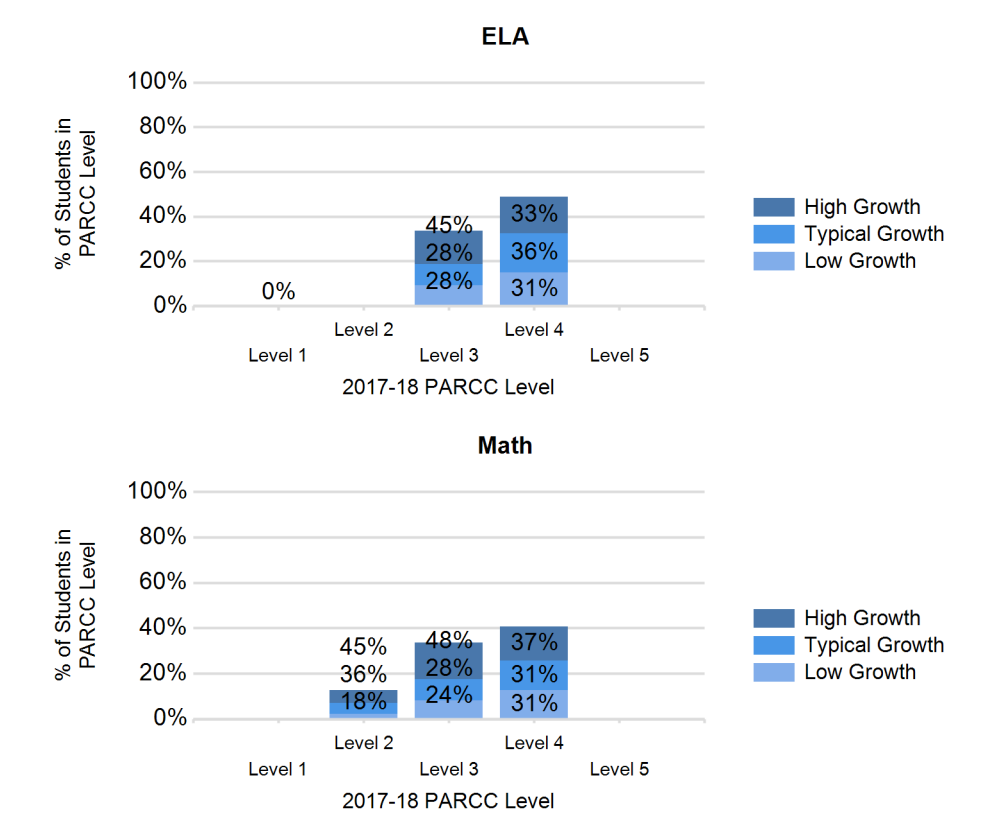
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

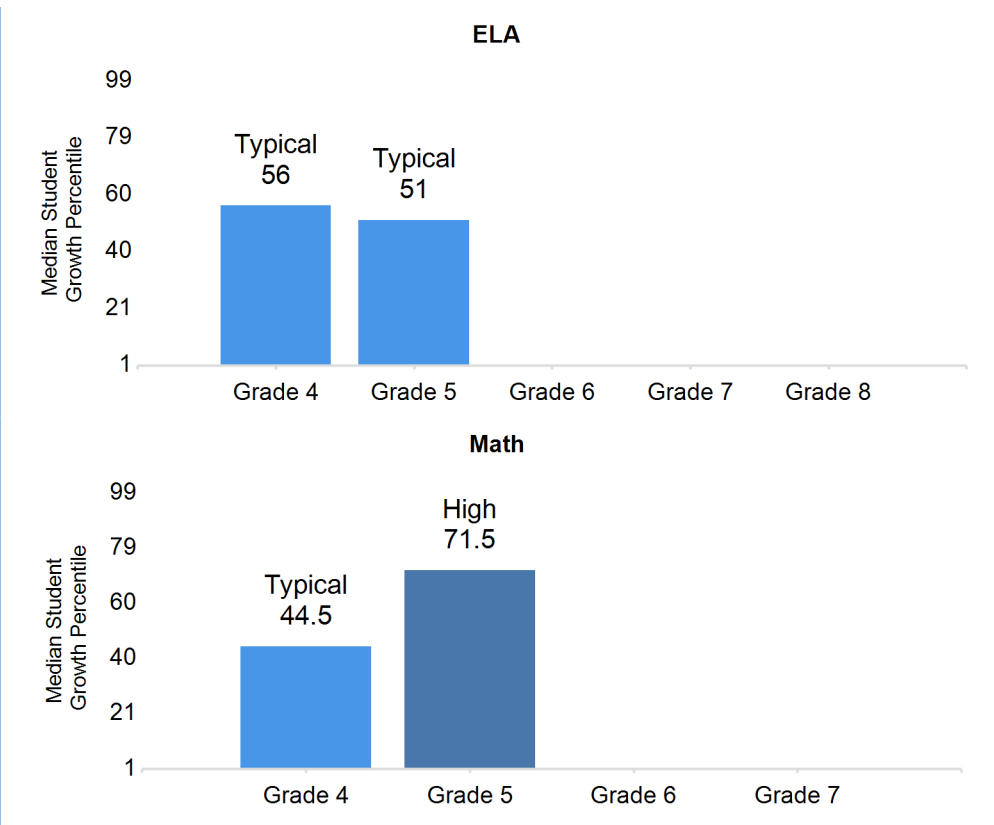
Student Growth by Performance Level

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



Student Growth by Grade

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



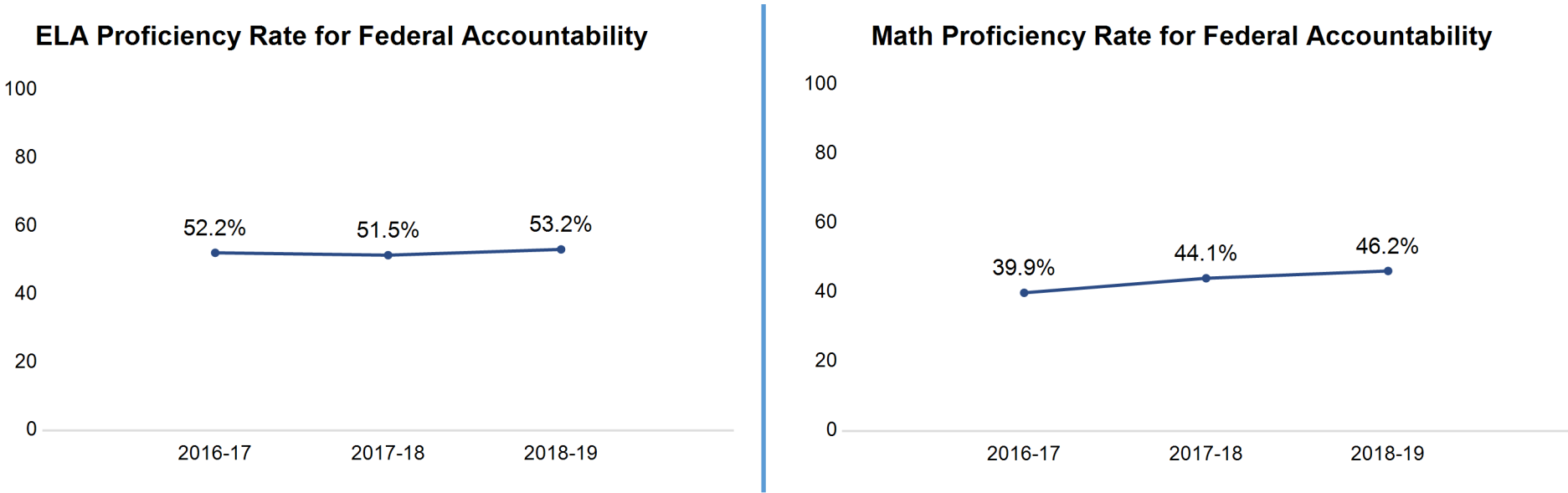


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.3%	98.2%	99.3%	99.3%	98.8%
Proficiency Rate for Federal Accountability	52.2%	51.5%	53.2%	39.9%	44.1%	46.2%
Annual Target	36.1%	38.4%	40.7%	36.9%	39.1%	41.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	156	98.2	53.2	45.1	57.9	53.2	40.7	Met Target
White	50	100.0	60.0	55.9	66.9	60.0	52.2	Met Target
Hispanic	78	97.6	55.1	44.9	43.9	55.1	32.1	Met Target
Black or African American	23	96.0	30.4	38.2	38.5	30.4	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	75	98.7	62.7	53.9	64.8	62.7		
Male	81	97.7	44.4	37.0	51.3	44.4		
Economically Disadvantaged Students	92	99.0	47.8	40.6	40.0	47.8	31.1	Met Target
Non-Economically Disadvantaged Students	64	97.1	60.9	51.0	67.9	60.9		
Students with Disabilities	39	97.7	30.8	12.9	22.7	30.8	21.6	Met Target
Students without Disabilities	117	98.4	60.7	53.0	65.1	60.7		
English Learners	29	100.0	44.8	26.3	29.3	44.8	41.3	Met Target
Non-English Learners	127	97.8	55.1	47.4	60.6	55.1		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	N	N	N	25.0	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.

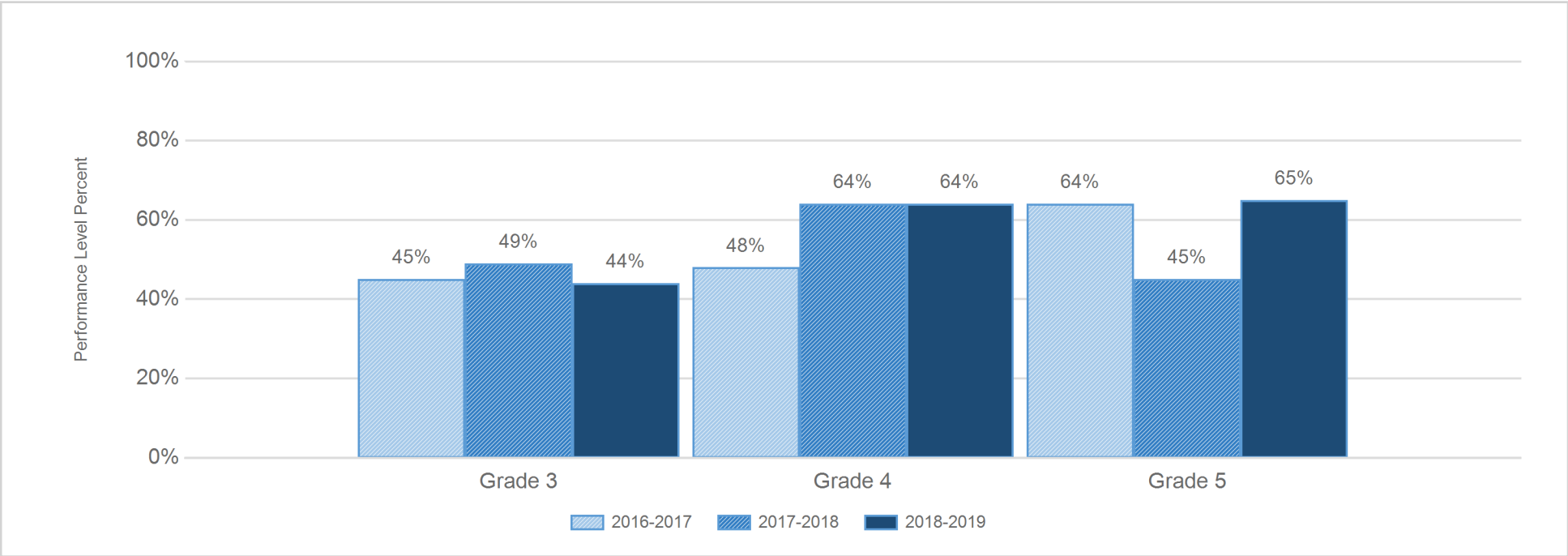


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English Language Arts Assessment - Performance Trends

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
Schoolwide	52	744	737	748	*	21%	21%	*	*	44%	50%
White	17	749	741	757	*	*	0%	*	*	65%	60%
Hispanic	28	744	*	734	*	*	36%	*	*	36%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	26	753	744	753	*	*	*	*	*	50%	55%
Male	26	735	731	743	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	32	741	733	731	*	*	*	*	*	41%	33%
Non-Economically Disadvantaged Students	20	749	742	759	*	*	*	*	*	50%	61%
Students with Disabilities	*	*	710	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	712	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	754	745	755	*	*	*	*	*	64%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	*	*	743	743	*	*	*	*	*	*	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	20	754	746	760	*	*	*	*	*	60%	62%
Male	16	753	743	750	*	*	*	*	*	69%	53%
Economically Disadvantaged Students	17	756	739	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	19	752	751	765	*	*	*	*	*	58%	69%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	N	N	716	720	N	N	N	N	N	N	17%
Non-English Learners	36	754	747	758	*	*	*	*	*	64%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	761	756	756	*	*	26%	*	*	65%	58%
White	16	764	760	764	0%	0%	*	*	*	56%	68%
Hispanic	29	766	757	743	0%	*	*	*	*	76%	44%
Black or African American	*	*	751	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	29	767	761	761	*	*	*	*	*	72%	64%
Male	25	755	751	750	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	32	757	754	740	*	*	*	*	*	59%	39%
Non-Economically Disadvantaged Students	22	768	760	766	*	*	*	*	*	73%	69%
Students with Disabilities	*	*	724	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	762	762	*	*	*	*	*	*	65%
English Learners	N	N	710	713	N	N	N	N	N	N	11%
Non-English Learners	54	761	758	758	*	*	26%	*	*	65%	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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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	156	98.8	46.2	*	44.5	46.2	41.4	Met Target
White	50	100.0	52.0	41.1	54.1	52.0	56.8	Met Target†
Hispanic	78	98.8	46.2	*	28.8	46.2	29.3	Met Target
Black or African American	23	96.0	34.8	*	23.0	34.8	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	75	98.7	53.3	*	44.9	53.3		
Male	81	98.8	39.5	*	44.2	39.5		
Economically Disadvantaged Students	92	99.0	42.4	*	26.3	42.4	31.1	Met Target
Non-Economically Disadvantaged Students	64	98.5	51.6	*	54.9	51.6		
Students with Disabilities	39	100.0	23.1	*	17.4	23.1	18.4	Met Target
Students without Disabilities	117	98.4	53.8	*	50.0	53.8		
English Learners	29	100.0	34.5	22.4	25.0	34.5	27.3	Met Target
Non-English Learners	127	98.5	48.8	26.7	46.5	48.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	23.1	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.

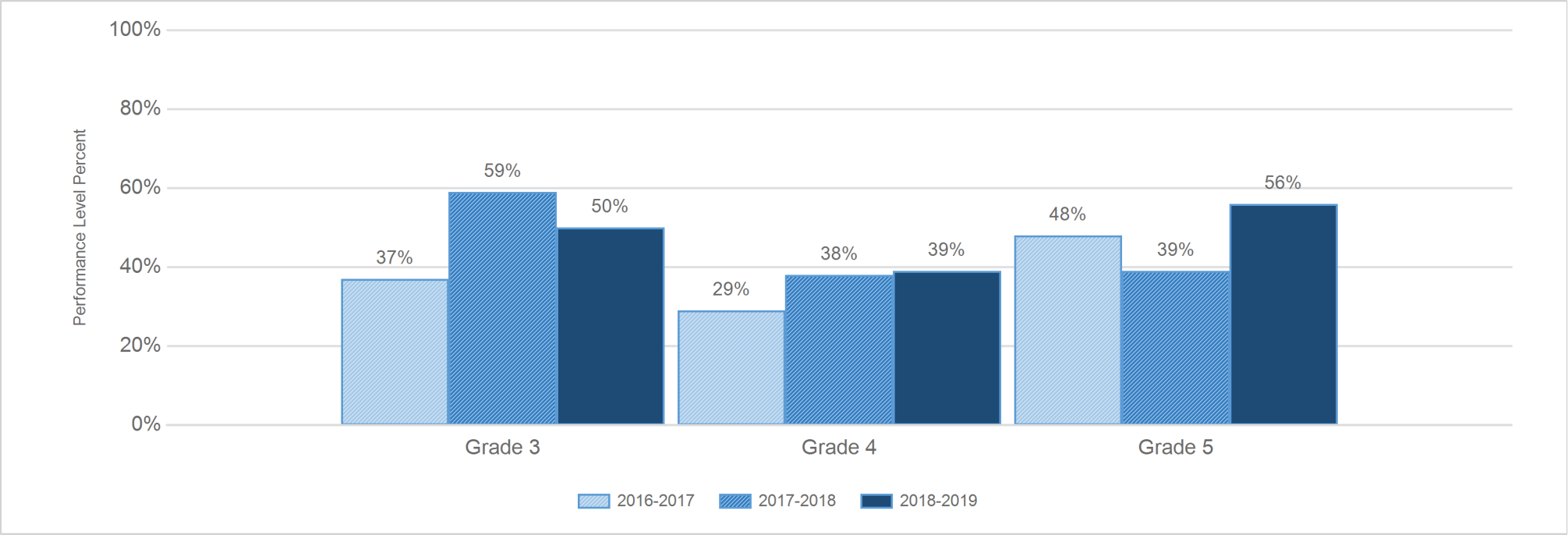


Number 8
(39-2660-150)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
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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.



Number 8
(39-2660-150)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	750	743	752	*	*	33%	*	*	50%	55%
White	17	756	751	760	0%	*	*	*	*	47%	66%
Hispanic	28	748	*	739	*	*	*	50%	0%	50%	40%
Black or African American	*	*	737	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	26	753	745	751	*	*	*	*	*	58%	54%
Male	26	748	740	752	*	*	*	*	*	42%	56%
Economically Disadvantaged Students	32	747	739	737	*	*	*	*	*	44%	37%
Non-Economically Disadvantaged Students	20	757	748	761	*	*	*	*	*	60%	67%
Students with Disabilities	*	*	719	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	748	756	*	*	*	*	*	*	60%
English Learners	*	*	729	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	738	741	749	*	*	31%	39%	0%	39%	51%
White	*	*	753	757	*	*	*	*	*	*	62%
Hispanic	*	*	742	737	*	*	*	*	*	*	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	20	743	739	749	*	*	*	*	*	50%	50%
Male	16	733	743	749	*	*	*	*	*	25%	52%
Economically Disadvantaged Students	17	738	734	734	*	*	*	*	*	47%	32%
Non-Economically Disadvantaged Students	19	738	749	759	*	*	*	*	*	32%	63%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	746	754	*	*	*	*	*	*	56%
English Learners	N	N	723	722	N	N	N	N	N	N	18%
Non-English Learners	36	738	742	751	*	*	31%	39%	0%	39%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	750	743	747	*	*	24%	*	*	56%	47%
White	16	764	753	755	0%	*	*	*	*	81%	58%
Hispanic	29	746	742	735	*	*	*	*	*	48%	30%
Black or African American	*	*	736	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	749	743	747	*	*	*	*	*	55%	47%
Male	25	750	743	747	*	*	*	*	*	56%	47%
Economically Disadvantaged Students	32	742	740	732	*	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	22	761	748	757	*	*	*	*	*	68%	59%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	747	752	*	*	*	*	*	*	52%
English Learners	N	N	717	718	N	N	N	N	N	N	12%
Non-English Learners	54	750	744	749	*	*	24%	*	*	56%	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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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	11	11
4	*	*
5	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	63.2%	**	**

† 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	11	72.7%	27.3%
3-4	12	83.3%	16.7%
5 or more	*	*	*



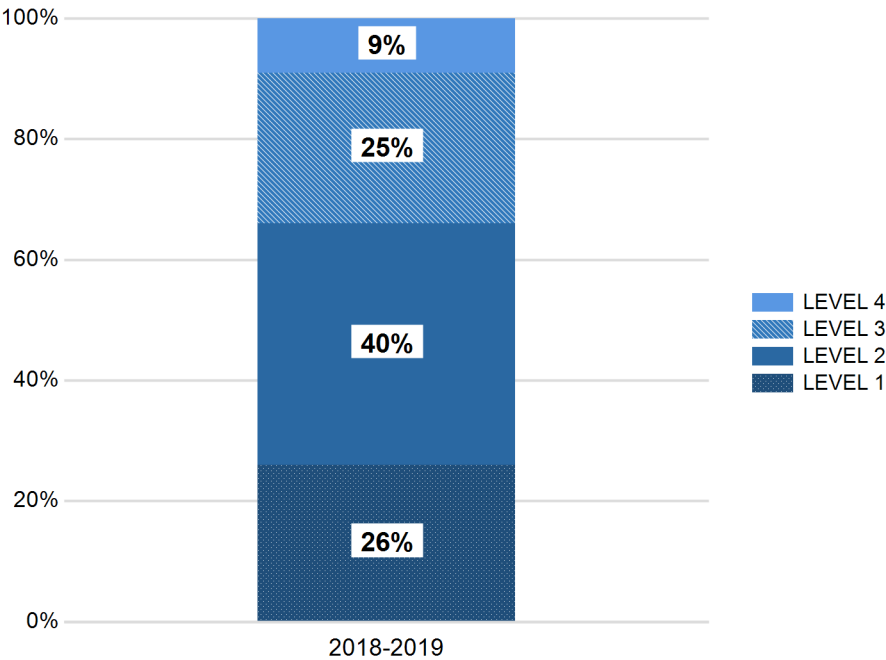
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	26	40	25	9
White	6	44	31	19
Hispanic	32	39	25	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	25	39	25	11
Male	28	40	24	8
Economically Disadvantaged Students	32	48	19	0
Non-Economically Disadvantaged Students	18	27	32	23
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	26	40	25	9
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

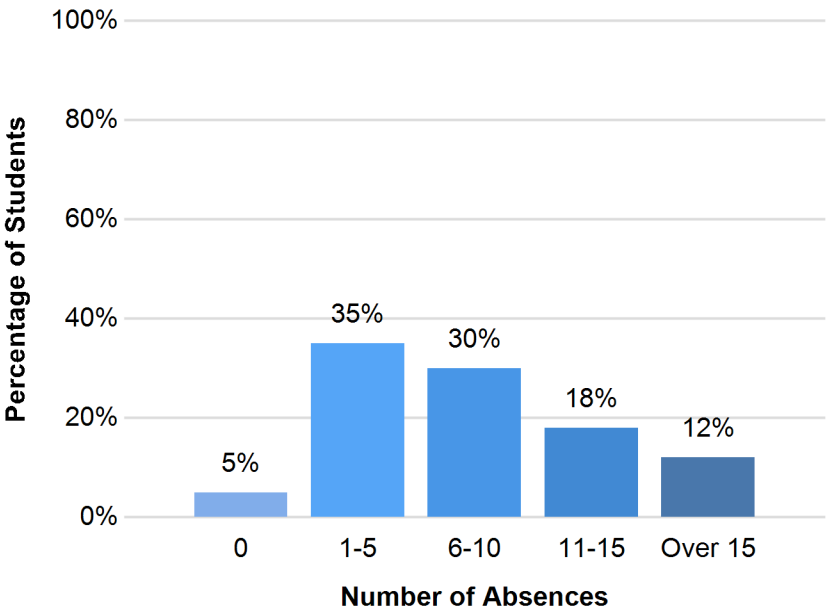
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	6.6	8.9	Met
White	4	4.3	8.9	Met
Hispanic	12	7.5	8.9	Met
Black or African American	3	5.6	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	7.8		
Male	10	5.6		
Economically Disadvantaged Students	15	8.2	8.9	Met
Students with Disabilities	6	8.7	8.9	Met
English Learners	5	17.2	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





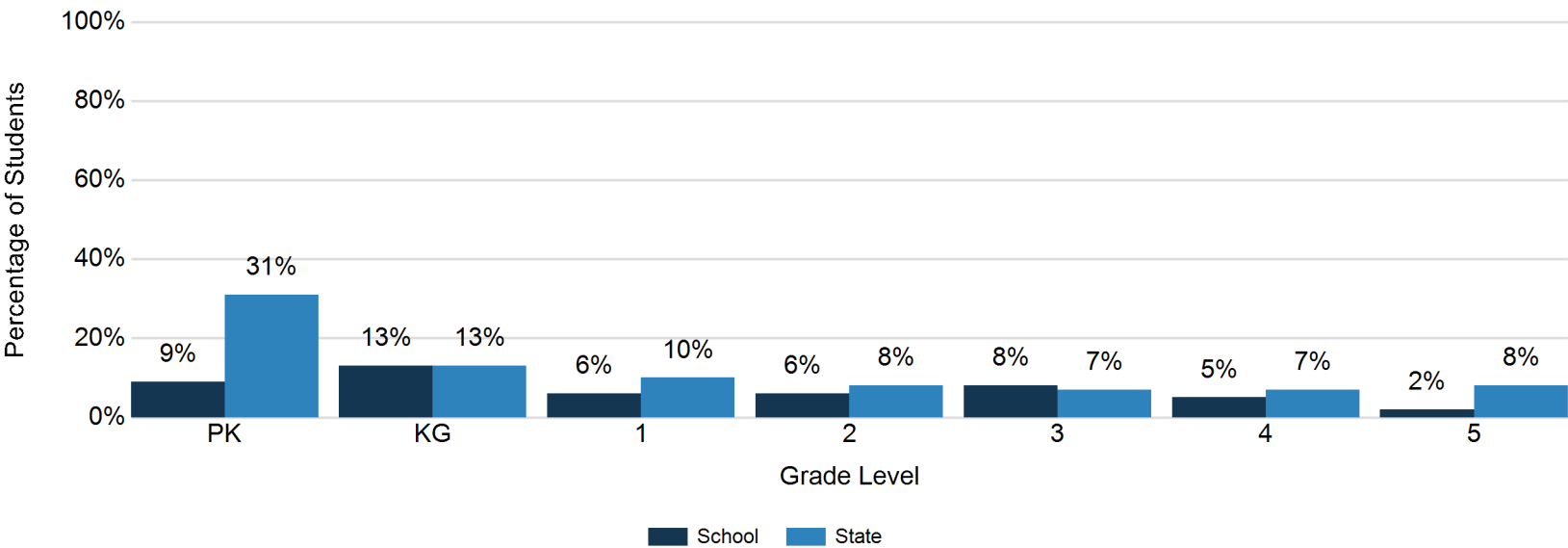
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Chronic Absenteeism by Grade

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





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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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	70.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	20.4	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	175:1	142:1
Teachers to Administrators	15:1	13:1
Students to Librarians/Media Specialists		1246:1
Students to Nurses		445:1
Students to Counselors		566:1
Students to Child Study Team Members		160:1



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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	45.7%	83.3%	100.0%	48.4%	77.1%	54.9%
Male	54.3%	16.7%	0.0%	51.6%	22.9%	45.1%
White	30.6%	86.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	48.9%	10.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.0%	3.3%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	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	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Number 8
(39-2660-150)
Grades Offered: PK-05
2018-2019

Report Key:
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

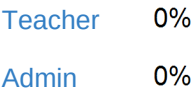
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.2%	51.5%	53.2%
Math Proficiency	39.9%	44.1%	46.2%
ELA Growth	72	43	55
Math Growth	66	56	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.5%	63.2%
Chronic Absenteeism	11.6%	11.7%	6.6%

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



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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

 Highlights:	• K to 5 are 1:1 with ipads to supplement learning in all subjects. A technology teacher delivers lessons weekly. • PBSIS program utilized as a school-wide means of sustaining a positive school climate and recognizing good behaviors. • Recipient of NJEA FAST grant to involve families in their childrens education.
 Mission, Vision, Theme:	The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.
 Awards, Recognition, Accomplishments:	For the second time, School 8 has been recognized an as Apple Distinguished School, an esteemed global recognition for exhibiting a distinguished vision of teaching and learning coupled with the use of technology. School 8 has also been designated as a Future Ready School, certifying we are exemplars in promoting 21st-century learning for all students. School 8 has received awards at the district Technology Academy Awards. Students are recognized through an updated version of Student of the Month named We All Shine, which recognizes every student in the school eventually on a random basis in which teachers highlight why the chosen student shines. Staff is recognized through the Governors Teacher of the Year and Service Professional of the Year Program and school based staff-spotlight.



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 Clubs and Activities:	School 8 considers itself an environment for learning, not only in terms of academia, but also in terms of a child's social development. Students in grades 3-5 have the opportunity to take instrumental music lessons and participate in band, orchestra, and chorus. Extra-curricular clubs and activities include: Kiwanis Kids, a service organization, Safety Patrol, Student Vanguard, Intramural Basketball and an Art Club. School activities are abundant. To name a few: special weeks such as week of respect, red ribbon week, Read Across America week, American Education Week, Black and Spanish heritage events, Chinese New Year celebration, and the holiday giving tree.



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 Before and After School Programs:	Our Before and After School Programs are available to students in Grades PreK4 through 5. Every elementary school houses the programs making for an easy transition when the bell rings. Our programs service over 400 students. These licensed programs provide homework support, enrichment, recreational and social activities for students in a safe and nurturing environment. The children are encouraged to make their own choices, be creative and pursue individual interests.
 Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.



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 Student Supports and Services:	Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.
 Student Health and Wellness:	Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.
 Parent and Community Involvement:	We value a home and school connection, not only to support our students, but their families as well. The PTA is paramount in providing the students with extra-curricular activities which support the development of the whole child. School 8 is active in the greater community through Junior Achievement sponsored by Conoco Phillips and events which invite local dignitaries such as the Mayor, council members, and local businesses. Parents stay connected through social media and global emails as well as parent-teacher conferences and various daily apps. Various events that sustain these relationships include: fundraising, PBSIS kickoff and end of the year celebration, FAST Grant events, holiday shop, K-Kids visit to the Senior Center, holiday concerts, and career day.



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 Facilities:	Built in 1929, the school received a renovation in 2014 comprised of multi- purpose, small group instruction areas and early childhood classrooms. Other upgrades include energy efficient lighting, security cameras, a welcoming main office and nurses space. The new cafeteria and kitchen with modern updates is attached to a turf play area. Our library with comfortable seating, murals and decor adorning the halls and walls create a truly child friendly learning center.
 School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.



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Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.
Early Childhood Education:	Students in our Pre-Kindergarten Program are provided with a variety of developmentally appropriate activities through the Tools of the Mind Curriculum. Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Math is also integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. Students in our Kindergarten Program continue to be exposed to the literacy practices in the Tools of the Mind Program. Children read in response to themes, which incorporate all content areas, and write for a variety of purposes. Phonics instruction is not only embedded in our Tools program but also explicitly taught through the Wilson Foundations program. Mathematics is taught through the use of Tools of the Mind games and projects coupled with Go Math resources that help our students develop a deeper understanding of mathematical skills and concepts.



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 Other Information	School 8 has 2 to 3 of each grade level, all of which are full-day classes, Pre-K through grade 5. The Pre-K and Kindergarten employs the Tools of the Mind curriculum and includes Go Math in Kindergarten. Grades 1 through 5 have digital components to their subjects to deliver engaging lessons. WIN (What I Need) time is also built into the schedule for each student to allow time for teachers to create and see students in flexible groups to remeidate specifc skills and subjects they need to work on. School 8 continues to utilize their Instructional Leadership Team which is a group of school based teacher leaders that assist in building based professional development to turn key and unify the use of best practices and school-wide data analysis. School 8 5th graders have the opportunity to apply to be part of the Student News Network, which deliver the news each morning to each classroom, digitally. These students create the content, film, and edit to air! Students also have the opportunity to participate in: tutoring, STEM club, K-Kids. School 8 is inclusive of English Language Learners and students with disabilities in various settings such as inclusion, pull-out resource and self-contained. To meet the varying academic and social needs of all learners, School 8 offers support services such as remedial reading, academic support, OT/PT, district behaviorist, I&RS, speech, a school Social Worker, and academic coaches. School 8 students also take part in monthly character education lessons on topics like bullying, kindness, and yoga for mindfulness. School 8 also tends to their vegetable garden made available through the Union County Kids Dig-In grant. We offer a myriad of assemblies and student body functions like: cross walk safety, inflatable bowling, Spanish Heritage, etc.



Number 9
(39-2660-160)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Number 9**

(39-2660-160)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Linden Public School District
Principal Name	Dr. Larry Plummer
Address	1401 Deerfield Terrace LINDEN, NJ 07036
Phone Number	908-486-5164
Email Address	lplummer@lindenps.org
Website	http://www.linden.k12.nj.us/schools/school9/
Facebook	https://www.facebook.com/lindenpublicschools.school9/
Twitter	https://twitter.com/LPSSchool9



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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	47	47	42
KG	46	51	51
1	63	47	53
2	45	52	45
3	47	47	51
4	53	49	47
5	42	53	49
Total	343	346	338

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.1%	51.2%	51.8%
Male	51.9%	48.8%	48.2%
Economically Disadvantaged Students	35.6%	32.9%	38.8%
Students with Disabilities	10.8%	13.3%	12.7%
English Learners	9.3%	12.7%	13.6%
Homeless Students	0.0%	0.6%	0.0%
Students in Foster Care	0.0%	0.3%	1.2%
Military-Connected Students	0.0%	0.6%	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	41.1%	37.6%	32.2%
Hispanic	27.1%	30.6%	32.2%
Black or African American	23.0%	23.7%	24.6%
Asian	3.8%	4.0%	6.5%
Native Hawaiian or Pacific Islander	0.9%	0.9%	1.2%
American Indian or Alaska Native	0.9%	0.6%	0.6%
Two or More Races	3.2%	2.6%	2.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	47	47	42
KG - Half Day	0	0	0
KG - Full Day	46	51	51

Enrollment by Home Language

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

Home Language	% of Students
English	60.4%
Spanish	13.3%
Haitian	7.4%
Polish	6.8%
Arabic	3.0%
Other Languages	9.2%



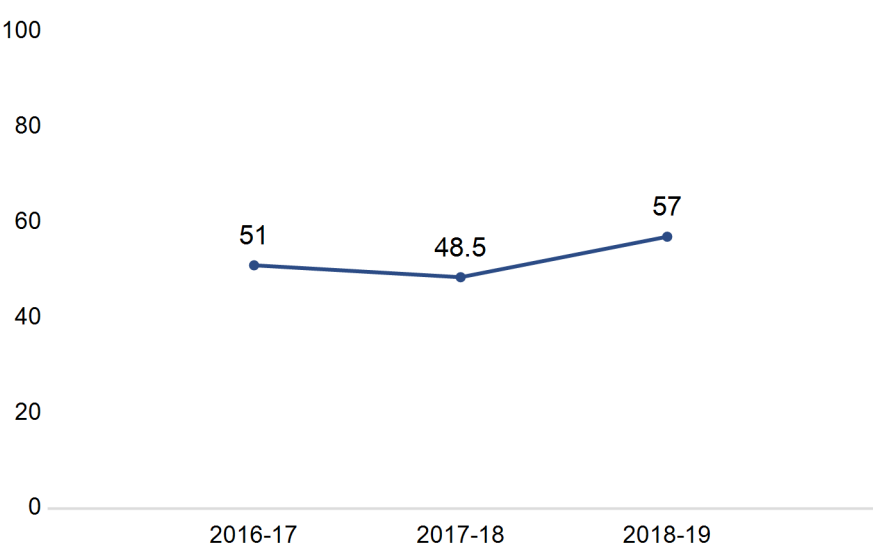
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2018-2019

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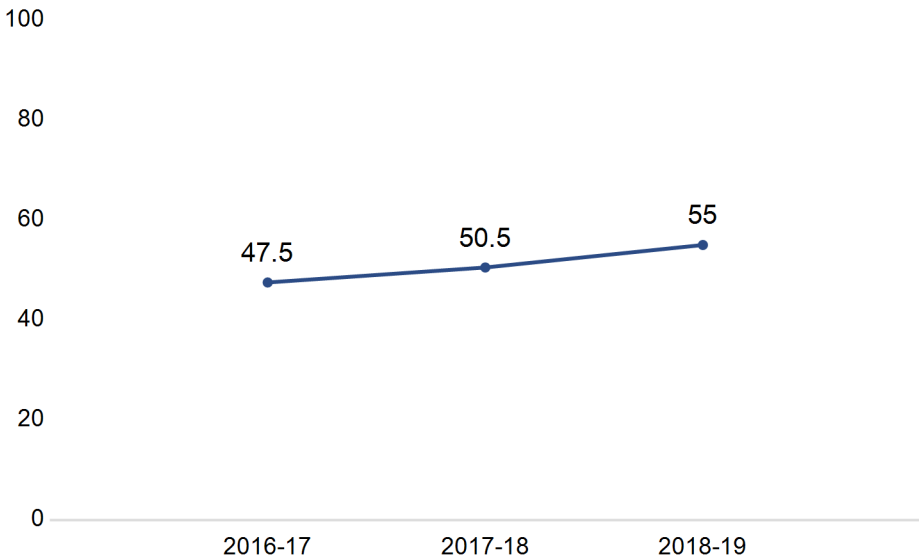
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	48.5	57	47.5	50.5	55
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Number 9
(39-2660-160)
Grades Offered: PK-05
2018-2019

Report Key:
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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	57	41	50	Met Standard	55	47	50	Met Standard
White	60	41	50	Exceeds Standard	64	53	52	Exceeds Standard
Hispanic	50	42	49	Met Standard	58	47	47	Met Standard
Black or African American	65.5	37	45	Exceeds Standard	43.5	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	52	59	**	*	55.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	52.5	49	**	*	49	52	**
Female	65	43	53	N	44.5	47	50	N
Male	55.5	40	47	N	60	47	51	N
Economically Disadvantaged Students	57.5	42	48	Met Standard	48	47	46	Met Standard
Students with Disabilities	54.5	37	43	**	60	51	45	**
English Learners	60.5	47	52	**	58	54	50	**
Homeless Students	N	36	43	N	N	23.5	44	N
Students in Foster Care	*	27.5	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Number 9
(39-2660-160)
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2018-2019

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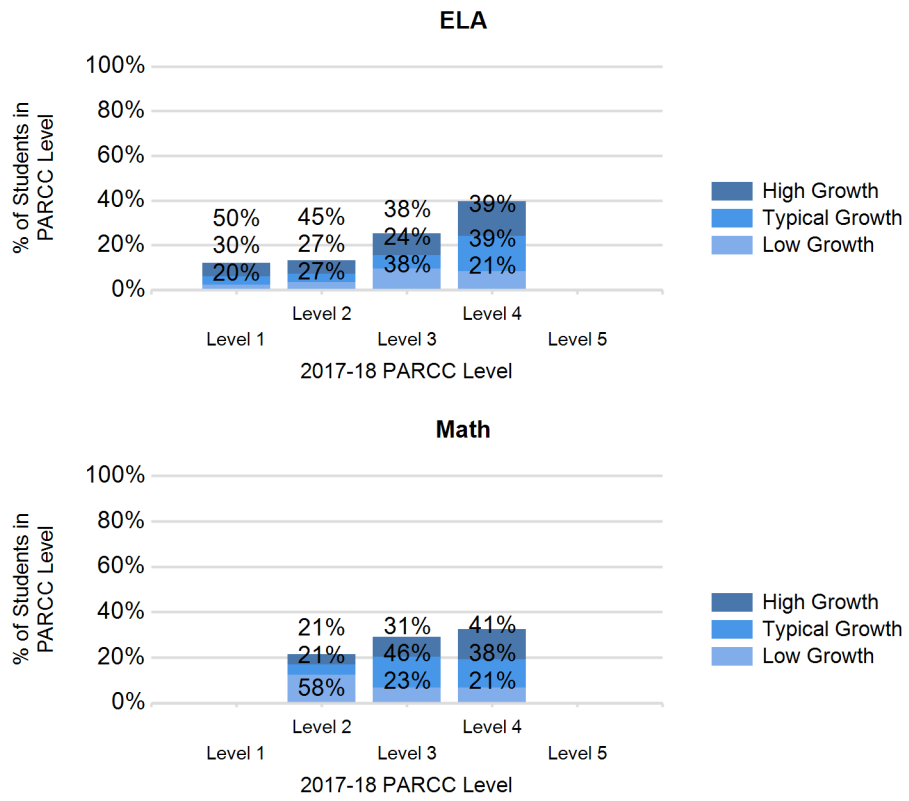
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

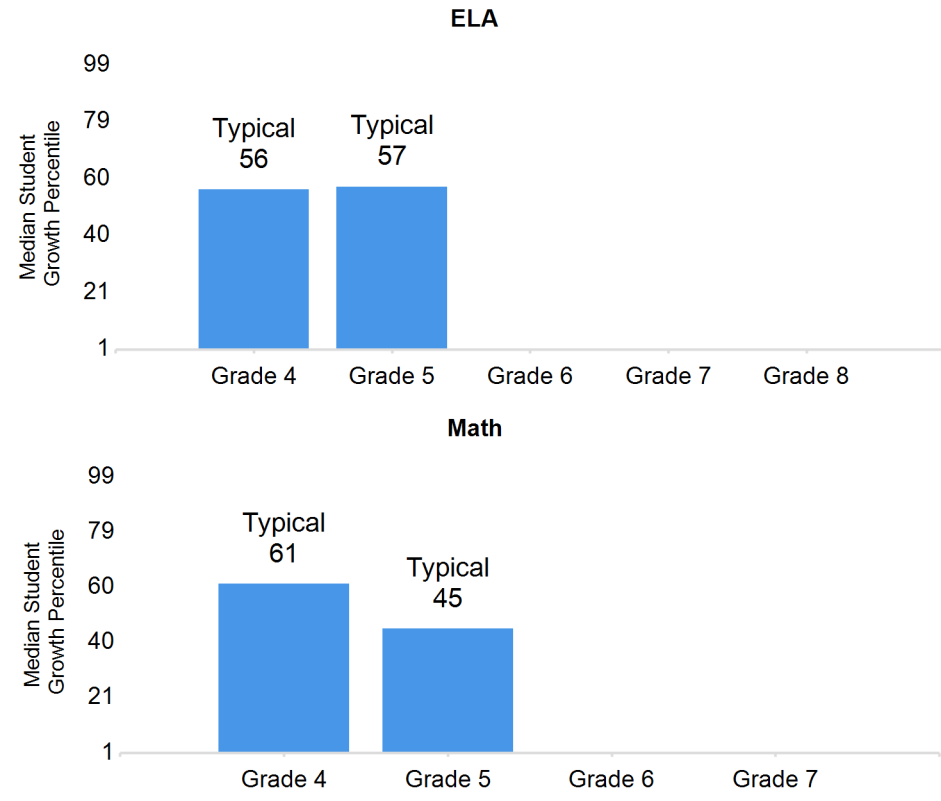
Student Growth by Performance Level

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.



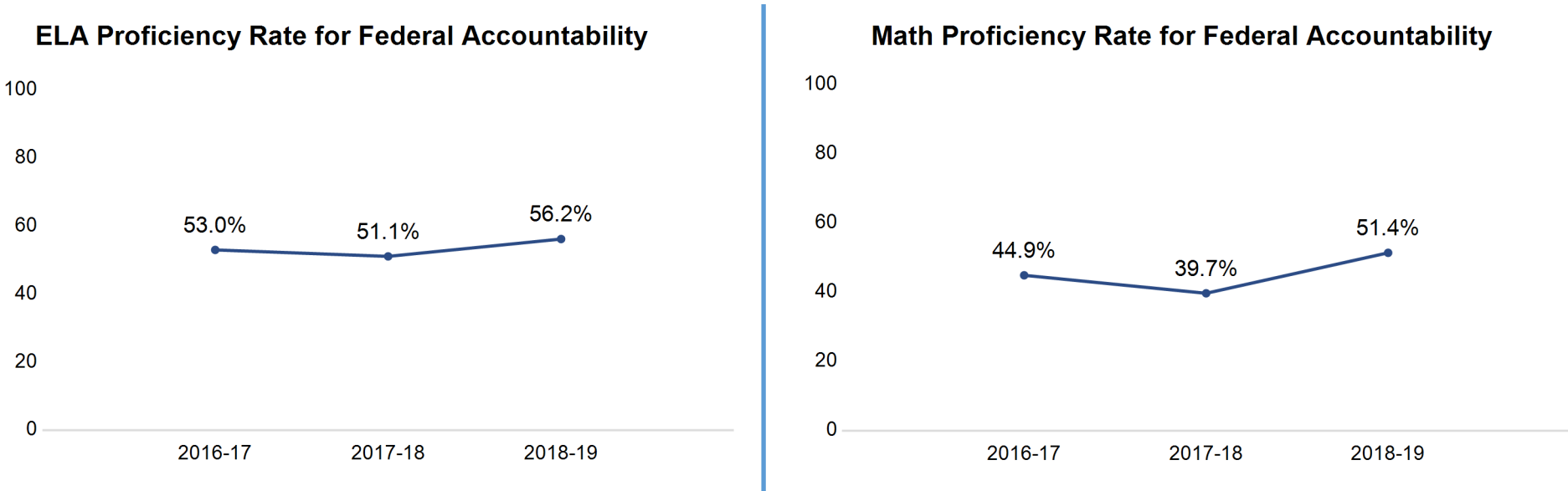


Number 9
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2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.5%	93.9%	99.3%	93.7%	96.0%	99.3%
Proficiency Rate for Federal Accountability	53.0%	51.1%	56.2%	44.9%	39.7%	51.4%
Annual Target	48.6%	50.3%	52.0%	39.6%	41.7%	43.9%
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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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	146	99.3	56.2	45.1	57.9	56.2	52	Met Target
White	45	100.0	53.3	55.9	66.9	53.3	49.6	Met Target
Hispanic	48	98.0	62.5	44.9	43.9	62.5	50.3	Met Target
Black or African American	35	100.0	60.0	38.2	38.5	60.0	51.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	68	100.0	70.6	53.9	64.8	70.6		
Male	78	98.7	43.6	37.0	51.3	43.6		
Economically Disadvantaged Students	55	98.3	52.7	40.6	40.0	52.7	40.6	Met Target
Non-Economically Disadvantaged Students	91	100.0	58.2	51.0	67.9	58.2		
Students with Disabilities	33	97.1	30.3	12.9	22.7	30.3	30.6	Met Target†
Students without Disabilities	113	100.0	63.7	53.0	65.1	63.7		
English Learners	23	100.0	43.5	26.3	29.3	43.5	40.3	Met Target
Non-English Learners	123	99.2	58.5	47.4	60.6	58.5		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

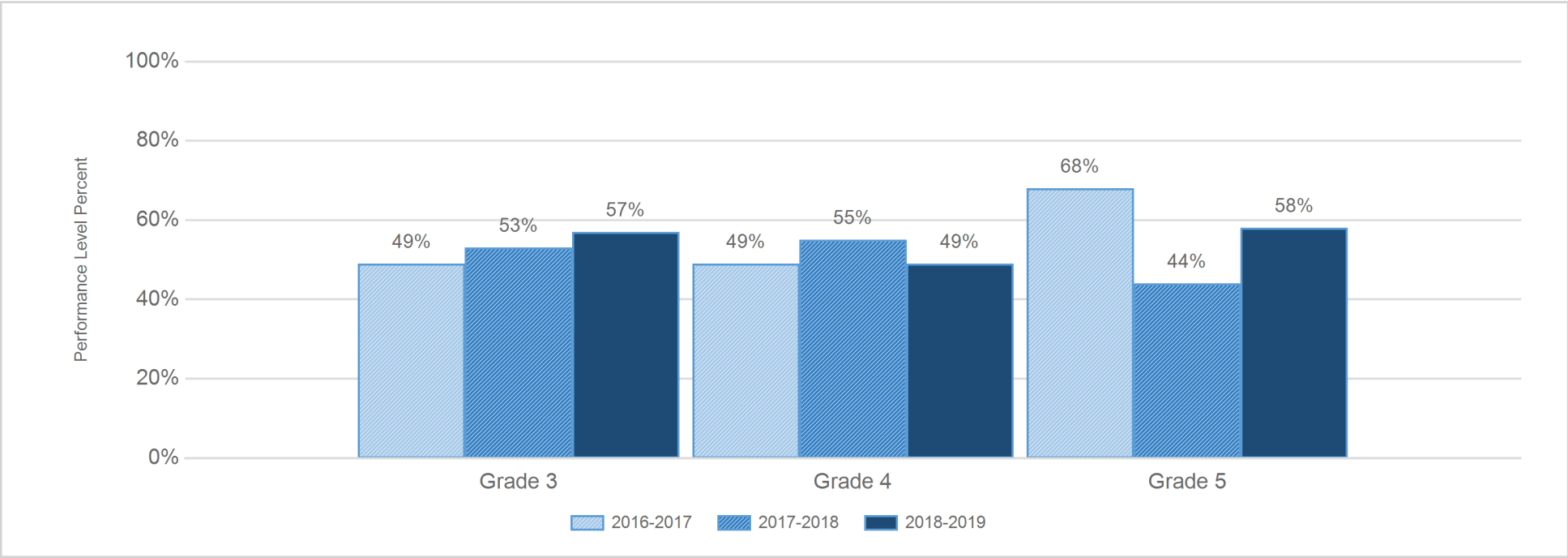


Number 9
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Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	751	737	748	*	*	22%	*	*	57%	50%
White	13	737	741	757	*	*	*	*	*	46%	60%
Hispanic	22	754	*	734	*	*	*	*	*	55%	36%
Black or African American	10	761	734	731	0%	*	*	*	*	80%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	24	762	744	753	*	*	*	*	*	75%	55%
Male	27	741	731	743	*	*	*	*	*	41%	46%
Economically Disadvantaged Students	19	743	733	731	*	*	*	*	*	42%	33%
Non-Economically Disadvantaged Students	32	756	742	759	*	*	*	*	*	66%	61%
Students with Disabilities	13	735	710	719	*	*	*	*	*	38%	24%
Students without Disabilities	38	756	743	754	*	*	*	*	*	63%	56%
English Learners	N	N	712	713	N	N	N	N	N	N	17%
Non-English Learners	51	751	740	751	*	*	22%	*	*	57%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	759	745	755	*	*	34%	28%	21%	49%	57%
White	18	765	755	763	0%	*	*	*	*	61%	67%
Hispanic	*	*	743	743	*	*	*	*	*	*	44%
Black or African American	13	746	740	739	*	*	*	*	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	24	769	746	760	*	*	*	*	*	63%	62%
Male	23	748	743	750	*	*	*	*	*	35%	53%
Economically Disadvantaged Students	20	763	739	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	27	756	751	765	*	*	*	*	*	44%	69%
Students with Disabilities	11	735	715	725	*	*	*	*	*	27%	25%
Students without Disabilities	36	766	752	761	*	*	*	*	*	56%	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	754	756	756	*	*	21%	*	*	58%	58%
White	14	747	760	764	*	*	*	*	*	50%	68%
Hispanic	17	763	757	743	*	0%	*	*	*	71%	44%
Black or African American	11	752	751	739	0%	*	*	*	*	55%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	20	766	761	761	*	*	*	*	*	70%	64%
Male	28	745	751	750	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	18	748	754	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	30	757	760	766	*	*	*	*	*	60%	69%
Students with Disabilities	*	*	724	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	762	762	*	*	*	*	*	*	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	148	99.3	51.4	*	44.5	51.4	43.9	Met Target
White	46	100.0	63.0	41.1	54.1	63.0	45.1	Met Target
Hispanic	48	98.0	47.9	*	28.8	47.9	44	Met Target
Black or African American	36	100.0	41.7	*	23.0	41.7	32.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	68	100.0	55.9	*	44.9	55.9		
Male	80	98.8	47.5	*	44.2	47.5		
Economically Disadvantaged Students	57	98.3	40.4	*	26.3	40.4	33.2	Met Target
Non-Economically Disadvantaged Students	91	100.0	58.2	*	54.9	58.2		
Students with Disabilities	34	97.1	38.2	*	17.4	38.2	30.6	Met Target
Students without Disabilities	114	100.0	55.3	*	50.0	55.3		
English Learners	24	100.0	37.5	22.4	25.0	37.5	39.3	Met Target†
Non-English Learners	124	99.2	54.0	26.7	46.5	54.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	23.1	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

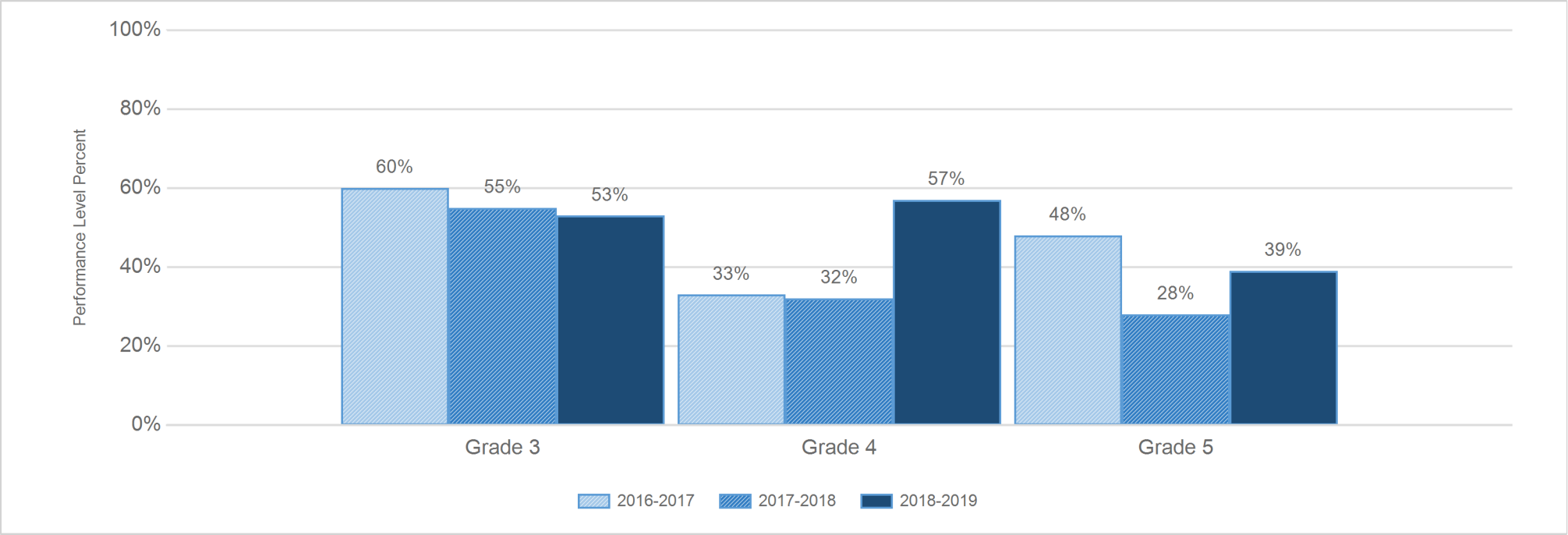


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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	749	743	752	*	20%	20%	*	*	53%	55%
White	13	741	751	760	*	*	*	*	*	54%	66%
Hispanic	22	746	*	739	*	*	*	*	*	50%	40%
Black or African American	10	748	737	735	0%	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	24	763	745	751	*	*	*	*	*	75%	54%
Male	27	736	740	752	*	*	*	*	*	33%	56%
Economically Disadvantaged Students	19	738	739	737	*	*	*	*	*	42%	37%
Non-Economically Disadvantaged Students	32	755	748	761	*	*	*	*	*	59%	67%
Students with Disabilities	13	732	719	731	*	*	*	*	*	38%	31%
Students without Disabilities	38	754	748	756	*	*	*	*	*	58%	60%
English Learners	N	N	729	728	N	N	N	N	N	N	26%
Non-English Learners	51	749	744	754	*	20%	20%	*	*	53%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	750	741	749	*	*	*	*	*	57%	51%
White	18	759	753	757	0%	*	*	*	*	72%	62%
Hispanic	*	*	742	737	*	*	*	*	*	*	36%
Black or African American	13	739	730	731	*	*	*	*	*	38%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	24	750	739	749	*	*	*	*	*	54%	50%
Male	23	751	743	749	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	20	751	734	734	*	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	27	750	749	759	*	*	*	*	*	63%	63%
Students with Disabilities	11	737	719	726	*	*	*	*	*	36%	25%
Students without Disabilities	36	755	746	754	*	*	*	*	*	64%	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Number 9
(39-2660-160)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	736	743	747	*	24%	22%	*	*	39%	47%
White	14	745	753	755	*	*	*	*	*	57%	58%
Hispanic	17	735	742	735	*	*	*	*	*	29%	30%
Black or African American	12	726	736	729	*	*	*	*	*	25%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	20	735	743	747	*	*	*	*	*	30%	47%
Male	29	737	743	747	*	*	*	*	*	45%	47%
Economically Disadvantaged Students	19	726	740	732	*	*	*	*	*	21%	27%
Non-Economically Disadvantaged Students	30	743	748	757	*	*	*	*	*	50%	59%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	747	752	*	*	*	*	*	*	52%
English Learners	*	*	717	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

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	83.9%	56.6%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	31	87.1%	12.9%
3-4	10	*	*
5 or more	*	*	*



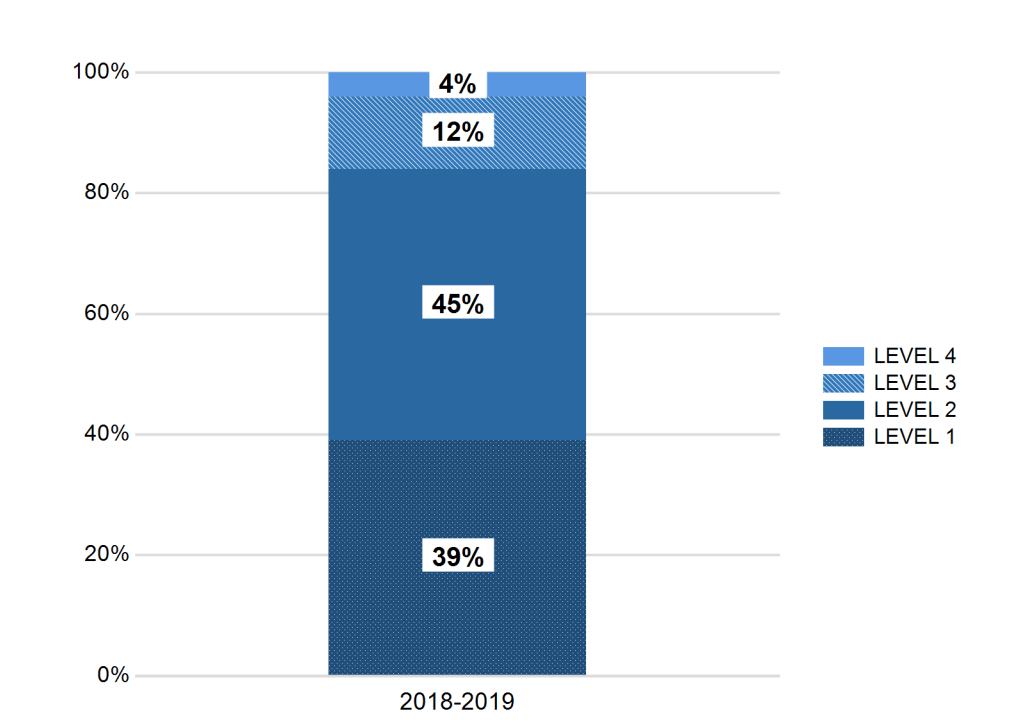
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	45	12	4
White	36	43	21	0
Hispanic	29	59	6	6
Black or African American	50	33	17	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	25	60	10	5
Male	48	34	14	3
Economically Disadvantaged Students	47	42	11	0
Non-Economically Disadvantaged Students	33	47	13	7
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

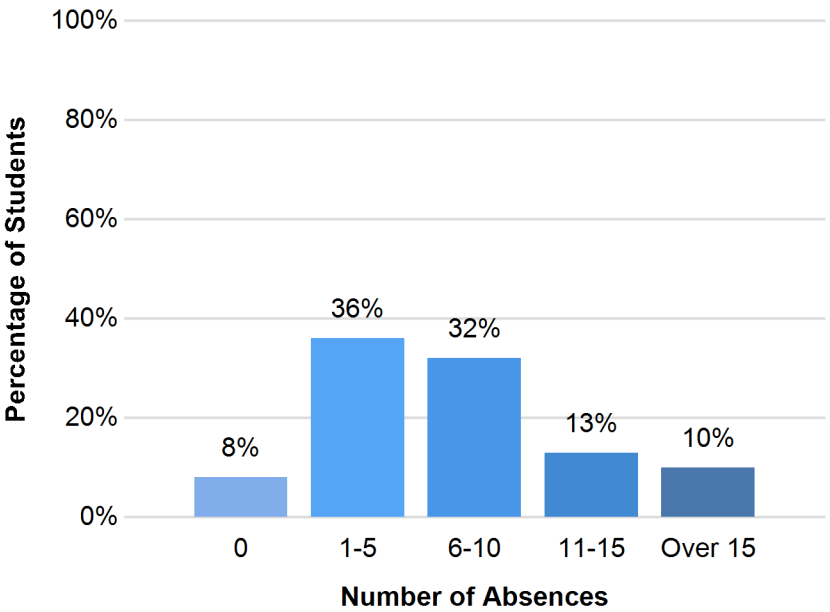
Chronic Absenteeism

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	5.0	8.9	Met
White	4	4.2	8.9	Met
Hispanic	5	5.2	8.9	Met
Black or African American	4	5.1	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	7	4.5		
Male	8	5.6		
Economically Disadvantaged Students	6	5.2	8.9	Met
Students with Disabilities	4	9.3	8.9	Not Met
English Learners	2	4.7	8.9	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





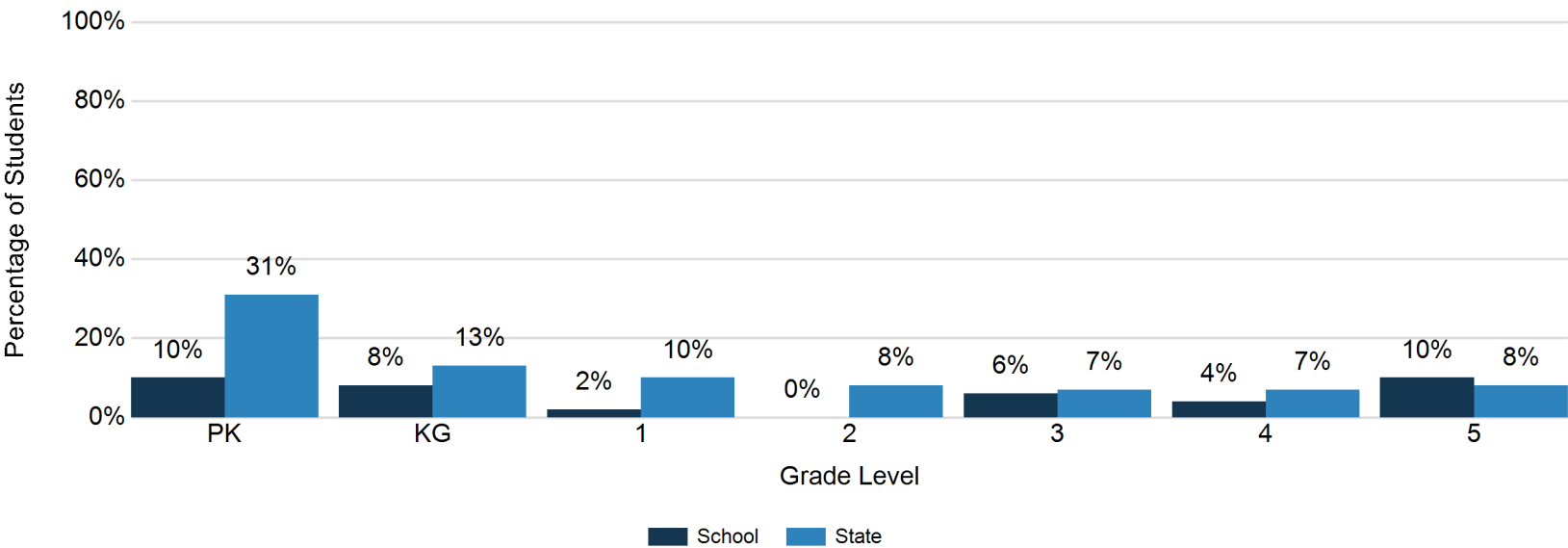
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Chronic Absenteeism by Grade

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





Number 9

(39-2660-160)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.89

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	3	1	4
No Identified Nature	4		4

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

11



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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	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	10.6	10.8
Percentage of Teachers with 4 or more years experience in the district	73.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	20.4	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	338:1	142:1
Teachers to Administrators	30:1	13:1
Students to Librarians/Media Specialists		1246:1
Students to Nurses		445:1
Students to Counselors		566:1
Students to Child Study Team Members		160:1



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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	51.8%	96.7%	0.0%	48.4%	77.1%	54.9%
Male	48.2%	3.3%	100.0%	51.6%	22.9%	45.1%
White	32.2%	90.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	32.2%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.6%	6.7%	100.0%	15.0%	6.6%	13.9%
Asian	6.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	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	97.2%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	53.0%	51.1%	56.2%
Math Proficiency	44.9%	39.7%	51.4%
ELA Growth	51	48	57
Math Growth	48	50	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		87.5%	83.9%
Chronic Absenteeism	11.1%	7.2%	5.0%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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

 Highlights:	- School 9 continues to submit our Positive Behavior Support in Schools (PBSIS) committee for training and for on-site support. - School 9's fourth grade mathematics students have been recognized as having achieved a twenty four percent (24%) increase in their scores on the state administered standardized tests. - Our educational programs are actively infused with a technology aspect that encompasses every subject. The use of our ipads traverses every subject, every grade.
 Mission, Vision, Theme:	The mission of the Linden Public School District is to promote distinction through the infinite resource that is Lindens diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.
 Awards, Recognition, Accomplishments:	School 9 recognizes and acknowledges the success of its students by the use of certain regular programs, such as: Cub Coupons, Student of the Month, Positive Behavior Support in Schools (PBSIS), All City Music and Art, annual academic awards, and other administrative awards, such as letters of commendation. In line with our updated, upgraded Positive Behavior Support in Schools (PBSIS) initiative, staff and facutly disseminate these "Cub Coupons" to deserving students. In the lobby of our school is a plastic, rectangular, transparent box into which the cub coupons are deposited after being redeemed by the recipient. When the level of cub coupons rises to a certain line on the box, the student body gets an "ice pop holiday". Staff is recognized for their dedication, impact, and service through the Opening Day Celebratory Breakfast, Governor Educator of the Year Program, Teacher Appreciation Week, Educational Support Day, School Nursæs Day, and School Social Worker Day.



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 Clubs and Activities:	The K-Kids (affiliated with the local Kiwanis Club) meet on a regular basis with their faculty advisors to identify the needs of the community. They are instrumental in building community relations and engaging in several philanthropic activities, such as the Halloween parade fundraiser, the canned food collection for the needy, and the annual coat drive. They also perform holiday concerts for assisted living and nursing home facilities.



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 Before and After School Programs:	Our Before and After School Programs are available to students in Grades PreK4 through 5. Every elementary school houses the programs making for an easy transition when the bell rings. Our programs service over 400 students. These licensed programs provide homework support, enrichment, recreational and social activities for students in a safe and nurturing environment. The children are encouraged to make their own choices, be creative and pursue individual interests.
 Staff and Professional Learning:	A Professional Development Resource Center and Science Resource Center is located in district and every school has an Instructional Leadership Team. These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.

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Student Supports and
Services:

Linden Public Schools believes in educating the “whole child” and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies to provide additional support students require to be successful.

Student Health and
Wellness:

Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. Our district is committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings that include but are not limited to heights and weights, scoliosis, vision, hearing, and blood pressures. The school nurses also ensure that our staff receives the most up to date trainings in regards to epi-pen and glucagon preparedness for any students with those particular needs in their buildings. The medical services department further extends their services and knowledge into the classrooms.

Parent and
Community
Involvement:

Deerfield School Number 9 recognizes the need for parental and community support as inextricable part of our academic program. In light of this, we promote social, emotional and academic achievement. Aside from the K-Kids programs and activities, we reach out to the community by way of certain other programs and activities. These include PBSIS fundraisers and family nights. We have an annual outdoor talent show during which our students (and some staff) showcase their talents for our school and the community. It is not unusual for the inhabitants of the homes adjacent to our school to come out on their lawns and porches to show support for the performers. Furthermore, as a farewell gift to our 5th graders, Deerfield School Number 9 sponsors a cookout during which several attractions and other exhibits are available for the students enjoyment.



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 Facilities:	School No. 9 opened its doors in September of 1957. All the water fountains and sinks were replaced over the summer of 2017 as well as all the plumbing. A new furnace was installed in the same summer. A second furnace was installed this summer. We now have two (2) brand new, state-of-the-art boilers that will assure comfort in our building during the summer months. We have a library, a cafeteria, a gymnasium. Some rooms have air conditioning and the back of the school has a regulation sized field that the district uses for soccer and other athletic activities.
 School Safety:	The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools.



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Technology and STEM:	The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students 3rd thru 12th grade have access to their own district provided Apple device, with 6th thru 12th grade students permitted to take their devices home. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the districts one-to-one program will remain current and incorporate the very latest in educational technology.
Early Childhood Education:	Students in our Pre-Kindergarten Program are provided with a variety of developmentally appropriate activities through the Tools of the Mind Curriculum. Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Math is also integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. Students in our Kindergarten Program continue to be exposed to the literacy practices in the Tools of the Mind Program. Children read in response to themes, which incorporate all content areas, and write for a variety of purposes. Phonics instruction is not only embedded in our Tools program but also explicitly taught through the Wilson Foundations program. Mathematics is taught through the use of Tools of the Mind games and projects coupled with Go Math resources that help our students develop a deeper understanding of mathematical skills and concepts.



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 Other Information	Deerfield School Number 9 is a community Elementary School that provides instruction for students in grades Pre-Kindergarten through fifth. Per district guidelines, our school day is 6 hours and 35 minutes long. Our day begins with the Pledge of Allegiance, followed by the morning announcements, which include any students birthday, the lunch menu, the students who have achieved in our one hundred (100) book challenge, and any other pertinent information. We then conclude the morning announcements with the reciting of the _Tiger Pledge”. Information is disseminated to the faculty and staff by way of our _Daily Reporter”, which delineates, by email, teacher and staff duties, lunch menu, and staff absences. Deerfield School Number Nine enjoys the support of an active and vibrant Parent-Teacher Association (PTA). This organization provides support to our faculty by way of recognition throughout the year, programs for our students, especially our fifth grade students, such as the end-of-the-year cookout, and the boatride around Manhattan. The PTA also sponsors our Fall Festival, and several dances throughout the year.