



**Benjamin Franklin Elementary School**  
(23-1290-065)  
Grades Offered: KG-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

### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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

**Benjamin Franklin Elementary School**

(23-1290-065)

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## School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Mr. Steven Preville
Address	2485 WOODBRIDGE AVENUE EDISON, NJ 08817
Phone Number	732-650-5300
Email Address	<a href="mailto:steven.preville@edison.k12.nj.us">steven.preville@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/Domain/14">https://www.edison.k12.nj.us/Domain/14</a>



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

Enrollment Trends by Grade

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
KG	66	66	75
1	95	107	90
2	102	101	113
3	105	104	94
4	114	115	102
5	111	125	117
Total	593	618	591

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	51.1%	49.8%	48.6%
Male	48.9%	50.2%	51.4%
Economically Disadvantaged Students	38.3%	38.8%	36.2%
Students with Disabilities	10.8%	13.1%	14.0%
English Learners	0.0%	0.3%	0.3%
Homeless Students	4.9%	3.4%	3.9%
Students in Foster Care	0.3%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	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	21.8%	18.9%	18.6%
Hispanic	19.1%	22.0%	20.8%
Black or African American	12.1%	13.9%	14.2%
Asian	44.2%	41.1%	43.1%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.5%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	2.7%	3.6%	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
KG - Half Day	61	63	69
KG - Full Day	5	3	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	49.9%
Spanish	9.6%
Gujarati	8.8%
Urdu	5.8%
Telugu	4.6%
Other Languages	21.3%



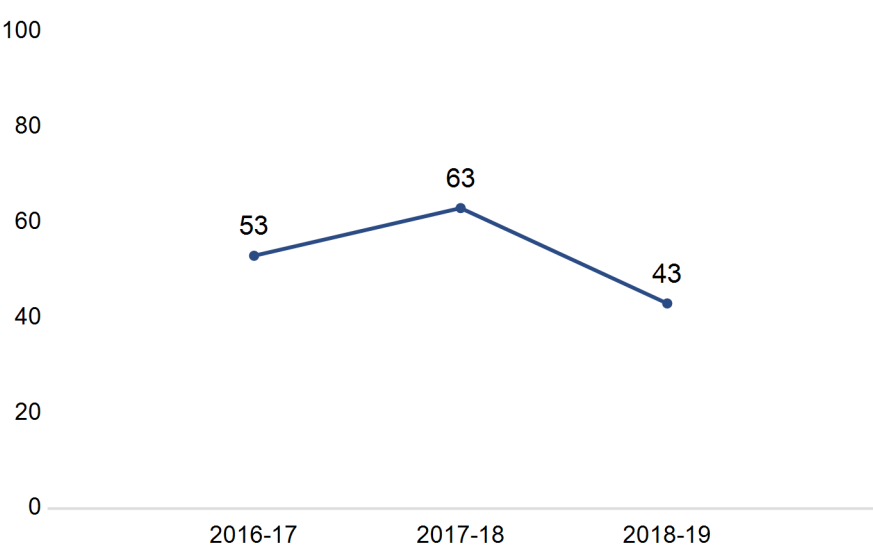
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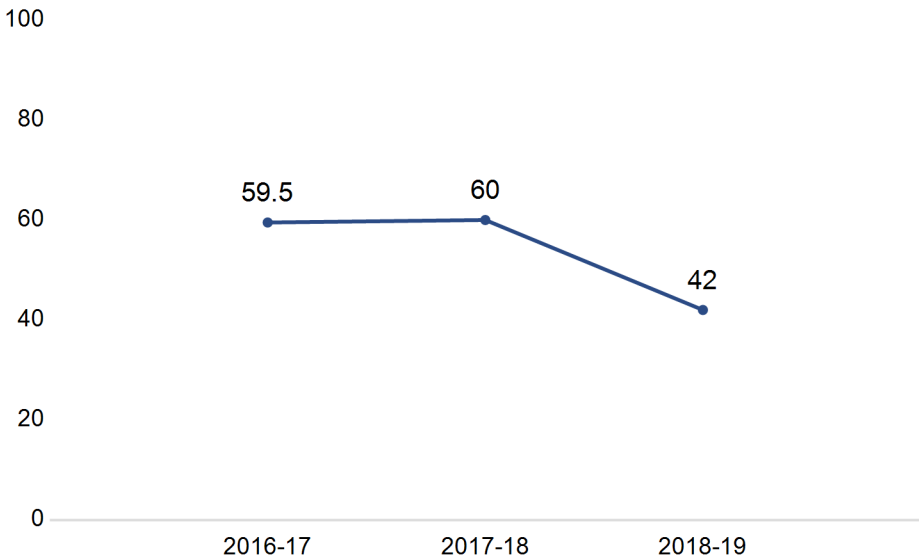
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	63	43	59.5	60	42
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds 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	43	61	50	Met Standard	42	54	50	Met Standard
White	41	47	50	Met Standard	45	51	52	Met Standard
Hispanic	34	53	49	Not Met	32	48	47	Not Met
Black or African American	36	47	45	Not Met	42	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	52	66	59	Met Standard	47	58	60	Met Standard
American Indian or Alaska Native	N	73	56	**	N	61	51.5	**
Two or More Races	*	52	49	**	*	45	52	**
Female	45	64	53	N	43	53	50	N
Male	41	58	47	N	41	55	51	N
Economically Disadvantaged Students	57	54	48	Met Standard	40.5	47	46	Met Standard
Students with Disabilities	35	40	43	Not Met	55	45.5	45	Met Standard
English Learners	*	65	52	**	*	60	50	**
Homeless Students	30.5	62.5	43	N	38.5	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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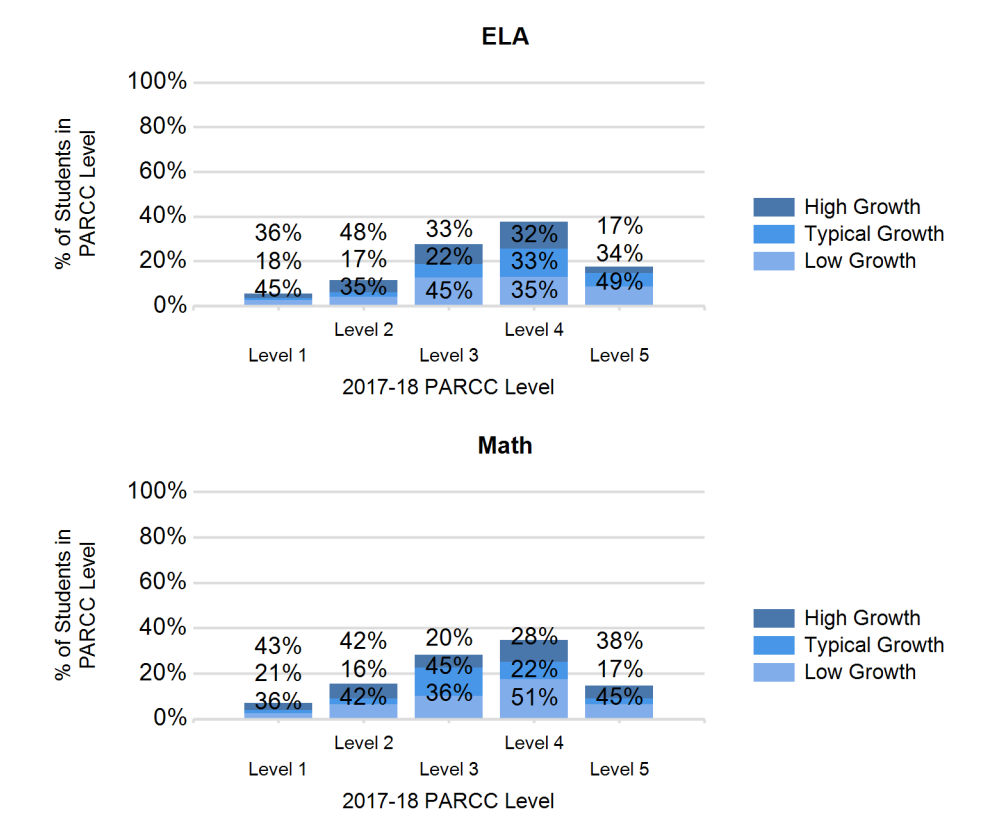
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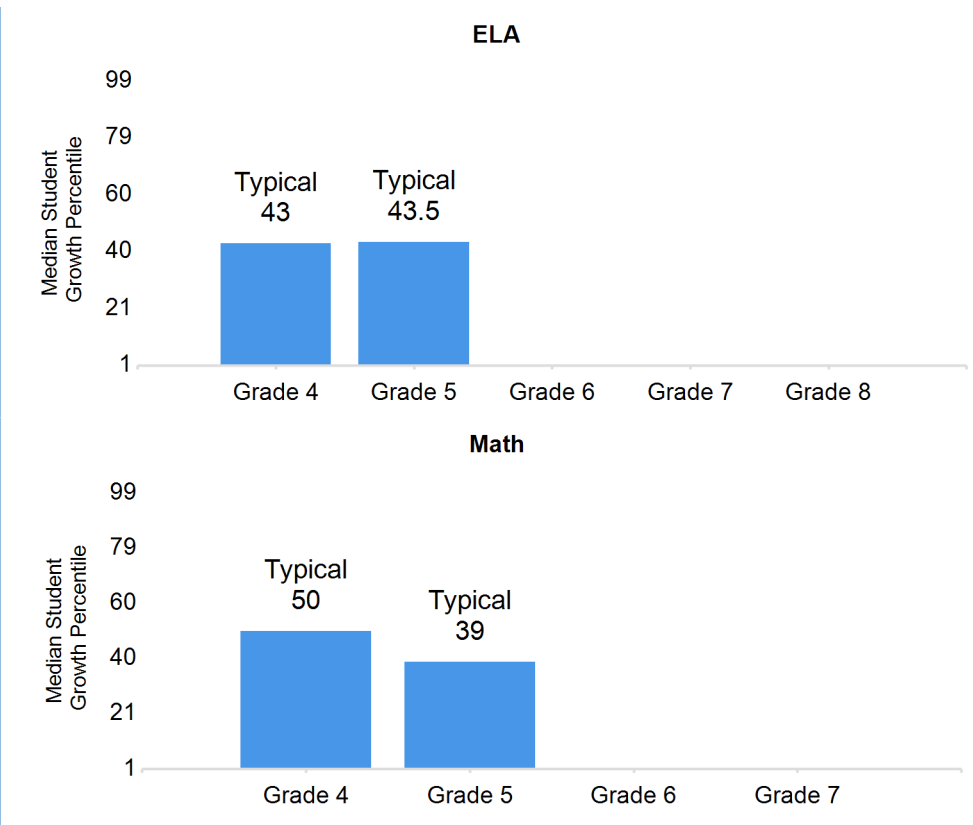
Student Growth by Performance Level

Student Growth by Grade

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.



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



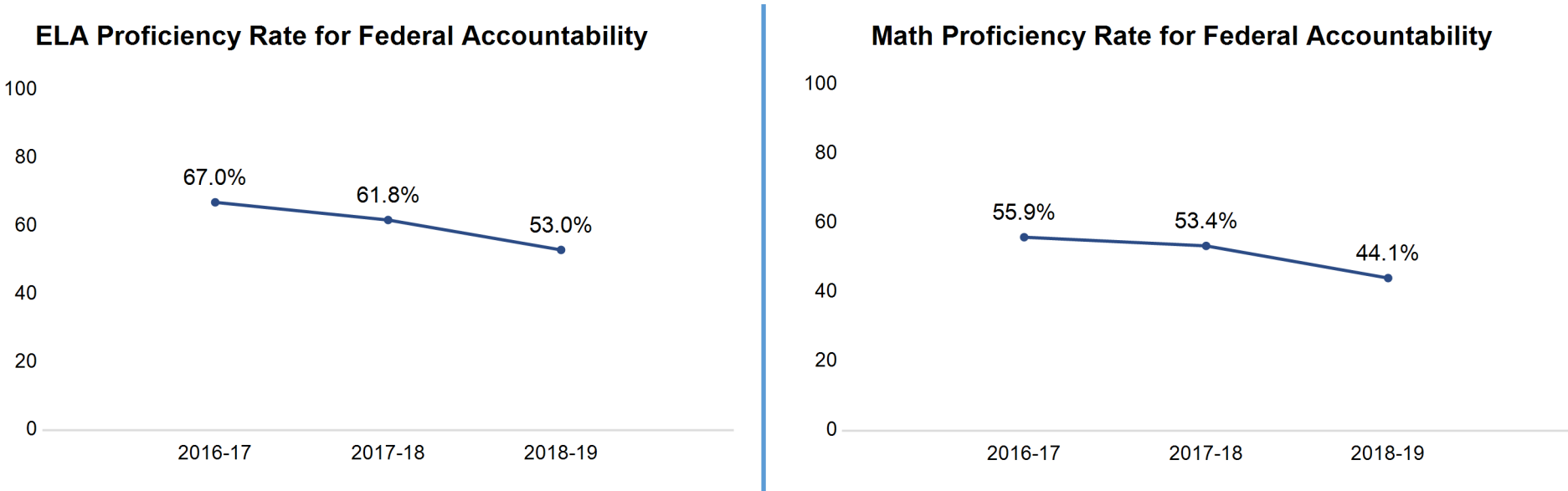


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English Language Arts and Mathematics Performance Trends

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	96.2%	98.6%	98.4%	96.2%	98.6%	98.4%
Proficiency Rate for Federal Accountability	67.0%	61.8%	53.0%	55.9%	53.4%	44.1%
Annual Target	65.3%	66.0%	66.8%	60.8%	61.8%	62.8%
Met Annual Target?	Met Target	Met Target†	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	304	98.4	53.0	77.3	57.9	53.0	66.8	Not Met
White	58	98.4	50.0	64.0	66.9	50.0	51.8	Met Target†
Hispanic	65	100.0	38.5	*	43.9	38.5	52.3	Not Met
Black or African American	*	*	*	47.9	38.5	*	49.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	125	100.0	72.0	88.4	82.9	72.0	80	Not Met
American Indian or Alaska Native	N	N	N	95.3	56.0	N	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	156	98.7	56.4	81.8	64.8	56.4		
Male	148	98.1	49.3	73.0	51.3	49.3		
Economically Disadvantaged Students	117	99.2	38.5	49.9	40.0	38.5	53.1	Not Met
Non-Economically Disadvantaged Students	187	97.9	62.0	83.7	67.9	62.0		
Students with Disabilities	43	97.8	18.6	20.4	22.7	18.6	26.9	Met Target†
Students without Disabilities	261	98.5	58.6	83.0	65.1	58.6		
English Learners	12	100.0	41.7	43.5	29.3	41.7	**	**
Non-English Learners	292	98.4	53.4	79.0	60.6	53.4		
Homeless Students	16	100.0	37.5	46.5	29.1	37.5		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

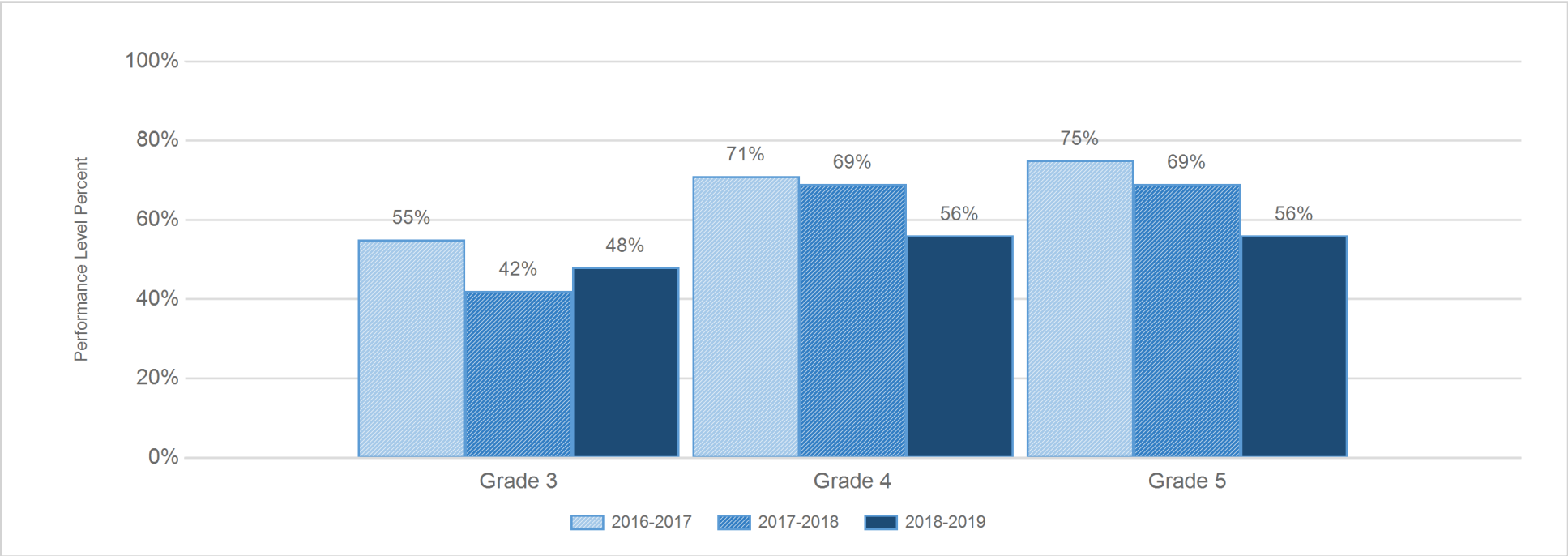


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English Language Arts Assessment - Performance Trends

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	90	750	771	748	16%	*	27%	*	*	48%	50%
White	19	753	749	757	*	*	*	68%	0%	68%	60%
Hispanic	20	727	735	734	*	*	*	*	*	20%	36%
Black or African American	*	*	741	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	37	766	781	773	*	*	*	*	*	62%	75%
American Indian or Alaska Native	N	N	798	746	N	N	N	N	N	N	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	43	752	773	753	*	*	30%	*	*	51%	55%
Male	47	748	768	743	*	*	23%	*	*	45%	46%
Economically Disadvantaged Students	31	733	*	731	*	*	*	*	*	35%	33%
Non-Economically Disadvantaged Students	59	758	*	759	*	*	*	*	*	54%	61%
Students with Disabilities	13	698	717	719	*	*	0%	*	*	15%	24%
Students without Disabilities	77	758	775	754	*	*	31%	*	*	53%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	772	751	*	*	*	*	*	*	54%
Homeless Students	*	*	734	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	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	753	774	755	10%	14%	19%	37%	19%	56%	57%
White	21	749	755	763	*	*	*	*	*	43%	67%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	42	768	786	779	*	*	*	48%	31%	79%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	49	754	779	760	*	*	*	*	*	55%	62%
Male	49	751	770	750	*	*	*	*	*	57%	53%
Economically Disadvantaged Students	35	742	742	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	63	758	782	765	*	*	*	*	*	63%	69%
Students with Disabilities	15	715	718	725	*	*	*	*	*	20%	25%
Students without Disabilities	83	759	779	761	*	*	*	*	*	63%	64%
English Learners	N	N	719	720	N	N	N	N	N	N	17%
Non-English Learners	98	753	775	758	10%	14%	19%	37%	19%	56%	60%
Homeless Students	*	*	745	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%





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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	756	776	756	*	*	30%	45%	10%	56%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	30	753	748	743	*	*	37%	*	*	47%	44%
Black or African American	22	747	744	739	0%	*	45%	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	47	765	789	781	*	*	*	*	*	74%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	63	762	780	761	*	*	24%	*	*	62%	64%
Male	54	749	772	750	*	*	37%	*	*	48%	52%
Economically Disadvantaged Students	52	749	747	740	*	*	42%	*	*	40%	39%
Non-Economically Disadvantaged Students	65	762	783	766	*	*	20%	*	*	68%	69%
Students with Disabilities	10	719	726	724	*	*	*	*	*	20%	23%
Students without Disabilities	107	759	781	762	*	*	*	*	*	59%	65%
English Learners	N	N	712	713	N	N	N	N	N	N	11%
Non-English Learners	117	756	777	758	*	*	30%	45%	10%	56%	60%
Homeless Students	*	*	735	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	*	723	N	N	N	N	N	N	26%





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### Mathematics Assessment - Participation and Performance

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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	306	98.4	44.1	64.6	44.5	44.1	62.8	Not Met
White	59	98.4	37.3	42.1	54.1	37.3	50.5	Not Met
Hispanic	65	100.0	24.6	*	28.8	24.6	41.8	Not Met
Black or African American	*	*	*	20.3	23.0	*	46.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	126	100.0	68.3	81.3	76.5	68.3	78.9	Not Met
American Indian or Alaska Native	N	N	N	83.7	42.7	N	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	157	98.8	42.7	64.8	44.9	42.7		
Male	149	98.1	45.6	64.4	44.2	45.6		
Economically Disadvantaged Students	117	99.2	24.8	30.3	26.3	24.8	44.9	Not Met
Non-Economically Disadvantaged Students	189	98.0	56.1	72.7	54.9	56.1		
Students with Disabilities	43	97.8	14.0	14.8	17.4	14.0	19.5	Met Target†
Students without Disabilities	263	98.5	49.0	69.5	50.0	49.0		
English Learners	14	100.0	42.9	40.1	25.0	42.9	**	**
Non-English Learners	292	98.4	44.2	65.9	46.5	44.2		
Homeless Students	17	100.0	23.5	28.6	17.1	23.5		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

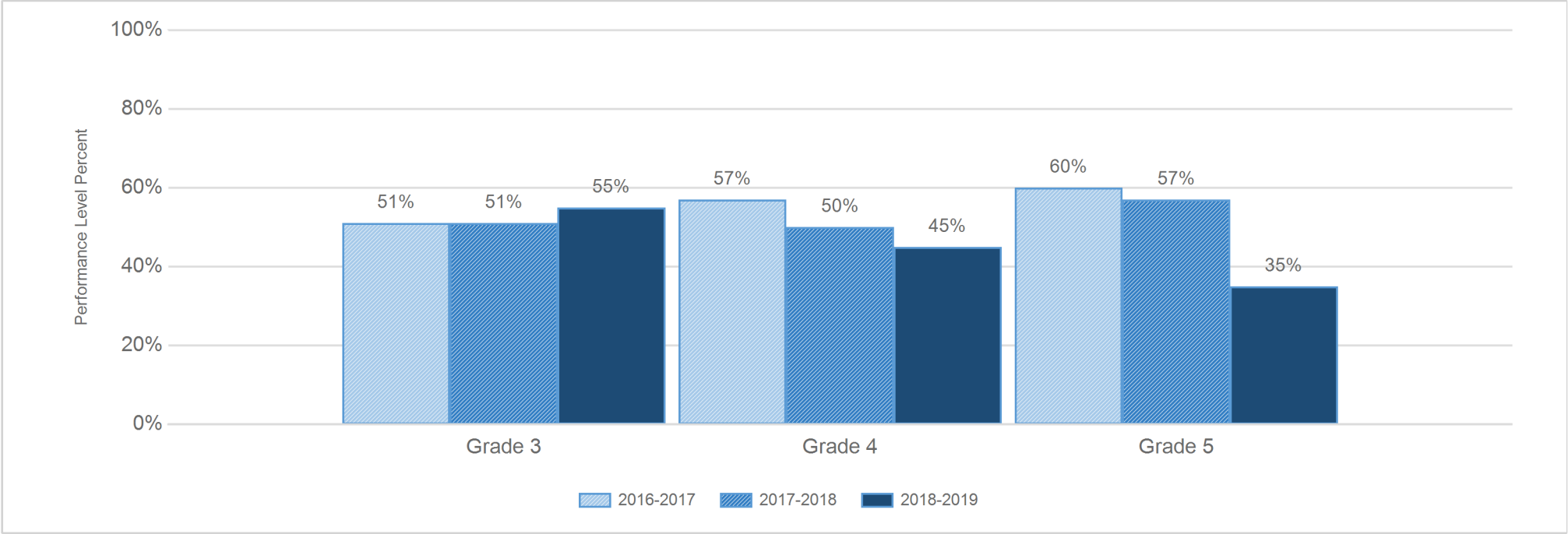


Benjamin Franklin Elementary School  
(23-1290-065)  
Grades Offered: KG-05  
2018-2019

**Report Key:**  
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	753	771	752	*	*	22%	37%	18%	55%	55%
White	19	756	749	760	0%	*	*	*	*	58%	66%
Hispanic	20	731	735	739	*	*	*	*	*	30%	40%
Black or African American	*	*	734	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	38	766	782	778	*	*	*	45%	26%	71%	83%
American Indian or Alaska Native	N	N	791	749	N	N	N	N	N	N	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	43	752	768	751	*	*	*	*	*	56%	54%
Male	48	753	773	752	*	*	*	*	*	54%	56%
Economically Disadvantaged Students	31	740	*	737	*	*	*	*	*	39%	37%
Non-Economically Disadvantaged Students	60	759	*	761	*	*	*	*	*	63%	67%
Students with Disabilities	13	715	729	731	*	*	*	*	*	15%	31%
Students without Disabilities	78	759	774	756	*	*	*	*	*	62%	60%
English Learners	*	*	733	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	772	754	*	*	*	*	*	*	58%
Homeless Students	*	*	736	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	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	100	747	768	749	12%	14%	29%	*	*	45%	51%
White	22	740	747	757	*	*	*	*	*	32%	62%
Hispanic	*	*	732	737	*	*	*	*	*	*	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	43	769	781	776	*	*	*	*	*	72%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	51	743	768	749	*	*	33%	*	*	41%	50%
Male	49	751	768	749	*	*	24%	*	*	49%	52%
Economically Disadvantaged Students	35	732	735	734	*	*	40%	*	*	26%	32%
Non-Economically Disadvantaged Students	65	755	775	759	*	*	23%	*	*	55%	63%
Students with Disabilities	15	721	722	726	*	*	*	*	*	20%	25%
Students without Disabilities	85	752	772	754	*	*	*	*	*	49%	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	*	*	733	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	117	741	764	747	*	30%	30%	*	*	35%	47%
White	*	*	742	755	*	*	*	*	*	*	58%
Hispanic	30	728	731	735	*	50%	*	*	*	20%	30%
Black or African American	22	727	727	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	47	758	778	775	0%	*	26%	*	*	60%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	63	742	762	747	*	22%	38%	*	*	33%	47%
Male	54	739	766	747	*	39%	20%	*	*	37%	47%
Economically Disadvantaged Students	52	729	732	732	*	40%	35%	*	*	19%	27%
Non-Economically Disadvantaged Students	65	750	772	757	*	22%	26%	*	*	48%	59%
Students with Disabilities	10	720	725	725	*	*	*	*	*	10%	19%
Students without Disabilities	107	743	767	752	*	*	*	*	*	37%	52%
English Learners	N	N	726	718	N	N	N	N	N	N	12%
Non-English Learners	117	741	764	749	*	30%	30%	*	*	35%	49%
Homeless Students	*	*	723	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	*	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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



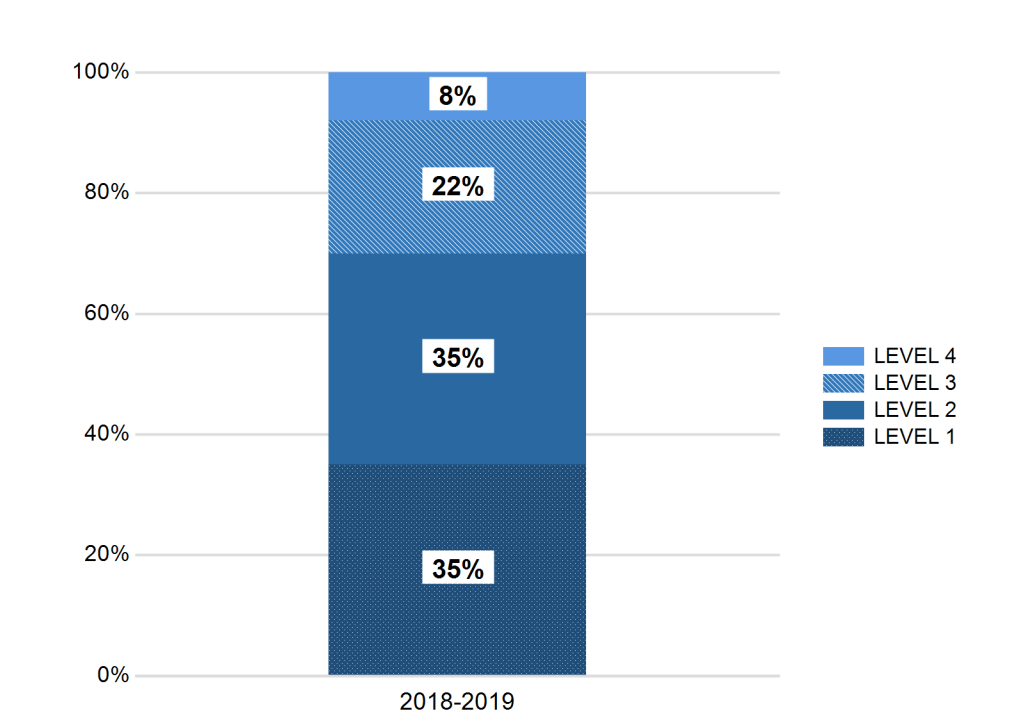
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	35	35	22	8
White	*	*	*	*
Hispanic	52	23	16	10
Black or African American	45	41	5	9
Asian, Native Hawaiian, or Pacific Islander	17	40	32	11
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	33	32	24	11
Male	36	38	20	5
Economically Disadvantaged Students	50	38	8	4
Non-Economically Disadvantaged Students	23	32	33	12
Students with Disabilities	60	40	0	0
Students without Disabilities	32	34	24	9
English Learners	N	N	N	N
Non-English Learners	35	35	22	8
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.

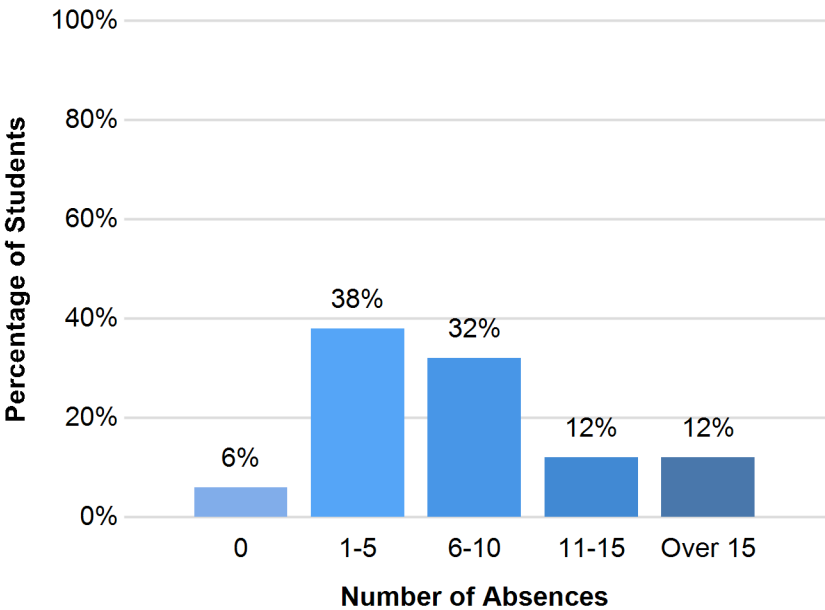
Chronic Absenteeism

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	53	9.0	8.9	Not Met
White	11	9.6	8.9	Not Met
Hispanic	17	13.4	8.9	Not Met
Black or African American	9	11.1	8.9	Not Met
Asian, Native Hawaiian, or Pacific	13	5.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	28	9.4		
Male	25	8.6		
Economically Disadvantaged Students	32	14.3	8.9	Not Met
Students with Disabilities	11	15.3	8.9	Not Met
English Learners	1	7.7	**	**
Homeless Students	7	28.0		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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







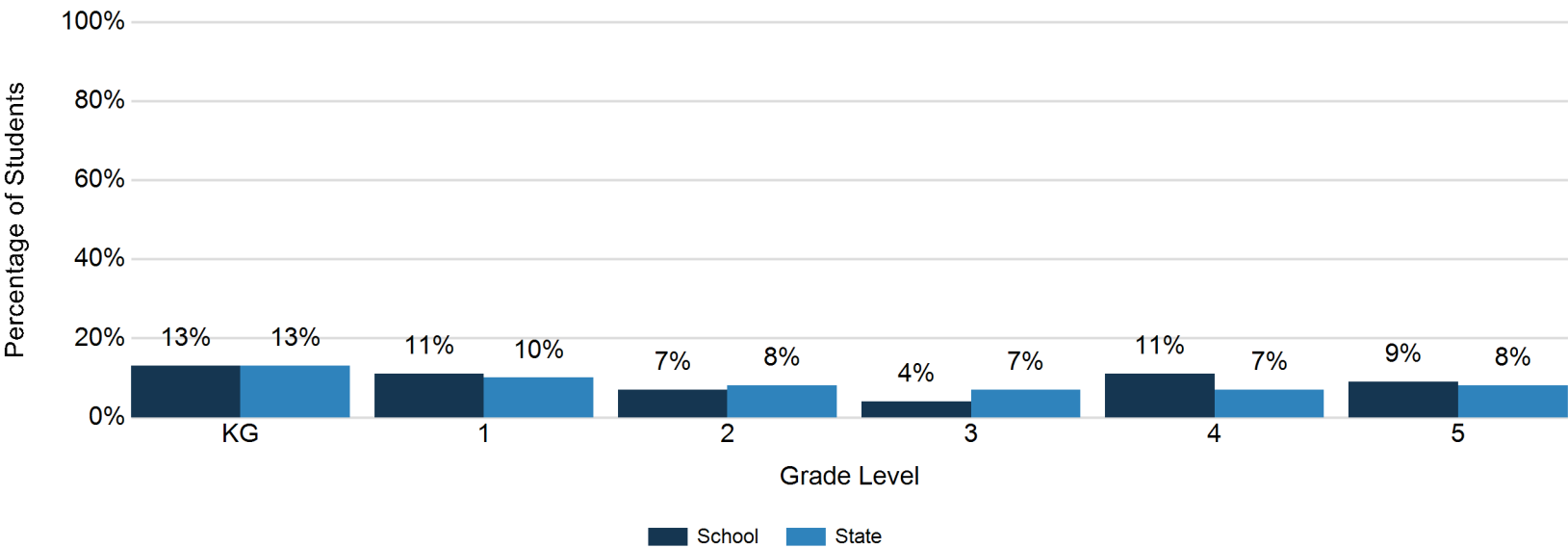
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	14.0	10.8
Percentage of Teachers with 4 or more years experience in the district	82.0%	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	14:1
Students to Administrators	591:1	251:1
Teachers to Administrators	50:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	88.0%	0.0%	48.4%	77.1%	54.9%
Male	51.4%	12.0%	100.0%	51.6%	22.9%	45.1%
White	18.6%	96.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.8%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	43.1%	2.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	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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**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.

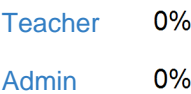
Bachelor's Degree



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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	86.5%



**Benjamin Franklin Elementary School**  
(23-1290-065)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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





Benjamin Franklin Elementary School  
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2018-2019

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	67.0%	61.8%	53.0%
Math Proficiency	55.9%	53.4%	44.1%
ELA Growth	53	63	43
Math Growth	60	60	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	8.3%	7.3%	9.0%

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Ben Franklin Elementary has implemented a positive behavior incentive called “Bolt Bucks” which can be earned by learning how to “Be A Bolt!”.</li> <li>Ben Franklin offers many different clubs before and after school such as, The Bolt Newspaper, Dance Fitness, Dance Club, etc.</li> <li>Ben Franklin offers a student learning academy for selected students before and after school in order to close the gaps for students who require extra help.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Be a Bolt, Let Your Lightning Shine, is the motto our students are encouraged to live by. At Ben Franklin we are dedicated to developing 21st century citizens with good character. Our rigorous curriculum aligned to the NJ Student Learning Standards in Lanuage Arts, Math, and Science provides students with opportunities to connect and apply their learning to real world problems.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Ben Franklin Elementary School has partnered with the NJDOE in order to implement the Positive Behavior Supports in Schools program, or PBSIS. This program provides incentives for both students and staff. The focus is to make all students feel included.</p>





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 <div>Courses, Curriculum, Instruction:</div>	With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our one-to-one technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.
 <div>Clubs and Activities:</div>	Ben Franklin offers many different clubs before and after school such as, The Bolt Newspaper, Dance Fitness, Drama Club, Chorus Club, Student Council, STEM Club, Book Club, Ted-Ed, L.A.C.E.S, Fitness and Nutrition Club and the Stretch, Move and Groove Club.




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 <div>Staff and Professional Learning:</div>	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.
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 <div>Student Supports and Services:</div>	<p>The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teacher.</p>
 <div>Student Health and Wellness:</div>	<p>Elementary students are supported holistically through health &amp; physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.</p>
 <div>Parent and Community Involvement:</div>	<p>Ben Franklin has an active PTA which meets monthly. PTA provides additional resources and activities through fundraising and volunteering such as Book Fairs, Halloween Fun Night, Bingo, 5th Grade Social and Fun and Field Day. We have partnered with businesses and local vendors which help support our programs and events.</p>





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 <p>Facilities:</p>	<p>Ben Franklin school was established in 1961 and is currently 58 years old. In 2012 revovations were completed to our Gym and the Library/Media Center was created. The Media Center is air conditioned and offers 16 desktop computers and a large screen TV.</p>
 <p>School Safety:</p>	<p>Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state &amp; federal laws in regards to ensuring student safety.</p>






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 <div>Technology and STEM:</div>	Grades 3-5 are prvided with a 1 to 1 ratio, Grade 2 has shared Chromebooks and K-1has shared iPads which are provided for technology to supplement the curriculum
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**Edison Early Learning Center**  
(23-1290-300)  
Grades Offered: PK-KG  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:



**Edison Early Learning Center**  
 (23-1290-300)  
 Grades Offered: PK-KG  
 2018-2019

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### School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Mr. Christopher Conklin
Address	10 Boulevard of the Eagles Edison, NJ 08817
Phone Number	732-452-2804
Email Address	<a href="mailto:christopher.conklin@edison.k12.nj.us">christopher.conklin@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/domain/2157/2158">https://www.edison.k12.nj.us/domain/2157/2158</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	97	99	103
KG	0	0	0
Total	97	99	103

### 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	38.1%	31.3%	35.0%
Male	61.9%	68.7%	65.0%
Economically Disadvantaged Students	9.3%	5.1%	0.0%
Students with Disabilities	69.1%	74.7%	73.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students	1.0%	1.0%	5.8%
Students in Foster Care	1.0%	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	14.4%	19.2%	24.3%
Hispanic	15.5%	14.1%	12.6%
Black or African American	5.2%	5.1%	5.8%
Asian	62.9%	59.6%	55.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	1.0%	0.0%
Two or More Races	2.1%	1.0%	1.9%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	97	99	103
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

### Enrollment by Home Language

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

Home Language	% of Students
English	43.7%
Tamil	13.6%
Gujarati	8.7%
Telugu	6.8%
Marathi	4.9%
Other Languages	22.3%



**Edison Early Learning Center**  
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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.

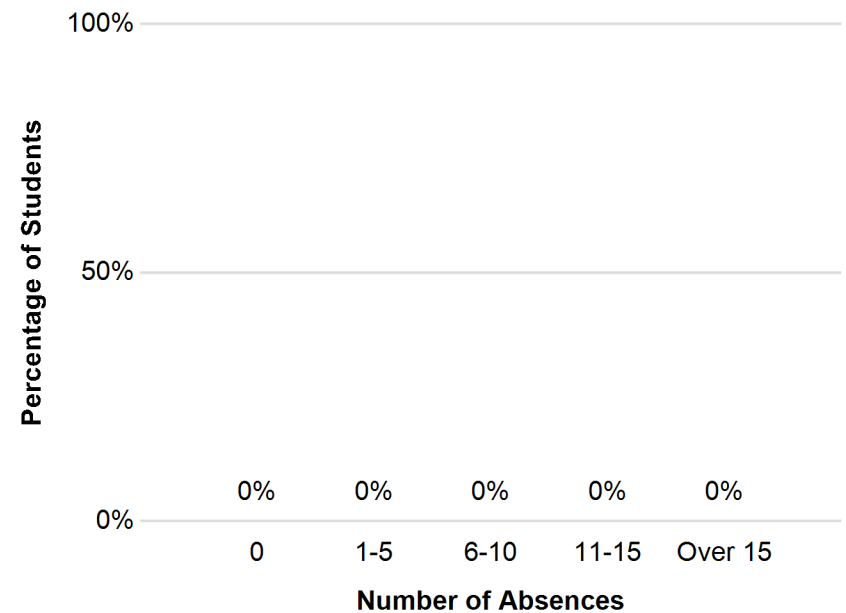
### Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
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.



**Edison Early Learning Center**

(23-1290-300)

Grades Offered: PK-KG

2018-2019

**Report Key:**

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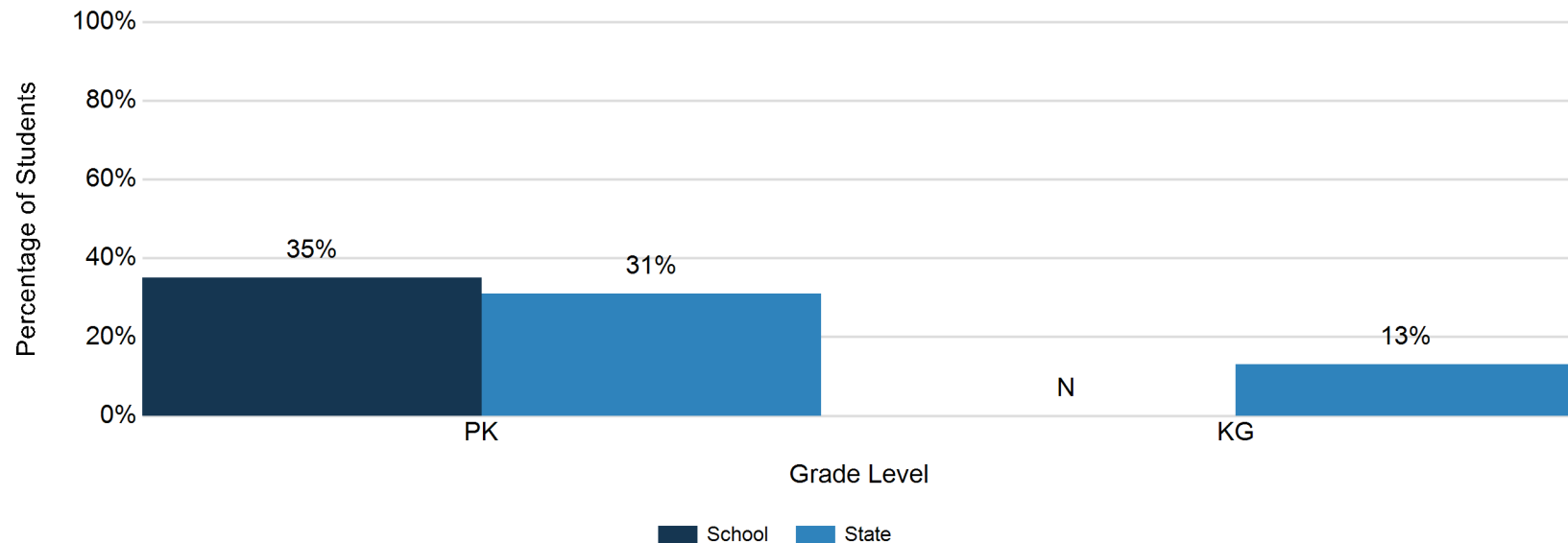
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## Chronic Absenteeism by Grade

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





## Edison Early Learning Center

(23-1290-300)

Grades Offered: PK-KG

2018-2019

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

## Violence, Vandalism, HIB, and Substance Offenses

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

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

## Police Notifications

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

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

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

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

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

## Student Disciplinary Removals

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

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

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

N

**Edison Early Learning Center**

(23-1290-300)

Grades Offered: PK-KG

2018-2019

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**School Day**

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	2 Hrs 30 Mins
Shared Time - Instructional Time	2 Hrs. 30 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	N





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2018-2019

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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

## Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	4	118,214
Average years experience in public schools	23.3	12.1
Average years experience in district	18.8	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	26:1	14:1
Students to Administrators	N	251:1
Teachers to Administrators	N	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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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	35.0%	100.0%	N	48.4%	77.1%	54.9%
Male	65.0%	0.0%	N	51.6%	22.9%	45.1%
White	24.3%	100.0%	N	42.4%	83.6%	77.4%
Hispanic	12.6%	0.0%	N	29.9%	7.3%	7.2%
Black or African American	5.8%	0.0%	N	15.0%	6.6%	13.9%
Asian	55.3%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	N	2.1%	0.2%	0.2%



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2018-2019

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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	92.1%



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### Per-Pupil Expenditures by Source

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

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

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

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

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

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## School Narrative

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



Mission, Vision,  
Theme:

The Edison Township Early Childhood program is designed to serve the children and families of Edison Township by offering a dynamic, developmentally appropriate and research –based preschool education program to prepare children for school and life by implementing the High/Scope Educational approach.



**Edison Early Learning Center**  
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 2018-2019

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### Courses, Curriculum, Instruction:

The Edison Township Early Childhood program follows the High/Scope Educational approach to preschool learning. The High/Scope program is based on active participatory learning. Children learn through hands-on experiences with people, materials, events, and ideas. Pre-K curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. The students' ready access to technology creates opportunities to facilitate meaningful learning experiences for preschool aged students.

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### Staff and Professional Learning:

Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the preschool level, have an added resource of coaching from the district's Child Study Team and BCBA's.



### Edison Early Learning Center

(23-1290-300)

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2018-2019

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### Student Supports and Services:

The Edison Township Early Learning program has full day and ½ day programs depending on the needs of individual students as per their IEP. Additionally, students are provided physical, speech and occupational therapy as specified by their IEP. The High/Scope approach offers a framework that provides support for children with special needs in many ways. The VBMAPP is also used to measure progress. The district is dedicated to the success of all students. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. The preschools in the district conducts Preschool Intervention and Referral Team (PIRT) Meetings as an additional method in which to support student learning. The district has a number of Integrated Preschool classrooms in order to service all students in a least restrictive environment and facilitate inclusion.



### Student Health and Wellness:

The Edison Township Early Childhood Learning Center and FDR provide an environment where wellness, nutrition, and student safety are the utmost key factors in our environment. The medical staff complies with the nursing standards and attends all professional workshops, in order to stay up to date in their practice. Students are provided a daily recess to practice learning through play. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their IEP goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.



### Parent and Community Involvement:

The Edison Township Early Childhood Learning Center and FDR believe in educating “the whole child.” This is achieved by maintaining a strong home/school connection throughout the year (e.g. Parent Portal and IEP Direct) and by providing many activities/events to encourage family and community involvement and providing Parent Training opportunities through the district Child Study Team and BCBAs.



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## Facilities:

The EELC Building is fourteen years old all classrooms are air-conditioned. No major internal renovations have occurred; there were two outside additions a new front overhang and updated playground equipment.



## School Safety:

Each school in the Edison Township Public School System has video surveillance, a district director and follows all local, state & federal laws in regards to ensuring student safety.



Edison High School  
 (23-1290-050)  
 Grades Offered: 09-12  
 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Edison High School  
(23-1290-050)  
Grades Offered: 09-12  
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Mr. Charles Ross
Address	50 BOULEVARD OF THE EAGLES EDISON, NJ 08817
Phone Number	732-650-5200
Email Address	<a href="mailto:charles.ross@edison.k12.nj.us">charles.ross@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/Domain/8">https://www.edison.k12.nj.us/Domain/8</a>
Twitter	<a href="https://twitter.com/edison_hs">https://twitter.com/edison_hs</a>



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2018-2019

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	486	523	496
10	499	489	520
11	460	488	502
12	500	474	505
Total	1,945	1,974	2,023

### 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	48.9%	48.4%	48.7%
Male	51.1%	51.6%	51.3%
Economically Disadvantaged Students	33.8%	30.2%	34.1%
Students with Disabilities	9.4%	11.2%	12.3%
English Learners	3.2%	3.2%	3.1%
Homeless Students	5.0%	3.6%	3.7%
Students in Foster Care	0.2%	0.2%	0.1%
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	29.0%	28.4%	26.3%
Hispanic	19.3%	18.7%	20.5%
Black or African American	14.8%	14.5%	14.0%
Asian	35.8%	37.2%	37.4%
Native Hawaiian or Pacific Islander	0.5%	0.4%	0.4%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.6%	0.7%	1.2%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,940	1,971	2,020
Shared Time Students	9	6	4
Full Time Equivalent	1,945	1,974	2,022

### 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	47.6%
Spanish	13.5%
Gujarati	5.9%
Urdu	4.1%
Chinese	4.0%
Other Languages	25.0%



Edison High School

(23-1290-050)

Grades Offered: 09-12

2018-2019

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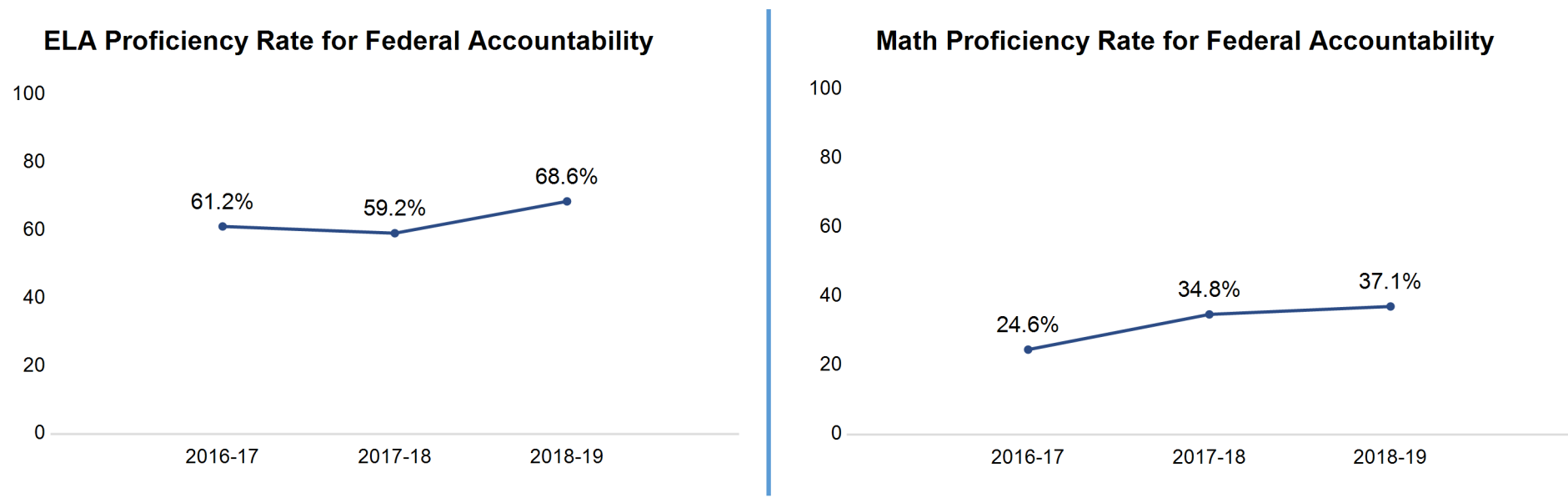
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	97.7%	99.2%	94.5%	97.7%	99.7%
Proficiency Rate for Federal Accountability	61.2%	59.2%	68.6%	24.6%	34.8%	37.1%
Annual Target	49.5%	51.1%	52.7%	31.2%	33.7%	36.3%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	981	99.2	68.6	77.3	57.9	68.6	52.7	Met Target
White	260	98.2	67.7	64.0	66.9	67.7	42.5	Met Target
Hispanic	205	100.0	51.7	*	43.9	51.7	40	Met Target
Black or African American	130	99.3	56.2	47.9	38.5	56.2	37.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	368	99.5	84.2	88.4	82.9	84.2	71	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	462	99.6	76.8	81.8	64.8	76.8		
Male	519	98.9	61.3	73.0	51.3	61.3		
Economically Disadvantaged Students	311	99.1	51.8	49.9	40.0	51.8	39.8	Met Target
Non-Economically Disadvantaged Students	670	99.3	76.4	83.7	67.9	76.4		
Students with Disabilities	131	97.2	16.0	20.4	22.7	16.0	23.1	Not Met
Students without Disabilities	850	99.5	76.7	83.0	65.1	76.7		
English Learners	45	98.0	22.2	43.5	29.3	22.2	23.7	Met Target†
Non-English Learners	936	99.3	70.8	79.0	60.6	70.8		
Homeless Students	40	97.8	42.5	46.5	29.1	42.5		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

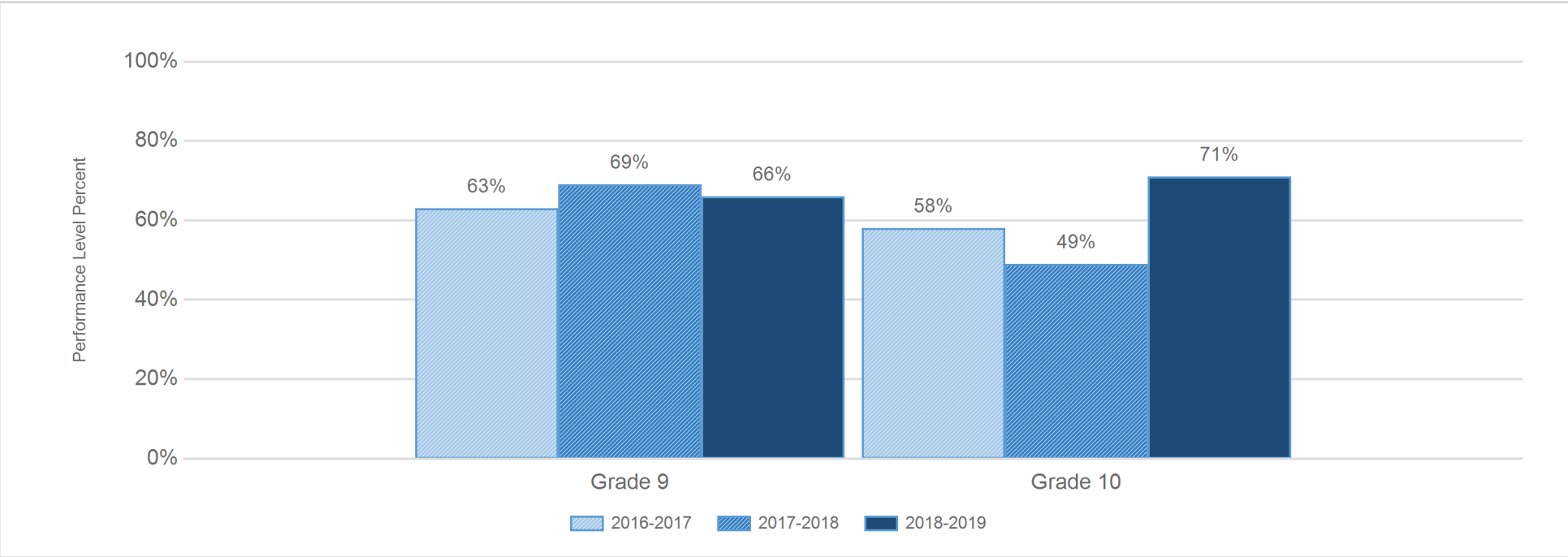


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English Language Arts Assessment - Performance Trends

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.





**Edison High School**  
(23-1290-050)  
Grades Offered: 09-12  
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	487	768	783	753	8%	5%	21%	34%	32%	66%	56%
White	124	767	774	762	*	*	19%	40%	28%	68%	65%
Hispanic	105	745	745	737	17%	*	32%	*	*	45%	40%
Black or African American	64	750	749	732	*	*	*	*	*	55%	33%
Asian, Native Hawaiian, or Pacific Islander	182	790	797	783	*	*	10%	29%	53%	82%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	12	757	*	761	*	0%	*	*	*	42%	63%
Female	234	779	790	760	*	*	21%	37%	37%	74%	63%
Male	253	759	776	746	*	*	21%	30%	27%	58%	49%
Economically Disadvantaged Students	154	746	750	734	14%	8%	34%	31%	13%	44%	36%
Non-Economically Disadvantaged Students	333	779	791	762	6%	4%	15%	35%	41%	76%	65%
Students with Disabilities	69	721	725	717	35%	17%	28%	*	*	20%	17%
Students without Disabilities	418	776	788	760	4%	3%	20%	*	*	73%	63%
English Learners	15	684	*	693	*	*	*	*	*	*	*
Non-English Learners	472	771	*	755	*	*	*	*	*	*	*
Homeless Students	14	716	*	720	*	*	*	*	*	29%	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	509	775	792	757	9%	7%	13%	32%	39%	71%	58%
White	142	770	776	767	7%	10%	16%	32%	35%	67%	67%
Hispanic	102	752	758	738	17%	11%	15%	40%	18%	58%	43%
Black or African American	69	752	754	733	*	*	17%	*	*	57%	38%
Asian, Native Hawaiian, or Pacific Islander	190	800	809	792	*	*	7%	24%	63%	86%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	240	785	798	766	5%	5%	12%	32%	46%	78%	66%
Male	269	766	786	749	13%	9%	14%	32%	33%	64%	51%
Economically Disadvantaged Students	165	759	761	735	16%	10%	17%	28%	29%	57%	40%
Non-Economically Disadvantaged Students	344	783	800	767	6%	6%	11%	34%	44%	77%	67%
Students with Disabilities	63	706	713	711	43%	25%	19%	*	*	13%	19%
Students without Disabilities	446	785	798	765	4%	4%	12%	*	*	79%	65%
English Learners	15	681	*	687	*	*	*	*	*	*	*
Non-English Learners	494	778	*	760	*	*	*	*	*	*	*
Homeless Students	30	743	747	723	*	*	*	*	*	47%	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	924	99.7	37.1	64.6	44.5	37.1	36.3	Met Target
White	249	99.2	33.7	42.1	54.1	33.7	28.7	Met Target
Hispanic	207	100.0	18.4	*	28.8	18.4	21.8	Met Target†
Black or African American	125	100.0	14.4	20.3	23.0	14.4	21.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	327	99.7	60.9	81.3	76.5	60.9	53.3	Met Target
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	444	99.8	39.4	64.8	44.9	39.4		
Male	480	99.6	35.0	64.4	44.2	35.0		
Economically Disadvantaged Students	304	99.7	24.0	30.3	26.3	24.0	23.7	Met Target
Non-Economically Disadvantaged Students	620	99.7	43.5	72.7	54.9	43.5		
Students with Disabilities	105	100.0	*	14.8	17.4	*	15.7	Not Met
Students without Disabilities	819	99.6	*	69.5	50.0	*		
English Learners	43	97.9	20.9	40.1	25.0	20.9	29.6	Met Target†
Non-English Learners	881	99.8	37.9	65.9	46.5	37.9		
Homeless Students	39	97.6	20.5	28.6	17.1	20.5		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

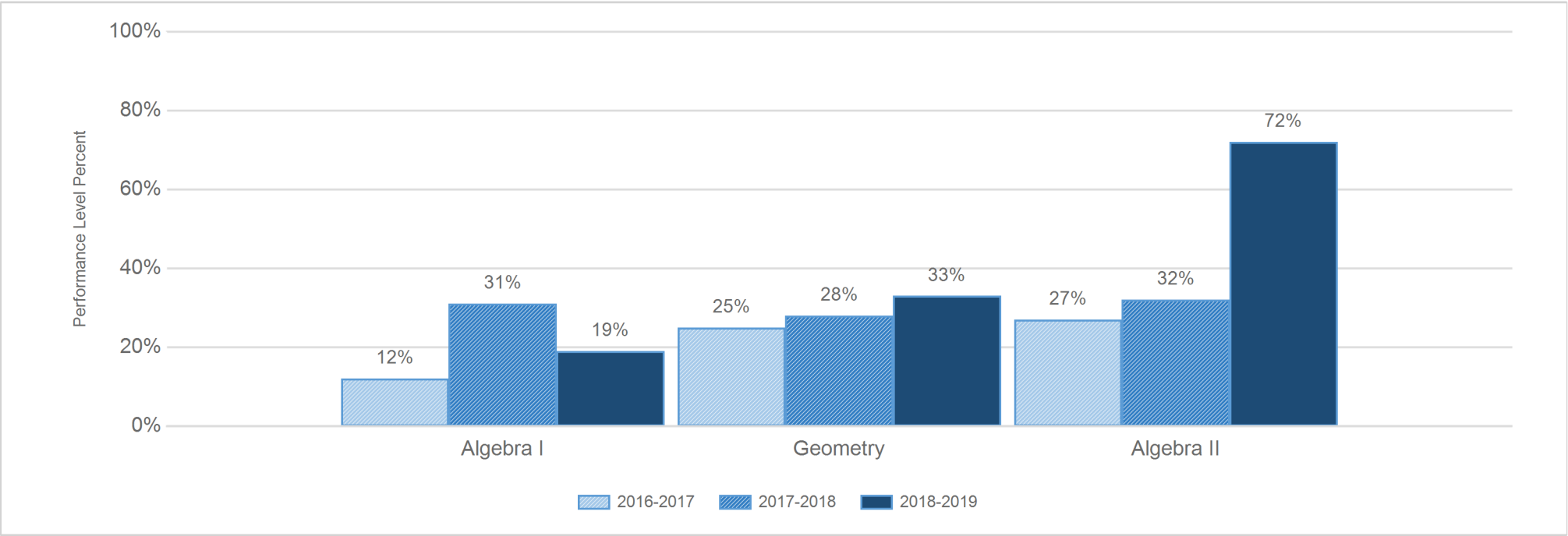


Edison High School  
(23-1290-050)  
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2018-2019

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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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## Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	281	729	773	744	13%	34%	34%	19%	0%	19%	42%
White	74	728	*	752	15%	35%	24%	26%	0%	26%	53%
Hispanic	86	726	737	728	12%	38%	38%	12%	0%	12%	24%
Black or African American	*	*	735	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	61	738	788	775	*	*	39%	30%	0%	30%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	130	732	772	745	12%	32%	33%	24%	0%	24%	44%
Male	151	726	774	743	15%	36%	34%	15%	0%	15%	41%
Economically Disadvantaged Students	128	726	*	727	13%	39%	34%	14%	0%	14%	23%
Non-Economically Disadvantaged Students	153	731	*	752	13%	29%	34%	24%	0%	24%	52%
Students with Disabilities	65	716	723	717	31%	38%	20%	*	*	11%	12%
Students without Disabilities	216	732	777	748	8%	32%	38%	*	*	22%	47%
English Learners	17	713	719	710	*	*	*	*	*	12%	*
Non-English Learners	264	730	775	745	*	*	*	*	*	20%	*
Homeless Students	15	717	733	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	469	739	758	737	4%	24%	39%	30%	3%	33%	35%
White	139	738	743	743	*	22%	45%	*	*	30%	43%
Hispanic	102	729	*	724	*	35%	41%	*	*	18%	17%
Black or African American	*	*	729	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	155	750	770	762	*	12%	30%	*	*	55%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	753	745	*	*	*	*	*	*	46%
Female	240	741	757	738	*	21%	41%	*	*	36%	36%
Male	229	737	758	736	*	26%	37%	*	*	31%	34%
Economically Disadvantaged Students	146	732	737	722	*	35%	36%	*	*	23%	16%
Non-Economically Disadvantaged Students	323	742	762	743	*	19%	40%	*	*	38%	43%
Students with Disabilities	38	719	726	712	*	*	*	*	*	*	*
Students without Disabilities	431	740	759	741	*	*	*	*	*	*	*
English Learners	11	704	*	708	*	*	*	*	*	*	*
Non-English Learners	458	739	*	738	*	*	*	*	*	*	*
Homeless Students	22	724	731	717	*	55%	*	*	*	23%	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	188	769	782	755	*	*	20%	60%	12%	72%	58%
White	40	756	762	758	*	*	*	*	*	63%	62%
Hispanic	22	757	760	731	*	*	45%	*	*	45%	34%
Black or African American	*	*	756	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	115	777	786	777	0%	*	*	68%	17%	84%	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	86	762	775	752	*	*	19%	*	*	71%	55%
Male	102	774	787	758	*	*	21%	*	*	74%	62%
Economically Disadvantaged Students	37	758	763	729	*	*	32%	*	*	57%	32%
Non-Economically Disadvantaged Students	151	771	783	761	*	*	17%	*	*	76%	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	188	769	782	755	*	*	20%	60%	12%	72%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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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	39.0%	40.9%	Met Target†

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	40	87.5%	12.5%
3-4	18	*	*
5 or more	*	*	*



Edison High School

(23-1290-050)

Grades Offered: 09-12

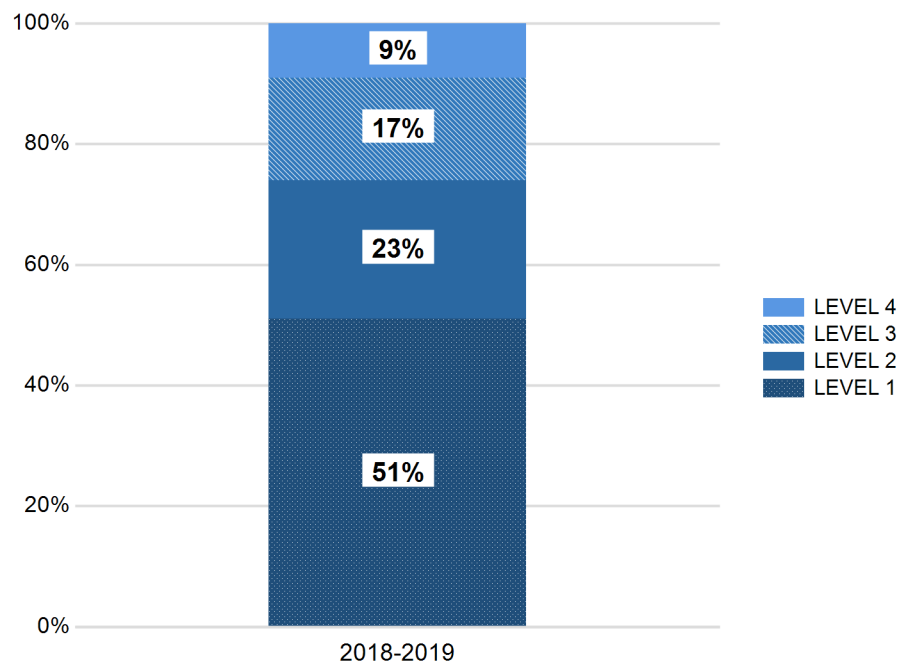
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 11 Summary

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	51	23	17	9
White	55	22	16	7
Hispanic	78	17	4	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	26	25	31	17
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	49	26	19	6
Male	53	21	15	11
Economically Disadvantaged Students	69	21	7	3
Non-Economically Disadvantaged Students	41	25	23	12
Students with Disabilities	88	5	5	2
Students without Disabilities	46	26	19	10
English Learners	79	21	0	0
Non-English Learners	50	23	18	9
Homeless Students	41	18	29	12
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 in2018-19. 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	96.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	79.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	16.5%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	492	476	Grade 10: 430 Grade 11: 460	68%	61%
PSAT 10/NMSQT - Math	485	477	Grade 10: 480 Grade 11: 510	43%	43%
SAT - Reading and Writing	559	539	480	76%	70%
SAT - Math	567	541	530	58%	53%
ACT - Reading	25	25	22	67%	66%
ACT - English	24	24	18	76%	81%
ACT - Math	25	24	22	69%	65%
ACT - Science	24	24	23	59%	57%



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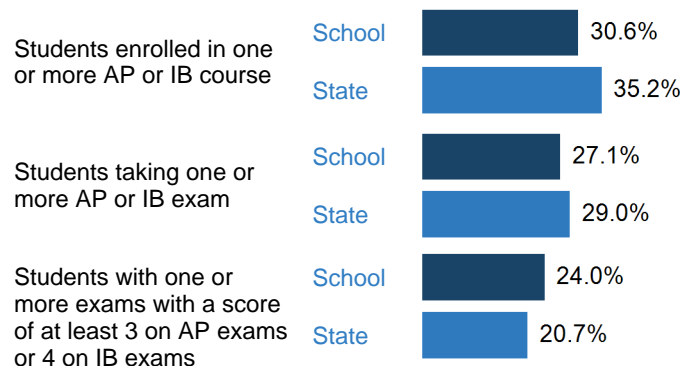
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

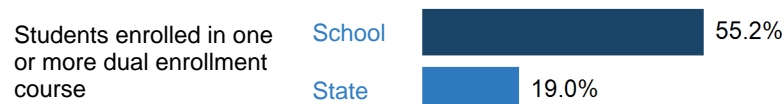
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	47	42
AP Calculus AB	53	51
AP Calculus BC	29	30
AP Chemistry	21	24
AP Chinese Language and Culture	0	5
AP Computer Science A	18	18
AP English Language and Composition	167	156
AP English Literature and Composition	42	22
AP Environmental Science	0	2
AP European History	14	4
AP French Language and Culture	0	1
AP Macroeconomics	30	20
AP Microeconomics	0	19
AP Physics 1	62	43
AP Physics 2	20	1
AP Physics C: Electricity and Magnetism	0	8



**Edison High School**  
 (23-1290-050)  
 Grades Offered: 09-12  
 2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	7
AP Psychology	0	8
AP Spanish Language	62	56
AP Statistics	30	25
AP Studio Art—Two-Dimensional	11	1
AP U.S. Government and Politics	27	13
AP U.S. History	120	114
AP World History	90	88
Total Exams taken		758
Exams with scores of at least 3 on AP exams or 4 on IB exams		674



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2018-2019

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

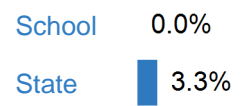
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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### Career and Technical Education Participation by Student Group

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

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



Edison High School  
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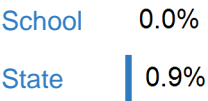
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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Information Technology	*		
Marketing	*		
Total (All Clusters)	*	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	267	140	49	0	0	0	153
10	37	284	147	40	0	0	44
11	17	31	293	137	25	1	27
12	0	8	36	146	144	102	136
Total	321	463	525	323	169	103	360
Enrolled in AP/IB Course					82	30	0
Enrolled in Dual Enrollment Course	0	0	0	241	87	40	73

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	148	0	0	287	0	0
10	375	129	0	34	0	0
11	34	380	0	23	78	3
12	30	20	0	8	175	69
Total	587	529	0	352	253	72
Enrolled in AP/IB Course	47	21		0	82	0
Enrolled in Dual Enrollment Course	47	21	0	0	82	0



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

### 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	6	511	0	0	2	0
10	3	540	0	0	29	2
11	421	95	3	0	58	17
12	27	45	27	0	112	63
Total	457	1191	30	0	201	82
Enrolled in AP/IB Course	90	120	30	0		38
Enrolled in Dual Enrollment Course	0	0	0	0	113	0

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	245	90	18	11	0	12	0
10	343	102	20	13	0	12	0
11	239	63	17	27	0	13	2
12	108	7	10	8	0	5	0
Total	935	262	65	59	0	42	2
Enrolled in AP/IB Course	62	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	721	148	20	27	0	16	2





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

### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	32	0	0	0	0	0
10	50	0	0	0	0	0
11	26	0	0	0	0	0
12	30	0	0	0	0	0
Total	138	0	0	0	0	0
Enrolled in AP/IB Course	18		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
Chinese	*
French	*
Hindi	*
Spanish	58
Total	69



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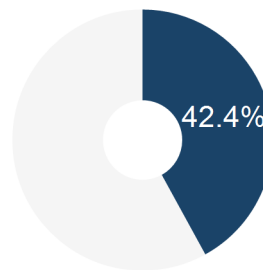
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## Visual and Performing Arts – Course Participation

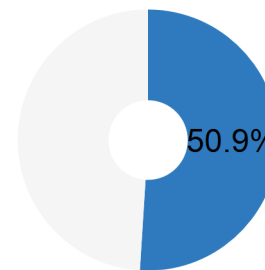
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 9-12:

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

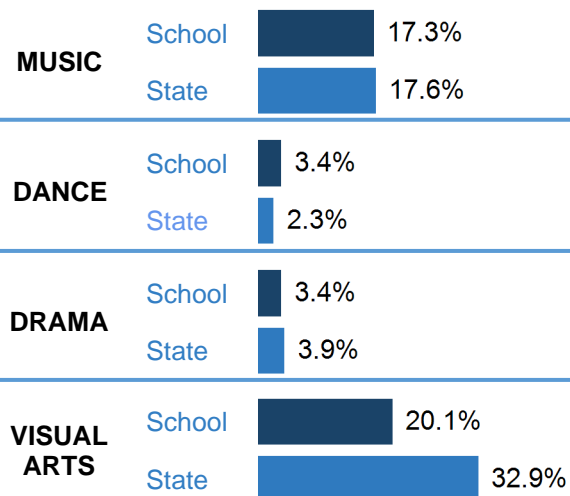


School



State

Students enrolled in one or more classes by discipline:





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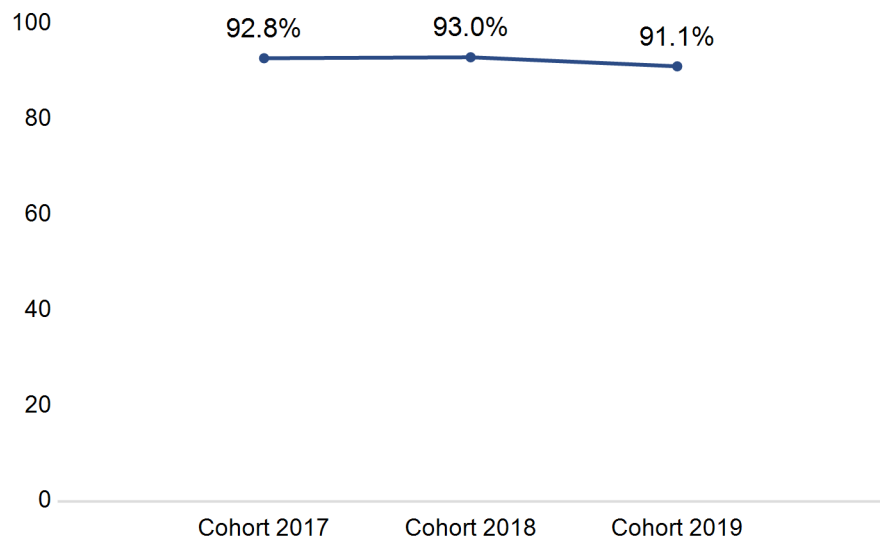
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

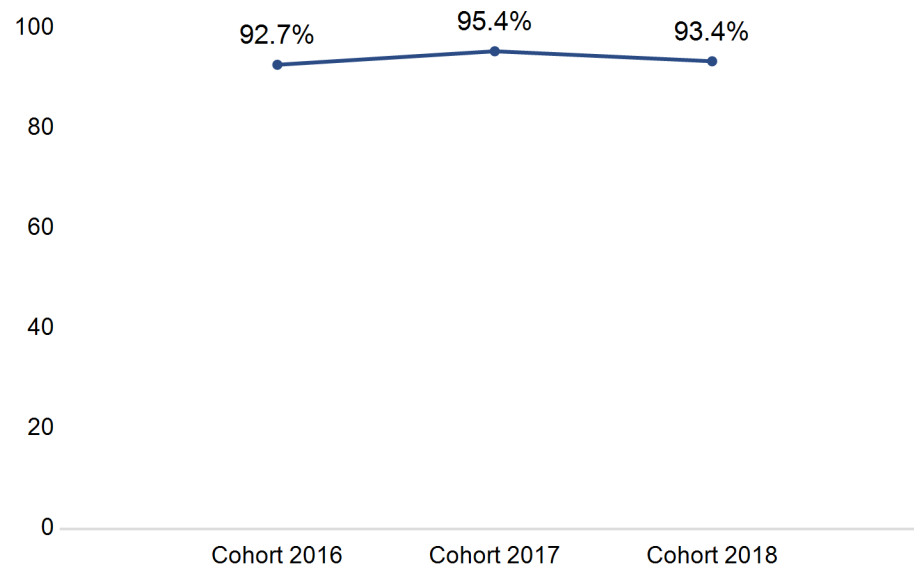
Graduation Rate Trends and Progress

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	92.8%	93.0%	91.1%	92.7%	95.4%	93.4%
Annual Target	90.7%	90.9%		93.3%	N	
Met Annual Target?	Met Target	Met Target		Not Met	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

## Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.1%	90.6%	93.4%	92.5%	93.0%	90.9%	Met Target	95.4%	N	Met Goal
White	88.0%	94.9%	90.6%	95.9%	89.9%	92.2%	Not Met	94.3%	93.4%	Met Target
Hispanic	87.9%	84.5%	88.6%	87.3%	88.5%	80.2%	Met Target	94.0%	93.4%	Met Target
Black or African American	90.9%	83.3%	89.7%	87.1%	91.0%	88.3%	Met Target	98.6%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	95.2%	96.9%	99.4%	97.8%	98.3%	N	Met Goal	96.4%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	92.7%	92.8%	95.1%	94.4%	95.5%			97.2%		
Male	89.4%	88.5%	92.1%	90.8%	90.9%			93.6%		
Economically Disadvantaged Students	91.5%	84.0%	88.5%	87.3%	88.4%	81.5%	Met Target	92.8%	90.0%	Met Target
Students with Disabilities	61.9%	79.2%	75.0%	83.8%	76.3%	76.7%	Not Met	88.5%	86.5%	Met Target
English Learners	76.5%	75.4%	100.0%	80.1%	96.3%	N	Met Goal	88.2%	**	**
Homeless Students	87.1%	74.6%	84.6%	78.3%	80.0%			95.0%		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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### Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	66.7%	66.5%
Substitute Competency Test	28.5%	27.5%
Portfolio Appeals Process	0.4%	0.2%
Alternate Requirements specified in IEP	4.4%	5.8%
Unknown	0.0%	0.0%

### Dropout Rate Trends

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

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



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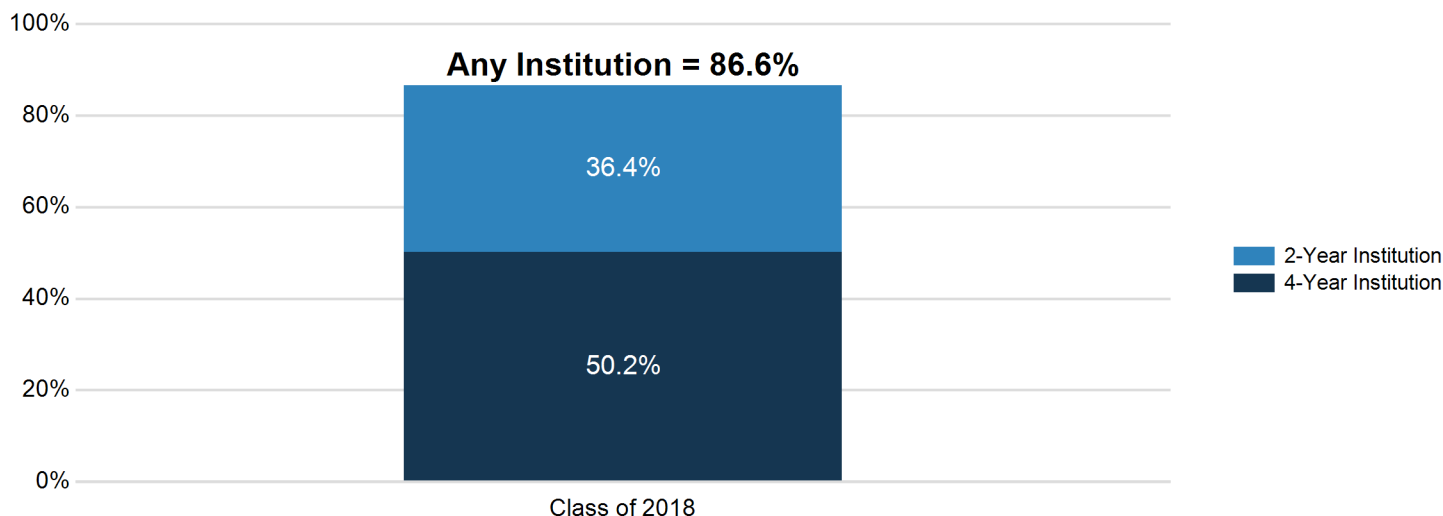
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## 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	36.4%
% Enrolled in 4-Year Institution	50.2%
% Enrolled in Any Postsecondary Institution	86.6%



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

### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	80.2%	36.4%	63.6%
White	78%	38%	62%
Hispanic	71.9%	63.8%	36.2%
Black or African American	67.6%	31.3%	68.8%
Asian, Native Hawaiian, or Pacific Islander	90.5%	26.1%	73.9%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	75.2%	43.8%	56.2%
Students with Disabilities	44.4%	55%	45%
English Learners	60%	66.7%	33.3%

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	86.6%	42%	58%	86.5%	13.5%	84.5%	15.5%
White	84.7%	45.9%	54.1%	86.1%	13.9%	82%	18%
Hispanic	80.6%	65.5%	34.5%	79.3%	20.7%	82.8%	17.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	94%	28.5%	71.5%	90.1%	9.9%	85.5%	14.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	81.3%	52%	48%	88%	12%	86%	14%
Students with Disabilities	73.5%	72.2%	27.8%	88.9%	11.1%	91.7%	8.3%
English Learners	83.3%	80%	20%	100%	0%	100%	0%





Edison 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.

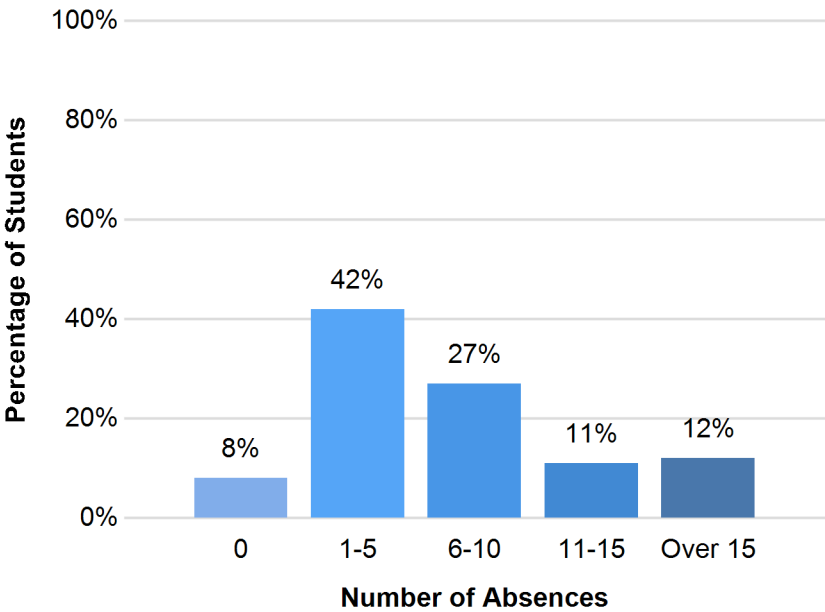
### Chronic Absenteeism

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	213	10.3	14.2	Met
White	82	14.6	14.2	Not Met
Hispanic	52	12.3	14.2	Met
Black or African American	32	11.3	14.2	Met
Asian, Native Hawaiian, or Pacific	42	5.4	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	107	10.7		
Male	106	9.9		
Economically Disadvantaged Students	96	13.9	14.2	Met
Students with Disabilities	62	20.5	14.2	Not Met
English Learners	7	10.9	14.2	Met
Homeless Students	8	10.8		
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.





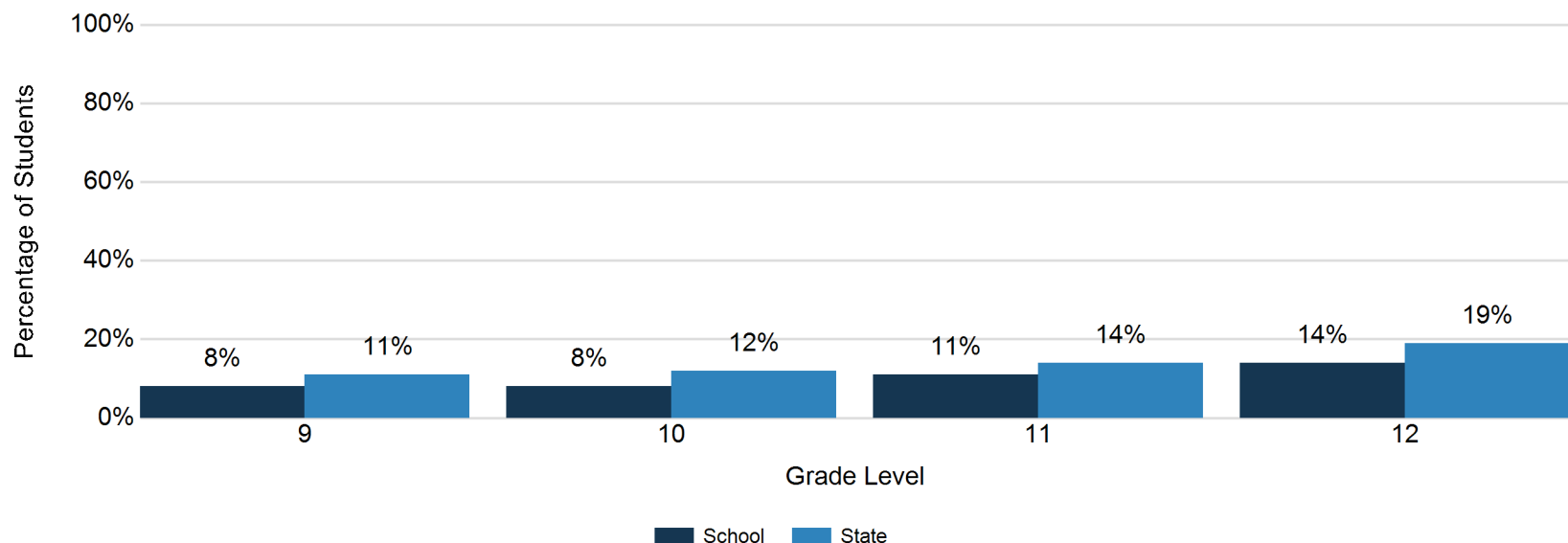
Edison High School  
(23-1290-050)  
Grades Offered: 09-12  
2018-2019

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

### Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.40

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	0	1
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	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	0	0.0%
Out-of-School Suspensions	31	1.5%
Any Suspension	31	1.5%
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
166



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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	7:40 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	5 Hrs. 41 Mins.

### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	162	118,214
Average years experience in public schools	14.1	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	85.2%	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	14:1
Students to Administrators	184:1	251:1
Teachers to Administrators	15:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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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	48.7%	64.2%	63.6%	48.4%	77.1%	54.9%
Male	51.3%	35.8%	36.4%	51.6%	22.9%	45.1%
White	26.3%	86.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.5%	4.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.0%	3.7%	0.0%	15.0%	6.6%	13.9%
Asian	37.4%	4.9%	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	1.2%	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.

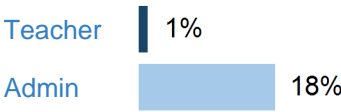
Bachelor’s Degree



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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	92.5%



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## Per-Pupil Expenditures by Source

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

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

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

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

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





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

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

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

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

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

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

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

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

## ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	61.2%	59.2%	68.6%
Math Proficiency	24.6%	34.8%	37.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.8%	93.0%	91.1%
5-Year Graduation Rate†	92.7%	95.4%	93.4%
Progress toward English Language Proficiency		77.4%	39.0%
Chronic Absenteeism	10.9%	9.1%	10.3%

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



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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>At the Home of the Eagles, we always say "What's Great About Edison High". It is both our motto and something for students and staff to strive to be.</li> <li>Student Voice is the cornerstone of our academic framework. Instruction focuses on students' academic choice and ownership.</li> <li>Our EHS AVID, (Achievement Via Individual Determination) program provides a cohort of students with the skills and resources needed for college and career readiness.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The four R's of Eagle Pride (Respect, Readiness, Responsibility, and Red &amp; Gold) are the foundation that serve to turn our fledgling freshmen eaglets into soaring senior eagles. Respect is the base of these ideals, respect for yourself, others, the rules, the struggle, and the red and the gold. Readiness builds on this and asks our students to come prepared daily to learn and grow. Responsibility asks that students take accountability for their actions and create their future. Finally, the Red and the Gold asks students to have pride in their high school, get involved in the school community and be a part of what is great about Edison High School.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>At the elementary level, we are proud of our Odyssey of the Mind teams that have placed at the regional and state level. Students at our four middle schools and two high schools are selected to participate in state and regional choirs. Recently, more than twenty-five seniors were recongized as National Merit Scholarship semi-finalists.</p>






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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p>EHS offers a diverse and rigorous curriculum that includes 19 AP courses. EHS is proud to house the Science &amp; Engineering Academy, a demanding four-year program that offers highly motivated students an opportunity to explore their interest in the fields of mathematics, science and engineering within a comprehensive high school. Our curriculum offerings include five world languages and numerous electives for our students. Edison High School pushes all students to take the most rigorous curriculum possible.</p>
<div>  <div> Sports and Athletics: </div> </div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Football (Coed), Golf (Boys &amp; Girls), Ice Hockey (Coed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Coed), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Coed), Volleyball (Boys &amp; Girls), Wrestling (Coed)</p> <p>Edison High School currently offer 25 sports over three seasons of competition. We belong to New Jersey State Interscholastic Athletic Association and the Greater Middlesex Conference. Our teams have captured State Championships in our school's history. In addition, we have won multiple Sportsmanship Awards, and have garnered Conference Sportsmanship Awards. Some of our former coaches have been elected to the New Jersey State Coaches Association Hall of Fame.</p>
<div>  <div> Clubs and Activities: </div> </div>	<p>EHS offers more than sixty co-curricular activites. Our clubs are reflective of the diverse interests of the Edison High School students, from yearbook to the ecology club, the offerings at EHS provide every student with an opportunity to become involved in the school community. Our Theatre Company produces both a show-stopping musical and a stunning play every year. Our co-curricular clubs are active and support the Edison school community as well as the larger community of Edison Township with volunteer activities.</p>




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 <div>Staff and Professional Learning:</div>	<p>Edison is committed to the continued learning of our teachers and staff. This commitment to professional learning is realized through a robust Professional Development Institute, where teachers have choice over courses that they can teach and engage in. These are coordinated by our team of Staff Developers who also facilitate coaching, and tailor workshops to the needs of teachers on an individual, building by building and district basis.</p>
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## School Narrative

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 <p><b>Student Supports and Services:</b></p>	<p>The mission of the Edison Public Schools is to ensure that all students achieve at the highest level of academic success. In pursuit of this mission we provide a variety of supports in the form of an ESL and Bilingual program, Gifted and Talented program, Response to Intervention, Intervention and Referral Services, before and after school academies to help struggling students grow, and a variety of specialized programs for students with disabilities.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>In Edison, we believe strongly that academic success is tied to the social and emotional well being of our students. Our students are supported by counselors in every building. Counselors provide support for parents and students through one on one meeting time, class lessons, and social skills groups. Beyond our school based counselors, we also have a partnership with Rutgers University Behavioral Health Care which provide a vast continuum of services. At Edison High School, a group of students led by teachers formed Sources of Strength whose mission is to impact their world through the power of connection, hope, help and strength.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We have an active PTSO that positively recognizes our students' academic accomplishments by providing them with an Honor Roll Breakfast at the conclusion of every marking period. This parent group also organizes Project Graduation for our graduating senior class. Additionally, we have numerous parent-run boards that enhance the extracurricular experience of our students. Parents also are represented on our School Safety Committee and other pertinent panels.</p>








**Edison High School**  
 (23-1290-050)  
 Grades Offered: 09-12  
 2018-2019

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## School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p>
 <p>Facilities:</p>	<p>Edison Public Schools has spent over \$20 million dollars in renovations to update our 18 school buildings. These renovations include major additions and improvements to grounds. We are especially proud of our brand new, state of the art dance studios and fitness centers at both JP Stevens High School and Edison High School. In addition, every school media center has been renovated and outfitted with technology, to provide a modernized place for students to work and research</p>
 <p>School Safety:</p>	<p>Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state &amp; federal laws in regards to ensuring student safety. Edison High School has five security officers, a student resource officer, and a police officer in the building.</p>



**Franklin D Roosevelt School**  
(23-1290-302)  
Grades Offered: PK-KG  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



**Franklin D Roosevelt School**  
 (23-1290-302)  
 Grades Offered: PK-KG  
 2018-2019

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### School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Christopher Conklin
Address	838 New Dover Rd Edison, NJ 08820
Phone Number	732-452-2939
Email Address	<a href="mailto:christopher.conklin@edison.k12.nj.us">christopher.conklin@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/domain/2157/2158">https://www.edison.k12.nj.us/domain/2157/2158</a>



**Franklin D Roosevelt School**  
(23-1290-302)  
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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	163	160	136
KG	0	0	0
Total	163	160	136

### 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	25.2%	25.6%	24.3%
Male	74.8%	74.4%	75.7%
Economically Disadvantaged Students	12.9%	13.1%	10.3%
Students with Disabilities	84.0%	81.3%	80.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students	2.5%	1.9%	1.5%
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	12.3%	13.1%	8.8%
Hispanic	6.7%	8.8%	10.3%
Black or African American	5.5%	5.6%	4.4%
Asian	75.5%	71.9%	75.0%
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	0.0%	0.6%	1.5%

### 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	54	51	49
PK - Full Day	109	109	87
KG - Half Day	0	0	0
KG - Full Day	0	0	0

### Enrollment by Home Language

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

Home Language	% of Students
English	27.9%
Telugu	16.2%
Spanish	9.6%
Tamil	9.6%
Hindi	8.1%
Other Languages	28.7%



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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.

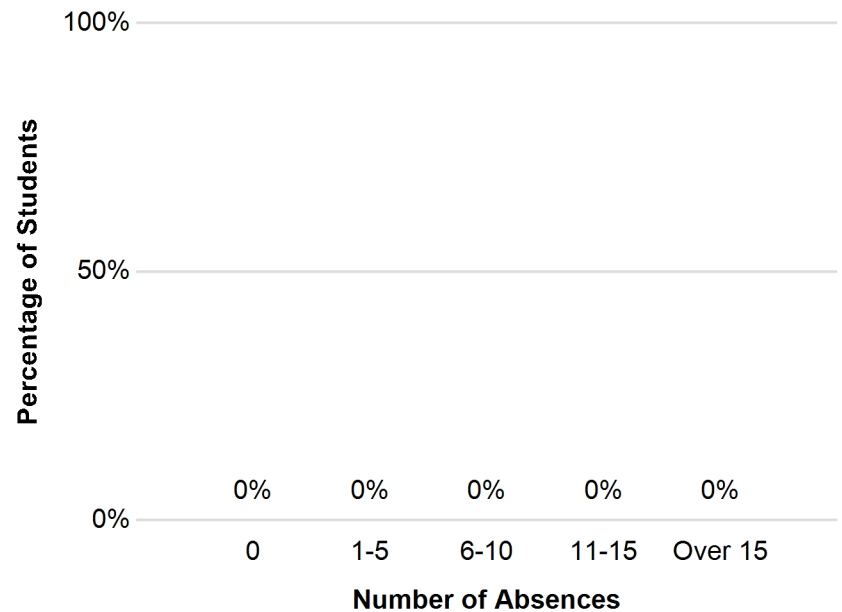
### Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
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.





**Franklin D Roosevelt School**  
(23-1290-302)  
Grades Offered: PK-KG  
2018-2019

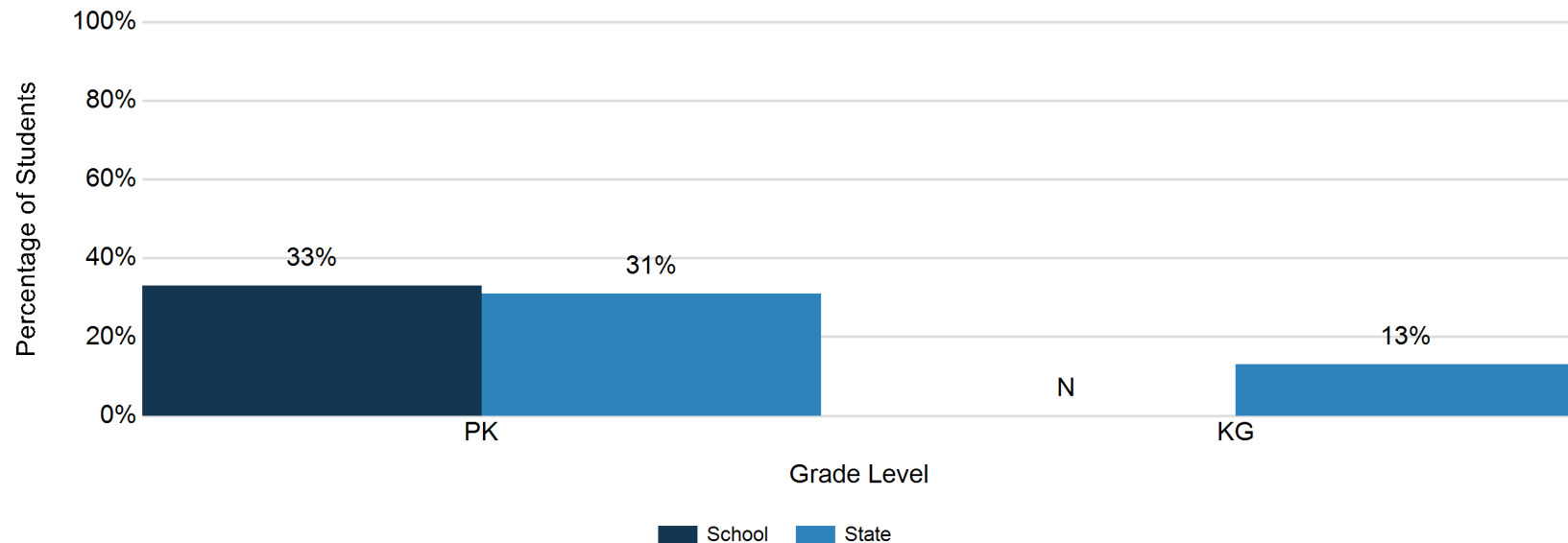
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### Chronic Absenteeism by Grade

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





**Franklin D Roosevelt School**  
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2018-2019

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

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

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

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

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

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

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

N



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### School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 5 Mins
Shared Time - Instructional Time	5 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	N





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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

## Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	13	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	76.9%	75.3%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	14:1
Students to Administrators	N	251:1
Teachers to Administrators	N	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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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	24.3%	100.0%	N	48.4%	77.1%	54.9%
Male	75.7%	0.0%	N	51.6%	22.9%	45.1%
White	8.8%	92.3%	N	42.4%	83.6%	77.4%
Hispanic	10.3%	0.0%	N	29.9%	7.3%	7.2%
Black or African American	4.4%	0.0%	N	15.0%	6.6%	13.9%
Asian	75.0%	7.7%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	N	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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	89.5%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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Mission, Vision,  
Theme:

The Edison Township Early Childhood program is designed to serve the children and families of Edison Township by offering a dynamic, developmentally appropriate and research –based preschool education program to prepare children for school and life by implementing the High/Scope Educational approach.



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### Courses, Curriculum, Instruction:

The Edison Township Early Childhood program follows the High/Scope Educational approach to preschool learning. The High/Scope program is based on active participatory learning. Children learn through hands-on experiences with people, materials, events, and ideas. Pre-K curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. The students' ready access to technology creates opportunities to facilitate meaningful learning experiences for preschool aged students.



### Franklin D Roosevelt School

(23-1290-302)

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### Staff and Professional Learning:

Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the preschool level, have an added resource of coaching from the district's Child Study Team and BCBA's.



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### Student Supports and Services:

The Edison Township Early Learning program has full day and ½ day programs depending on the needs of individual students as per their IEP. Additionally, students are provided physical, speech and occupational therapy as specified by their IEP. The High/Scope approach offers a framework that provides support for children with special needs in many ways. The VBMAPP is also used to measure progress. The district is dedicated to the success of all students. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. The preschools in the district conducts Preschool Intervention and Referral Team (PIRT) Meetings as an additional method in which to support student learning. The district has a number of Integrated Preschool classrooms in order to service all students in a least restrictive environment and facilitate inclusion.



### Student Health and Wellness:

The Edison Township Early Childhood Learning Center and FDR provide an environment where wellness, nutrition, and student safety are the utmost key factors in our environment. The medical staff complies with the nursing standards and attends all professional workshops, in order to stay up to date in their practice. Students are provided a daily recess to practice learning through play. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their IEP goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.



### Parent and Community Involvement:

The Edison Township Early Childhood Learning Center and FDR believe in educating “the whole child.” This is achieved by maintaining a strong home/school connection throughout the year (e.g. Parent Portal and IEP Direct) and by providing many activities/events to encourage family and community involvement and providing Parent Training opportunities through the district Child Study Team and BCBAs.





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



### Facilities:

The FDR Building is fifty-one years old and all classrooms are air-conditioned. Four years ago, the inside of the building was painted and new cabinets and sinks were installed in each classroom. Also, light fixtures were replaced and classroom lighting was replaced with LED bulbs. New school signs were added and art work was painted throughout the building.



### School Safety:

Each school in the Edison Township Public School System has video surveillance, a district director and follows all local, state & federal laws in regards to ensuring student safety.



**Herbert Hoover Middle School**  
(23-1290-057)  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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



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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Mr. Brian McGrath
Address	174 JACKSON AVENUE EDISON, NJ 08837
Phone Number	732-452-2940
Email Address	<a href="mailto:brian.mcgrath@edison.k12.nj.us">brian.mcgrath@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/domain/10">https://www.edison.k12.nj.us/domain/10</a>



Herbert Hoover Middle School

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

Enrollment Trends by Grade

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	268	295	347
7	258	270	304
8	283	254	274
Total	809	819	925

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

Student Group	2016-17	2017-18	2018-19
Female	47.8%	49.5%	49.9%
Male	52.2%	50.5%	50.1%
Economically Disadvantaged Students	29.2%	28.3%	31.9%
Students with Disabilities	14.2%	14.7%	15.2%
English Learners	0.0%	0.0%	0.1%
Homeless Students	3.2%	2.0%	3.5%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.2%

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	29.4%	25.8%	23.5%
Hispanic	19.9%	20.0%	21.3%
Black or African American	11.9%	13.0%	13.7%
Asian	37.1%	38.2%	38.7%
Native Hawaiian or Pacific Islander	0.4%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.2%
Two or More Races	1.4%	2.8%	2.5%

Enrollment by Home Language

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

Home Language	% of Students
English	53.7%
Spanish	12.2%
Gujarati	5.9%
Telugu	3.8%
Urdu	3.2%
Other Languages	21.1%



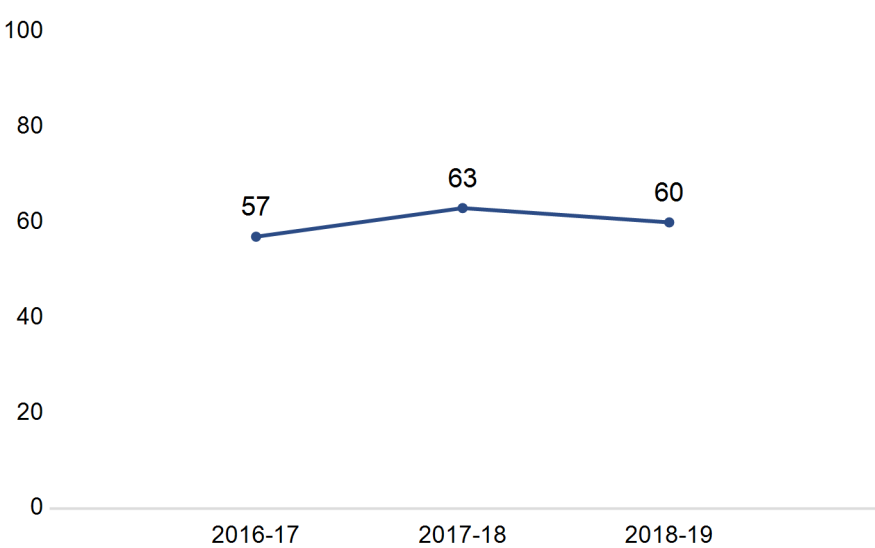
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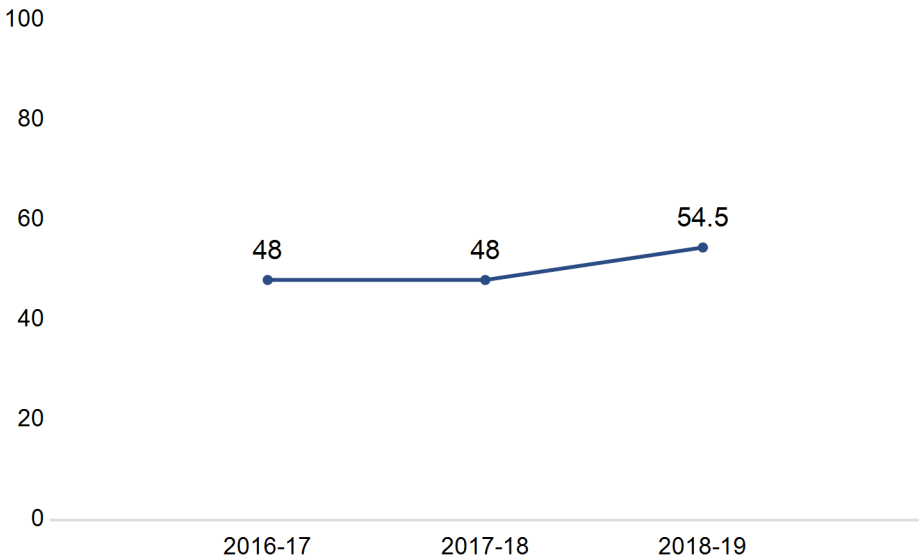
Student Growth Trends and Progress

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	57	63	60	48	48	54.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	60	61	50	Exceeds Standard	54.5	54	50	Met Standard
White	51	47	50	Met Standard	55	51	52	Met Standard
Hispanic	59	53	49	Met Standard	47	48	47	Met Standard
Black or African American	58.5	47	45	Met Standard	34	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	68	66	59	Exceeds Standard	62	58	60	Exceeds Standard
American Indian or Alaska Native	*	73	56	**	*	61	51.5	**
Two or More Races	43	52	49	Met Standard	44	45	52	Met Standard
Female	63	64	53	N	53	53	50	N
Male	58	58	47	N	56	55	51	N
Economically Disadvantaged Students	58	54	48	Met Standard	48.5	47	46	Met Standard
Students with Disabilities	43	40	43	Met Standard	33	45.5	45	Not Met
English Learners	74	65	52	Exceeds Standard	78	60	50	**
Homeless Students	60	62.5	43	N	40	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	*	47	N	*	*	51	N



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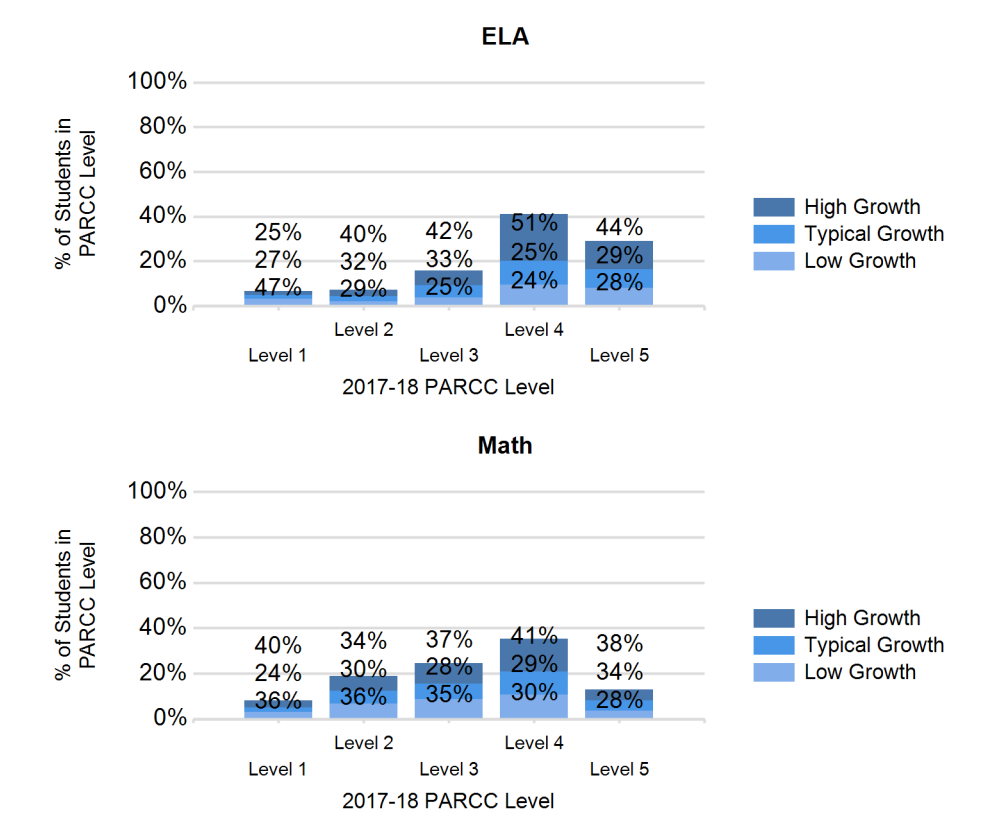
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

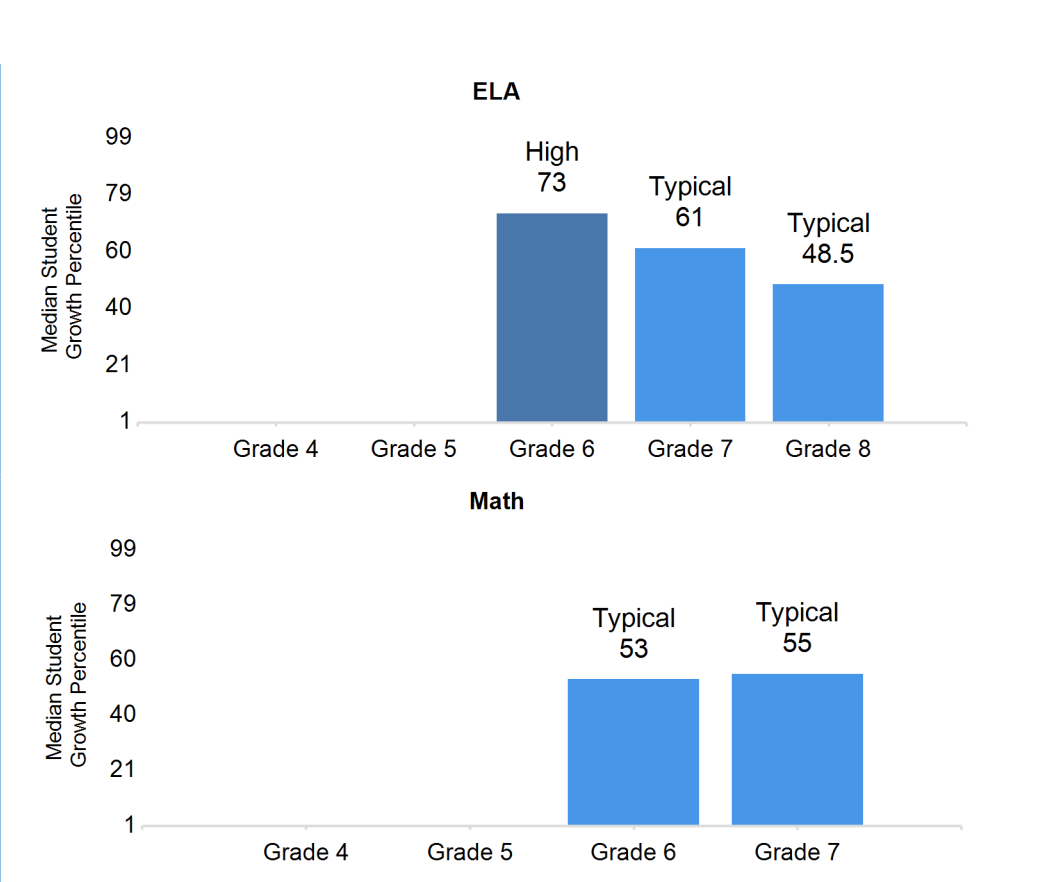
Student Growth by Performance Level

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.





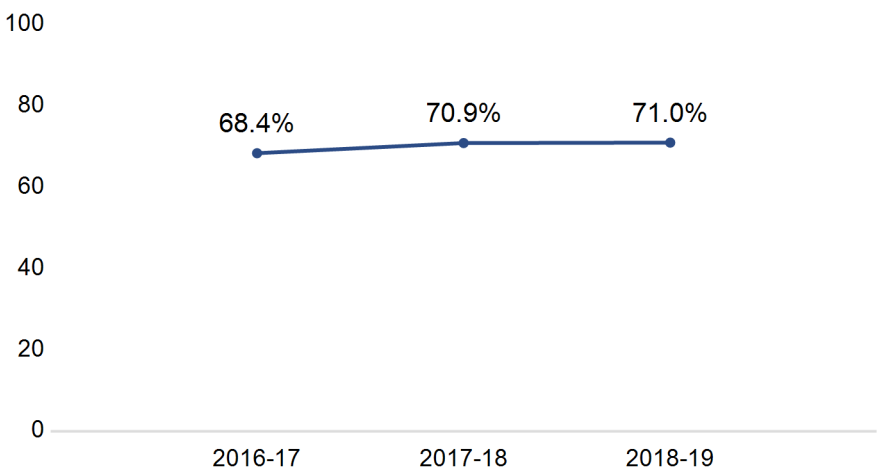
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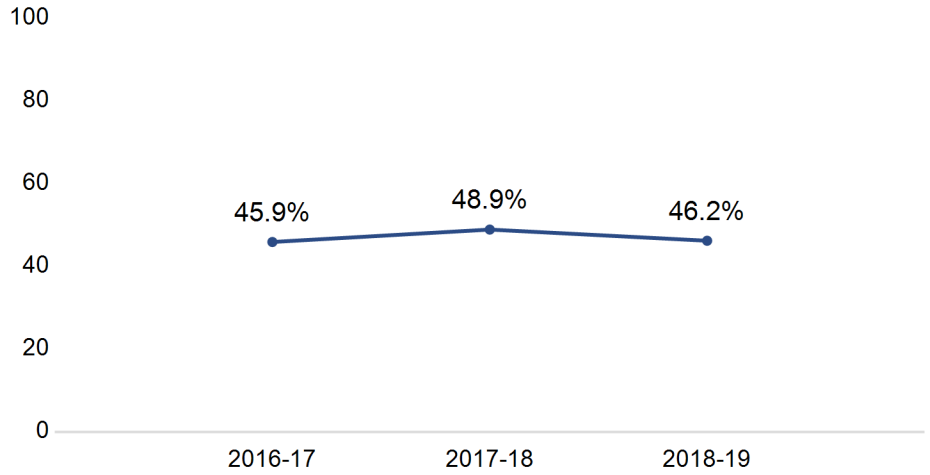
English Language Arts and Mathematics Performance Trends

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.

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	95.7%	98.7%	100.0%	96.1%	98.7%	99.9%
Proficiency Rate for Federal Accountability	68.4%	70.9%	71.0%	45.9%	48.9%	46.2%
Annual Target	63.5%	64.3%	65.2%	43.1%	45.1%	47.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.





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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	913	100.0	71.0	77.3	57.9	71.0	65.2	Met Target
White	220	100.0	66.4	64.0	66.9	66.4	56.2	Met Target
Hispanic	198	100.0	57.6	*	43.9	57.6	50	Met Target
Black or African American	115	100.0	51.3	47.9	38.5	51.3	49.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	353	100.0	87.3	88.4	82.9	87.3	80	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	76.3	Met Target†
Female	456	100.0	79.4	81.8	64.8	79.4		
Male	457	100.0	62.6	73.0	51.3	62.6		
Economically Disadvantaged Students	287	100.0	54.4	49.9	40.0	54.4	49.1	Met Target
Non-Economically Disadvantaged Students	626	100.0	78.6	83.7	67.9	78.6		
Students with Disabilities	143	100.0	20.3	20.4	22.7	20.3	17.8	Met Target
Students without Disabilities	770	100.0	80.4	83.0	65.1	80.4		
English Learners	26	100.0	42.3	43.5	29.3	42.3	N	N
Non-English Learners	887	100.0	71.8	79.0	60.6	71.8		
Homeless Students	33	100.0	51.5	46.5	29.1	51.5		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

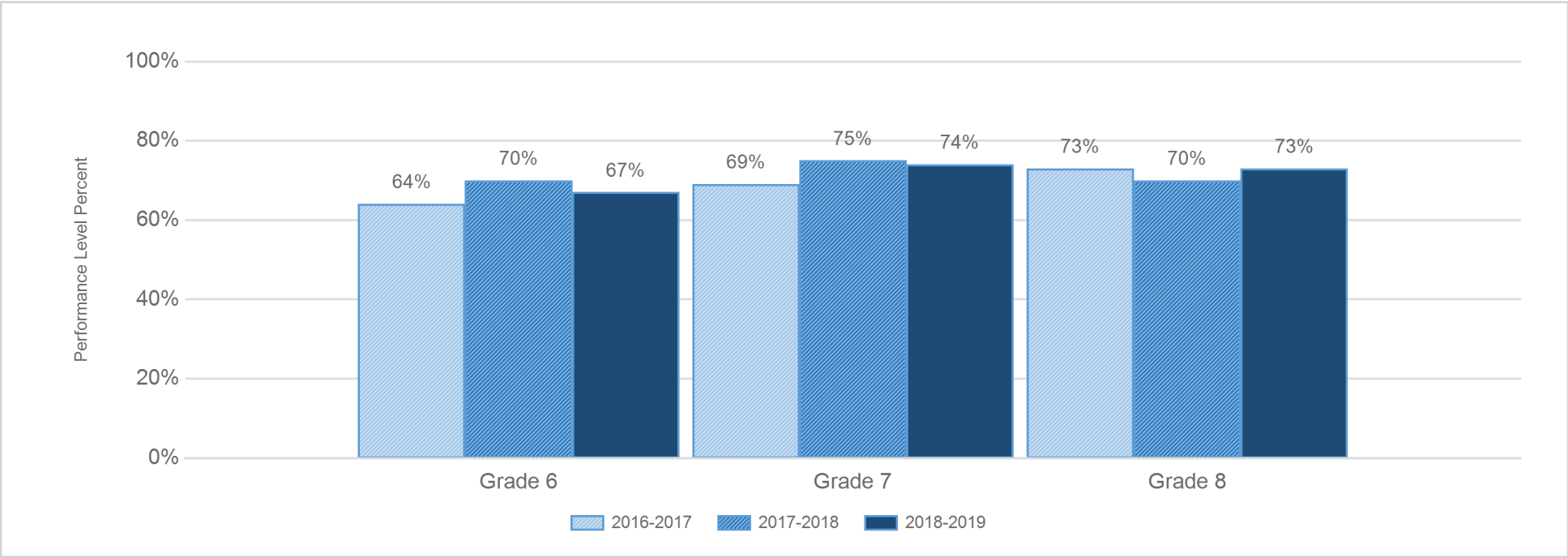


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English Language Arts Assessment - Performance Trends

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	339	769	778	754	7%	9%	17%	37%	31%	67%	56%
White	73	759	759	762	*	*	23%	38%	21%	59%	65%
Hispanic	71	755	749	743	*	*	20%	32%	23%	55%	43%
Black or African American	43	744	744	738	*	*	*	*	*	47%	36%
Asian, Native Hawaiian, or Pacific Islander	141	788	790	780	*	*	12%	38%	44%	82%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	160	776	786	762	*	*	10%	44%	34%	78%	64%
Male	179	763	770	748	*	*	23%	30%	28%	58%	48%
Economically Disadvantaged Students	113	748	749	740	*	*	25%	26%	18%	43%	39%
Non-Economically Disadvantaged Students	226	779	785	763	*	*	13%	42%	37%	79%	67%
Students with Disabilities	53	716	716	722	*	*	21%	*	*	19%	19%
Students without Disabilities	286	779	784	761	*	*	16%	*	*	76%	64%
English Learners	*	*	725	710	*	*	*	*	*	*	*
Non-English Learners	*	*	778	756	*	*	*	*	*	*	*
Homeless Students	15	753	749	729	*	*	*	*	*	47%	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	*	*	*	721	*	*	*	*	*	*	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	306	777	790	761	7%	7%	13%	26%	47%	74%	63%
White	70	773	772	769	*	*	*	34%	40%	74%	72%
Hispanic	65	754	*	747	*	*	22%	26%	31%	57%	50%
Black or African American	42	749	743	741	*	*	24%	*	*	45%	43%
Asian, Native Hawaiian, or Pacific Islander	118	801	806	790	0%	*	*	26%	66%	92%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	162	786	797	769	*	*	12%	27%	55%	81%	71%
Male	144	766	784	753	*	*	14%	26%	39%	65%	55%
Economically Disadvantaged Students	96	760	759	743	*	*	22%	33%	29%	63%	45%
Non-Economically Disadvantaged Students	210	784	798	771	*	*	9%	23%	56%	79%	73%
Students with Disabilities	41	715	709	720	*	*	*	*	*	20%	22%
Students without Disabilities	265	786	797	769	*	*	*	*	*	82%	71%
English Learners	*	*	721	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	791	763	*	*	*	*	*	*	65%
Homeless Students	16	753	750	729	*	*	*	*	*	44%	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	*	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	282	774	787	762	7%	7%	13%	37%	36%	73%	63%
White	79	759	762	770	*	*	16%	43%	22%	65%	72%
Hispanic	65	761	754	747	*	*	22%	34%	26%	60%	49%
Black or African American	*	*	754	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	103	796	804	794	*	*	*	34%	55%	89%	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	145	783	795	771	*	*	12%	37%	41%	79%	71%
Male	137	765	780	753	*	*	15%	36%	30%	66%	55%
Economically Disadvantaged Students	85	753	752	743	*	*	18%	38%	20%	58%	45%
Non-Economically Disadvantaged Students	197	783	796	772	*	*	11%	37%	43%	79%	72%
Students with Disabilities	37	718	721	721	*	*	*	*	*	24%	22%
Students without Disabilities	245	783	794	770	*	*	*	*	*	80%	71%
English Learners	*	*	719	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	789	764	*	*	*	*	*	*	65%
Homeless Students	10	759	763	727	0%	*	*	*	*	60%	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	915	99.9	46.2	64.6	44.5	46.2	47	Met Target†
White	220	99.6	37.3	42.1	54.1	37.3	37.2	Met Target
Hispanic	200	100.0	23.5	*	28.8	23.5	30.3	Not Met
Black or African American	115	100.0	24.3	20.3	23.0	24.3	24.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	353	100.0	71.1	81.3	76.5	71.1	70	Met Target
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	62.8	Met Target†
Female	456	100.0	48.0	64.8	44.9	48.0		
Male	459	99.8	44.4	64.4	44.2	44.4		
Economically Disadvantaged Students	289	99.7	27.3	30.3	26.3	27.3	31.4	Met Target†
Non-Economically Disadvantaged Students	626	100.0	55.0	72.7	54.9	55.0		
Students with Disabilities	143	99.3	*	14.8	17.4	*	16.3	Not Met
Students without Disabilities	772	100.0	*	69.5	50.0	*		
English Learners	28	100.0	32.1	40.1	25.0	32.1	N	N
Non-English Learners	887	99.9	46.7	65.9	46.5	46.7		
Homeless Students	34	100.0	20.6	28.6	17.1	20.6		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

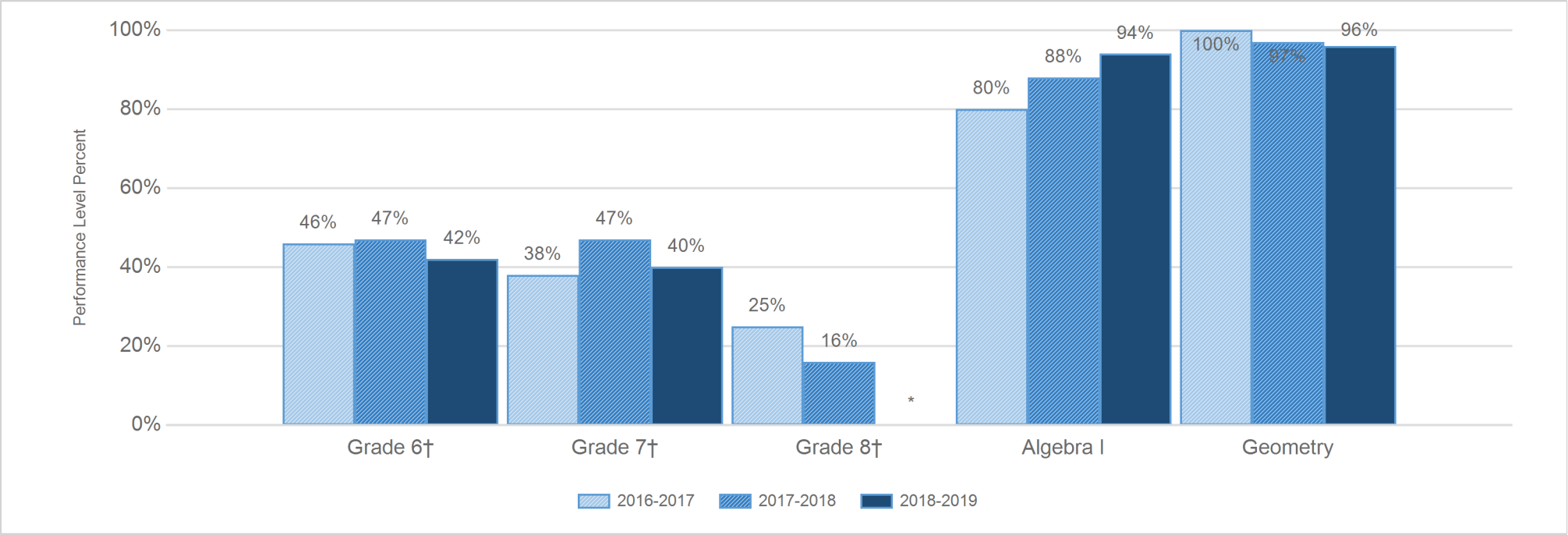


Herbert Hoover Middle School  
(23-1290-057)  
Grades Offered: 06-08  
2018-2019

**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.





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## Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	339	744	757	741	10%	18%	30%	31%	10%	42%	41%
White	72	739	741	749	*	18%	39%	*	*	35%	51%
Hispanic	72	728	727	729	18%	29%	35%	*	*	18%	24%
Black or African American	43	716	721	722	28%	33%	*	*	*	19%	19%
Asian, Native Hawaiian, or Pacific Islander	141	761	769	769	*	*	26%	44%	19%	63%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	160	744	759	742	8%	16%	33%	36%	7%	43%	42%
Male	179	744	755	740	12%	20%	27%	27%	13%	41%	40%
Economically Disadvantaged Students	113	727	731	726	20%	28%	28%	*	*	23%	21%
Non-Economically Disadvantaged Students	226	752	764	750	5%	13%	31%	*	*	51%	53%
Students with Disabilities	52	710	714	716	*	*	*	*	*	*	12%
Students without Disabilities	287	750	762	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	758	743	*	*	*	*	*	*	*
Homeless Students	15	729	729	717	*	*	*	*	*	20%	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	*	*	*	717	*	*	*	*	*	*	20%





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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	260	740	752	744	9%	23%	28%	35%	5%	40%	42%
White	67	745	743	751	*	18%	36%	*	*	42%	53%
Hispanic	64	729	*	733	*	31%	34%	*	*	20%	26%
Black or African American	40	717	*	727	28%	40%	*	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	79	756	766	768	*	*	24%	*	*	65%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	135	742	754	744	*	24%	30%	*	*	41%	42%
Male	125	738	749	743	*	22%	26%	*	*	39%	42%
Economically Disadvantaged Students	93	731	733	731	*	27%	30%	*	*	27%	24%
Non-Economically Disadvantaged Students	167	745	758	751	*	20%	27%	*	*	47%	53%
Students with Disabilities	40	710	713	718	*	*	*	*	*	*	13%
Students without Disabilities	220	746	756	749	*	*	*	*	*	*	48%
English Learners	*	*	724	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	752	745	*	*	*	*	*	*	44%
Homeless Students	16	726	729	721	*	*	*	*	*	25%	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	*	717	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	143	716	722	728	*	*	*	*	*	*	29%
White	51	715	717	737	35%	29%	25%	*	*	10%	38%
Hispanic	46	714	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	26	720	*	747	*	*	*	*	*	15%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	72	718	722	731	*	*	*	*	*	*	31%
Male	71	713	721	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	61	712	713	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	82	718	727	735	*	*	*	*	*	*	36%
Students with Disabilities	37	703	704	707	*	*	*	*	*	*	10%
Students without Disabilities	106	720	726	734	*	*	*	*	*	*	35%
English Learners	*	*	705	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	715	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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
<b>Schoolwide</b>	160	783	773	744	0%	*	*	76%	18%	94%	42%
White	30	772	*	752	0%	0%	*	*	*	87%	53%
Hispanic	21	767	737	728	0%	0%	*	*	*	86%	24%
Black or African American	*	*	735	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	94	791	788	775	0%	*	*	73%	24%	98%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	84	782	772	745	0%	*	*	*	*	94%	44%
Male	76	785	774	743	0%	*	*	*	*	93%	41%
Economically Disadvantaged Students	27	773	*	727	0%	*	*	*	*	89%	23%
Non-Economically Disadvantaged Students	133	786	*	752	0%	*	*	*	*	95%	52%
Students with Disabilities	*	*	723	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	777	748	*	*	*	*	*	*	47%
English Learners	N	N	719	710	N	N	N	N	N	N	*
Non-English Learners	160	783	775	745	0%	*	*	76%	18%	94%	*
Homeless Students	*	*	733	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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2018-2019

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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	26	783	758	737	0%	0%	*	*	*	96%	35%
White	*	*	743	743	*	*	*	*	*	*	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	*	*	729	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	22	784	770	762	0%	0%	0%	45%	55%	100%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	753	745	*	*	*	*	*	*	46%
Female	16	779	757	738	0%	0%	*	*	*	94%	36%
Male	10	789	758	736	0%	0%	*	*	*	100%	34%
Economically Disadvantaged Students	*	*	737	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	762	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	726	712	N	N	N	N	N	N	*
Students without Disabilities	26	783	759	741	0%	0%	*	*	*	96%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	26	783	*	738	0%	0%	*	*	*	96%	*
Homeless Students	N	N	731	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



## Herbert Hoover Middle School

(23-1290-057)

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	*	*

### 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



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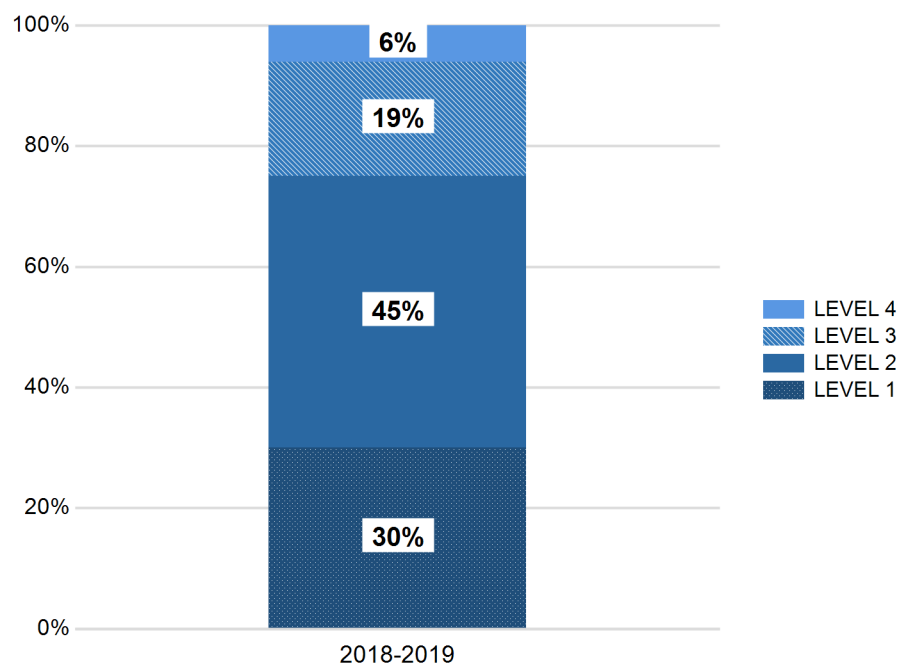
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	30	45	19	6
White	37	43	18	3
Hispanic	46	41	12	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	11	50	27	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	30	46	19	4
Male	29	45	19	8
Economically Disadvantaged Students	46	44	10	0
Non-Economically Disadvantaged Students	22	46	23	9
Students with Disabilities	71	24	2	2
Students without Disabilities	23	49	22	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	45	55	0	0
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	341
7	49	0	256
8	119	26	133
Total	168	26	730

### 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	218	100	0	0	0	0	0
7	181	28	0	0	0	0	0
8	165	47	0	0	0	0	0
Total	564	175	0	0	0	0	0



Herbert Hoover Middle School  
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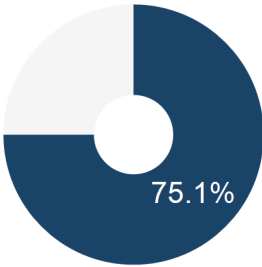
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Visual and Performing Arts – Course Participation

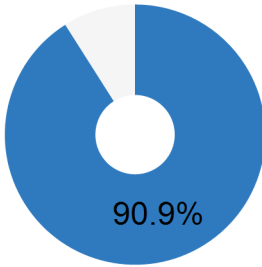
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

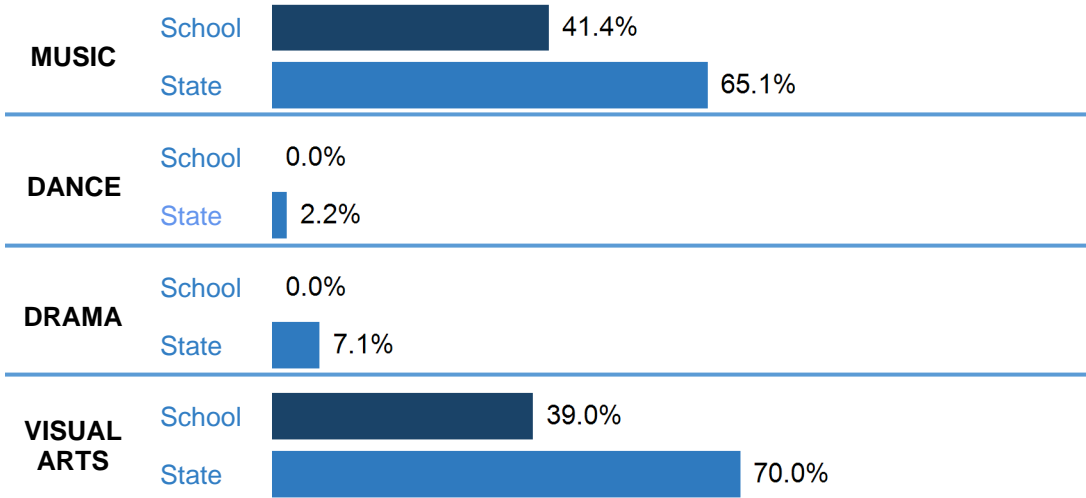


School



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.

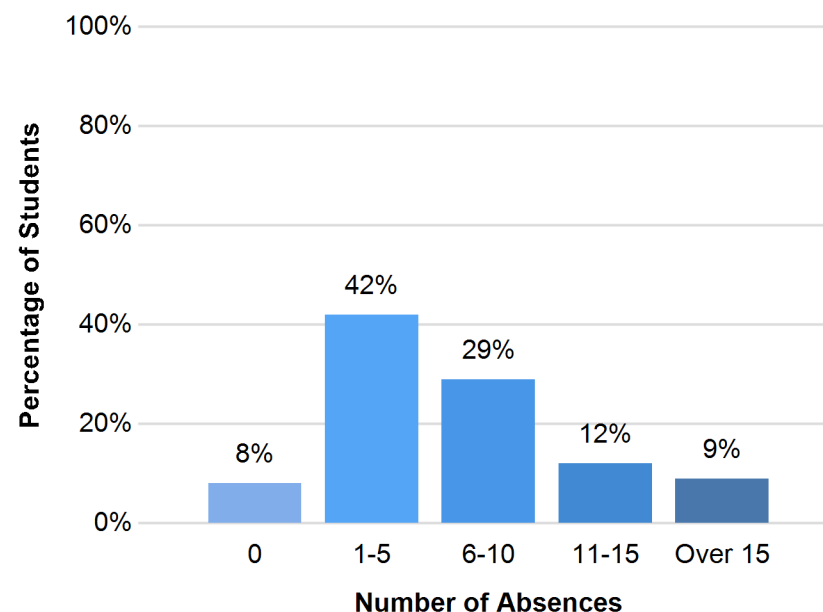
### Chronic Absenteeism

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	78	8.3	9.1	Met
White	25	11.0	9.1	Not Met
Hispanic	28	13.6	9.1	Not Met
Black or African American	9	7.5	9.1	Met
Asian, Native Hawaiian, or Pacific	12	3.3	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Not Met
Female	33	7.1		
Male	45	9.4		
Economically Disadvantaged Students	37	12.4	9.1	Not Met
Students with Disabilities	22	15.4	9.1	Not Met
English Learners	0	0	**	**
Homeless Students	6	17.1		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

### Days Absent

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





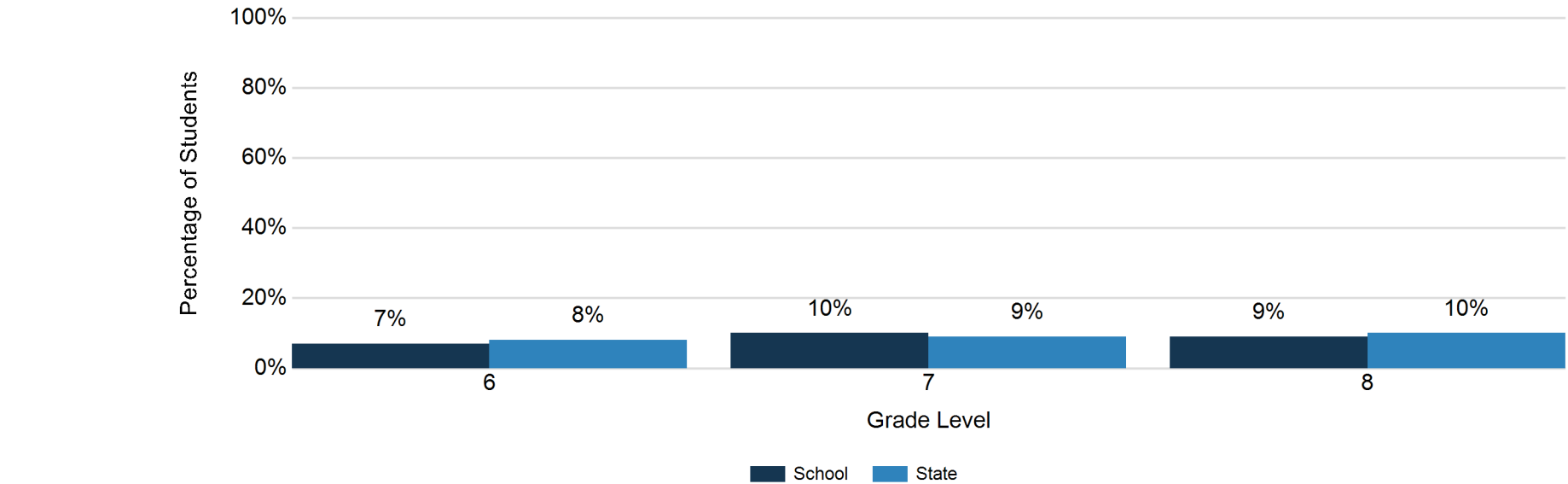
Herbert Hoover Middle School  
(23-1290-057)  
Grades Offered: 06-08  
2018-2019

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

Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.11

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	1	1
Religion	0	1	1
Ancestry	0	1	1
Gender	0	0	0
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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

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



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### School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	5 Hrs. 33 Mins.

### Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	78	118,214
Average years experience in public schools	16.0	12.1
Average years experience in district	15.0	10.8
Percentage of Teachers with 4 or more years experience in the district	88.5%	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	14:1
Students to Administrators	185:1	251:1
Teachers to Administrators	16:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.9%	82.1%	80.0%	48.4%	77.1%	54.9%
Male	50.1%	17.9%	20.0%	51.6%	22.9%	45.1%
White	23.5%	93.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	21.3%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	38.7%	2.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	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.

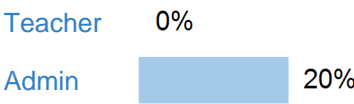
Bachelor’s Degree



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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	91.1%



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## Per-Pupil Expenditures by Source

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

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

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

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

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





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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	68.4%	70.9%	71.0%
Math Proficiency	45.9%	48.9%	46.2%
ELA Growth	57	63	60
Math Growth	48	48	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.2%	7.5%	8.3%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

- HHMS offers AVID to 6th, 7th, & 8th Grade Students.
- HHMS offers a mentoring program for students in grades 6-8. HHMS offers computer science courses to all 8th Grade students. HHMS has implemented a PBSIS system for the 2019-2020 school year.
- HHMS has an award winning Music, Art, and FCCLA Programs.



### Mission, Vision, Theme:

Mission: The mission of Herbert Hoover Middle School is to work in partnership with students, families and the community to ensure that each student acquires the knowledge, skills, and core values necessary to reach their full potential both in the classroom and beyond. We provide students with a supportive and challenging learning environment that encourages curiosity, creativity, and confidence.



### Awards, Recognition, Accomplishments:

Herbert Hoover Middle School is an award-winning 21st Century School that has been recognized for our achievements in Art, Music, and Student Leadership. Each year our students participate in a host of competitions that test their abilities in academics, art, music, science, and math.



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### Courses, Curriculum, Instruction:

We are in the fifth year of a one-to-one technology initiative. We assess student progress using multiple performance assessments, student work, and tests including benchmark assessments administered quarterly in academic content areas. All 8th grade students participated in the PSAT 8 in December of 2019. Students have access to an interactive textbook in their math, science and social studies classes. Students benefit from the inclusion of AVID strategies throughout the curriculum.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Coed), Skiing (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Volleyball (Coed)

HHMS encourages all students to participate in athletic activities. From our recently undefeated basketball team to our partnership with Special Olympics, Herbert Hoover Middle School believes all children should have the opportunity to thrive through extra-curricular activities.



### Clubs and Activities:

Available to all students are clubs, sports, and a variety of performing arts programs. Our robust musical programs include band, strings, chorus and jazz. Our guidance counselors offer a variety of social programs that teach tolerance and conflict resolution skills. Students can pick from over 30 after school clubs and activities that include free after school bussing.




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 <div>Staff and Professional Learning:</div>	Professional development at HHMS is guided by the district’s achievement goals, the school’s goals and needs, and the professional development plans created by each faculty member. Professional development is an integral part of HHMS and is supported by central administration. building administration, and content supervisors. Teachers are provided one full day of professional development each year, have access to in-district professional development trainers, and participate in PLC’s.
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 <div>Student Supports and Services:</div>	<p>Herbert Hoover Middle School provides abundant student support services. On-site is a two-member child study team, three full-time guidance counselors, two speech therapists, multiple interventionists and a PATH Clinician. HHMS has a partnership with Rutgers Behavioral Health to provide the necessary support to students and families seeking additional services.</p>
 <div>Student Health and Wellness:</div>	<p>Herbert Hoover Middle School has a full-time school nurse who is trained in all areas of emergency medical care including allergies and emergency life-saving practices. Students participate in health and/or physical education class each day. Students have the opportunity to participate in family and consumer science electives that focus on nutrition and healthy choices.</p>
 <div>Parent and Community Involvement:</div>	<p>Herbert Hoover Middle School is committed to partnering with parents and community members to ensure our students are provided the best education possible. Our regular PTO meetings are well attended and provide the opportunity for all stakeholders to participate in a meaningful manner. Parents play an active role in our school and are kept well-informed via our parent portal and school website. HHMS offers students and families on campus access to our staff/student run food pantry and clothing room.</p>








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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School climate data is collected through multiple sources including yearly student, parent, and staff surveys. Our most recent survey asked parents and students to share their thoughts on the impact of our Mindfulness Initiative. Both parents and students indicated an observable improvement in emotional intelligence and regulation. This data was used to guide the expansion of our Mindfulness Initiative.</p>
 <p>Facilities:</p>	<p>Herbert Hoover Middle School is a technology rich learning environment. Each classroom at Herbert Hoover Middle School is equipped with a fully interactive Promethean Board. Wireless Internet access is available in all classrooms and throughout the campus. The building has received multiple renovations and upgrades in recent years including a state of the art media center, multiple computer labs, and a new family and consumer science classroom, a maker-space, and a student center.</p>
 <p>School Safety:</p>	<p>Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state &amp; federal laws in regards to ensuring student safety.</p>




Herbert Hoover Middle School  
 (23-1290-057)  
 Grades Offered: 06-08  
 2018-2019

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School Narrative

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

<div>  <div>Other Information</div> </div>	<p>           Herbert Hoover Middle School Recognizing that not all students learn in the same manner, Herbert Hoover Middle School offers a variety of programs for our students with disabilities. Our school provides in-class resource programs which support student learning in the regular classroom environment. Special education teachers team with general education teachers allowing all students to learn in the least restrictive environment. Herbert Hoover Middle School offers an innovative Limited Language Disabilities program. FHHMS also has a program to serve the needs of our Autistic students. The wide array of special education programs offered at HHMS ensures we are able to meet the needs of all students.         </p>
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**James Madison Intermediate School**  
(23-1290-090)  
Grades Offered: 03-05  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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

**James Madison Intermediate School**

(23-1290-090)

Grades Offered: 03-05

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	Middlesex
District	Edison Township School District
Principal Name	Donna Abatemarco
Address	838 NEW DOVER ROAD EDISON, NJ 08820
Phone Number	732-452-2960
Email Address	<a href="mailto:donna.abatemarco@edison.k12.nj.us">donna.abatemarco@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/domain/15">https://www.edison.k12.nj.us/domain/15</a>



James Madison Intermediate School  
(23-1290-090)  
Grades Offered: 03-05  
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
3	211	233	214
4	214	224	238
5	211	228	235
Total	636	685	687

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.8%	48.2%	46.1%
Male	49.2%	51.8%	53.9%
Economically Disadvantaged Students	11.5%	8.2%	9.0%
Students with Disabilities	6.6%	5.4%	7.9%
English Learners	3.1%	3.4%	4.4%
Homeless Students	3.3%	2.0%	1.0%
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	5.7%	4.5%	3.6%
Hispanic	3.8%	3.8%	3.5%
Black or African American	4.7%	5.3%	4.2%
Asian	83.6%	84.1%	86.6%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.0%
American Indian or Alaska Native	0.3%	0.6%	0.7%
Two or More Races	1.6%	1.5%	1.3%

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	35.7%
Hindi	13.7%
Telugu	11.1%
Gujarati	9.0%
Tamil	7.1%
Other Languages	23.4%



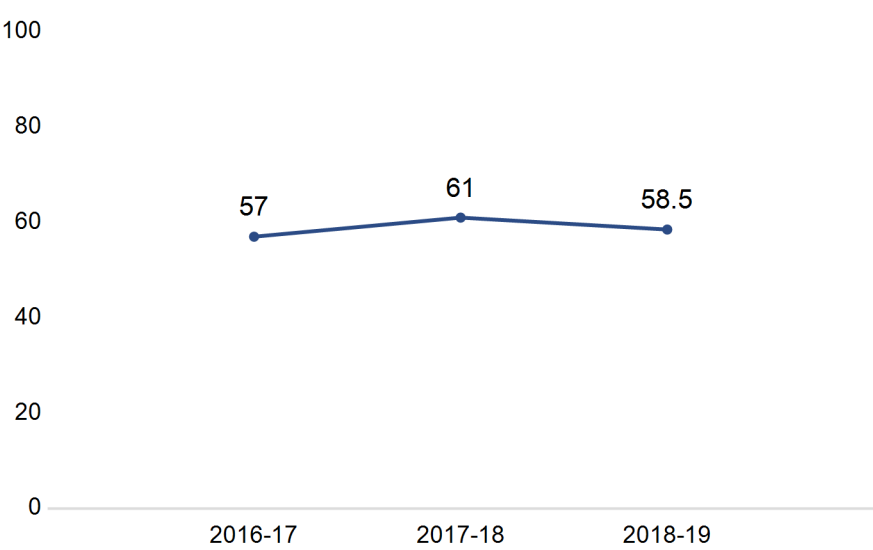
James Madison Intermediate School  
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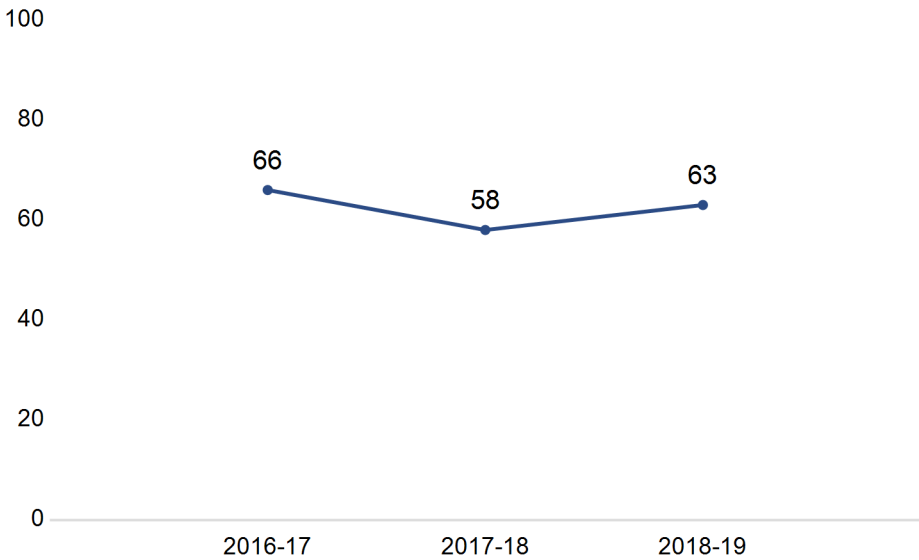
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	57	61	58.5	66	58	63
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	58.5	61	50	Met Standard	63	54	50	Exceeds Standard
White	35	47	50	**	52	51	52	**
Hispanic	*	53	49	**	*	48	47	**
Black or African American	40.5	47	45	Met Standard	48.5	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62	66	59	Exceeds Standard	64	58	60	Exceeds Standard
American Indian or Alaska Native	*	73	56	**	*	61	51.5	**
Two or More Races	*	52	49	**	*	45	52	**
Female	57.5	64	53	N	62.5	53	50	N
Male	58.5	58	47	N	63	55	51	N
Economically Disadvantaged Students	38.5	54	48	Not Met	50	47	46	Met Standard
Students with Disabilities	46	40	43	Met Standard	63	45.5	45	Exceeds Standard
English Learners	57.5	65	52	Met Standard	73.5	60	50	Exceeds Standard
Homeless Students	*	62.5	43	N	*	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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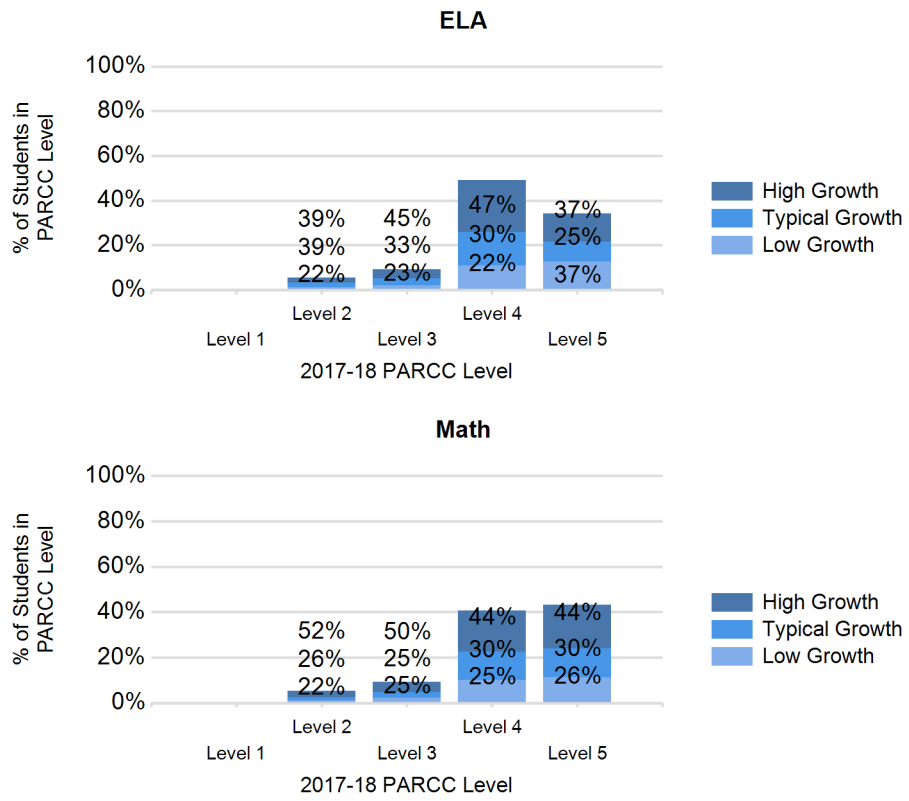
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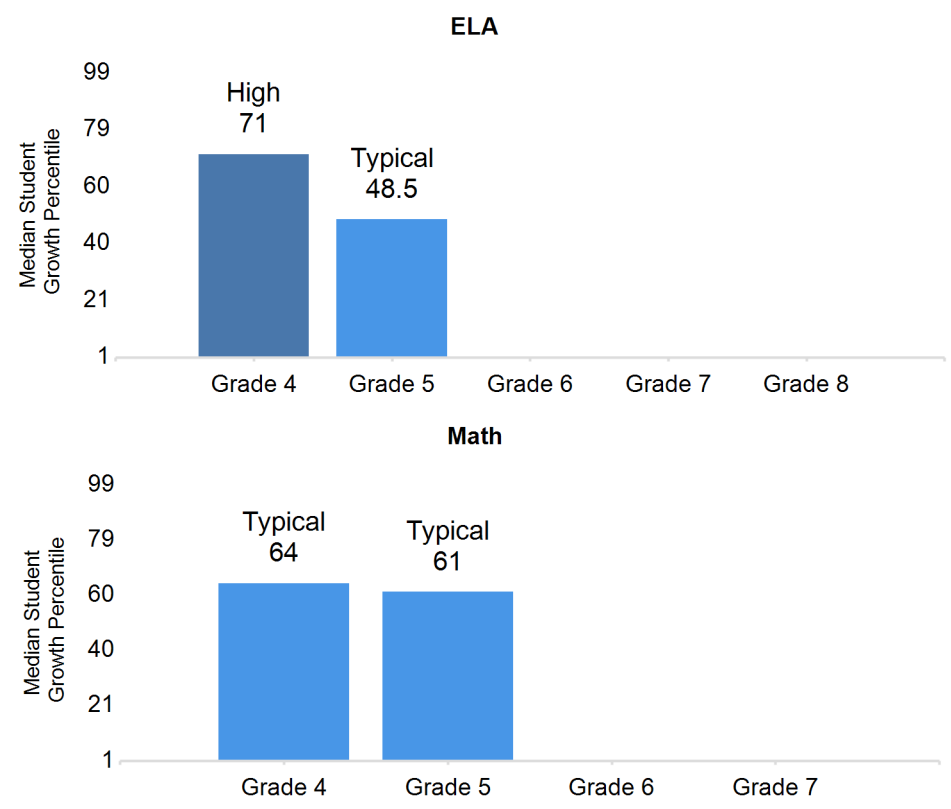
Student Growth by Performance Level

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.







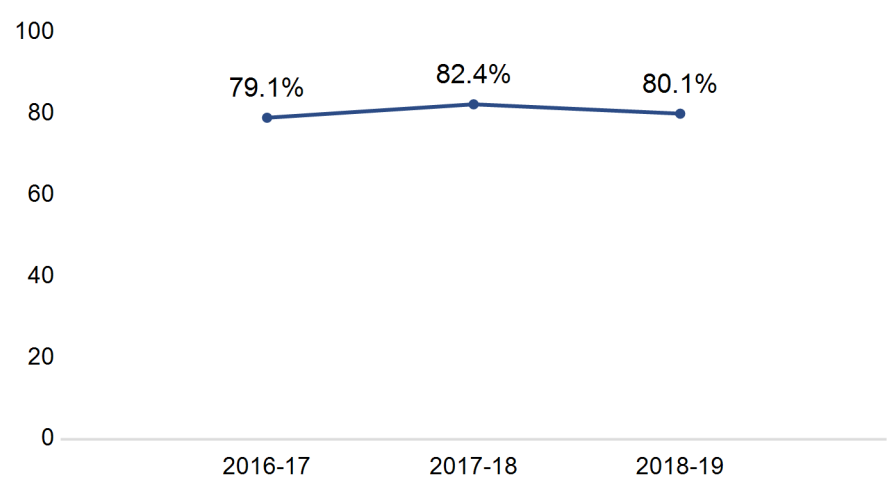
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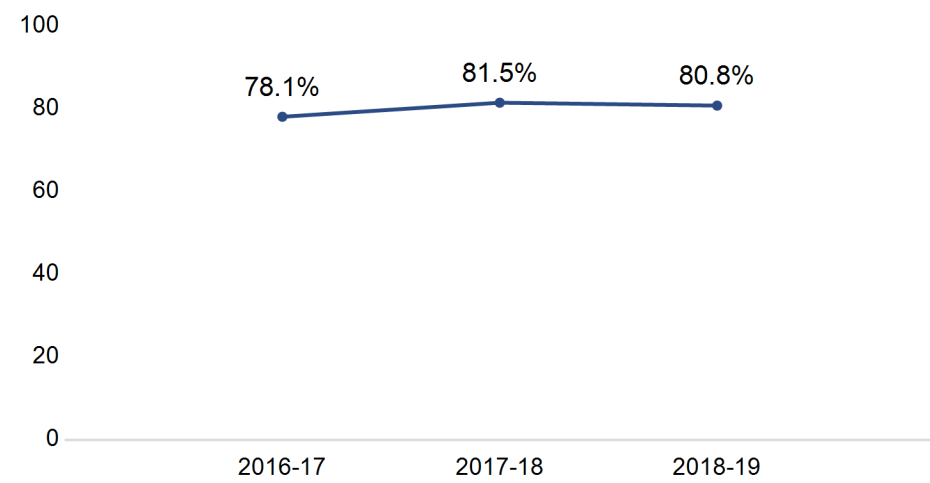
English Language Arts and Mathematics Performance Trends

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	99.4%	99.6%	99.3%	99.4%	99.3%	99.3%
Proficiency Rate for Federal Accountability	79.1%	82.4%	80.1%	78.1%	81.5%	80.8%
Annual Target	76.1%	76.3%	76.5%	77.5%	77.7%	77.8%
Met Annual Target?	Met Target	Met Goal	Met Goal	Met Target	Met Goal	Met Goal
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	643	99.3	80.1	77.3	57.9	80.1	76.5	Met Goal
White	25	100.0	44.0	64.0	66.9	44.0	60.3	Met Target†
Hispanic	18	100.0	33.3	*	43.9	33.3	N	N
Black or African American	30	96.8	36.7	47.9	38.5	36.7	33.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	558	99.3	86.0	88.4	82.9	86.0	80	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	306	99.4	79.1	81.8	64.8	79.1		
Male	337	99.2	81.0	73.0	51.3	81.0		
Economically Disadvantaged Students	47	98.0	31.9	49.9	40.0	31.9	39.1	Met Target†
Non-Economically Disadvantaged Students	596	99.4	83.9	83.7	67.9	83.9		
Students with Disabilities	48	100.0	27.1	20.4	22.7	27.1	26.2	Met Target
Students without Disabilities	595	99.2	84.4	83.0	65.1	84.4		
English Learners	36	100.0	58.3	43.5	29.3	58.3	32.5	Met Target
Non-English Learners	607	99.2	81.4	79.0	60.6	81.4		
Homeless Students	*	*	*	46.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



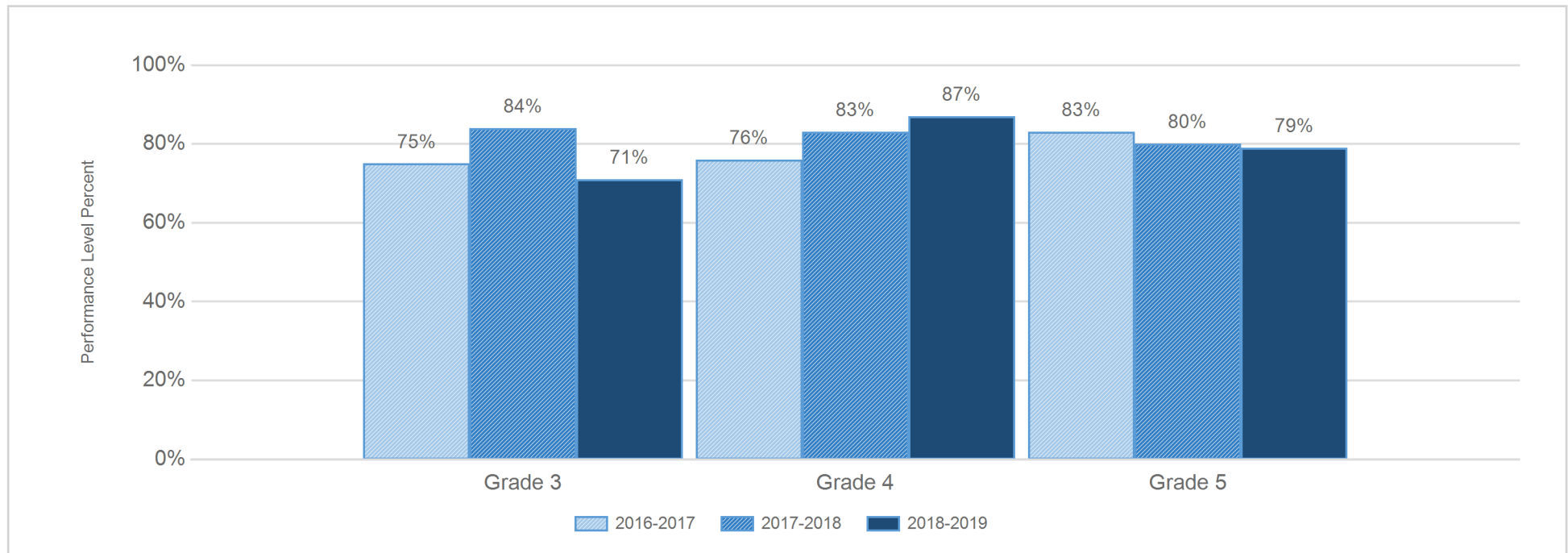
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### English Language Arts Assessment - Performance Trends

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	206	768	771	748	*	*	16%	59%	12%	71%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	*	*	735	734	*	*	*	*	*	*	36%
Black or African American	*	*	741	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	181	773	781	773	*	*	14%	65%	13%	78%	75%
American Indian or Alaska Native	*	*	798	746	*	*	*	*	*	*	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	101	770	773	753	*	*	18%	55%	14%	69%	55%
Male	105	766	768	743	*	*	14%	63%	10%	73%	46%
Economically Disadvantaged Students	11	723	*	731	*	*	*	*	*	27%	33%
Non-Economically Disadvantaged Students	195	771	*	759	*	*	*	*	*	74%	61%
Students with Disabilities	14	715	717	719	*	*	*	*	*	14%	24%
Students without Disabilities	192	772	775	754	*	*	*	*	*	76%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	772	751	*	*	*	*	*	*	54%
Homeless Students	*	*	734	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	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	233	789	774	755	*	*	9%	37%	50%	87%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	11	755	743	739	0%	*	*	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	205	793	786	779	*	*	5%	37%	55%	91%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	102	792	779	760	*	*	*	29%	57%	86%	62%
Male	131	787	770	750	*	*	*	43%	45%	88%	53%
Economically Disadvantaged Students	15	743	742	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	218	792	782	765	*	*	*	*	*	90%	69%
Students with Disabilities	12	741	718	725	*	*	*	*	*	42%	25%
Students without Disabilities	221	792	779	761	*	*	*	*	*	90%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	775	758	*	*	*	*	*	*	60%
Homeless Students	*	*	745	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	774	776	756	*	*	13%	58%	21%	79%	58%
White	11	752	755	764	*	0%	*	*	*	55%	68%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	11	732	744	739	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	185	780	789	781	*	*	10%	62%	24%	86%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	106	779	780	761	*	*	11%	57%	25%	82%	64%
Male	113	770	772	750	*	*	15%	59%	17%	76%	52%
Economically Disadvantaged Students	23	732	747	740	*	*	*	*	*	26%	39%
Non-Economically Disadvantaged Students	196	779	783	766	*	*	*	*	*	85%	69%
Students with Disabilities	16	735	726	724	*	*	*	*	*	25%	23%
Students without Disabilities	203	777	781	762	*	*	*	*	*	83%	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	777	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	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	*	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	646	99.3	80.8	64.6	44.5	80.8	77.8	Met Goal
White	25	100.0	56.0	42.1	54.1	56.0	58	Met Target†
Hispanic	18	100.0	38.9	*	28.8	38.9	N	N
Black or African American	30	96.8	23.3	20.3	23.0	23.3	19.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	561	99.3	87.0	81.3	76.5	87.0	80	Met Goal
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	306	99.4	79.1	64.8	44.9	79.1		
Male	340	99.2	82.4	64.4	44.2	82.4		
Economically Disadvantaged Students	47	98.0	31.9	30.3	26.3	31.9	31.9	Met Target
Non-Economically Disadvantaged Students	599	99.4	84.6	72.7	54.9	84.6		
Students with Disabilities	48	100.0	37.5	14.8	17.4	37.5	38.4	Met Target†
Students without Disabilities	598	99.2	84.3	69.5	50.0	84.3		
English Learners	39	100.0	59.0	40.1	25.0	59.0	35.5	Met Target
Non-English Learners	607	99.2	82.2	65.9	46.5	82.2		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



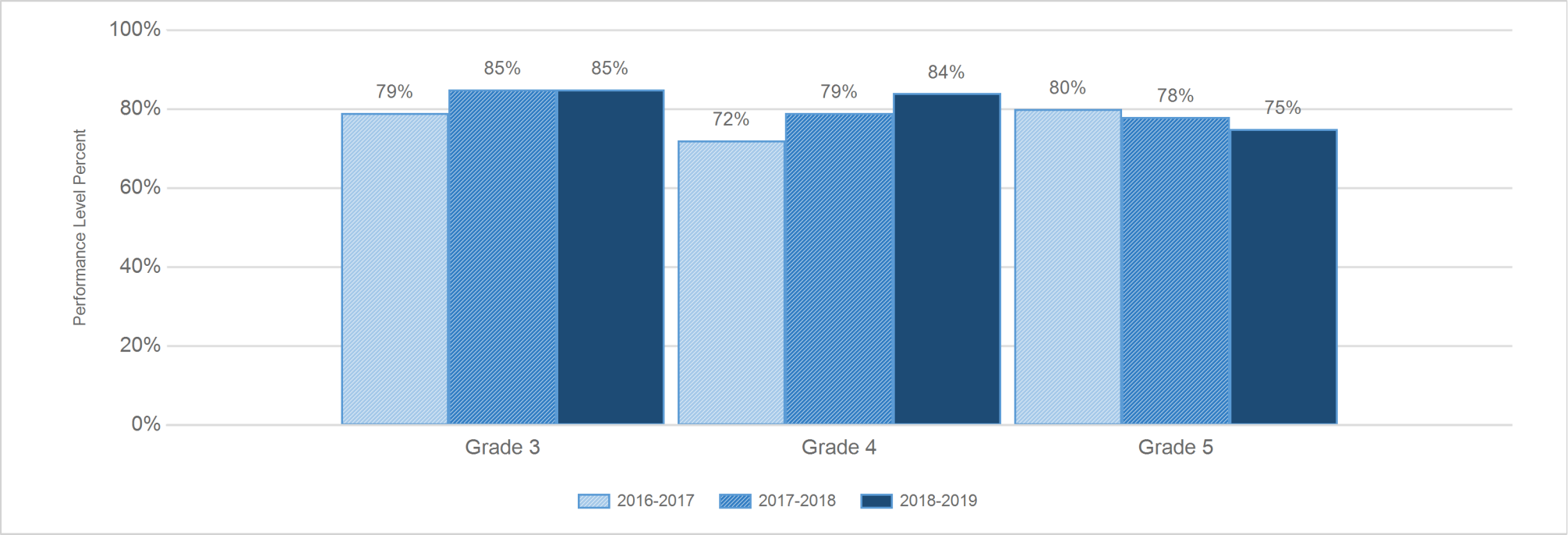


James Madison Intermediate School  
(23-1290-090)  
Grades Offered: 03-05  
2018-2019

**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.





James Madison Intermediate School

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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	207	781	771	752	*	*	9%	44%	40%	85%	55%
White	*	*	749	760	*	*	*	*	*	*	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	734	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	182	786	782	778	0%	*	*	47%	43%	90%	83%
American Indian or Alaska Native	*	*	791	749	*	*	*	*	*	*	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	101	779	768	751	*	*	*	46%	38%	83%	54%
Male	106	783	773	752	*	*	*	43%	42%	86%	56%
Economically Disadvantaged Students	11	741	*	737	*	*	*	*	*	55%	37%
Non-Economically Disadvantaged Students	196	783	*	761	*	*	*	*	*	86%	67%
Students with Disabilities	14	727	729	731	*	*	*	*	*	43%	31%
Students without Disabilities	193	785	774	756	*	*	*	*	*	88%	60%
English Learners	*	*	733	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	772	754	*	*	*	*	*	*	58%
Homeless Students	*	*	736	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	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	233	784	768	749	*	*	12%	44%	39%	84%	51%
White	*	*	747	757	*	*	*	*	*	*	62%
Hispanic	*	*	732	737	*	*	*	*	*	*	36%
Black or African American	11	745	731	731	0%	*	*	*	*	27%	29%
Asian, Native Hawaiian, or Pacific Islander	205	789	781	776	*	*	10%	43%	44%	88%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	102	784	768	749	*	*	12%	44%	37%	81%	50%
Male	131	785	768	749	*	*	11%	44%	41%	85%	52%
Economically Disadvantaged Students	15	738	735	734	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	218	788	775	759	*	*	*	*	*	88%	63%
Students with Disabilities	12	748	722	726	*	*	*	*	*	50%	25%
Students without Disabilities	221	786	772	754	*	*	*	*	*	86%	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	*	*	733	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	222	773	764	747	*	*	15%	43%	32%	75%	47%
White	11	747	742	755	*	*	*	*	*	45%	58%
Hispanic	*	*	731	735	*	*	*	*	*	*	30%
Black or African American	11	724	727	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	188	780	778	775	*	*	11%	46%	37%	84%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	107	771	762	747	*	*	19%	46%	28%	74%	47%
Male	115	775	766	747	*	*	11%	41%	35%	76%	47%
Economically Disadvantaged Students	23	729	732	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	199	778	772	757	*	*	*	*	*	81%	59%
Students with Disabilities	16	740	725	725	*	*	*	*	*	25%	19%
Students without Disabilities	206	776	767	752	*	*	*	*	*	79%	52%
English Learners	*	*	726	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	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	*	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	87.5%	**	**

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	23	82.6%	17.4%
3-4	*	*	*
5 or more	N	N	N



James Madison Intermediate School

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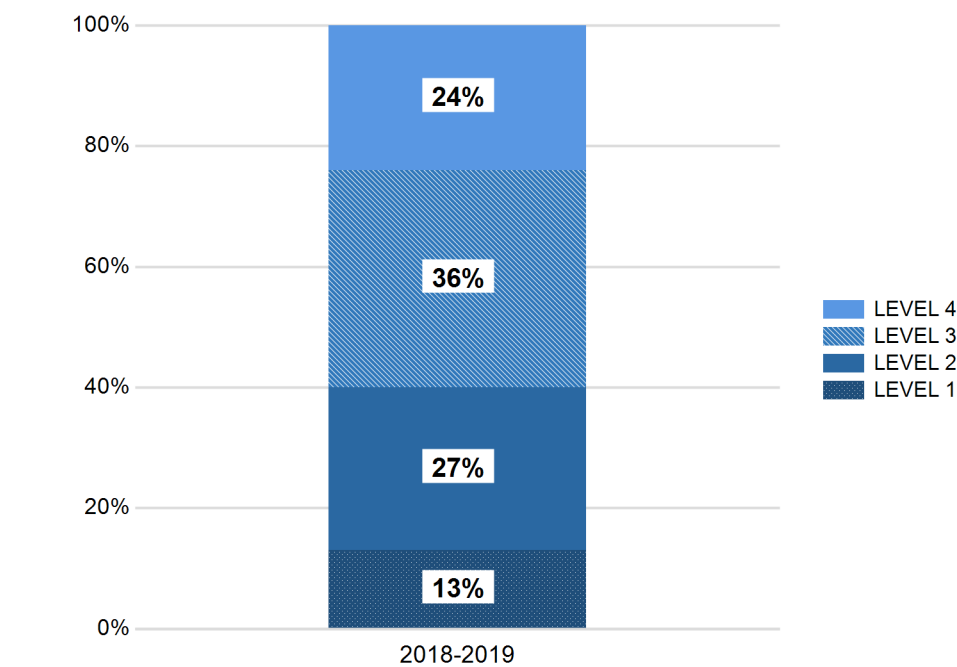
2018-2019

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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	13	27	36	24
White	18	45	36	0
Hispanic	*	*	*	*
Black or African American	64	27	9	0
Asian, Native Hawaiian, or Pacific Islander	7	25	40	28
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	14	26	33	27
Male	11	28	40	21
Economically Disadvantaged Students	55	36	5	5
Non-Economically Disadvantaged Students	8	26	40	26
Students with Disabilities	31	63	6	0
Students without Disabilities	11	24	39	26
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.

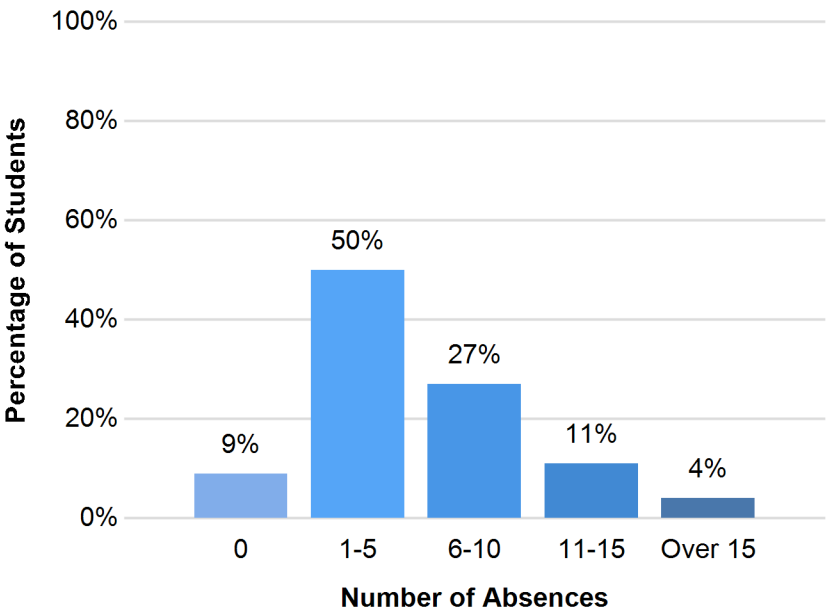
Chronic Absenteeism

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	19	2.9	7.5	Met
White	0	0	7.5	Met
Hispanic	2	10.5	**	**
Black or African American	2	6.9	7.5	Met
Asian, Native Hawaiian, or Pacific	14	2.5	7.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	10	3.2		
Male	9	2.6		
Economically Disadvantaged Students	5	10.6	7.5	Not Met
Students with Disabilities	7	14.0	7.5	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.





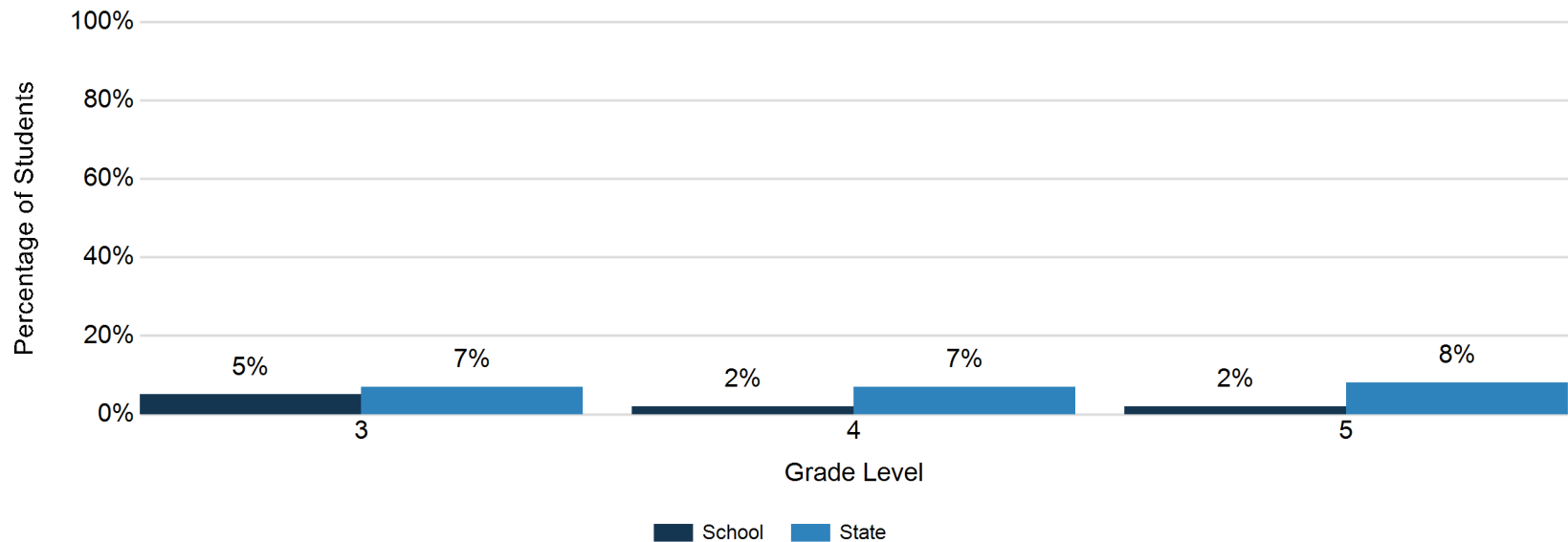
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### Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.15

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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





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## School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

## Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	9.2	10.8
Percentage of Teachers with 4 or more years experience in the district	72.2%	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	19:1	14:1
Students to Administrators	344:1	251:1
Teachers to Administrators	18:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.1%	80.6%	100.0%	48.4%	77.1%	54.9%
Male	53.9%	19.4%	0.0%	51.6%	22.9%	45.1%
White	3.6%	83.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	3.5%	11.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	86.6%	5.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



James Madison Intermediate School  
(23-1290-090)  
Grades Offered: 03-05  
2018-2019

**Report Key:**  
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**N** No Data is available to display  
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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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	90.8%



**James Madison Intermediate School**  
(23-1290-090)  
Grades Offered: 03-05  
2018-2019

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### Per-Pupil Expenditures by Source

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

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

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

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

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



James Madison Intermediate School  
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2018-2019

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

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

### ESSA Accountability Status

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

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

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



James Madison Intermediate School

(23-1290-090)

Grades Offered: 03-05

2018-2019

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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	79.1%	82.4%	80.1%
Math Proficiency	78.1%	81.5%	80.8%
ELA Growth	57	61	58
Math Growth	66	58	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.7%	87.5%
Chronic Absenteeism	2.1%	2.3%	2.9%

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



James Madison Intermediate School

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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.





James Madison Intermediate School  
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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






James Madison Intermediate School  
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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.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>James Madison Intermediate School is a learning community that serves approximately 680 students in Grades 3-5. .</li> <li>During the 2019 - 2020 school year, JMI implemented strategies from Responsive Classroom to foster a culture of kindness and inclusion.</li> <li>Students have the opportunity to get involved in over 20 different co-curricular activities at James Madison Intermediate School.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Our goal is to educate the whole child by providing learning experiences that promote academic, social, and emotional growth through experiential learning. Students learn to think critically and creatively by collaborating with others through project based learning.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Our students' talent shines beyond the classroom walls. Numerous students have received awards and accolades through sports and academic organizations outside of school including winning out of state roller-skating competitions, placing in Junior Olympics swim tournaments, being published in children's literary magazines, completing honors courses through Johns Hopkins Center for Talented Youth and being on championship recreational sports teams. The JMI community is proud of all our students' accomplishments inside and outside the classroom.</p>




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<div><div>Courses, Curriculum, Instruction:</div></div>	<p>With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our one-to-one technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.</p>
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 <div>Staff and Professional Learning:</div>	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observations and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides access to a Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.
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 <div>Student Supports and Services:</div>	<p>The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teacher.</p>
 <div>Student Health and Wellness:</div>	<p>Elementary students are supported holistically through health &amp; physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.</p>
 <div>Parent and Community Involvement:</div>	<p>The James Madison Intermediate School's PTO provides students with incredible learning opportunities and fun school-wide events. Through the generosity of our parent community, students benefit from amazing class trips, educational assemblies and class bonding events like Field Day.</p>




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<div></div> <div>School Safety:</div>	Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state & federal laws in regards to ensuring student safety.
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 <div>Technology and STEM:</div>	As with all Edison Public Schools, JMI has a 1:1 device to student ratio. All students are issued a district Chromebook which is utilized to enhance their daily learning experience. Aside from STEM activities being integrated into classroom lessons on a regular basis, JMI also has different co-curricular clubs, like our competitive Robotics Team, that fosters students' passion and enthusiasim for science, technology, engineering and math.
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**James Madison Primary School**  
(23-1290-092)  
Grades Offered: KG-02  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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



**James Madison Primary School**

(23-1290-092)

Grades Offered: KG-02

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Michael Seiler
Address	840 NEW DOVER ROAD EDISON, NJ 08820
Phone Number	732-452-2990
Email Address	<a href="mailto:michael.seiler@edison.k12.nj.us">michael.seiler@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/Domain/16">https://www.edison.k12.nj.us/Domain/16</a>



**James Madison Primary School**  
(23-1290-092)  
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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	22	46	18
KG	136	158	128
1	200	200	202
2	210	214	211
Total	568	618	559

### 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	42.4%	44.3%	45.8%
Male	57.6%	55.7%	54.2%
Economically Disadvantaged Students	10.6%	9.4%	11.4%
Students with Disabilities	11.4%	14.4%	11.6%
English Learners	9.9%	11.0%	9.7%
Homeless Students	4.2%	2.8%	2.1%
Students in Foster Care	0.2%	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	4.9%	4.5%	5.0%
Hispanic	3.7%	4.0%	3.6%
Black or African American	4.0%	4.4%	5.5%
Asian	85.0%	84.6%	81.9%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.5%	1.1%	2.1%
Two or More Races	1.6%	1.0%	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	22	23	8
PK - Full Day	0	23	10
KG - Half Day	130	158	118
KG - Full Day	6	0	10

### 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	30.6%
Telugu	12.5%
Hindi	12.0%
Gujarati	10.9%
Tamil	10.0%
Other Languages	24.0%



**James Madison Primary School**  
(23-1290-092)  
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2018-2019

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### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	64.0%	56.6%	Met Target

### 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	47	*	*
3-4	*	*	*
5 or more	N	N	N



## James Madison Primary School

(23-1290-092)

Grades Offered: KG-02

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.

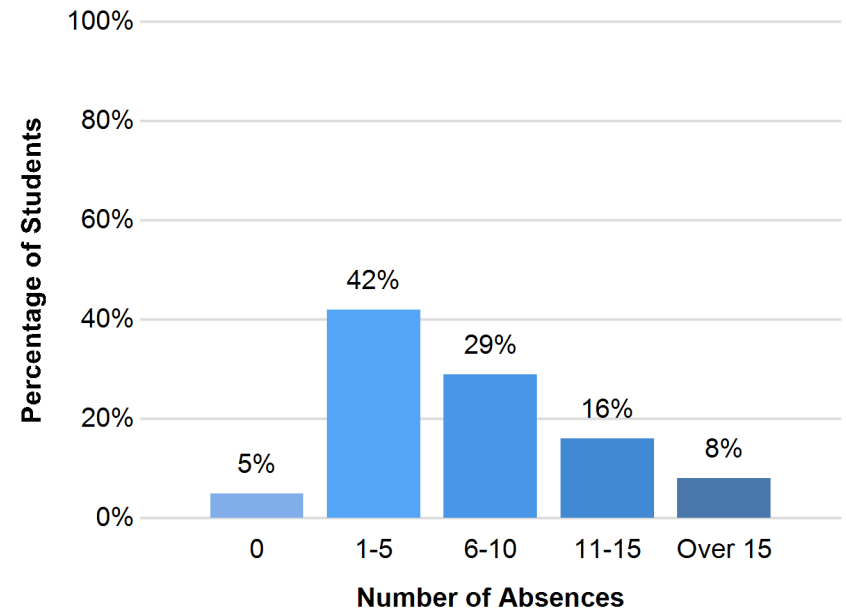
## Chronic Absenteeism

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	31	6.2	10.3	Met
White	1	4.5	10.3	Met
Hispanic	5	27.8	**	**
Black or African American	4	14.3	10.3	Not Met
Asian, Native Hawaiian, or Pacific	20	4.9	10.3	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	10	4.3		
Male	21	7.8		
Economically Disadvantaged Students	8	16.3	10.3	Not Met
Students with Disabilities	5	11.1	10.3	Not Met
English Learners	1	4.8	10.3	Met
Homeless Students	0	0		
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.





### James Madison Primary School

(23-1290-092)

Grades Offered: KG-02

2018-2019

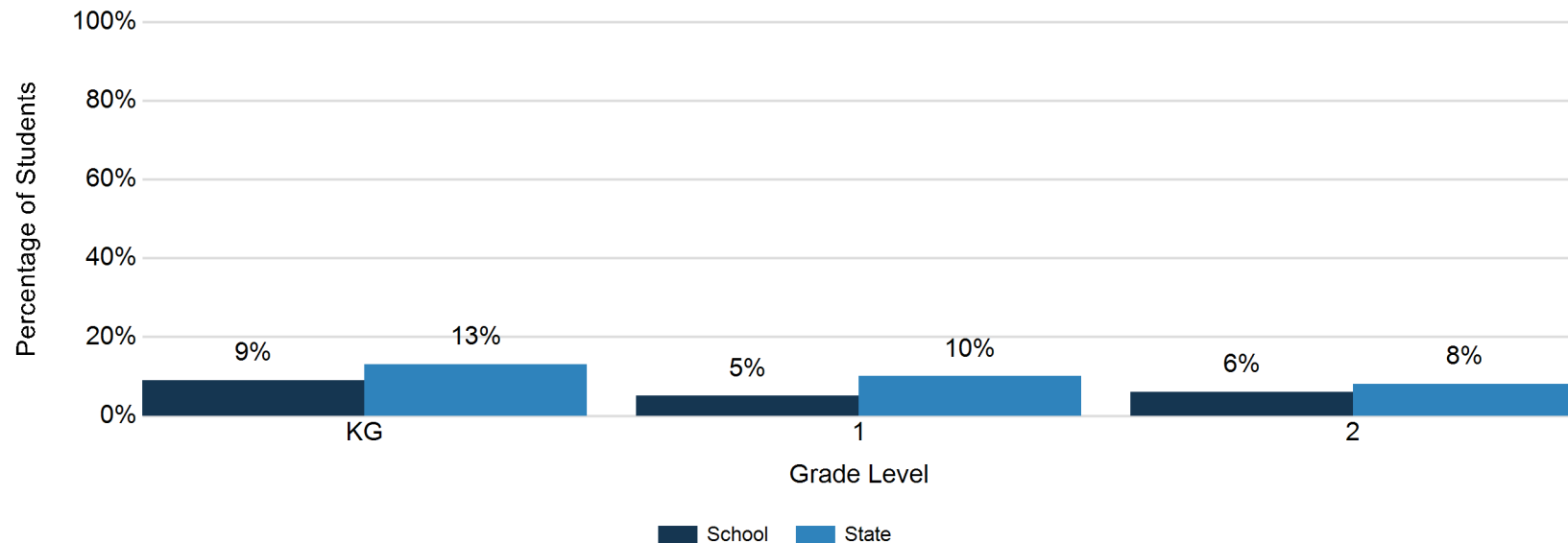
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

### Chronic Absenteeism by Grade

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





## James Madison Primary School

(23-1290-092)

Grades Offered: KG-02

2018-2019

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

## Violence, Vandalism, HIB, and Substance Offenses

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

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

## Police Notifications

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

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

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

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

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

## Student Disciplinary Removals

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

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

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

N

**James Madison Primary School**

(23-1290-092)

Grades Offered: KG-02

2018-2019

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### School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	71.8%	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	14:1
Students to Administrators	280:1	251:1
Teachers to Administrators	20:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1





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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	45.8%	89.7%	50.0%	48.4%	77.1%	54.9%
Male	54.2%	10.3%	50.0%	51.6%	22.9%	45.1%
White	5.0%	89.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	3.6%	5.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	81.9%	5.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	2.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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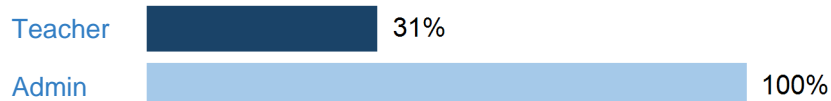
### Teachers and Administrators - Level of Education

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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	89.3%



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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.



**James Madison Primary School**  
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Grades Offered: KG-02  
2018-2019

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## School Narrative

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



### Highlights:

- The staff of JMP is encouraged to provide unique hands on experiences that engage each student. Staff members dress up like characters, infuse the arts, use Skype and green screens.
- JMP serves as one of the district's ELL schools and educates ESL and Bilingual students from around the district. JMP students celebrate cultures through multicultural days and Globe Trot Scott.
- JMP feels that the arts are an integral part of developing young minds. Teachers are encouraged to infuse the arts into their mini lessons to foster creativity and higher levels of thinking.



### Mission, Vision, Theme:

We at JMP, believe that there is a superhero inside of us all and it is our job to find what makes each child special and unique. JMP holds superhero days where everybody, including staff members are encouraged to dress like a superhero to remind us that we are all special and unique. As a Kindergarten-2nd grade building, it is our mission to ensure that we develop the whole child. This means that we believe that building the social and emotional skills of a child are just as important as their academics. It is our mission to ensure that from the second a student steps out of a car or off a bus, that they feel important and valued at JMP. The staff works collaboratively to do so by focusing on every student and not just their classroom students.



### Awards, Recognition, Accomplishments:

JMP hosts character ed assemblies that promote our 5 character pillars. At these assemblies, students are honored as being a model student that exemplifies the various character pillars. In addition, students can earn bucket filler slips on a daily basis for demonstrating various acts of kindness and demonstrating actions within each character pillar.



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#### Courses, Curriculum, Instruction:

With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our one-to-one technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.



#### Clubs and Activities:

JMP holds 2 sessions of clubs that may vary year to year. Students participate in the following clubs: The Bunny Report News Show, Newspaper club, Basketball Club, Coding Club, Reading Club, Art Club, Soccer Club and Kid President's Club. Students in Grade 2 may participate in the annual Musical during the spring. In addition, students may sign up with Bricks 4 Kids as an afterschool club that focuses on engineering. Students may also participate in student council based upon our annual election.

**James Madison Primary School**

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### Staff and Professional Learning:

Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.



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#### Student Supports and Services:

The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teacher.



#### Student Health and Wellness:

Elementary students are supported holistically through health & physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.



#### Parent and Community Involvement:

JMP is actively involved in our community through the PTO, student council and through various school based activities. The PTO provides an annual Family Social to kick off the new school year. They provide a Thanksgiving feast for the entire student body, a school book fair twice a year, a holiday boutique, 100th day celebration, box top competitions, field day and countless fundraisers. In addition, they sponsor each grade levels annual field trips so every student is able to attend. The student council puts together various night activities to get students and parents involved, like the 100th night celebration. In addition, they created a school store that helps fundraise for different charities, such as Edison CARE and conducted a toy drive for the Edison Police Department. The JMP faculty supports various causes such as the Leukemia Foundation, CARE and families in need.

**James Madison Primary School**

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## Facilities:

The library was renovated in 2013 and we recently added a STEAM Lab to it.



## School Safety:

Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state & federal laws in regards to ensuring student safety.





# James Madison Primary School

(23-1290-092)

Grades Offered: KG-02

2018-2019

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### Technology and STEM:

Students in Grades K and 1 are 1:1 with iPads, while second graders are 1:2 with Chromebooks. Students in Grades K and 1 utilize seesaw. Second grade students utilize google classroom. All classrooms are equipped with interactive promethean boards that teachers use to create interactive lessons. All students are able to attend the new STEAM Lab on a weekly basis where they may participate in a school wide STEAM challenges or discover things on their own through robotics, legos, art, circuits and other STEAM based manipulatives. In addition, students are able to sign up for an afterschool club with Bricks for Kids, which focuses on engineering.



**James Monroe Elementary School**  
(23-1290-093)  
Grades Offered: KG-05  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

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

**James Monroe Elementary School**

(23-1290-093)

Grades Offered: KG-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	Middlesex
District	Edison Township School District
Principal Name	Mrs. Cynthia Tufaro
Address	7 Sharp Rd Edison, NJ 08837
Phone Number	848-229-4716
Email Address	<a href="mailto:cynthia.tufaro@edison.k12.nj.us">cynthia.tufaro@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/Domain/17">https://www.edison.k12.nj.us/Domain/17</a>



James Monroe Elementary School  
(23-1290-093)  
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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

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
KG	68	57	61
1	79	92	88
2	63	84	96
3	86	78	89
4	98	86	83
5	75	103	94
Total	469	500	511

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	48.2%	46.0%	46.4%
Male	51.8%	54.0%	53.6%
Economically Disadvantaged Students	17.7%	17.0%	18.8%
Students with Disabilities	17.1%	15.8%	14.3%
English Learners	0.0%	0.0%	1.0%
Homeless Students	5.5%	2.4%	4.7%
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%

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	26.7%	25.8%	22.7%
Hispanic	15.1%	15.6%	17.6%
Black or African American	7.7%	6.2%	7.0%
Asian	45.6%	47.4%	47.7%
Native Hawaiian or Pacific Islander	0.6%	0.6%	0.6%
American Indian or Alaska Native	0.9%	1.2%	1.2%
Two or More Races	3.4%	3.2%	3.1%

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
KG - Half Day	59	49	54
KG - Full Day	9	8	7

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%
Telugu	6.7%
Tamil	5.5%
Hindi	5.3%
Spanish	5.3%
Other Languages	22.1%



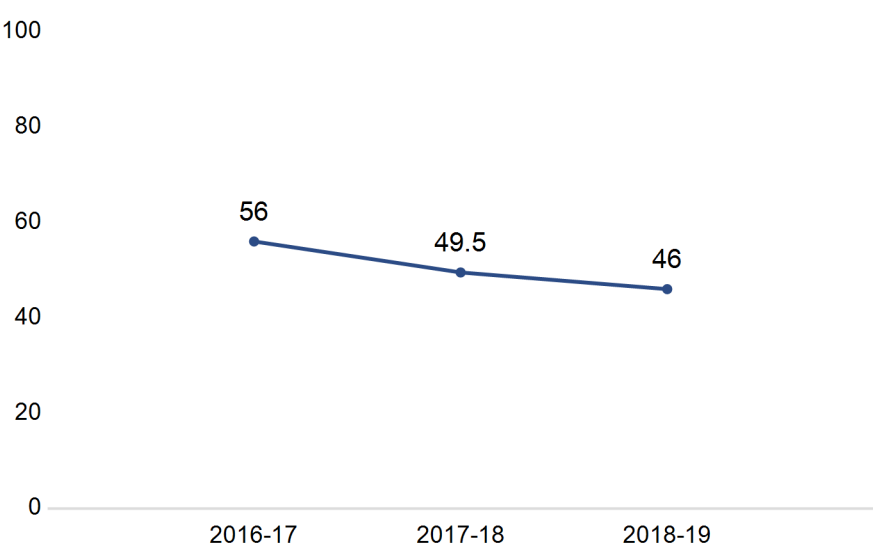
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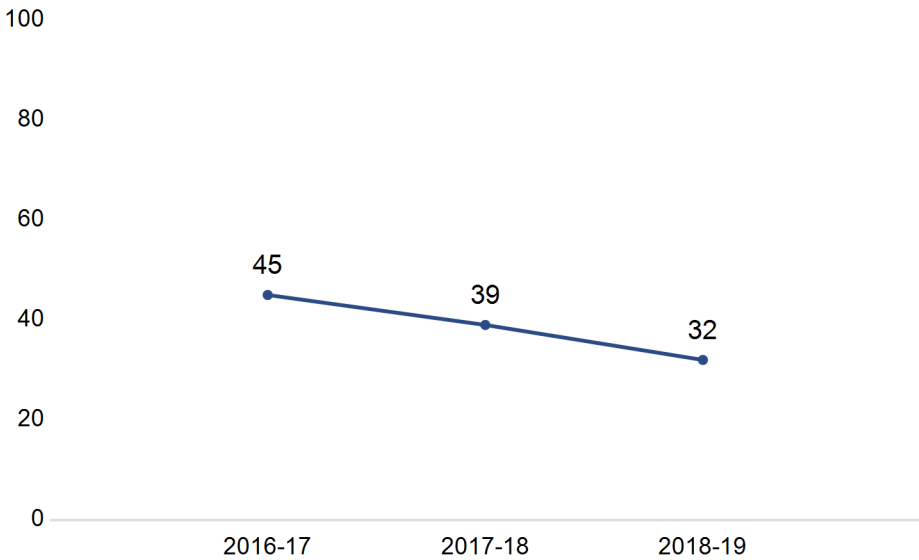
Student Growth Trends and Progress

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	56	49.5	46	45	39	32
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



James Monroe Elementary School

(23-1290-093)

Grades Offered: KG-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

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	61	50	Met Standard	32	54	50	Not Met
White	38	47	50	Not Met	37	51	52	Not Met
Hispanic	32.5	53	49	Not Met	44	48	47	Met Standard
Black or African American	39	47	45	**	16	41	43	**
Asian, Native Hawaiian, or Pacific Islander	60	66	59	Exceeds Standard	31.5	58	60	Not Met
American Indian or Alaska Native	N	73	56	**	N	61	51.5	**
Two or More Races	*	52	49	**	*	45	52	**
Female	52.5	64	53	N	36	53	50	N
Male	39	58	47	N	28	55	51	N
Economically Disadvantaged Students	34	54	48	Not Met	37.5	47	46	Not Met
Students with Disabilities	39	40	43	**	35	45.5	45	**
English Learners	*	65	52	**	*	60	50	**
Homeless Students	*	62.5	43	N	*	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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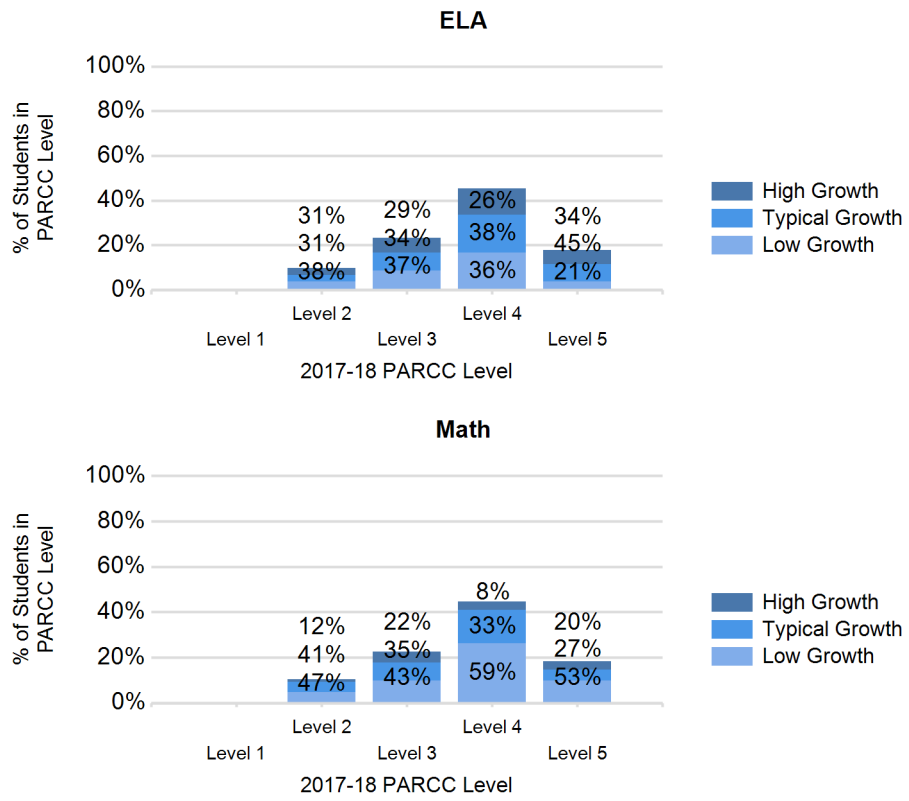
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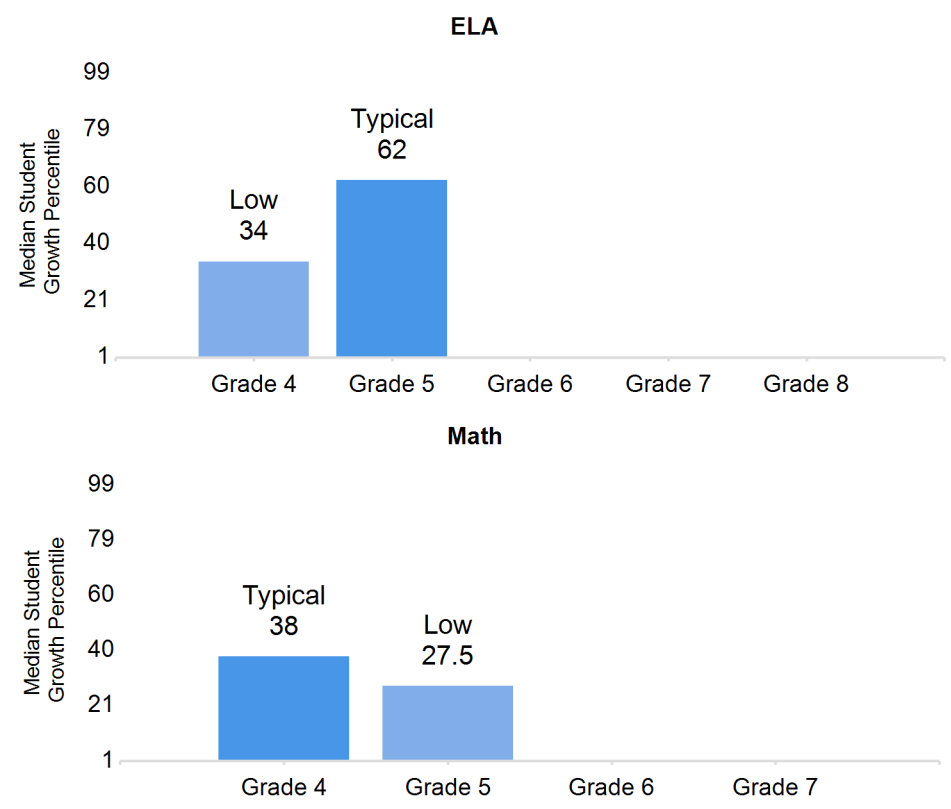
Student Growth by Performance Level

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.



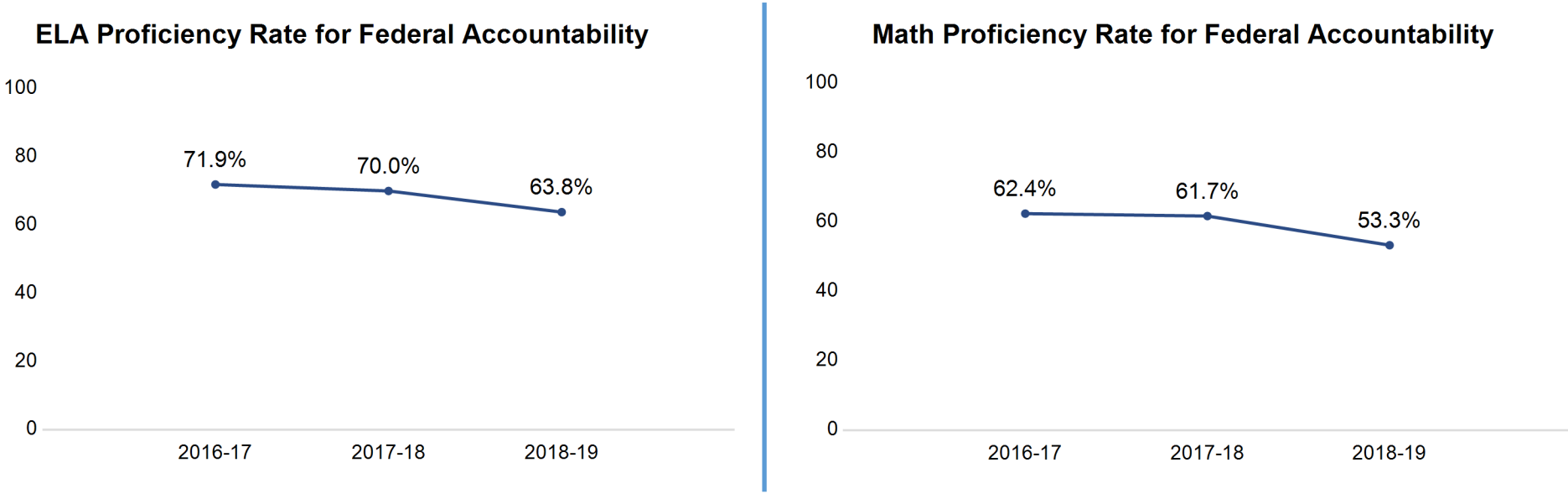


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English Language Arts and Mathematics Performance Trends

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	99.6%	98.9%	100.0%	99.6%	98.5%	100.0%
Proficiency Rate for Federal Accountability	71.9%	70.0%	63.8%	62.4%	61.7%	53.3%
Annual Target	67.4%	68.0%	68.7%	61.5%	62.5%	63.4%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.





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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % 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	257	100.0	63.8	77.3	57.9	63.8	68.7	Met Target†
White	66	100.0	50.0	64.0	66.9	50.0	63.5	Not Met
Hispanic	48	100.0	43.8	*	43.9	43.8	53.1	Met Target†
Black or African American	22	100.0	54.5	47.9	38.5	54.5	48.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	109	100.0	81.7	88.4	82.9	81.7	80	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	117	100.0	70.1	81.8	64.8	70.1		
Male	140	100.0	58.6	73.0	51.3	58.6		
Economically Disadvantaged Students	52	100.0	50.0	49.9	40.0	50.0	49.1	Met Target
Non-Economically Disadvantaged Students	205	100.0	67.3	83.7	67.9	67.3		
Students with Disabilities	28	100.0	17.9	20.4	22.7	17.9	26.6	Met Target†
Students without Disabilities	229	100.0	69.4	83.0	65.1	69.4		
English Learners	12	100.0	50.0	43.5	29.3	50.0	**	**
Non-English Learners	245	100.0	64.5	79.0	60.6	64.5		
Homeless Students	*	*	*	46.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

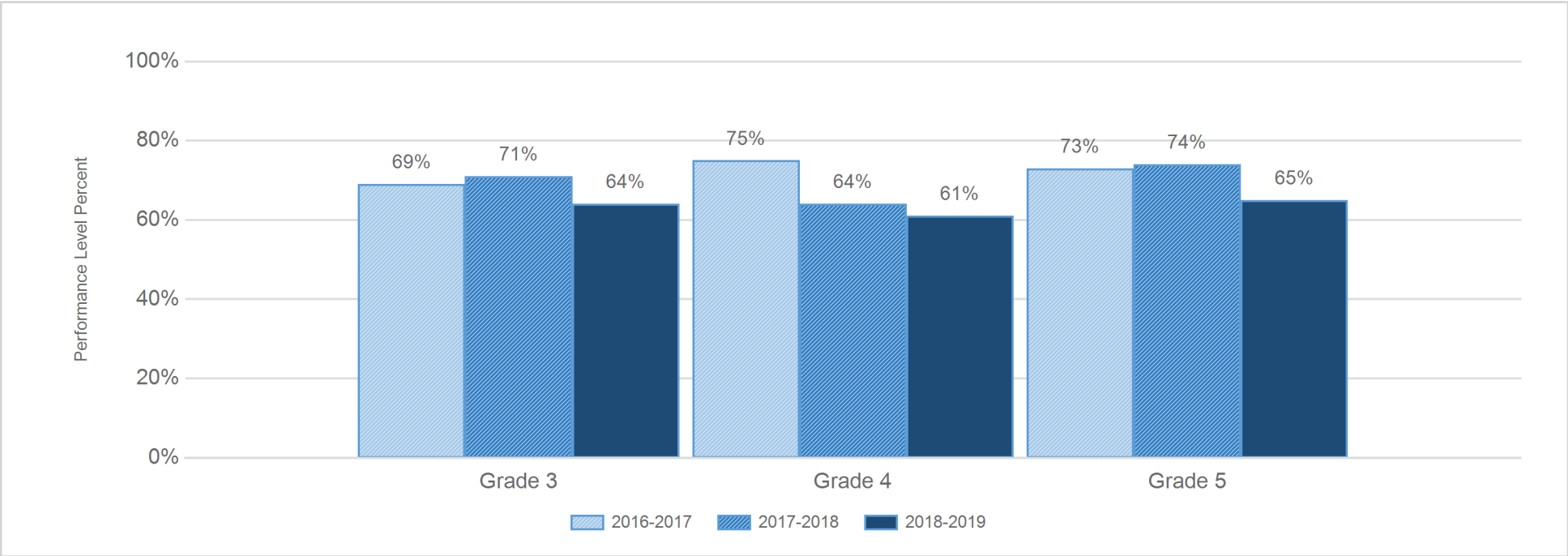


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English Language Arts Assessment - Performance Trends

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	85	758	771	748	*	14%	15%	*	*	64%	50%
White	25	747	749	757	*	*	*	*	*	52%	60%
Hispanic	19	744	735	734	*	*	*	53%	0%	53%	36%
Black or African American	*	*	741	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	31	770	781	773	0%	*	*	*	*	77%	75%
American Indian or Alaska Native	*	*	798	746	*	*	*	*	*	*	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	45	763	773	753	*	*	*	*	*	71%	55%
Male	40	752	768	743	*	*	*	*	*	55%	46%
Economically Disadvantaged Students	20	748	*	731	*	*	*	*	*	55%	33%
Non-Economically Disadvantaged Students	65	761	*	759	*	*	*	*	*	66%	61%
Students with Disabilities	*	*	717	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	775	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	772	751	*	*	*	*	*	*	54%
Homeless Students	*	*	734	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	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	83	760	774	755	*	*	25%	40%	22%	61%	57%
White	19	752	755	763	*	0%	*	*	*	53%	67%
Hispanic	16	740	742	743	*	*	*	*	*	31%	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	35	771	786	779	0%	*	*	40%	37%	77%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	31	763	779	760	*	*	*	*	*	65%	62%
Male	52	757	770	750	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	19	747	742	740	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	64	763	782	765	*	*	*	*	*	66%	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	779	761	*	*	*	*	*	*	64%
English Learners	N	N	719	720	N	N	N	N	N	N	17%
Non-English Learners	83	760	775	758	*	*	25%	40%	22%	61%	60%
Homeless Students	*	*	745	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	766	776	756	*	*	22%	43%	22%	65%	58%
White	23	746	755	764	*	*	*	*	*	43%	68%
Hispanic	14	744	748	743	*	*	*	*	*	43%	44%
Black or African American	11	743	744	739	*	*	*	*	*	27%	38%
Asian, Native Hawaiian, or Pacific Islander	44	786	789	781	*	0%	*	52%	39%	91%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	45	774	780	761	*	*	*	*	*	69%	64%
Male	51	759	772	750	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	14	745	747	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	82	770	783	766	*	*	*	*	*	68%	69%
Students with Disabilities	16	732	726	724	*	*	*	*	*	19%	23%
Students without Disabilities	80	773	781	762	*	*	*	*	*	74%	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	777	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	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	*	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	257	100.0	53.3	64.6	44.5	53.3	63.4	Not Met
White	66	100.0	36.4	42.1	54.1	36.4	56.1	Not Met
Hispanic	48	100.0	39.6	*	28.8	39.6	38.4	Met Target
Black or African American	22	100.0	27.3	20.3	23.0	27.3	44.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	109	100.0	73.4	81.3	76.5	73.4	80	Met Target†
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	117	100.0	54.7	64.8	44.9	54.7		
Male	140	100.0	52.1	64.4	44.2	52.1		
Economically Disadvantaged Students	52	100.0	40.4	30.3	26.3	40.4	44.7	Met Target†
Non-Economically Disadvantaged Students	205	100.0	56.6	72.7	54.9	56.6		
Students with Disabilities	28	100.0	17.9	14.8	17.4	17.9	29.6	Met Target†
Students without Disabilities	229	100.0	57.6	69.5	50.0	57.6		
English Learners	12	100.0	50.0	40.1	25.0	50.0	**	**
Non-English Learners	245	100.0	53.5	65.9	46.5	53.5		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

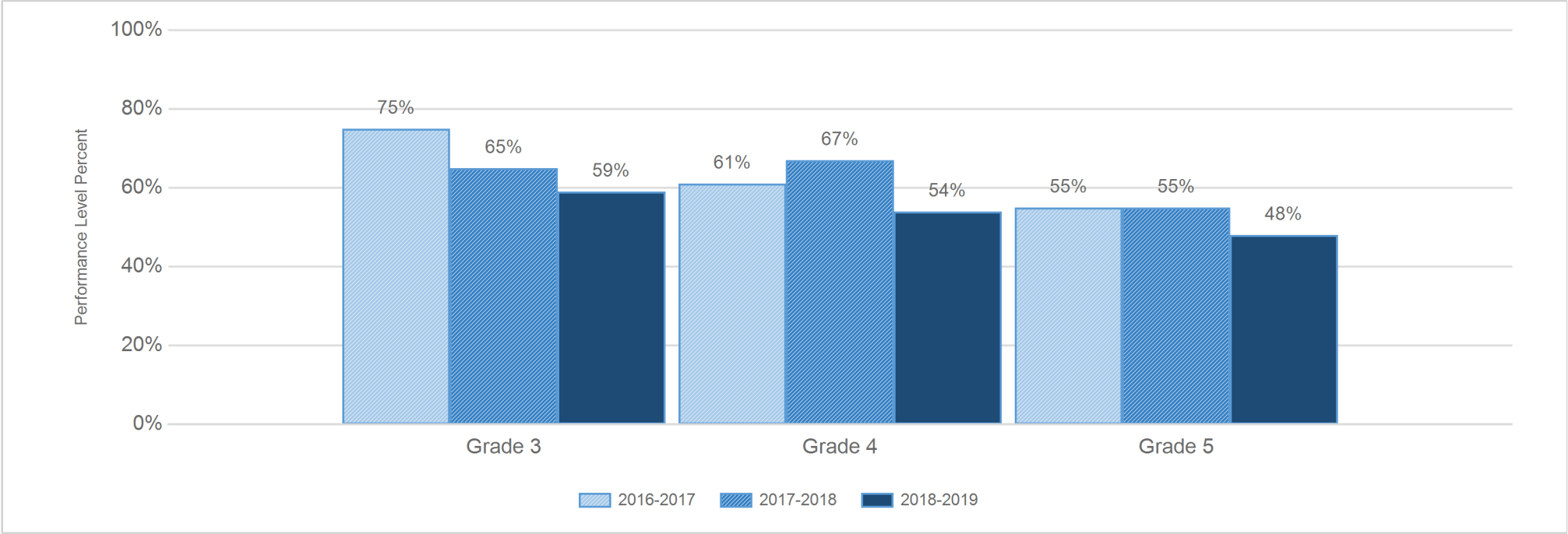


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Mathematics Assessment – Performance Trends

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



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





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Mathematics Assessment - Performance by 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	85	757	771	752	*	*	24%	39%	20%	59%	55%
White	25	741	749	760	*	*	*	*	*	40%	66%
Hispanic	19	748	735	739	*	*	*	*	*	53%	40%
Black or African American	*	*	734	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	31	773	782	778	0%	*	*	45%	35%	81%	83%
American Indian or Alaska Native	*	*	791	749	*	*	*	*	*	*	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	45	752	768	751	*	*	*	*	*	53%	54%
Male	40	762	773	752	*	*	*	*	*	65%	56%
Economically Disadvantaged Students	20	746	*	737	*	*	*	*	*	45%	37%
Non-Economically Disadvantaged Students	65	760	*	761	*	*	*	*	*	63%	67%
Students with Disabilities	*	*	729	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	774	756	*	*	*	*	*	*	60%
English Learners	*	*	733	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	772	754	*	*	*	*	*	*	58%
Homeless Students	*	*	736	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	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	83	756	768	749	*	*	34%	42%	12%	54%	51%
White	19	750	747	757	0%	*	*	*	*	47%	62%
Hispanic	16	738	732	737	*	*	*	*	*	25%	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	35	771	781	776	0%	*	*	*	*	77%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	31	758	768	749	*	*	32%	*	*	61%	50%
Male	52	754	768	749	*	*	35%	*	*	50%	52%
Economically Disadvantaged Students	19	745	735	734	*	*	*	*	*	42%	32%
Non-Economically Disadvantaged Students	64	759	775	759	*	*	*	*	*	58%	63%
Students with Disabilities	*	*	722	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	N	N	723	722	N	N	N	N	N	N	18%
Non-English Learners	83	756	769	751	*	*	34%	42%	12%	54%	54%
Homeless Students	*	*	733	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**James Monroe Elementary School**  
(23-1290-093)  
Grades Offered: KG-05  
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	96	748	764	747	*	25%	23%	*	*	48%	47%
White	23	727	742	755	*	48%	*	*	*	22%	58%
Hispanic	14	732	731	735	*	*	*	*	*	43%	30%
Black or African American	11	727	727	729	0%	*	*	*	*	18%	23%
Asian, Native Hawaiian, or Pacific Islander	44	766	778	775	0%	*	25%	*	*	68%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	45	751	762	747	*	22%	24%	*	*	51%	47%
Male	51	745	766	747	*	27%	22%	*	*	45%	47%
Economically Disadvantaged Students	14	730	732	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	82	750	772	757	*	*	*	*	*	51%	59%
Students with Disabilities	16	725	725	725	*	*	*	*	*	25%	19%
Students without Disabilities	80	752	767	752	*	*	*	*	*	53%	52%
English Learners	*	*	726	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	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	*	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	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	N	N	N
5 or more	N	N	N



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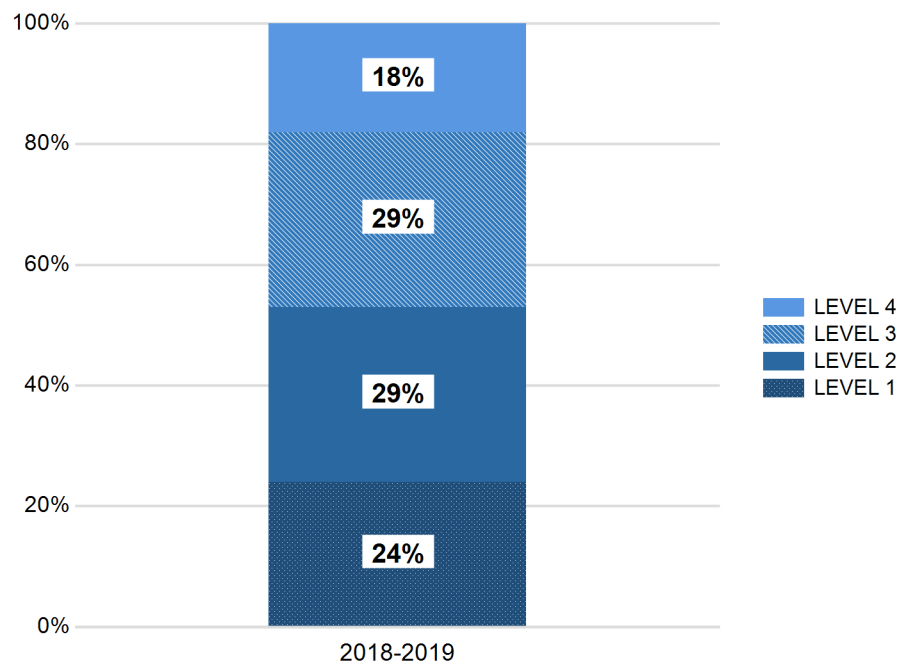
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	24	29	29	18
White	36	36	18	9
Hispanic	43	36	14	7
Black or African American	50	30	20	0
Asian, Native Hawaiian, or Pacific Islander	9	23	39	30
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	20	32	30	18
Male	28	26	28	18
Economically Disadvantaged Students	42	33	17	8
Non-Economically Disadvantaged Students	22	28	30	20
Students with Disabilities	57	29	14	0
Students without Disabilities	19	29	31	21
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.

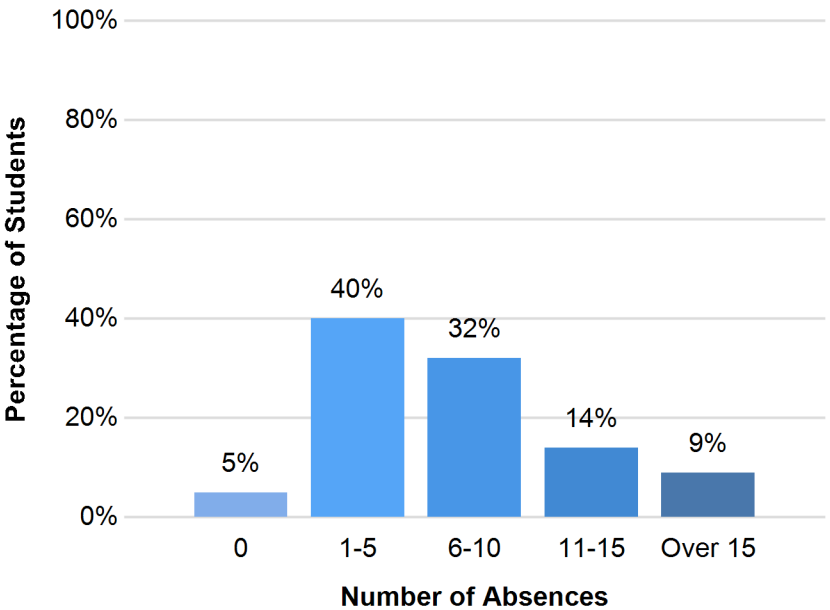
Chronic Absenteeism

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	31	6.3	8.9	Met
White	12	10.6	8.9	Not Met
Hispanic	7	8.0	8.9	Met
Black or African American	0	0	8.9	Met
Asian, Native Hawaiian, or Pacific	12	5.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	9	3.9		
Male	22	8.4		
Economically Disadvantaged Students	13	13.5	8.9	Not Met
Students with Disabilities	10	19.2	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	6	26.1		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





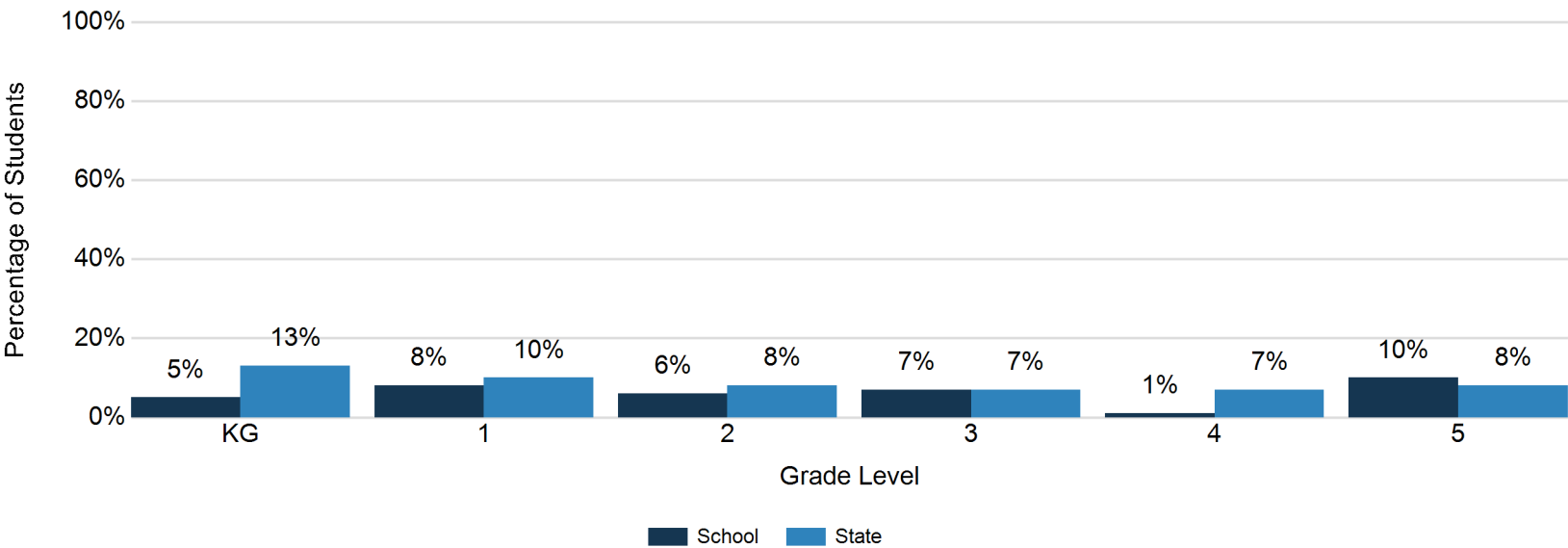
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

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	1	1
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	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	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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



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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

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





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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	95.0%	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	14:1
Students to Administrators	511:1	251:1
Teachers to Administrators	40:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.4%	92.5%	100.0%	48.4%	77.1%	54.9%
Male	53.6%	7.5%	0.0%	51.6%	22.9%	45.1%
White	22.7%	95.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.6%	5.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	47.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.2%	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	3.1%	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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	86.2%



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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.

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	71.9%	70.0%	63.8%
Math Proficiency	62.4%	61.7%	53.3%
ELA Growth	56	50	46
Math Growth	45	39	32
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.5%	7.4%	6.3%

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



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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.



James Monroe Elementary School  
(23-1290-093)  
Grades Offered: KG-05  
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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








James Monroe Elementary School  
(23-1290-093)  
Grades Offered: KG-05  
2018-2019

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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>The annual school play produced by staff and student leaders, harnesses our talented students creativity and is a driving force of our community.</li> <li>Our school focus on kindness transcends grade levels and builds social emotional skills. Our staff is trained in Responsive Classroom and builds community through daily morning meetings.</li> <li>Our students build relationships and forge a deeper understanding of our unique differences through school-wide initiatives such as The Nora Project, mentoring and Autism Awareness Month.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>James Monroe epitomizes the importance of a strong community network. This culture thrives in our new building because all stakeholders have a shared belief in this supportive foundation. Every part of our philosophy at James Monroe is built on the "Monroe Motto": Be Respectful, Try Your Best and Choose Kindness.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Students earn recognition annually for their dedication and involmnet in school activities. The school receives accolades from the community for their service projects.</p>



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2018-2019

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Courses, Curriculum, Instruction:	With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our one-to-one technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.
Clubs and Activities:	At James Monroe, students are involved in a variety of extra-curricular activities such as Safety Patrols, student council, chorus, strings and band. The school also hosts many before and after school clubs. Students show their respect and concern for others in many ways including raising money for St. Jude’s Research through a Math-a-Thon, sponsored food drives for local food banks and pajama collections for hospitalized children.




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 <div>Staff and Professional Learning:</div>	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.
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 <div>Student Supports and Services:</div>	<p>The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teacher.</p>
 <div>Student Health and Wellness:</div>	<p>Elementary students are supported holistically through health &amp; physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.</p>
 <div>Parent and Community Involvement:</div>	<p>Through hard work and fundraising efforts, the PTO provides assembly programs and school-wide field trips. In addition, parents conduct community oriented events such as Harvest Eve, Family Fun Nights, as well as support school-initiated programs. The PTO Color Run brings families together to support the school through fitness and fun. The PTO meets every month. Parents stay abreast of their child's performance on the Parent Portal and learn of upcoming events through the school's digital newsletter, school website, Facebook, Twitter and Instagram social media accounts.</p>



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A blue icon of a school building with a flag on top.	<b>Facilities:</b> <p>In January 2017, James Monroe School relocated back to its original site in a beautiful new setting. Our spacious environment is also energy efficient. The school's design makes the most of the natural light that brightens up the entire facility, even on the cloudiest day. Students eat lunch in a dedicated cafeteria, have Physical Education in a gym, and participate in art and music classes in spaces specifically designed for instruction in these content areas. An outdoor learning environment was added to the courtyard and is a space where classrooms can expand environmental studies.</p>
A blue shield icon with a white checkmark inside.	<b>School Safety:</b> <p>Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state &amp; federal laws in regards to ensuring student safety.</p>




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 <div>Technology and STEM:</div>	James Monroe is a 1:1 school for grades 3 - 5, that supports students with a blended model of technology integration. Students in grades K - 2 share devices. Each classroom has a Promethean Board. Teachers guide students to use technology in meaningful ways to create, research, study and collaborate. A robotics club was added to the school's extra curricular schedule in which students code robots to complete a variety of obstacle courses. Our school's media center includes a makerspace with access to a variety of materials and technology for hands-on inquiry.
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**John Adams Middle School**  
(23-1290-055)  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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



John Adams Middle School  
(23-1290-055)  
Grades Offered: 06-08  
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Mrs. Joan Valentine
Address	1081 NEW DOVER ROAD EDISON, NJ 08820
Phone Number	732-452-2920
Email Address	<a href="mailto:joan.valentine@edison.k12.nj.us">joan.valentine@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/domain/11">https://www.edison.k12.nj.us/domain/11</a>





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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	303	332	312
7	320	318	326
8	332	319	322
Total	955	969	960

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	51.0%	51.2%	51.0%
Male	49.0%	48.8%	49.0%
Economically Disadvantaged Students	12.0%	10.4%	10.8%
Students with Disabilities	6.8%	5.3%	5.8%
English Learners	0.0%	0.1%	0.0%
Homeless Students	1.0%	1.0%	0.5%
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	7.6%	6.3%	5.6%
Hispanic	4.4%	3.8%	3.8%
Black or African American	7.8%	7.1%	7.5%
Asian	79.5%	81.9%	81.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.1%	0.2%	0.3%
Two or More Races	0.5%	0.6%	1.1%

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	37.1%
Hindi	14.9%
Gujarati	9.1%
Telugu	8.0%
Marathi	6.3%
Other Languages	24.7%



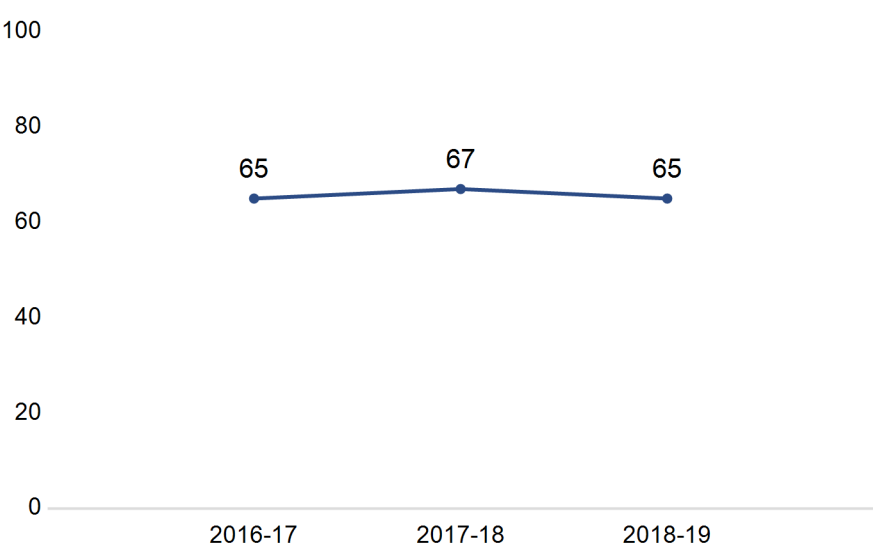
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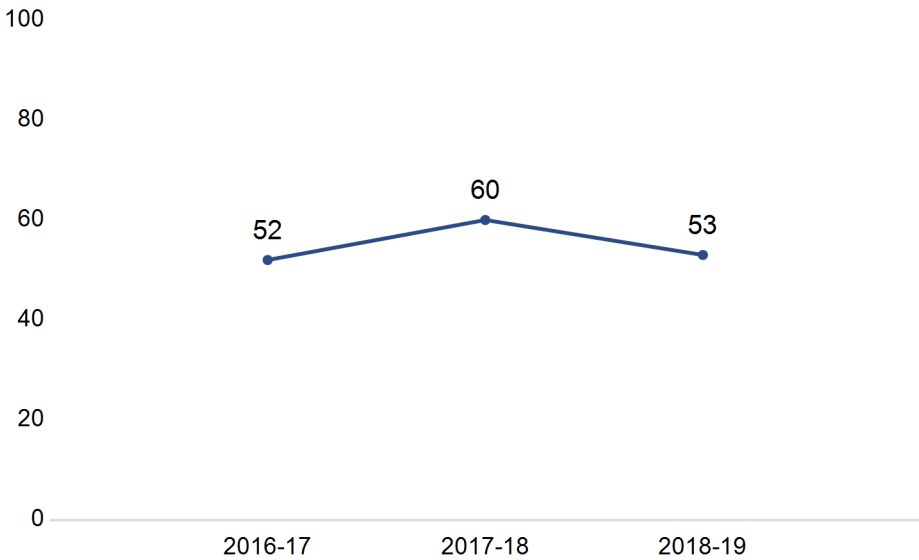
Student Growth Trends and Progress

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	65	67	65	52	60	53
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds 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	65	61	50	Exceeds Standard	53	54	50	Met Standard
White	55	47	50	Met Standard	50.5	51	52	Met Standard
Hispanic	58	53	49	Met Standard	47	48	47	Met Standard
Black or African American	49	47	45	Met Standard	34	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	67	66	59	Exceeds Standard	56	58	60	Met Standard
American Indian or Alaska Native	*	73	56	**	*	61	51.5	**
Two or More Races	64	52	49	**	*	45	52	**
Female	67	64	53	N	56	53	50	N
Male	63	58	47	N	52.5	55	51	N
Economically Disadvantaged Students	56.5	54	48	Met Standard	46	47	46	Met Standard
Students with Disabilities	43	40	43	Met Standard	43	45.5	45	Met Standard
English Learners	77.5	65	52	**	*	60	50	**
Homeless Students	*	62.5	43	N	*	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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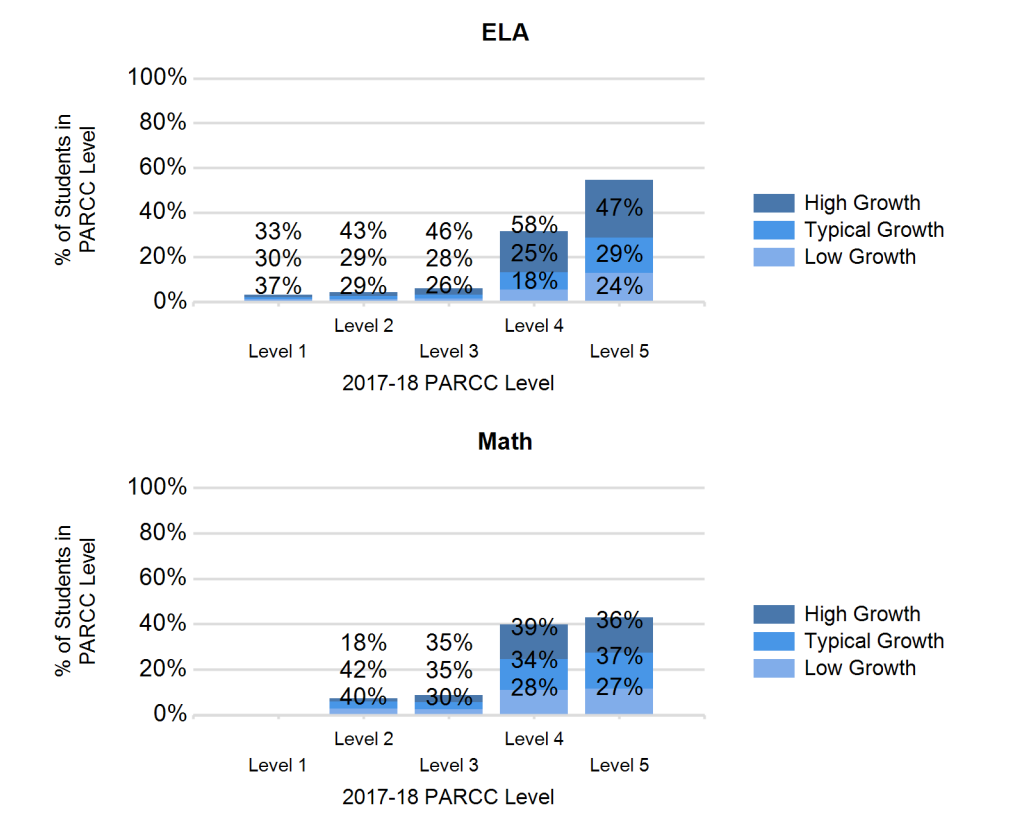
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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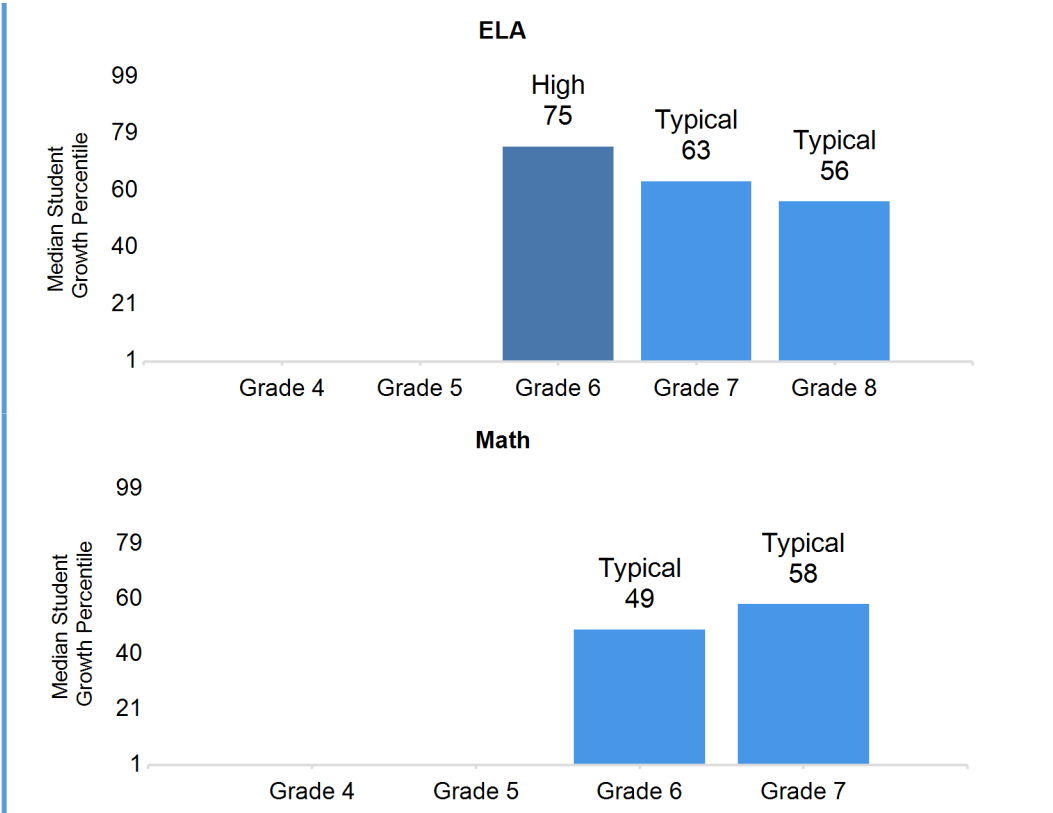
Student Growth by Performance Level

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.





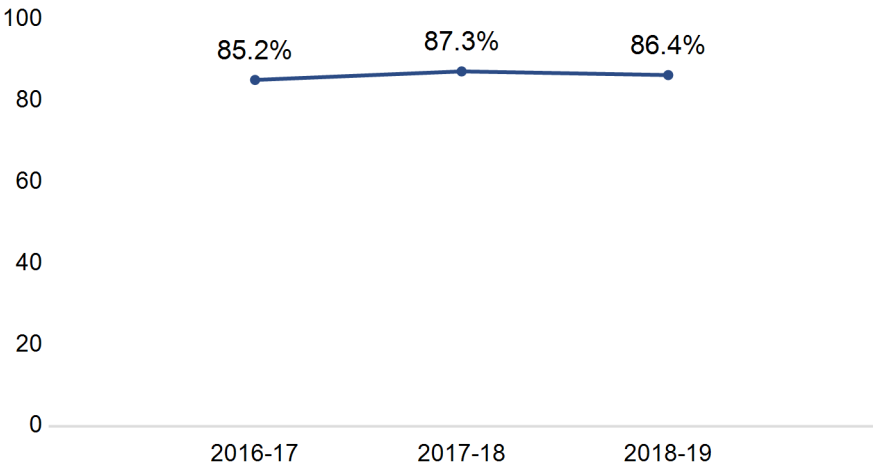
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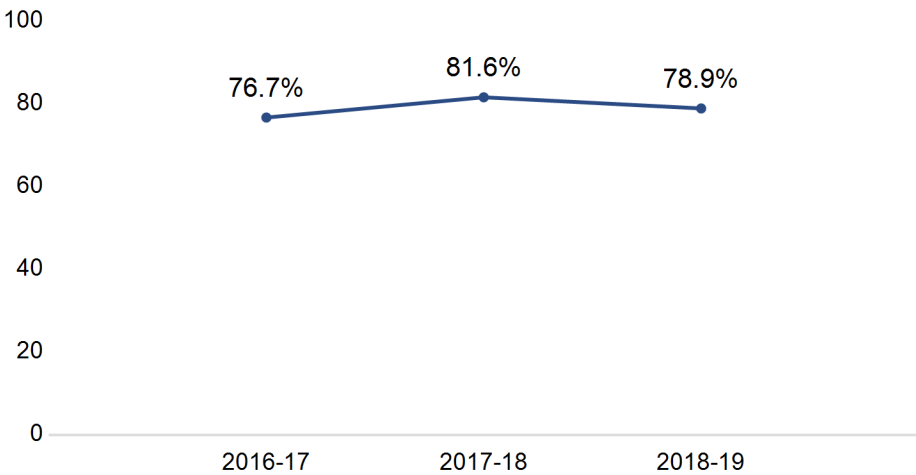
English Language Arts and Mathematics Performance Trends

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	99.3%	99.6%	99.8%	99.3%	99.7%	99.7%
Proficiency Rate for Federal Accountability	85.2%	87.3%	86.4%	76.7%	81.6%	78.9%
Annual Target	80.0%	80.0%	80.0%	77.9%	78.0%	78.1%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target†	Met Goal	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	963	99.8	86.4	77.3	57.9	86.4	80	Met Goal
White	56	98.2	66.1	64.0	66.9	66.1	68.2	Met Target†
Hispanic	37	100.0	64.9	*	43.9	64.9	52.1	Met Target
Black or African American	72	98.7	33.3	47.9	38.5	33.3	40	Met Target†
Asian, Native Hawaiian, or Pacific Islander	785	100.0	93.6	88.4	82.9	93.6	80	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	482	100.0	89.6	81.8	64.8	89.6		
Male	481	99.6	83.2	73.0	51.3	83.2		
Economically Disadvantaged Students	104	99.1	47.1	49.9	40.0	47.1	51	Met Target†
Non-Economically Disadvantaged Students	859	99.9	91.2	83.7	67.9	91.2		
Students with Disabilities	69	98.6	17.4	20.4	22.7	17.4	21.1	Met Target†
Students without Disabilities	894	99.9	91.7	83.0	65.1	91.7		
English Learners	13	100.0	76.9	43.5	29.3	76.9	**	**
Non-English Learners	950	99.8	86.5	79.0	60.6	86.5		
Homeless Students	*	*	*	46.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

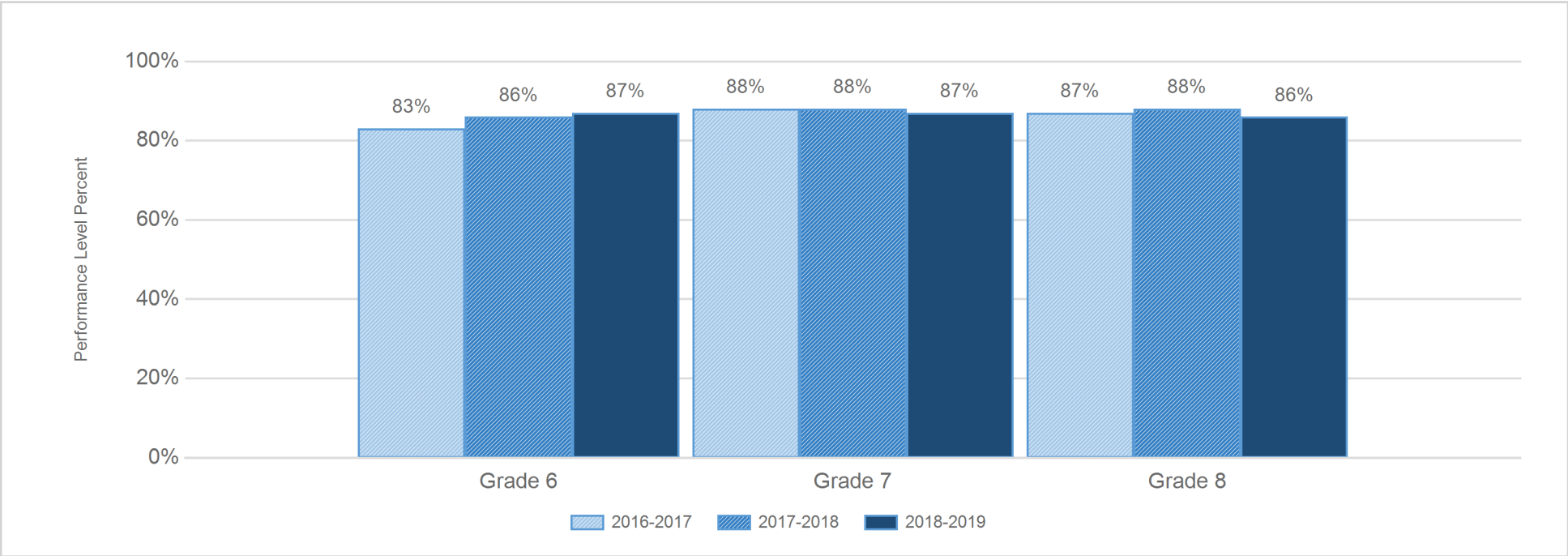


John Adams Middle School  
(23-1290-055)  
Grades Offered: 06-08  
2018-2019

**Report Key:**  
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\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

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.







John Adams Middle School  
(23-1290-055)  
Grades Offered: 06-08  
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	311	790	778	754	3%	4%	6%	32%	55%	87%	56%
White	16	777	759	762	*	0%	*	*	*	88%	65%
Hispanic	16	774	749	743	*	*	*	*	*	75%	43%
Black or African American	24	735	744	738	*	*	*	*	*	29%	36%
Asian, Native Hawaiian, or Pacific Islander	248	796	790	780	*	*	5%	31%	62%	93%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	153	799	786	762	*	*	*	30%	63%	93%	64%
Male	158	781	770	748	*	*	*	34%	47%	81%	48%
Economically Disadvantaged Students	36	752	749	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	275	794	785	763	*	*	*	*	*	92%	67%
Students with Disabilities	22	727	716	722	*	*	*	*	*	23%	19%
Students without Disabilities	289	794	784	761	*	*	*	*	*	92%	64%
English Learners	N	N	725	710	N	N	N	N	N	N	*
Non-English Learners	311	790	778	756	3%	4%	6%	32%	55%	87%	*
Homeless Students	*	*	749	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	*	721	N	N	N	N	N	N	25%





John Adams Middle School  
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2018-2019

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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	329	802	790	761	*	*	7%	12%	75%	87%	63%
White	20	766	772	769	*	*	*	*	*	60%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	23	732	743	741	*	*	*	*	*	26%	43%
Asian, Native Hawaiian, or Pacific Islander	275	813	806	790	*	*	*	12%	84%	96%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	168	805	797	769	*	*	6%	13%	76%	89%	71%
Male	161	800	784	753	*	*	8%	12%	73%	85%	55%
Economically Disadvantaged Students	29	744	759	743	*	*	38%	*	*	31%	45%
Non-Economically Disadvantaged Students	300	808	798	771	*	*	4%	*	*	93%	73%
Students with Disabilities	17	697	709	720	*	*	*	*	*	*	22%
Students without Disabilities	312	808	797	769	*	*	*	*	*	*	71%
English Learners	N	N	721	706	N	N	N	N	N	N	12%
Non-English Learners	329	802	791	763	*	*	7%	12%	75%	87%	65%
Homeless Students	*	*	750	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	*	728	N	N	N	N	N	N	31%



John Adams Middle School  
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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	325	801	787	762	3%	3%	7%	21%	65%	86%	63%
White	17	751	762	770	*	*	*	*	*	59%	72%
Hispanic	11	764	754	747	0%	*	*	*	*	73%	49%
Black or African American	29	738	754	741	*	*	34%	*	*	34%	43%
Asian, Native Hawaiian, or Pacific Islander	264	813	804	794	*	*	*	17%	77%	95%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	166	806	795	771	*	*	7%	19%	69%	89%	71%
Male	159	796	780	753	*	*	8%	23%	61%	84%	55%
Economically Disadvantaged Students	41	754	752	743	*	*	29%	*	*	49%	45%
Non-Economically Disadvantaged Students	284	808	796	772	*	*	4%	*	*	92%	72%
Students with Disabilities	20	718	721	721	*	*	*	*	*	20%	22%
Students without Disabilities	305	806	794	770	*	*	*	*	*	91%	71%
English Learners	*	*	719	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	789	764	*	*	*	*	*	*	65%
Homeless Students	*	*	763	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	963	99.7	78.9	64.6	44.5	78.9	78.1	Met Target
White	56	98.2	50.0	42.1	54.1	50.0	52.6	Met Target†
Hispanic	37	100.0	37.8	*	28.8	37.8	36.6	Met Target
Black or African American	72	98.7	16.7	20.3	23.0	16.7	20.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	785	99.9	88.4	81.3	76.5	88.4	80	Met Goal
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	482	100.0	79.0	64.8	44.9	79.0		
Male	481	99.4	78.8	64.4	44.2	78.8		
Economically Disadvantaged Students	104	99.1	32.7	30.3	26.3	32.7	35.5	Met Target†
Non-Economically Disadvantaged Students	859	99.8	84.5	72.7	54.9	84.5		
Students with Disabilities	69	98.6	10.1	14.8	17.4	10.1	21.1	Not Met
Students without Disabilities	894	99.8	84.2	69.5	50.0	84.2		
English Learners	14	100.0	71.4	40.1	25.0	71.4	**	**
Non-English Learners	949	99.7	79.0	65.9	46.5	79.0		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

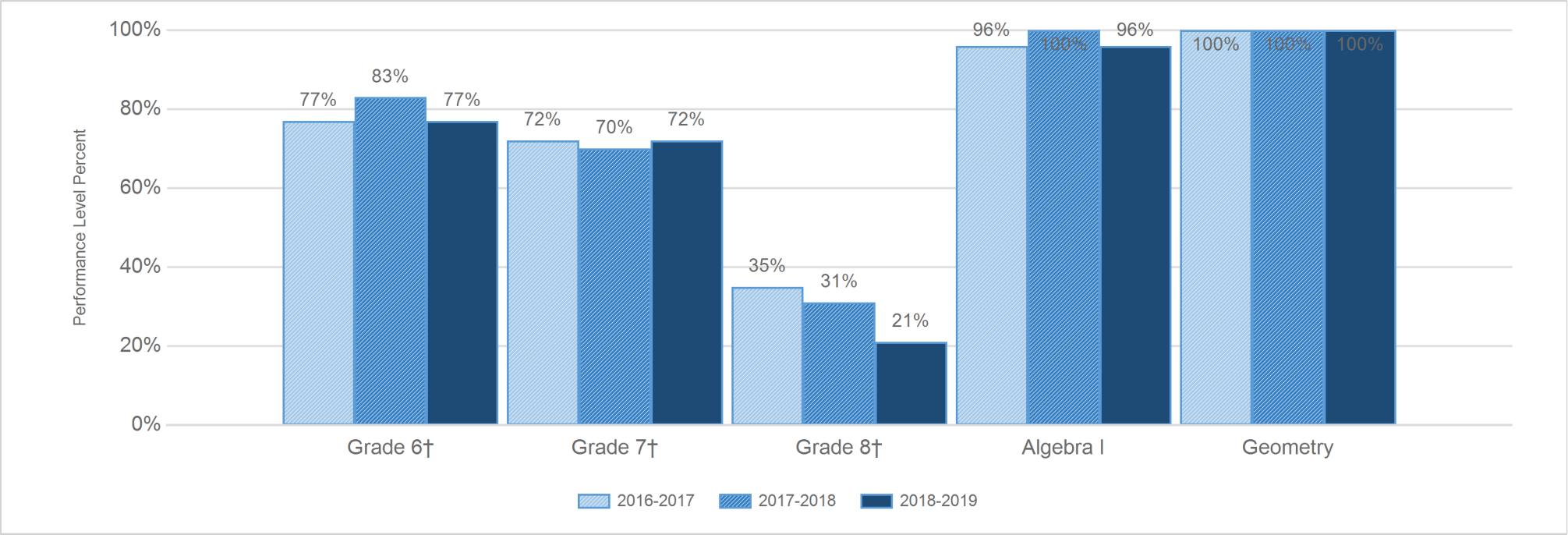


John Adams Middle School  
(23-1290-055)  
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2018-2019

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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.



**John Adams Middle School**  
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## Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	311	768	757	741	*	*	11%	50%	27%	77%	41%
White	16	754	741	749	0%	*	*	*	*	75%	51%
Hispanic	16	742	727	729	*	*	*	*	*	44%	24%
Black or African American	24	716	721	722	*	*	*	*	*	21%	19%
Asian, Native Hawaiian, or Pacific Islander	248	775	769	769	*	*	11%	52%	32%	84%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	153	770	759	742	*	*	*	58%	24%	82%	42%
Male	158	766	755	740	*	*	*	42%	30%	73%	40%
Economically Disadvantaged Students	36	732	731	726	*	*	*	*	*	36%	21%
Non-Economically Disadvantaged Students	275	773	764	750	*	*	*	*	*	83%	53%
Students with Disabilities	22	724	714	716	*	*	*	*	*	18%	12%
Students without Disabilities	289	771	762	746	*	*	*	*	*	82%	46%
English Learners	N	N	715	709	N	N	N	N	N	N	*
Non-English Learners	311	768	758	743	*	*	11%	50%	27%	77%	*
Homeless Students	*	*	729	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	201	763	752	744	*	*	15%	47%	25%	72%	42%
White	19	743	743	751	*	*	*	*	*	47%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	22	718	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	150	773	766	768	0%	*	*	54%	31%	85%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	113	763	754	744	*	*	*	47%	24%	71%	42%
Male	88	763	749	743	*	*	*	47%	26%	73%	42%
Economically Disadvantaged Students	27	729	733	731	*	*	*	*	*	26%	24%
Non-Economically Disadvantaged Students	174	768	758	751	*	*	*	*	*	79%	53%
Students with Disabilities	17	710	713	718	*	*	*	*	*	*	13%
Students without Disabilities	184	767	756	749	*	*	*	*	*	*	48%
English Learners	*	*	724	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	752	745	*	*	*	*	*	*	44%
Homeless Students	*	*	729	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	*	717	N	N	N	N	N	N	12%



**John Adams Middle School**  
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## Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	723	722	728	25%	25%	28%	21%	0%	21%	29%
White	10	713	717	737	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	26	712	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	31	737	*	747	*	*	*	45%	0%	45%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	38	722	722	731	*	*	*	*	*	13%	31%
Male	37	724	721	726	*	*	*	*	*	30%	27%
Economically Disadvantaged Students	34	716	713	719	*	*	*	*	*	15%	20%
Non-Economically Disadvantaged Students	41	729	727	735	*	*	*	*	*	27%	36%
Students with Disabilities	18	695	704	707	*	*	*	*	*	*	10%
Students without Disabilities	57	732	726	734	*	*	*	*	*	*	35%
English Learners	*	*	705	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	723	730	*	*	*	*	*	*	30%
Homeless Students	N	N	715	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%





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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	282	800	773	744	0%	0%	4%	55%	41%	96%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	737	728	*	*	*	*	*	*	24%
Black or African American	*	*	735	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	263	802	788	775	0%	0%	*	*	*	97%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	141	797	772	745	0%	0%	*	*	*	96%	44%
Male	141	804	774	743	0%	0%	*	*	*	96%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	723	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	777	748	*	*	*	*	*	*	47%
English Learners	N	N	719	710	N	N	N	N	N	N	*
Non-English Learners	282	800	775	745	0%	0%	4%	55%	41%	96%	*
Homeless Students	*	*	733	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%





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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	96	795	758	737	0%	0%	0%	19%	81%	100%	35%
White	N	N	743	743	N	N	N	N	N	N	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	*	*	729	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	753	745	N	N	N	N	N	N	46%
Female	42	792	757	738	0%	0%	0%	*	*	100%	36%
Male	54	797	758	736	0%	0%	0%	*	*	100%	34%
Economically Disadvantaged Students	*	*	737	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	762	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	726	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	759	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	96	795	*	738	0%	0%	0%	19%	81%	100%	*
Homeless Students	N	N	731	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**John Adams Middle School**  
(23-1290-055)  
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	*	*

## 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



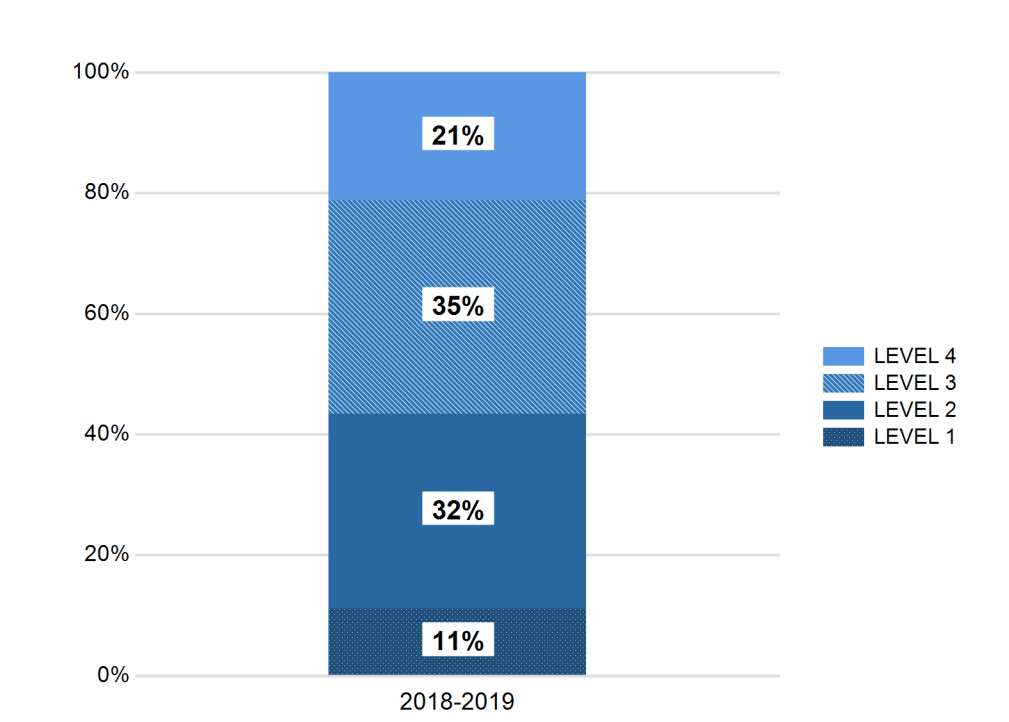
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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	11	32	35	21
White	39	33	28	0
Hispanic	36	55	9	0
Black or African American	52	41	7	0
Asian, Native Hawaiian, or Pacific Islander	5	30	40	26
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	10	37	34	19
Male	13	28	37	23
Economically Disadvantaged Students	41	44	7	7
Non-Economically Disadvantaged Students	7	30	40	23
Students with Disabilities	82	6	6	6
Students without Disabilities	7	34	37	22
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	109
7	131	0	175
8	90	97	79
Total	221	97	363

### 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	208	100	0	0	0	0	0
7	209	52	0	0	0	0	0
8	226	52	0	0	0	0	0
Total	643	204	0	0	0	0	0



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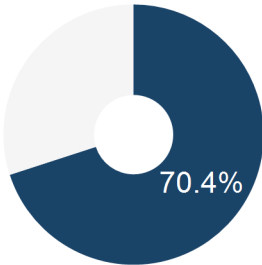
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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

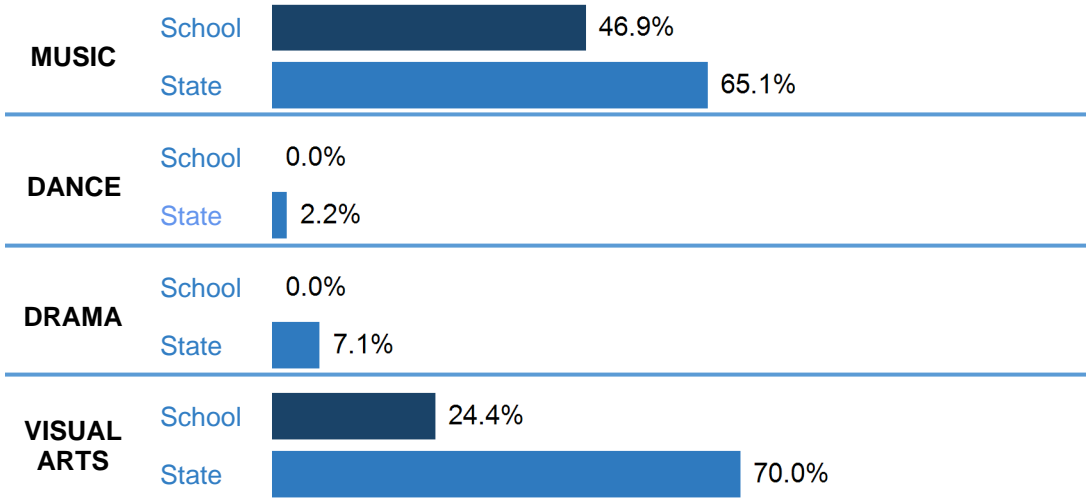


School



State

Students enrolled in one or more classes by discipline:





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

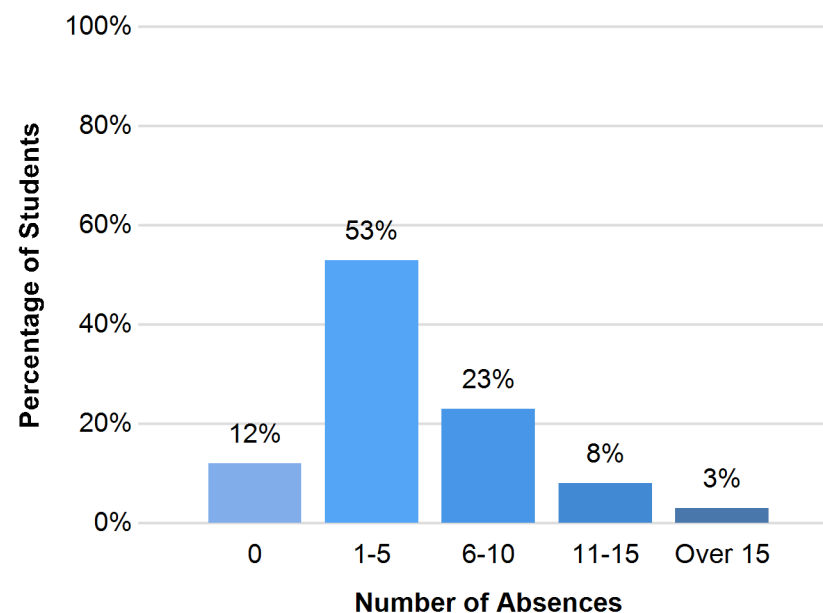
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	1.9	9.1	Met
White	5	8.5	9.1	Met
Hispanic	2	5.4	9.1	Met
Black or African American	10	12.5	9.1	Not Met
Asian, Native Hawaiian, or Pacific	2	0.3	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	8	1.6		
Male	11	2.3		
Economically Disadvantaged Students	11	10.2	9.1	Not Met
Students with Disabilities	11	14.5	9.1	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.





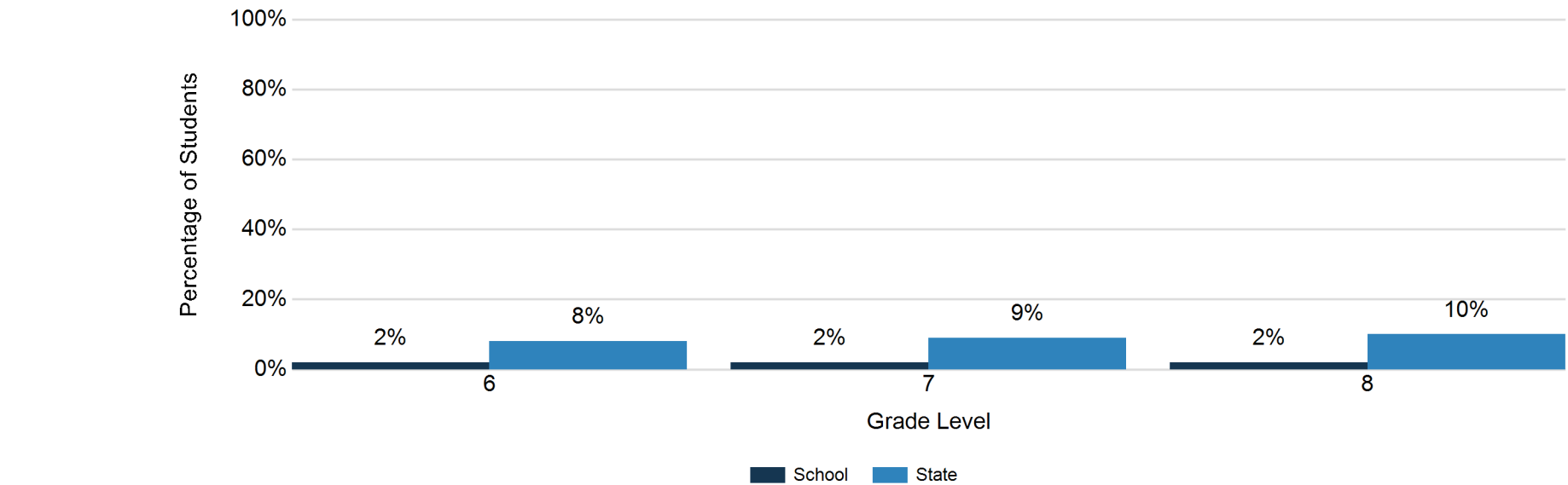
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### Chronic Absenteeism by Grade

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





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

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

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.31

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

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

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

19





# John Adams Middle School

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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	5 Hrs. 33 Mins.

## Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	69	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	72.5%	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	14:1
Students to Administrators	160:1	251:1
Teachers to Administrators	12:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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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	51.0%	73.9%	83.3%	48.4%	77.1%	54.9%
Male	49.0%	26.1%	16.7%	51.6%	22.9%	45.1%
White	5.6%	89.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	3.8%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.5%	2.9%	0.0%	15.0%	6.6%	13.9%
Asian	81.6%	4.3%	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	1.1%	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.

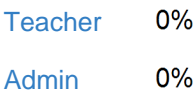
Bachelor’s Degree



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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	91.2%



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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.

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	85.2%	87.3%	86.4%
Math Proficiency	76.7%	81.6%	78.9%
ELA Growth	65	67	65
Math Growth	52	60	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.9%	1.9%	1.9%

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



John Adams Middle School  
(23-1290-055)  
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.





John Adams Middle School  
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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






**John Adams Middle School**  
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 2018-2019

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## School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>JAMS is a PBSIS Showcase School where Knights demonstrate respect, responsibility, and excellence all day, every day!</li> <li>Technology is a part of each school day, with all students utilizing 1:1 personal chromebooks</li> <li>Students are challenged with problem-based rigorous activities that empower leadership and encourage active participation.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Mission: John Adams Middle School is committed to inspire and empower students to reach their full potential and become respectful, responsible, productive future leaders in a global society. Theme: John Adams Middle School Knights demonstrate respect, responsibility, and excellence - all day, every day.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Student recognition includes weekly PBSIS drawings, monthly student of the month breakfasts, and marking period recognition assemblies to highlight academic and extra-curricular activities. Students have been awarded at the state level in band, choir, and orchestra as well as Odyssey of the Mind. Students are constantly recognized for their efforts in demonstrating stellar character.</p>






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 <b>Courses, Curriculum, Instruction:</b>	<p>JAMS students are provided a comprehensive, rigorous curriculum aligned to content standards and 21st century skills. JAMS educates the whole child and focuses on aspects of academics as well as social and emotional learning. Students are provided an array of course and elective opportunities to meet individual learning needs.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>Students have the opportunity to play on interscholastic teams beginning in the middle school. Edison athletes are recognized for their sportsmanship and championships.</p>
 <b>Clubs and Activities:</b>	<p>JAMS offers an array of before/after school clubs and activities including the following: Jazz, FCCLA, Crochet, Debate, Book Lovers, Chess, Robotics, Community Service, Ambassadors, Student Council, Cricket, Concert Choir, Drama, Odyseey of the Mind, Knightly News, Drone, Art, Courtyard, Pen Pals, Sunrise Scholars, Student Ambassadors, Photo, Science, Newspaper and Yearbook.</p>




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 <div>Staff and Professional Learning:</div>	JAMS staff is provided with consistent and regular professional development opportunities that include in-class coaching/debriefing, peer observations, professional learning institute, in-service days, and virtual learning. JAMS teachers collaborate through professional learning and teamed activities.
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 <div>Student Health and Wellness:</div>	<p>Students at JAMS are provided breakfast and lunch opportunities daily. A food service committee comprised of students, staff, and parents meets regularly to review the food service plan and implement any necessary change. Students/staff have adopted a share basket to provide nourishment for anyone hungry throughout the day. Physical activities are promoted and made available for all students and staff. Counseling services are provided to students for academic, social and emotional growth.</p>
 <div>Parent and Community Involvement:</div>	<p>Parents are involved at every level Pre-K through Grade 12. They are engaged via our parent portal which allows them to view grades and district forms. Additionally, learning platforms allow parents to see what students are engaged in within the classrooms. At every school, PTOs are instrumental in organizing events to engage the school and larger community.</p>






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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers
 Facilities:	JAMS facilities are changing to meet the demands of the growing population of students. Recent additions include a fitness center and renovated media center. The upcoming referendum will determine other additions that will help address the school's overcrowding issue.
 School Safety:	Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state & federal laws in regards to ensuring student safety.




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 <div>Technology and STEM:</div>	<p>The John Adams Middle School community is one that empowers students to become leaders in and out of the classroom through rigorous, problem-based learning activities that promote student voice, choice, and leadership. Students and staff are interactive, collaborative, and creative. Critical/design thinking, problem-solving, explorative, investigators, and STEAM are words used to describe students on a regular basis. At JAMS, safety and security of staff and students is paramount; measures and reviewed and reinforced regularly in an effort to maintain the highest levels of safety for the entire school community.</p>
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<div>Other Information</div>	<p>John Adams Middle School is proud of our students and staff. With award-winning programs and recognition initiatives, our school community is one that embraces diversity, competition, and change. Students enter JAMS eager to learn and leave as productive citizens ready to lead and affect change.</p>
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**John Marshall Elementary School**  
(23-1290-095)  
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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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

**John Marshall Elementary School**

(23-1290-095)

Grades Offered: KG-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	Middlesex
District	Edison Township School District
Principal Name	Ami Hoffman
Address	15 CORNELL STREET EDISON, NJ 08817
Phone Number	732-650-5370
Email Address	<a href="mailto:ami.hoffman@edison.k12.nj.us">ami.hoffman@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/domain/18">https://www.edison.k12.nj.us/domain/18</a>



John Marshall Elementary School

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

Enrollment Trends by Grade

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
KG	121	136	124
1	149	135	155
2	153	144	128
3	125	149	127
4	138	120	131
5	97	127	114
Total	783	811	813

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

Student Group	2016-17	2017-18	2018-19
Female	50.4%	49.4%	48.8%
Male	49.6%	50.6%	51.2%
Economically Disadvantaged Students	20.2%	17.0%	17.6%
Students with Disabilities	8.6%	8.3%	13.8%
English Learners	12.3%	13.2%	10.3%
Homeless Students	3.6%	3.2%	2.7%
Students in Foster Care	0.0%	0.1%	0.2%
Military-Connected Students	0.0%	0.0%	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	6.5%	5.7%	5.8%
Hispanic	7.7%	7.6%	9.2%
Black or African American	7.2%	6.3%	5.7%
Asian	76.9%	78.3%	77.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.6%	1.0%	0.7%
Two or More Races	1.0%	1.0%	1.2%

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
KG - Half Day	119	136	118
KG - Full Day	2	0	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	25.2%
Telugu	17.3%
Hindi	14.9%
Tamil	11.6%
Spanish	5.4%
Other Languages	25.6%



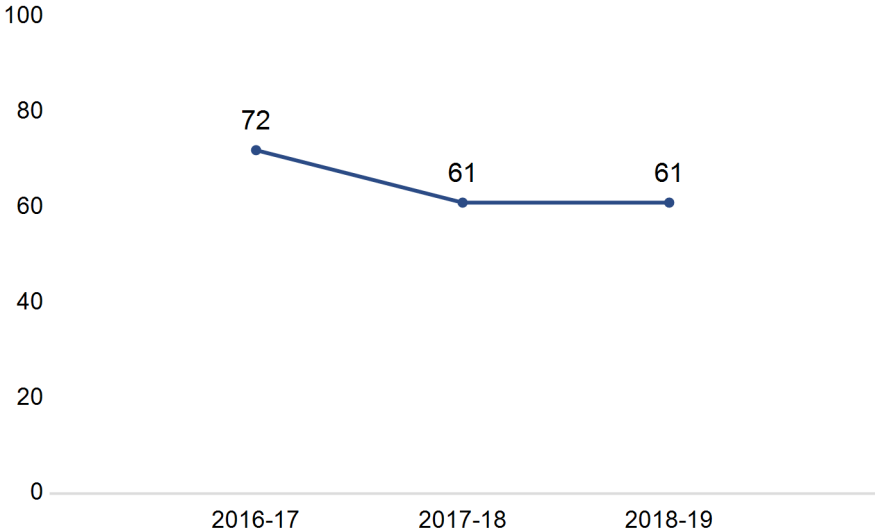
John Marshall Elementary School  
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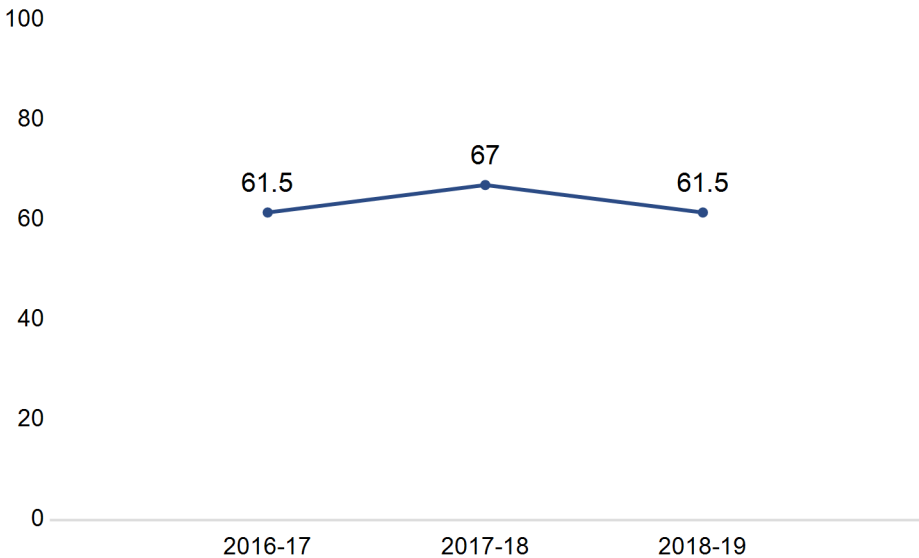
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	61	61	61.5	67	61.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds 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	61	61	50	Exceeds Standard	61.5	54	50	Exceeds Standard
White	40	47	50	**	60	51	52	**
Hispanic	54	53	49	Met Standard	47	48	47	Met Standard
Black or African American	55	47	45	**	60	41	43	**
Asian, Native Hawaiian, or Pacific Islander	66	66	59	Exceeds Standard	63.5	58	60	Exceeds Standard
American Indian or Alaska Native	*	73	56	**	*	61	51.5	**
Two or More Races	*	52	49	**	*	45	52	**
Female	65	64	53	N	62.5	53	50	N
Male	53	58	47	N	60.5	55	51	N
Economically Disadvantaged Students	55	54	48	Met Standard	61.5	47	46	Exceeds Standard
Students with Disabilities	34.5	40	43	Not Met	48	45.5	45	**
English Learners	60	65	52	Exceeds Standard	51.5	60	50	Met Standard
Homeless Students	*	62.5	43	N	*	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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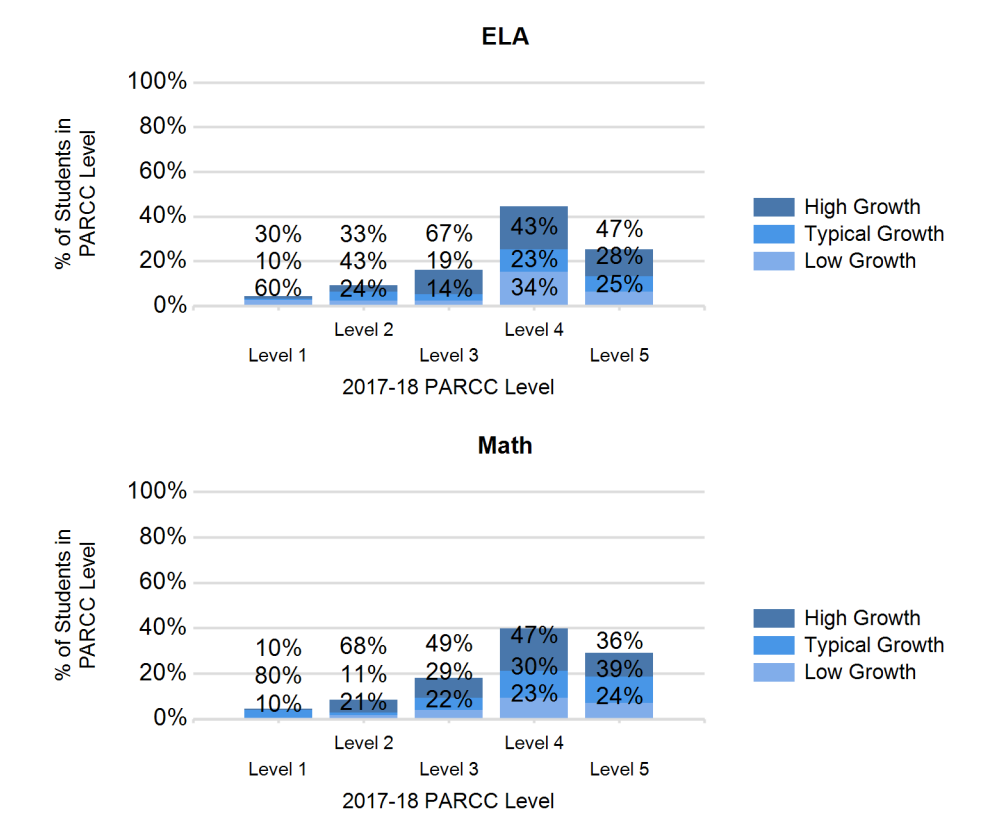
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

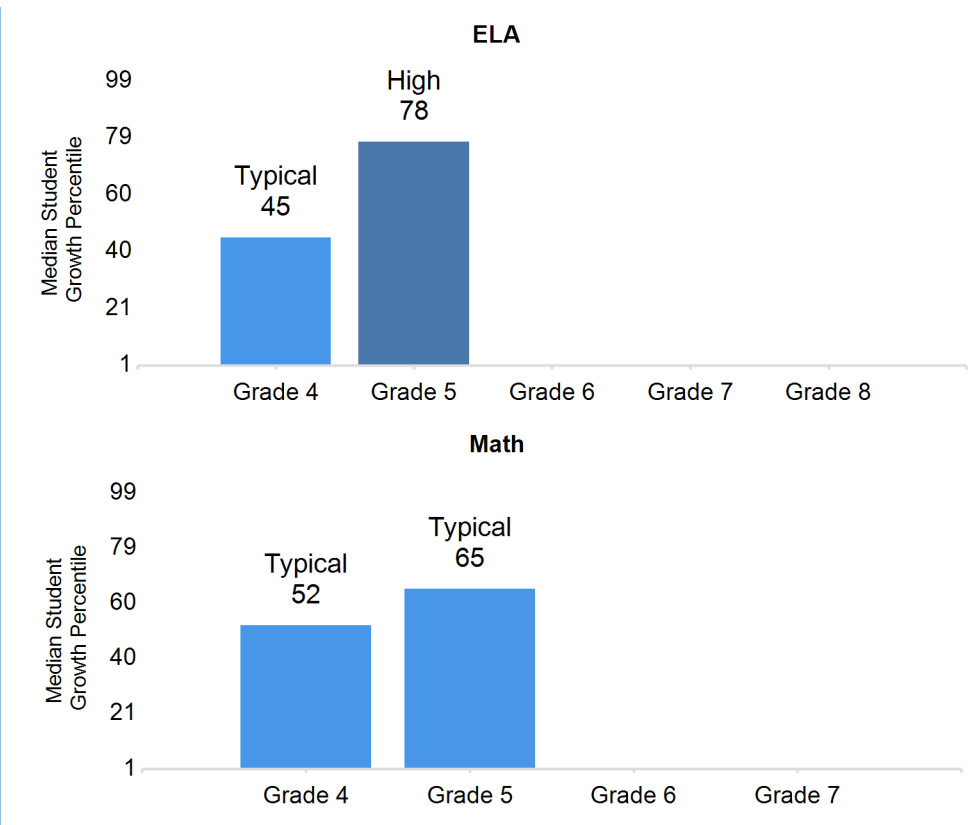
Student Growth by Performance Level

Student Growth by Grade

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.



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





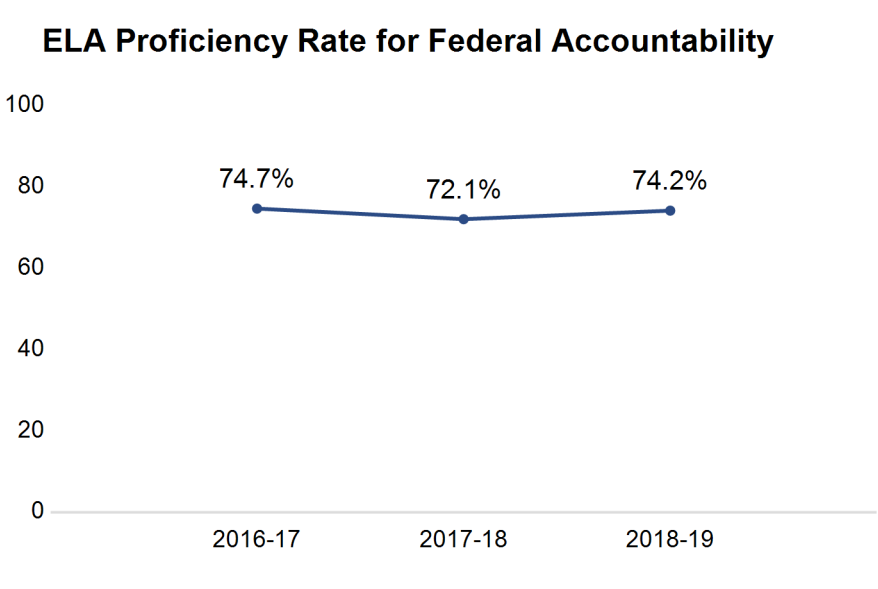
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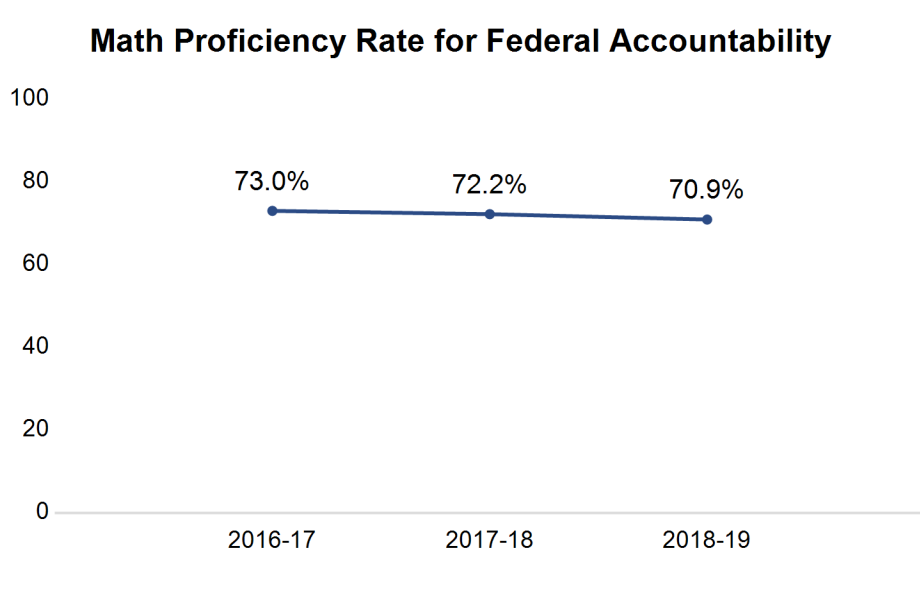
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	99.7%	99.7%	98.9%	100.0%	99.7%
Proficiency Rate for Federal Accountability	74.7%	72.1%	74.2%	73.0%	72.2%	70.9%
Annual Target	72.9%	73.3%	73.6%	76.4%	76.6%	76.8%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	353	99.7	74.2	77.3	57.9	74.2	73.6	Met Target
White	20	95.5	50.0	64.0	66.9	50.0	44.9	Met Target
Hispanic	45	100.0	40.0	*	43.9	40.0	46	Met Target†
Black or African American	28	100.0	42.9	47.9	38.5	42.9	49.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	257	100.0	85.6	88.4	82.9	85.6	80	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	174	100.0	79.3	81.8	64.8	79.3		
Male	179	99.5	69.3	73.0	51.3	69.3		
Economically Disadvantaged Students	72	98.7	31.9	49.9	40.0	31.9	49.3	Not Met
Non-Economically Disadvantaged Students	281	100.0	85.1	83.7	67.9	85.1		
Students with Disabilities	40	97.6	15.0	20.4	22.7	15.0	35.2	Not Met
Students without Disabilities	313	100.0	81.8	83.0	65.1	81.8		
English Learners	47	100.0	46.8	43.5	29.3	46.8	53.3	Met Target†
Non-English Learners	306	99.7	78.4	79.0	60.6	78.4		
Homeless Students	*	*	*	46.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.





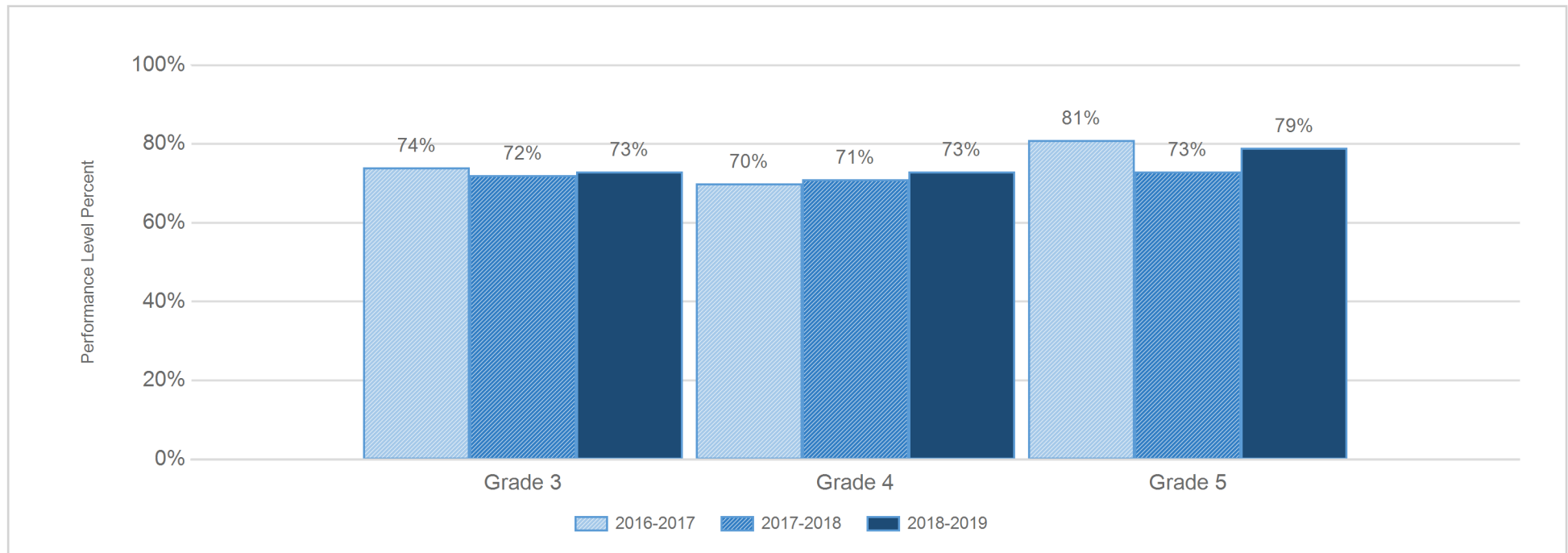
**John Marshall Elementary School**  
(23-1290-095)  
Grades Offered: KG-05  
2018-2019

**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.





John Marshall Elementary School

(23-1290-095)

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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	124	773	771	748	*	*	15%	51%	22%	73%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	11	716	735	734	*	0%	*	*	*	36%	36%
Black or African American	*	*	741	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	100	783	781	773	*	*	13%	56%	25%	81%	75%
American Indian or Alaska Native	N	N	798	746	N	N	N	N	N	N	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	59	780	773	753	*	*	*	54%	25%	80%	55%
Male	65	767	768	743	*	*	*	48%	18%	66%	46%
Economically Disadvantaged Students	15	720	*	731	*	*	*	*	*	27%	33%
Non-Economically Disadvantaged Students	109	781	*	759	*	*	*	*	*	79%	61%
Students with Disabilities	12	707	717	719	*	*	*	*	*	25%	24%
Students without Disabilities	112	780	775	754	*	*	*	*	*	78%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	772	751	*	*	*	*	*	*	54%
Homeless Students	*	*	734	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	133	772	774	755	*	*	15%	38%	35%	73%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	19	741	742	743	*	*	*	*	*	42%	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	97	784	786	779	*	*	10%	36%	48%	85%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	62	778	779	760	*	*	*	42%	39%	81%	62%
Male	71	766	770	750	*	*	*	34%	32%	66%	53%
Economically Disadvantaged Students	29	734	742	740	*	*	34%	*	*	31%	40%
Non-Economically Disadvantaged Students	104	783	782	765	*	*	10%	*	*	85%	69%
Students with Disabilities	10	708	718	725	*	*	*	*	*	10%	25%
Students without Disabilities	123	777	779	761	*	*	*	*	*	78%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	775	758	*	*	*	*	*	*	60%
Homeless Students	*	*	745	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	777	776	756	*	*	12%	53%	26%	79%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	16	740	748	743	*	*	*	*	*	44%	44%
Black or African American	11	747	744	739	*	*	*	*	*	55%	38%
Asian, Native Hawaiian, or Pacific Islander	73	792	789	781	0%	*	*	53%	38%	92%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	60	777	780	761	*	*	*	58%	23%	82%	64%
Male	51	777	772	750	*	*	*	47%	29%	76%	52%
Economically Disadvantaged Students	31	743	747	740	*	*	*	*	*	45%	39%
Non-Economically Disadvantaged Students	80	790	783	766	*	*	*	*	*	93%	69%
Students with Disabilities	12	720	726	724	*	*	*	*	*	*	23%
Students without Disabilities	99	784	781	762	*	*	*	*	*	*	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	777	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	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	*	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	361	99.7	70.9	64.6	44.5	70.9	76.8	Not Met
White	21	95.7	33.3	42.1	54.1	33.3	47.6	Met Target†
Hispanic	45	100.0	24.4	*	28.8	24.4	42.6	Not Met
Black or African American	28	100.0	28.6	20.3	23.0	28.6	32.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	264	100.0	86.4	81.3	76.5	86.4	80	Met Goal
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	178	100.0	71.9	64.8	44.9	71.9		
Male	183	99.5	69.9	64.4	44.2	69.9		
Economically Disadvantaged Students	73	98.8	23.3	30.3	26.3	23.3	49.3	Not Met
Non-Economically Disadvantaged Students	288	100.0	83.0	72.7	54.9	83.0		
Students with Disabilities	40	97.6	17.5	14.8	17.4	17.5	40.3	Not Met
Students without Disabilities	321	100.0	77.6	69.5	50.0	77.6		
English Learners	55	100.0	54.5	40.1	25.0	54.5	68.7	Not Met
Non-English Learners	306	99.7	73.9	65.9	46.5	73.9		
Homeless Students	10	100.0	20.0	28.6	17.1	20.0		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

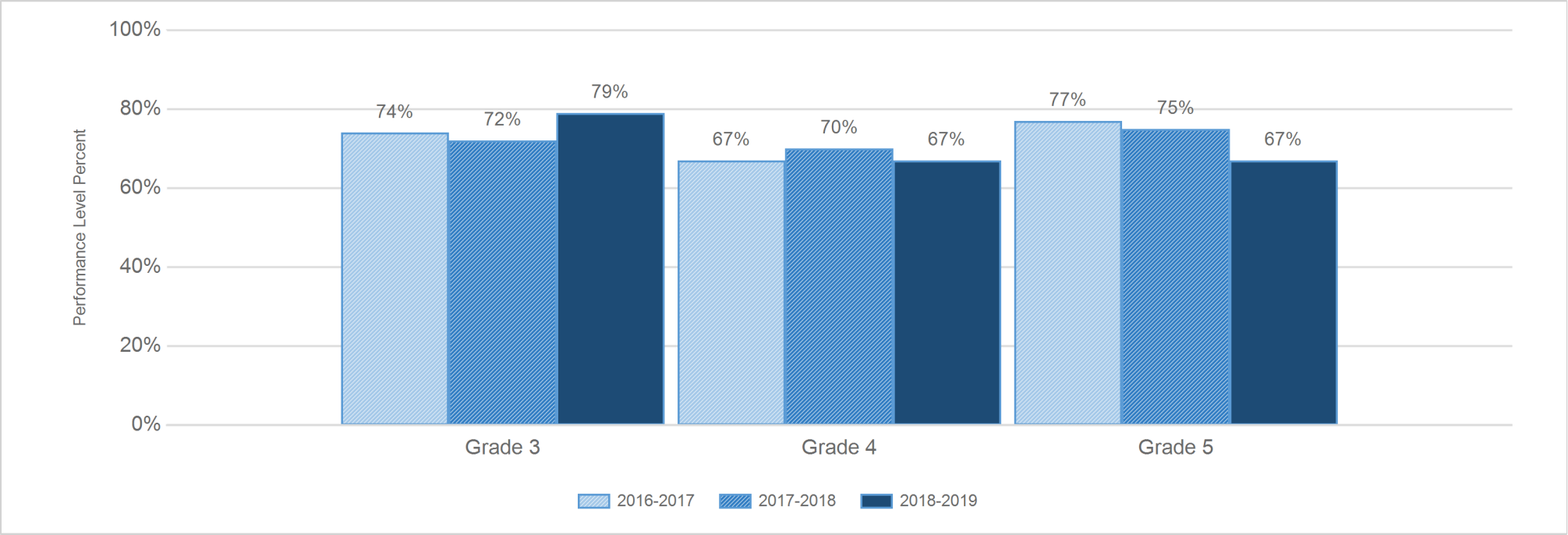


John Marshall Elementary School  
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2018-2019

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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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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	129	773	771	752	*	*	12%	50%	29%	79%	55%
White	*	*	749	760	*	*	*	*	*	*	66%
Hispanic	11	724	735	739	*	*	*	*	*	36%	40%
Black or African American	*	*	734	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	105	782	782	778	*	*	10%	52%	35%	88%	83%
American Indian or Alaska Native	N	N	791	749	N	N	N	N	N	N	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	60	777	768	751	*	*	*	48%	32%	80%	54%
Male	69	771	773	752	*	*	*	51%	28%	78%	56%
Economically Disadvantaged Students	15	728	*	737	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	114	779	*	761	*	*	*	*	*	86%	67%
Students with Disabilities	12	719	729	731	*	*	*	*	*	25%	31%
Students without Disabilities	117	779	774	756	*	*	*	*	*	85%	60%
English Learners	*	*	733	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	772	754	*	*	*	*	*	*	58%
Homeless Students	*	*	736	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%





John Marshall Elementary School

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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	136	765	768	749	*	*	19%	48%	19%	67%	51%
White	*	*	747	757	*	*	*	*	*	*	62%
Hispanic	19	727	732	737	*	*	*	*	*	16%	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	99	779	781	776	*	*	11%	58%	26%	84%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	64	767	768	749	*	*	16%	52%	19%	70%	50%
Male	72	764	768	749	*	*	22%	44%	19%	64%	52%
Economically Disadvantaged Students	30	727	735	734	*	*	37%	*	*	20%	32%
Non-Economically Disadvantaged Students	106	776	775	759	*	*	14%	*	*	80%	63%
Students with Disabilities	10	723	722	726	*	*	*	*	*	20%	25%
Students without Disabilities	126	768	772	754	*	*	*	*	*	71%	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	*	*	733	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%





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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	115	765	764	747	*	*	17%	50%	17%	67%	47%
White	*	*	742	755	*	*	*	*	*	*	58%
Hispanic	16	730	731	735	*	*	*	*	*	25%	30%
Black or African American	12	733	727	729	0%	*	*	*	*	17%	23%
Asian, Native Hawaiian, or Pacific Islander	76	779	778	775	*	*	*	61%	26%	87%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	63	759	762	747	*	*	*	*	*	63%	47%
Male	52	771	766	747	*	*	*	*	*	71%	47%
Economically Disadvantaged Students	33	733	732	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	82	778	772	757	*	*	*	*	*	84%	59%
Students with Disabilities	12	728	725	725	*	*	*	*	*	17%	19%
Students without Disabilities	103	769	767	752	*	*	*	*	*	73%	52%
English Learners	*	*	726	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	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	*	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	82.1%	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	67	79.1%	20.9%
3-4	11	*	*
5 or more	N	N	N



John Marshall Elementary School

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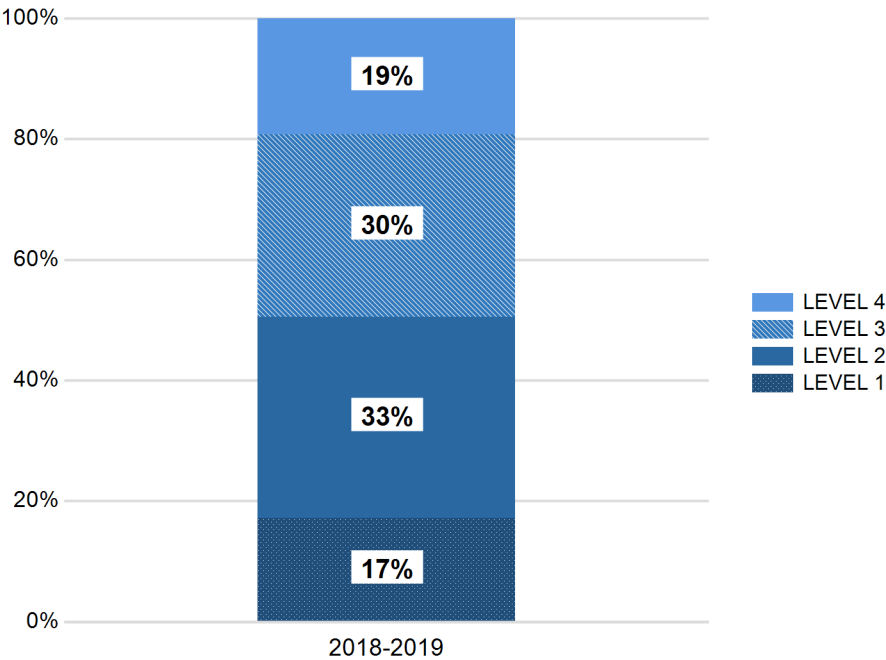
2018-2019

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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
<b>Schoolwide</b>	17	33	30	19
White	*	*	*	*
Hispanic	44	38	13	6
Black or African American	58	42	0	0
Asian, Native Hawaiian, or Pacific Islander	4	28	41	28
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	21	30	37	13
Male	13	37	23	27
Economically Disadvantaged Students	55	30	6	9
Non-Economically Disadvantaged Students	2	34	40	23
Students with Disabilities	67	33	0	0
Students without Disabilities	12	33	34	21
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



John Marshall Elementary School

(23-1290-095)

Grades Offered: KG-05

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
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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.

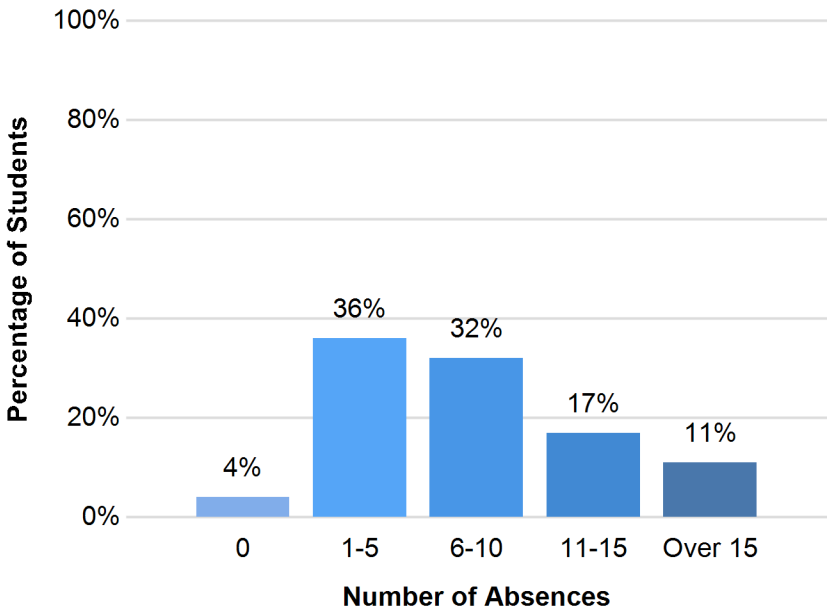
Chronic Absenteeism

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	68	9.0	8.9	Not Met
White	7	18.4	8.9	Not Met
Hispanic	11	14.7	8.9	Not Met
Black or African American	7	14.9	8.9	Not Met
Asian, Native Hawaiian, or Pacific	41	7.1	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	28	7.6		
Male	40	10.4		
Economically Disadvantaged Students	29	20.6	8.9	Not Met
Students with Disabilities	20	22.2	8.9	Not Met
English Learners	6	10.9	8.9	Not Met
Homeless Students	6	27.3		
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.





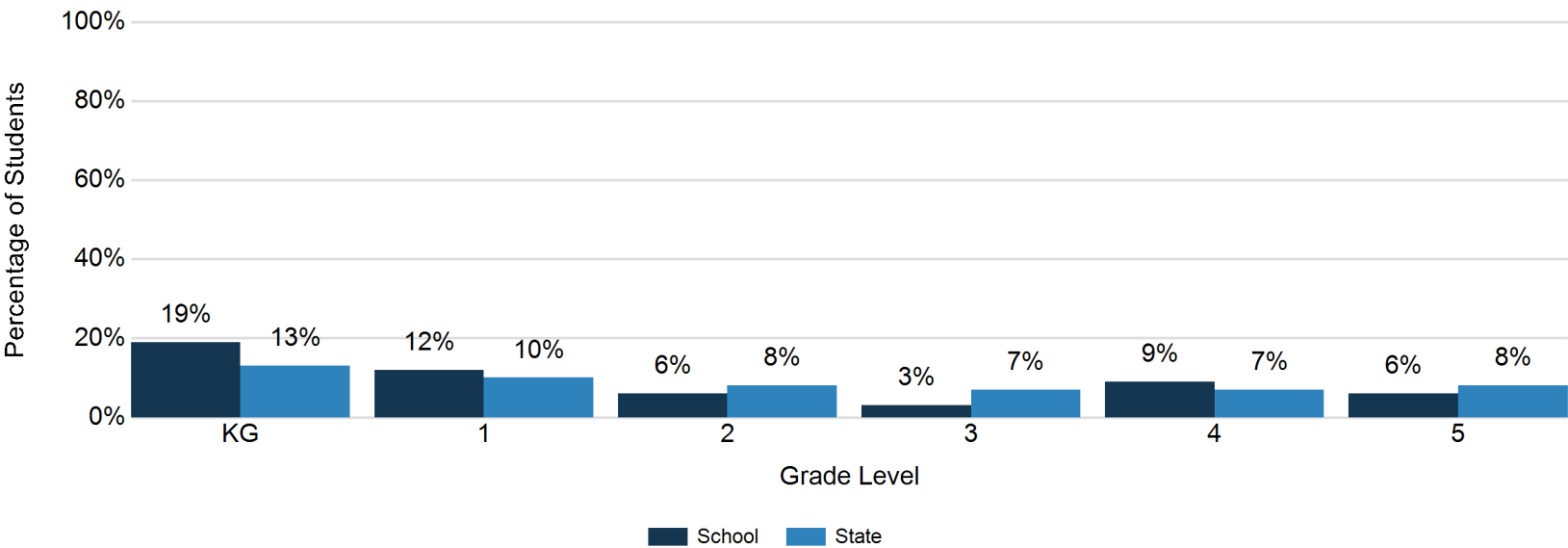
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Chronic Absenteeism by Grade

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.

Violence, Vandalism, HIB, and Substance Offenses

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

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

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	60	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	10.3	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	14:1
Students to Administrators	813:1	251:1
Teachers to Administrators	60:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1





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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	48.8%	91.7%	100.0%	48.4%	77.1%	54.9%
Male	51.2%	8.3%	0.0%	51.6%	22.9%	45.1%
White	5.8%	95.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.2%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.7%	1.7%	0.0%	15.0%	6.6%	13.9%
Asian	77.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	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	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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	88.3%



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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.

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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**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

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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	74.7%	72.1%	74.2%
Math Proficiency	73.0%	72.2%	70.9%
ELA Growth	72	61	61
Math Growth	62	67	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		87.3%	82.1%
Chronic Absenteeism	4.9%	7.0%	9.0%

† 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	Met Target	Not Met	Exceeds Standard	Exceeds Standard	Exceeds Target	Not Met	No
White	Met Target	Met Target†	**	**	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Standard	Met 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	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	**	n/a	Not Met	No
English Learners	Met Target†	Not Met	Exceeds Standard	Met Standard	Met Standard	Not Met	No

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





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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>• All students learn about good Digital Citizenship. In Kindergarten and First Grade the learners utilize iPads and in Second through Fifth grade students use Chromebooks.</li> <li>• We offer a variety of hands-on and interactive clubs before and after school. In grades four and five learners are able to join Safety Patrol and Student Council.</li> <li>• John Marshall students may expand their appreciation of music by participating in Band, Strings and Chorus. The students receive lessons weekly and showcase their talents at concerts.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>At John Marshall, 'The Magic of Learning' exemplifies academic and social development. The administration, faculty, and staff work collaboratively and cooperatively to create a school community which fosters a love of learning. Our diverse school community enables our students to appreciate and learn from their peers. We pride ourselves in offering differentiated instruction in all subjects and grade levels. We believe that all children can and will learn to the best of their ability.</p>







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 <b>Courses, Curriculum, Instruction:</b>	With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our one-to-one technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.
 <b>Clubs and Activities:</b>	John Marshall offers a variety of clubs and programs that enrich our students' lives and promote philanthropy in our community.




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 <div>Staff and Professional Learning:</div>	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.
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This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Student Supports and Services:</div>	<p>The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teacher.</p>
 <div>Student Health and Wellness:</div>	<p>Elementary students are supported holistically through health &amp; physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.</p>
 <div>Parent and Community Involvement:</div>	<p>John Marshall School partnered with Robert Wood Johnson Hospital to bring the community and school together. Our annual Bicycle Rodeo partners with local businesses, Edison Police Department, and Robert Wood Johnson Hospital to promote bicycle safety. A variety of businesses donate gift cards and services to ensure a successful event. A majority of our school clubs raise money to support various causes. The students, staff and parents work together to support those in need. The children learn about various causes and select those that they are passionate about.</p>





John Marshall Elementary School  
(23-1290-095)  
Grades Offered: KG-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.

 <p>Facilities:</p>	<p>John Marshall was built in 1961 and is currently 58 years old. In 2007, an addition was completed to rennovate the Cafeteria to include it's own kitchen, a large gymnasium, eight classrooms, and two offices. Our Media Center is air conditioned and offers desktop computers, iPads, and a large screen TV.</p>
 <p>School Safety:</p>	<p>Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state &amp; federal laws in regards to ensuring student safety.</p>




**John Marshall Elementary School**  
(23-1290-095)  
Grades Offered: KG-05  
2018-2019

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School Narrative

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

 <div>Technology and STEM:</div>	Students are exposed to a variety of programs and applications that foster new learning. Teachers incorporate technology into their daily lessons to enrich instruction and learning. In Kindergarten and First Grade the learners utilize Ipads and in Second through Fifth grade students use Chromebooks. Fourth and fifth grade students at John Marshall School are 1:1 with technology.
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John P. Stevens High School  
 (23-1290-053)  
 Grades Offered: 09-12  
 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



John P. Stevens High School  
(23-1290-053)  
Grades Offered: 09-12  
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Dr. Anthony Shallop
Address	855 GROVE AVENUE EDISON, NJ 08820
Phone Number	732-452-2800
Email Address	<a href="mailto:anthony.shallop@edison.k12.nj.us">anthony.shallop@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/domain/9">https://www.edison.k12.nj.us/domain/9</a>
Twitter	<a href="https://twitter.com/jpshawks">https://twitter.com/jpshawks</a>



**John P. Stevens High School**  
(23-1290-053)  
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2018-2019

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	578	690	641
10	569	584	689
11	635	581	604
12	562	636	586
Total	2,344	2,491	2,520

### 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	47.2%	47.8%	47.8%
Male	52.8%	52.2%	52.2%
Economically Disadvantaged Students	16.1%	14.4%	15.1%
Students with Disabilities	5.4%	5.9%	5.4%
English Learners	2.3%	1.7%	1.9%
Homeless Students	3.5%	1.8%	1.4%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.1%	13.2%	11.0%
Hispanic	3.7%	4.0%	3.9%
Black or African American	7.6%	6.9%	6.3%
Asian	73.9%	75.4%	78.0%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.5%	0.3%	0.6%

### 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	2,340	2,490	2,519
Shared Time Students	5	2	2
Full Time Equivalent	2,343	2,491	2,520

### 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	26.2%
Gujarati	14.7%
Hindi	12.1%
Chinese	8.8%
Telugu	8.5%
Other Languages	29.7%



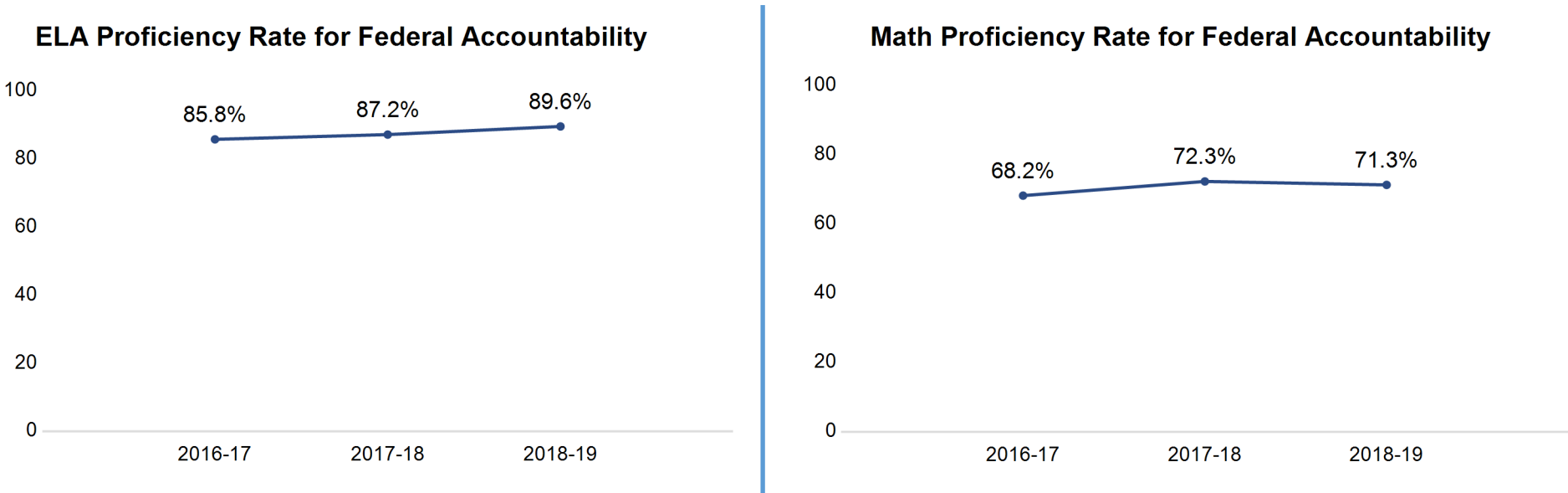


John P. Stevens High School  
(23-1290-053)  
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2018-2019

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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	99.0%	99.8%	99.4%	99.3%	99.9%	99.4%
Proficiency Rate for Federal Accountability	85.8%	87.2%	89.6%	68.2%	72.3%	71.3%
Annual Target	72.8%	73.2%	73.5%	65.3%	66.0%	66.8%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**John P. Stevens High School**  
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 2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1304	99.4	89.6	77.3	57.9	89.6	73.5	Met Goal
White	127	97.7	85.0	64.0	66.9	85.0	58.1	Met Goal
Hispanic	53	96.4	71.7	*	43.9	71.7	46.4	Met Target
Black or African American	79	98.7	51.9	47.9	38.5	51.9	39.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	1038	99.8	94.0	88.4	82.9	94.0	80	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	633	99.2	92.1	81.8	64.8	92.1		
Male	671	99.6	87.3	73.0	51.3	87.3		
Economically Disadvantaged Students	163	97.6	66.3	49.9	40.0	66.3	50.6	Met Target
Non-Economically Disadvantaged Students	1141	99.7	93.0	83.7	67.9	93.0		
Students with Disabilities	54	94.7	31.5	20.4	22.7	31.4	31.1	Met Target
Students without Disabilities	1250	99.6	92.2	83.0	65.1	92.2		
English Learners	47	97.9	51.1	43.5	29.3	51.1	40.3	Met Target
Non-English Learners	1257	99.4	91.1	79.0	60.6	91.1		
Homeless Students	17	100.0	70.6	46.5	29.1	70.6		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

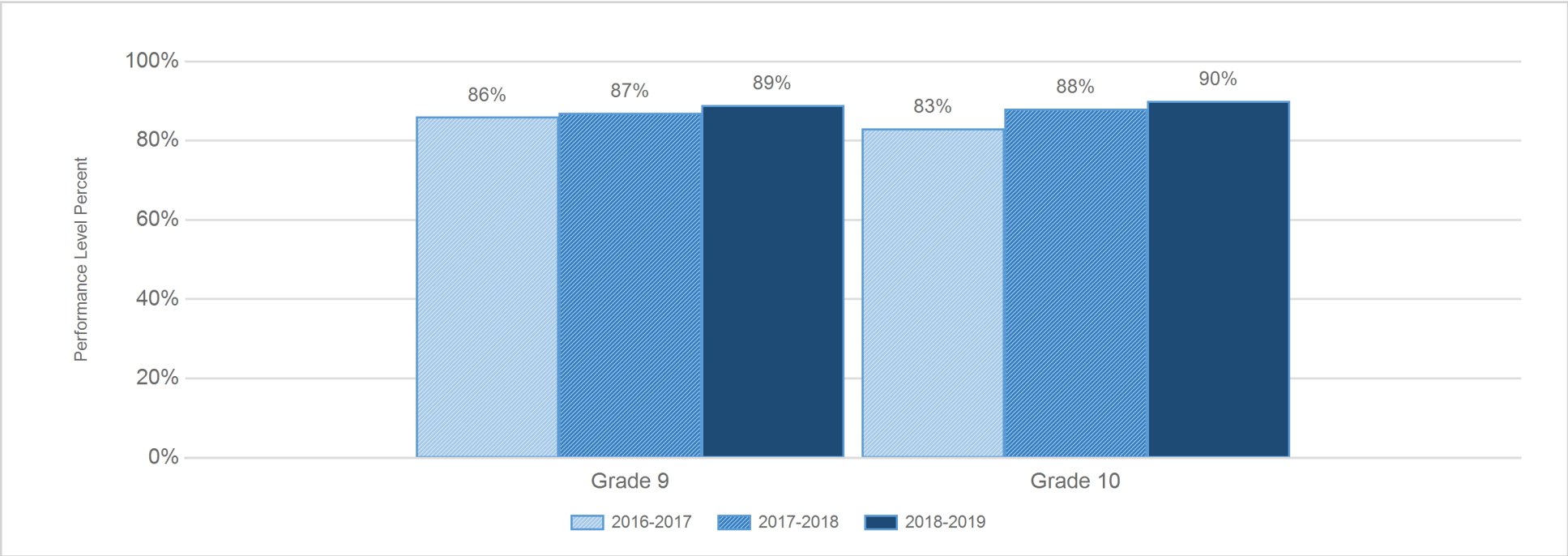


John P. Stevens High School  
(23-1290-053)  
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2018-2019

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English Language Arts Assessment - Performance Trends

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	633	794	783	753	2%	2%	7%	30%	59%	89%	56%
White	52	791	774	762	0%	*	*	37%	54%	90%	65%
Hispanic	23	745	745	737	*	*	*	*	*	61%	40%
Black or African American	36	745	749	732	*	*	33%	*	*	44%	33%
Asian, Native Hawaiian, or Pacific Islander	515	800	797	783	*	*	4%	28%	66%	94%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	308	798	790	760	*	*	6%	29%	63%	91%	63%
Male	325	790	776	746	*	*	7%	31%	56%	88%	49%
Economically Disadvantaged Students	73	759	750	734	*	*	21%	42%	21%	63%	36%
Non-Economically Disadvantaged Students	560	799	791	762	*	*	5%	28%	64%	93%	65%
Students with Disabilities	26	737	725	717	*	*	*	*	*	38%	17%
Students without Disabilities	607	797	788	760	*	*	*	*	*	92%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	673	804	792	757	2%	3%	5%	28%	63%	90%	58%
White	75	789	776	767	*	*	*	35%	48%	83%	67%
Hispanic	30	779	758	738	*	*	*	*	*	80%	43%
Black or African American	41	756	754	733	*	*	*	*	*	61%	38%
Asian, Native Hawaiian, or Pacific Islander	527	812	809	792	*	*	4%	25%	69%	94%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	326	808	798	766	*	*	*	27%	66%	93%	66%
Male	347	801	786	749	*	*	*	28%	60%	88%	51%
Economically Disadvantaged Students	89	765	761	735	*	*	12%	46%	24%	70%	40%
Non-Economically Disadvantaged Students	584	810	800	767	*	*	3%	25%	68%	93%	67%
Students with Disabilities	22	733	713	711	*	*	*	*	*	32%	19%
Students without Disabilities	651	807	798	765	*	*	*	*	*	92%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	10	761	747	723	0%	*	0%	*	*	80%	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1214	99.4	71.3	64.6	44.5	71.3	66.8	Met Target
White	126	98.4	50.0	42.1	54.1	50.0	42.2	Met Target
Hispanic	51	96.3	37.3	*	28.8	37.3	30.9	Met Target
Black or African American	79	100.0	20.3	20.3	23.0	20.3	19.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	951	99.6	80.1	81.3	76.5	80.1	77.4	Met Goal
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	591	99.2	70.2	64.8	44.9	70.2		
Male	623	99.5	72.2	64.4	44.2	72.2		
Economically Disadvantaged Students	165	98.2	35.2	30.3	26.3	35.2	30.2	Met Target
Non-Economically Disadvantaged Students	1049	99.5	76.9	72.7	54.9	76.9		
Students with Disabilities	54	98.2	18.5	14.8	17.4	18.5	21.9	Met Target†
Students without Disabilities	1160	99.4	73.7	69.5	50.0	73.7		
English Learners	52	98.2	34.6	40.1	25.0	34.6	21.8	Met Target
Non-English Learners	1162	99.4	72.9	65.9	46.5	72.9		
Homeless Students	19	100.0	31.6	28.6	17.1	31.6		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

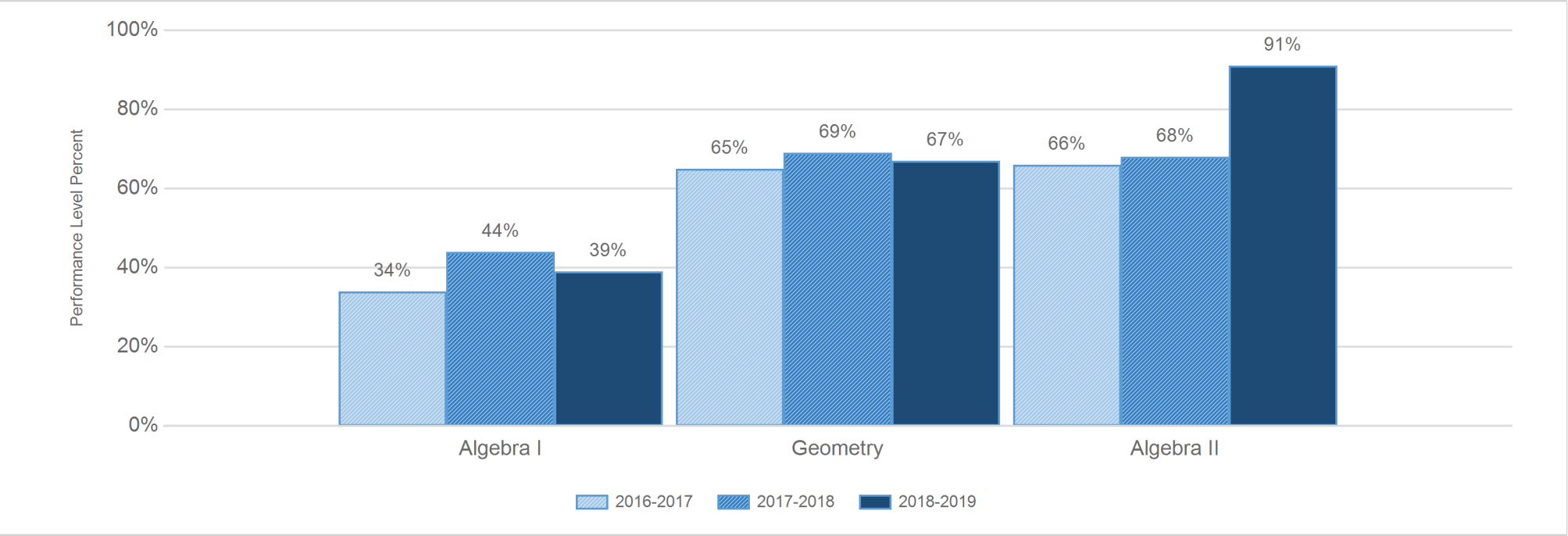


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Mathematics Assessment – Performance Trends

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



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





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## Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	741	773	744	6%	20%	35%	*	*	39%	42%
White	28	746	*	752	*	*	43%	43%	0%	43%	53%
Hispanic	*	*	737	728	*	*	*	*	*	*	24%
Black or African American	26	726	735	725	*	42%	*	*	*	19%	20%
Asian, Native Hawaiian, or Pacific Islander	106	746	788	775	*	15%	35%	*	*	46%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	82	739	772	745	*	*	34%	*	*	37%	44%
Male	100	742	774	743	*	*	35%	*	*	41%	41%
Economically Disadvantaged Students	59	726	*	727	*	37%	39%	*	*	15%	23%
Non-Economically Disadvantaged Students	123	748	*	752	*	12%	33%	*	*	50%	52%
Students with Disabilities	22	729	723	717	*	45%	*	*	*	23%	12%
Students without Disabilities	160	743	777	748	*	17%	*	*	*	41%	47%
English Learners	16	714	719	710	*	*	*	*	*	*	*
Non-English Learners	166	744	775	745	*	*	*	*	*	*	*
Homeless Students	*	*	733	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%





**John P. Stevens High School**  
(23-1290-053)  
Grades Offered: 09-12  
2018-2019

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## Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	586	759	758	737	*	*	25%	50%	17%	67%	35%
White	70	748	743	743	*	14%	41%	*	*	43%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	42	727	729	720	*	31%	55%	*	*	10%	14%
Asian, Native Hawaiian, or Pacific Islander	448	765	770	762	*	*	19%	57%	21%	78%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	753	745	*	*	*	*	*	*	46%
Female	298	759	757	738	*	*	26%	51%	15%	66%	36%
Male	288	760	758	736	*	*	24%	48%	19%	67%	34%
Economically Disadvantaged Students	86	742	737	722	*	*	42%	*	*	35%	16%
Non-Economically Disadvantaged Students	500	762	762	743	*	*	22%	*	*	72%	43%
Students with Disabilities	24	731	726	712	*	*	46%	*	*	17%	*
Students without Disabilities	562	760	759	741	*	*	24%	*	*	69%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	10	746	731	717	*	*	*	*	*	50%	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	450	787	782	755	*	*	8%	66%	24%	91%	58%
White	27	772	762	758	0%	0%	*	*	*	78%	62%
Hispanic	10	768	760	731	0%	0%	*	*	*	90%	34%
Black or African American	*	*	756	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	403	789	786	777	*	*	7%	66%	26%	92%	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	212	780	775	752	*	*	*	72%	17%	89%	55%
Male	238	793	787	758	*	*	*	62%	31%	92%	62%
Economically Disadvantaged Students	21	772	763	729	*	*	*	*	*	90%	32%
Non-Economically Disadvantaged Students	429	788	783	761	*	*	*	*	*	91%	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	450	787	782	755	*	*	8%	66%	24%	91%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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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	41.9%	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	28	*	*
3-4	17	76.5%	23.5%
5 or more	*	*	*



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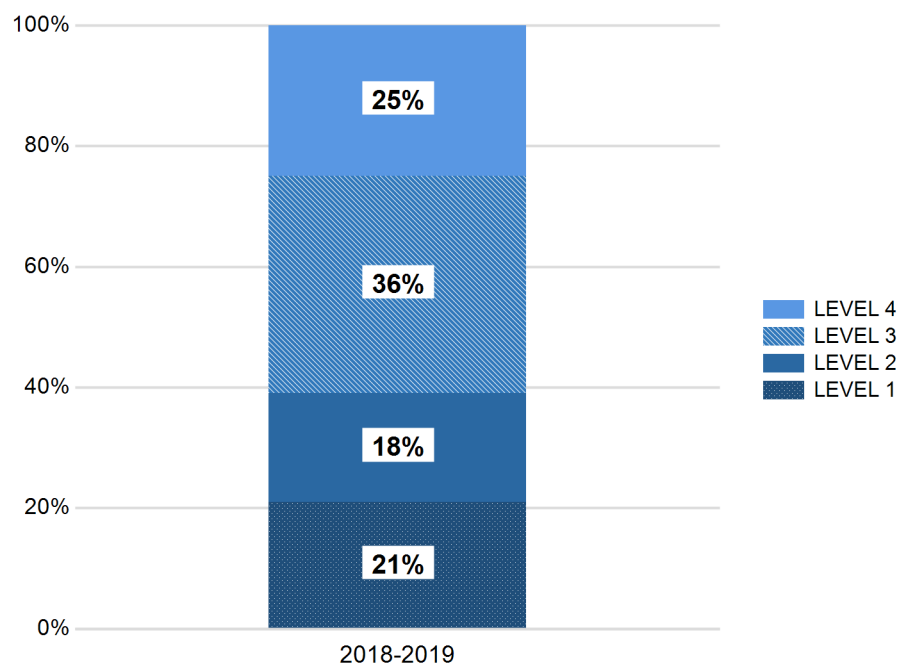
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 11 Summary

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	21	18	36	25
White	27	30	31	11
Hispanic	*	*	*	*
Black or African American	71	21	9	0
Asian, Native Hawaiian, or Pacific Islander	15	16	39	30
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	19	20	38	22
Male	23	16	33	28
Economically Disadvantaged Students	45	22	26	7
Non-Economically Disadvantaged Students	17	17	38	28
Students with Disabilities	67	17	13	3
Students without Disabilities	19	18	37	26
English Learners	81	19	0	0
Non-English Learners	20	18	37	26
Homeless Students	56	25	19	0
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	98.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	90.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	18.6%	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	578	476	Grade 10: 430 Grade 11: 460	90%	61%
PSAT 10/NMSQT - Math	593	477	Grade 10: 480 Grade 11: 510	80%	43%
SAT - Reading and Writing	630	539	480	91%	70%
SAT - Math	666	541	530	85%	53%
ACT - Reading	28	25	22	83%	66%
ACT - English	29	24	18	94%	81%
ACT - Math	29	24	22	89%	65%
ACT - Science	27	24	23	77%	57%



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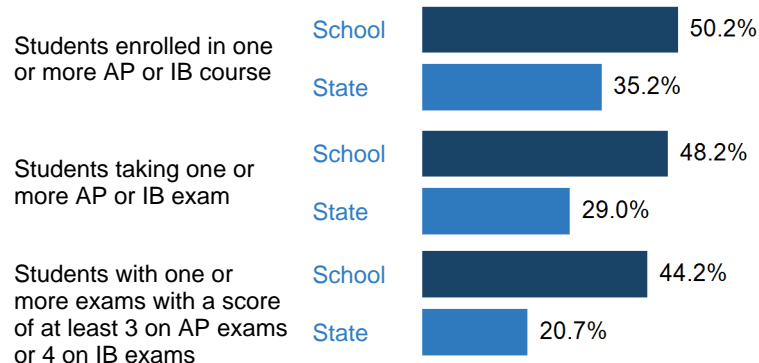
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	124	94
AP Calculus AB	81	40
AP Calculus BC	57	113
AP Chemistry	79	67
AP Chinese Language and Culture	1	11
AP Computer Science A	57	70
AP Computer Science Principles	0	1
AP English Language and Composition	219	238
AP English Literature and Composition	187	112
AP Environmental Science	0	21
AP European History	26	16
AP French Language and Culture	36	4
AP Macroeconomics	24	59
AP Microeconomics	0	47
AP Music Theory	0	3
AP Physics 1	0	81



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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	0	12
AP Physics B	47	0
AP Physics C: Electricity and Magnetism	0	21
AP Physics C: Mechanics	0	50
AP Psychology	0	100
AP Spanish Language	64	34
AP Statistics	79	80
AP Studio Art—Two-Demensional	7	2
AP U.S. Government and Politics	144	92
AP U.S. History	258	254
AP World History	266	230
Total Exams taken		1852
Exams with scores of at least 3 on AP exams or 4 on IB exams		1655



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

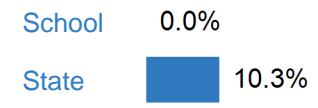
Career and Technical Education Participation

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

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



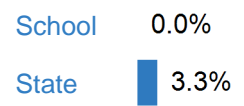
**CTE Concentrators**  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

**Structured Learning Experiences**







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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	0.0%	7.7%	10.3%
White	*	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	*	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	*	0.0%	7.3%	10.6%
Male	*	0.0%	8.0%	10.1%
Economically Disadvantaged Students	*	0.0%	10.4%	11.8%
Students with Disabilities	*	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	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
Health Science	*		
Information Technology	*		
Total (All Clusters)	*	0	0



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	177	355	111	0	0	0	30
10	13	245	341	94	0	0	8
11	11	11	217	303	61	0	34
12	1	4	18	97	268	144	116
Total	202	615	687	494	329	144	188
Enrolled in AP/IB Course					138	79	0
Enrolled in Dual Enrollment Course	0	0	0	494	302	144	71

### 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	318	0	0	331	0	0
10	388	296	0	14	0	0
11	15	396	0	11	195	8
12	129	86	0	2	279	52
Total	850	778	0	358	474	60
Enrolled in AP/IB Course	124	79		0	47	0
Enrolled in Dual Enrollment Course	124	79	0	0	223	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	7	642	0	0	0	0
10	2	697	0	1	19	0
11	540	75	5	67	24	7
12	12	24	19	136	67	172
Total	561	1438	24	204	110	179
Enrolled in AP/IB Course	266	258	24	0		155
Enrolled in Dual Enrollment Course	0	0	0	204	110	144

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	341	173	28	67	0	16	0
10	391	175	16	83	0	12	3
11	278	147	27	30	0	15	7
12	145	54	0	43	0	7	2
Total	1155	549	71	223	0	50	12
Enrolled in AP/IB Course	64	36	0	0	0	1	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	835	325	25	67	0	22	12



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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	99	0	0	0	0	0
10	158	0	0	0	0	0
11	89	0	0	0	0	0
12	87	0	0	0	0	0
Total	433	0	0	0	0	0
Enrolled in AP/IB Course	57		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



John P. Stevens High School

(23-1290-053)

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

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
Chinese	*
French	*
Polish	*
Spanish	39
Total	51



John P. Stevens High School  
(23-1290-053)  
Grades Offered: 09-12  
2018-2019

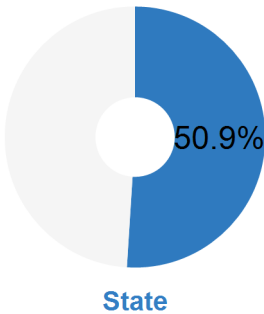
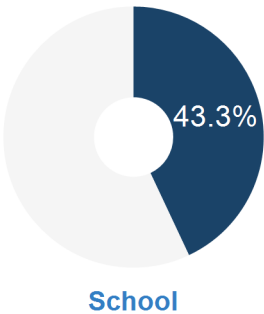
**Report Key:**  
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Visual and Performing Arts – Course Participation

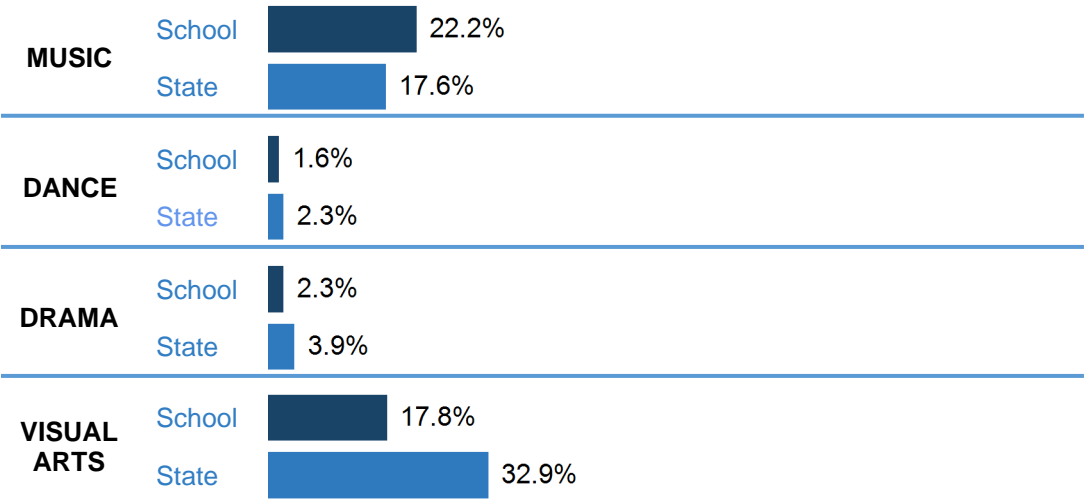
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





John P. Stevens High School

(23-1290-053)

Grades Offered: 09-12

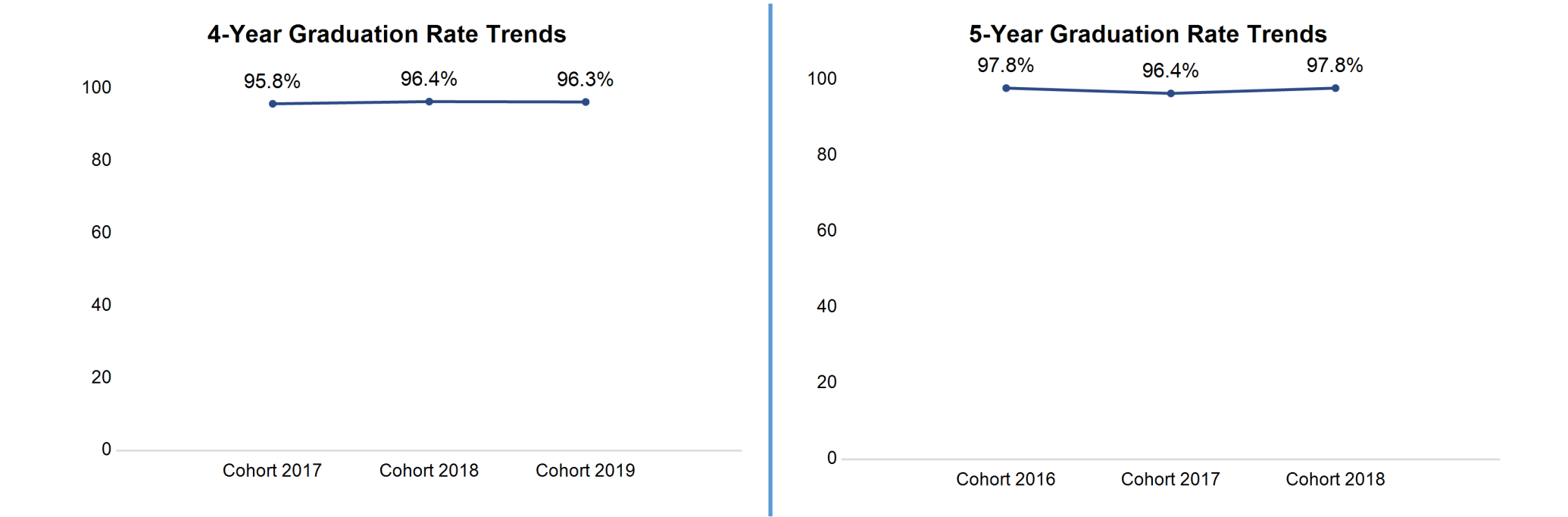
2018-2019

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

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 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	95.8%	96.4%	96.3%	97.8%	96.4%	97.8%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%





**John P. Stevens High School**  
(23-1290-053)  
Grades Offered: 09-12  
2018-2019

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

## Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.3%	90.6%	97.8%	92.5%	96.4%	N	Met Goal	96.4%	N	Met Goal
White	91.8%	94.9%	98.1%	95.9%	96.4%	N	Met Goal	92.1%	96.0%	Not Met
Hispanic	90.3%	84.5%	*	87.3%	*	95.0%	Not Met	*	N	Met Goal
Black or African American	91.7%	83.3%	91.2%	87.1%	89.3%	95.0%	Not Met	93.8%	94.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	97.9%	96.9%	98.7%	97.8%	97.8%	N	Met Goal	97.8%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.2%	92.8%	98.7%	94.4%	97.4%			96.6%		
Male	95.5%	88.5%	97.0%	90.8%	95.4%			96.1%		
Economically Disadvantaged Students	91.2%	84.0%	95.6%	87.3%	93.8%	95.0%	Not Met	93.4%	91.2%	Met Target
Students with Disabilities	78.6%	79.2%	82.6%	83.8%	70.0%	88.6%	Not Met	74.1%	88.2%	Not Met
English Learners	71.4%	75.4%	100.0%	80.1%	90.5%	95.0%	Not Met	100.0%	**	**
Homeless Students	94.1%	74.6%	100.0%	78.3%	93.9%			100.0%		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



John P. Stevens High School

(23-1290-053)

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	88.6%	85.4%
Substitute Competency Test	8.5%	12.1%
Portfolio Appeals Process	0.5%	0.0%
Alternate Requirements specified in IEP	2.5%	2.5%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

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



**John P. Stevens High School**  
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 2018-2019

**Report Key:**

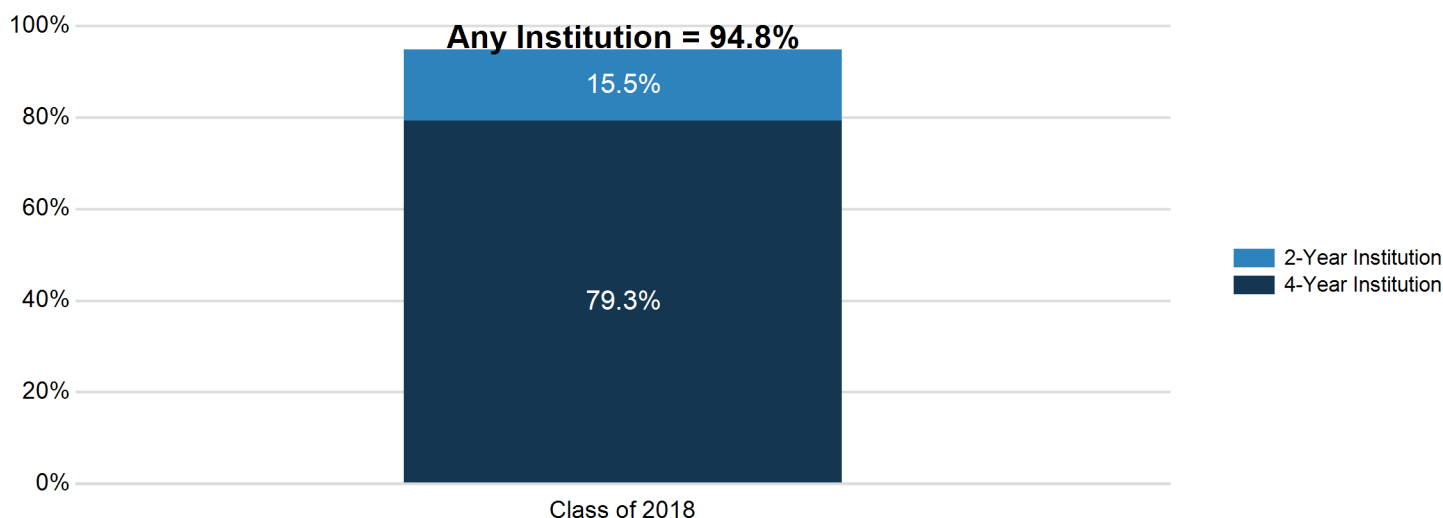
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## 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	15.5%
% Enrolled in 4-Year Institution	79.3%
% Enrolled in Any Postsecondary Institution	94.8%



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

### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	88.8%	10.6%	89.4%
White	94.1%	15.6%	84.4%
Hispanic	62.1%	44.4%	55.6%
Black or African American	68.2%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	92.1%	6.1%	93.9%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	76%	27.6%	72.4%
Students with Disabilities	56.8%	57.1%	42.9%
English Learners	*	*	*

### 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	94.8%	16.4%	83.6%	78.4%	21.6%	70.4%	29.6%
White	91.6%	29.6%	70.4%	83.7%	16.3%	75.5%	24.5%
Hispanic	*	*	*	*	*	*	*
Black or African American	80%	40%	60%	67.5%	32.5%	82.5%	17.5%
Asian, Native Hawaiian, or Pacific Islander	97.7%	10.2%	89.8%	77.5%	22.5%	66.9%	33.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	88%	34.6%	65.4%	85.2%	14.8%	86.4%	13.6%
Students with Disabilities	80.6%	60%	40%	84%	16%	88%	12%
English Learners	*	*	*	*	*	*	*



John P. Stevens 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.

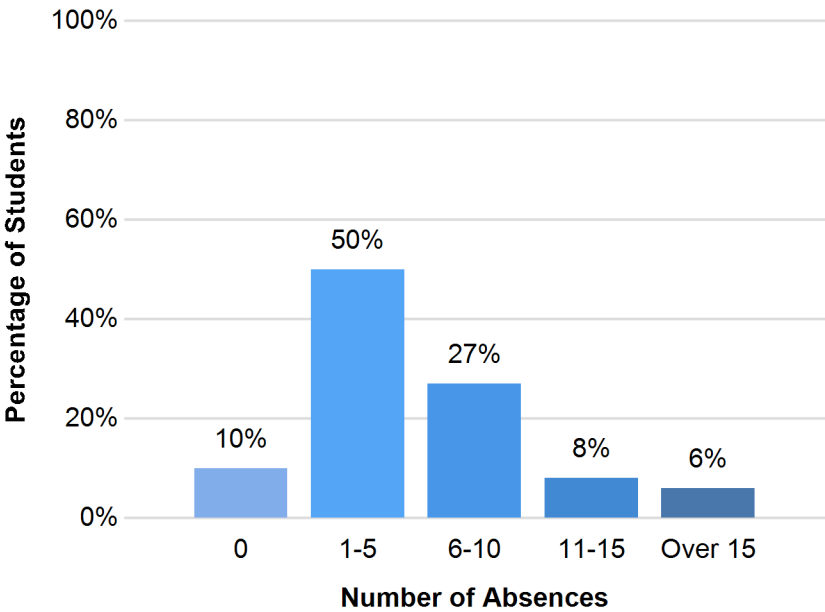
Chronic Absenteeism

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	110	4.3	14.2	Met
White	17	5.9	14.2	Met
Hispanic	11	10.8	14.2	Met
Black or African American	21	12.7	14.2	Met
Asian, Native Hawaiian, or Pacific	60	3.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	56	4.6		
Male	54	4.0		
Economically Disadvantaged Students	34	8.8	14.2	Met
Students with Disabilities	23	13.4	14.2	Met
English Learners	5	10.6	14.2	Met
Homeless Students	2	5.4		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





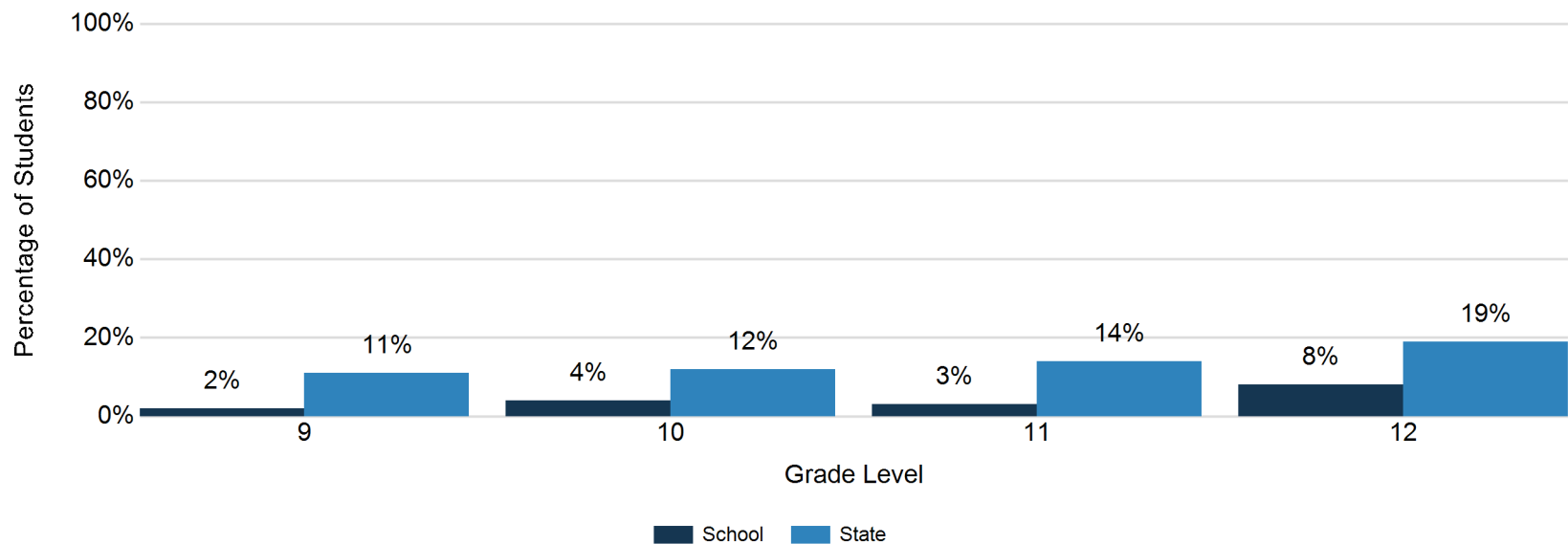
John P. Stevens High School  
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2018-2019

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Chronic Absenteeism by Grade

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





**John P. Stevens High School**  
(23-1290-053)  
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2018-2019

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

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

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

Incident Type	Number of Incidents
Violence	24
Weapons	0
Vandalism	1
Substances	12
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	1.47

### 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	5
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	42	1.7%
Any Suspension	44	1.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

159



**John P. Stevens High School**  
 (23-1290-053)  
 Grades Offered: 09-12  
 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	7:40 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

### Device Ratios

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

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





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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	169	118,214
Average years experience in public schools	15.0	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	79.3%	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	15:1	14:1
Students to Administrators	210:1	251:1
Teachers to Administrators	14:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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 2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	59.2%	58.3%	48.4%	77.1%	54.9%
Male	52.2%	40.8%	41.7%	51.6%	22.9%	45.1%
White	11.0%	84.0%	91.7%	42.4%	83.6%	77.4%
Hispanic	3.9%	7.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.3%	2.4%	0.0%	15.0%	6.6%	13.9%
Asian	78.0%	5.9%	8.3%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.6%	0.0%	2.1%	0.2%	0.2%



John P. Stevens High School  
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2018-2019

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

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

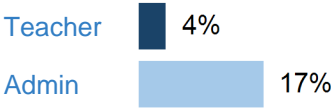
Bachelor's Degree



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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	91.6%



John P. Stevens High School  
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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



John P. Stevens High School  
(23-1290-053)  
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](#).

ESSA Accountability Status

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

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

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



**John P. Stevens High School**  
(23-1290-053)  
Grades Offered: 09-12  
2018-2019

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

### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	85.8%	87.2%	89.6%
Math Proficiency	68.2%	72.3%	71.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.8%	96.4%	96.3%
5-Year Graduation Rate†	97.8%	96.4%	97.8%
Progress toward English Language Proficiency		71.4%	41.9%
Chronic Absenteeism	3.3%	4.8%	4.3%

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



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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Offer 22 AP courses; 89% of students earned passing score of 3 or higher; 33% earning a score of 5. 97% college acceptance rate. Twenty-four National Merit Semi-Finalists.</li> <li>• Positive diverse school climate-54 clubs, 25 varsity sports, 13 honor societies, Award Winning Choir, Band, and Orchestra programs.</li> <li>• Varsity athletic teams are very competitive. The Girls Tennis Team has been the GMC Champions six times. JPS also boasts a variety of strong elective programs.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>BELIEF: All children can learn. MISSION: We will ensure all students actively engage in: • building their future on a strong educational foundation • a responsibility for active citizenship • a respect for cultural values and beliefs. MOTTO: If Not Me... Then Who? The Six Pillars of Character Education--caring, citizenship, fairness, respect, responsibility, trustworthiness--are themes practiced throughout the year--in the classroom, on the playing field, during and after school. JPS takes pride in graduating well-rounded, productive citizens. JPS students...2600+... continue to be inspired learners who are challenged to think critically and creatively while developing positive character traits, always preparing for success in the 21st Century.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>John P. Stevens High School continues to be recognized by NJ Monthly Magazine as a member of the top 100 high schools in the state. Band, Choir and Orchestra continue to earn state, regional and national recognition.</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>JPS offers a total of twenty-one AP courses. Last year, 782 students took 1751 AP exams, and 90% earned a passing score of three or higher. Thirty-four percent of the students earned a top score of five. Our students continue to take advantage of the countless opportunities at the school including , 22 AP courses, our one to one MacBook initiative, 2 dedicated college counselors, and a fully computerized college application/career awareness program. We also have strong elective programs including Intro to Engineering, Forensics, Anatomy &amp; Physiology, Economics, Dance, Electronics &amp; Wood Shop, and 6 different world languages.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Football (Boys), Golf (Boys &amp; Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Coed)</p> <p>JPS athletes compete in one of the most challenging conferences in the state. Our 25 Varsity Sports in the Greater Middlesex Conference build young men and women of character and have seen championships in several sports, particularly in tennis. Both the girls and the boys tennis teams continue to be ranked at the county and state levels, as does the girls volleyball team. In addition, many teams received sportsmanship recognition.</p>
 <div>Clubs and Activities:</div>	<p>JPS offers more than sixty after school activities including student government. Family, Career and Community Leaders of America is one of the most active organizations. Currently three JPS students hold state executive positions. Other clubs include Model United Nations, Future Business Leaders of America, and Odyssey of the Mind. The Math and Science Leagues compete regularly. The JPS Theatre Company produces a musical and a play each year. All club members perform community service.</p>






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 <p>Before and After School Programs:</p>	<p>JPS has a wealth of co-curricular and athletic programs available for students to be involved in after school. The school library is available for students to attend every day after school. Tutoring is offered to students after school. Late buses are offered three days per week to allow students a way home an hour and a half after school ends.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers engage in professional development weekly in faculty and department meetings and in Professional Learning Communities. In addition, they attend local and district workshops focused on improving their craft. All teachers are provided professional development opportunities during in-service days.</p>
 <p>Postsecondary Information:</p>	<p>JPS succeeds in sending 97% of its graduates to college, many being accepted to Ivy League Colleges and prestigious universities. The Counseling Department hosts a College Fair and offers many workshops on college applications and financial aid. The College and Career counselors run workshops on college essay writing, resume writing and interview skills for all eleventh graders.</p>






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 <p>Student Supports and Services:</p>	<p>The JPS Transition program aims to support 9th graders throughout the year with Teacher Coaches, student mentors, and tutors. Counselors meet with students regularly, and Rutgers provides two mental health counselors. Struggling students are supported and monitored through I &amp; RS. The Child Study Team ensures that the needs of all special education students are met. ELL students are supported by specialized staff and a parent-teacher panel. Honor Society members provide tutoring.</p>
 <p>Student Health and Wellness:</p>	<p>Students are offered a nutritional breakfast every morning. Every student is required to take a Physical Education and Health class. Our counseling department offers targeted mental health seminars to our different grade levels. In addition, the school offers a Healthy Living Workshop to all students and provides a weekly Healthy Living tip. Mindfulness is promoted throughout the school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are very involved in the JPS community. Almost every athletic team, musical group and club has an active parent group. In addition, the PTSO holds informative workshops for parents and students while raising money to organize and offer all seniors Project Graduation, an all-night lock-in party after Graduation. Parent Portal keeps parents informed of student progress, and the school website informs them of all the school community activities.</p>






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 <p>Climate Surveys:</p>	<p>Who is surveyed: Students, Parents, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>JPS opened in 1964. A newer wing includes four state-of-the-art science labs and five classrooms. The Library has been renovated to be more student-friendly. Four years ago, a Fitness Center filled with treadmills, exercise bikes, lifting equipment and workout gear was added. A Dance Studio was added two years ago to create to expand opportunities for our students. JPS has a beautiful turf field and many other sports fields. In addition, JPS has a 60 foot greenhouse and a farm stand.</p>
 <p>School Safety:</p>	<p>Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state &amp; federal laws in regards to ensuring student safety. We have active student and staff safety teams to discuss and address school wide safety concerns.</p>



John P. Stevens High School

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<div>Technology and STEM:</div>	<div>Even though JPS is a comprehensive high school, it ranks among the top 10% of STEM high schools in the nation. This is due to the strong STEM education we offer our students through our curricular and co-courricular programing.</div>
<div>Early Childhood Education:</div>	<div>JPS offers early childhood education to our students through their involvement in a pre-school program maintained at JPS.</div>



**Lincoln Elementary School**  
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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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



**Lincoln Elementary School**  
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### School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Shawn Scully
Address	53 BROOKVILLE ROAD EDISON, NJ 08817
Phone Number	732-650-5270
Email Address	<a href="mailto:shawn.scully@edison.k12.nj.us">shawn.scully@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/Domain/19">https://www.edison.k12.nj.us/Domain/19</a>





Lincoln Elementary School

(23-1290-100)

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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

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
KG	100	123	115
1	143	132	169
2	142	154	144
3	132	158	160
4	130	128	149
5	111	127	127
Total	758	822	899

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

Student Group	2016-17	2017-18	2018-19
Female	44.9%	45.4%	47.5%
Male	55.1%	54.6%	52.5%
Economically Disadvantaged Students	15.7%	11.7%	13.0%
Students with Disabilities	6.7%	5.5%	10.5%
English Learners	0.0%	0.1%	0.3%
Homeless Students	4.2%	3.3%	3.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.0%	9.1%	9.1%
Hispanic	9.9%	10.8%	10.0%
Black or African American	6.1%	4.7%	5.0%
Asian	70.6%	71.9%	72.9%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.2%
American Indian or Alaska Native	0.8%	1.1%	0.9%
Two or More Races	2.6%	2.2%	1.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	100	123	106
KG - Full Day	0	0	9

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	33.0%
Telugu	15.5%
Tamil	11.5%
Hindi	9.3%
Gujarati	6.6%
Other Languages	24.1%



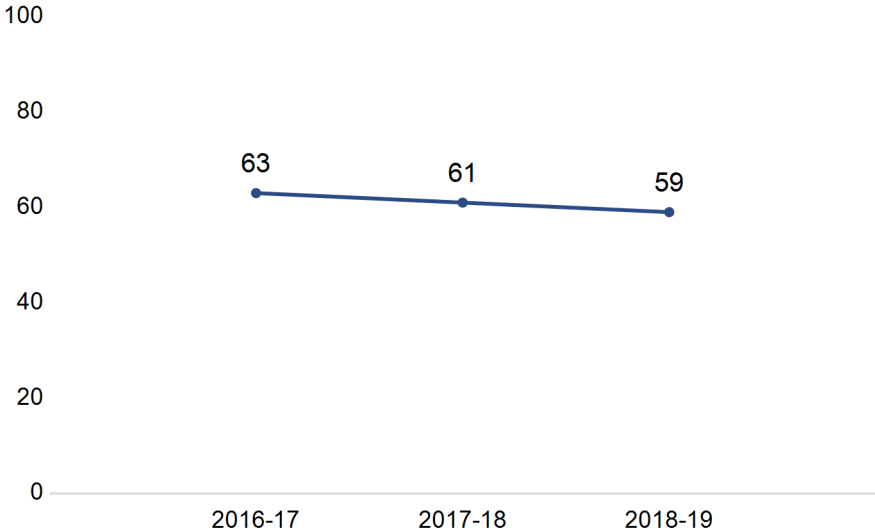
Lincoln Elementary School  
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2018-2019

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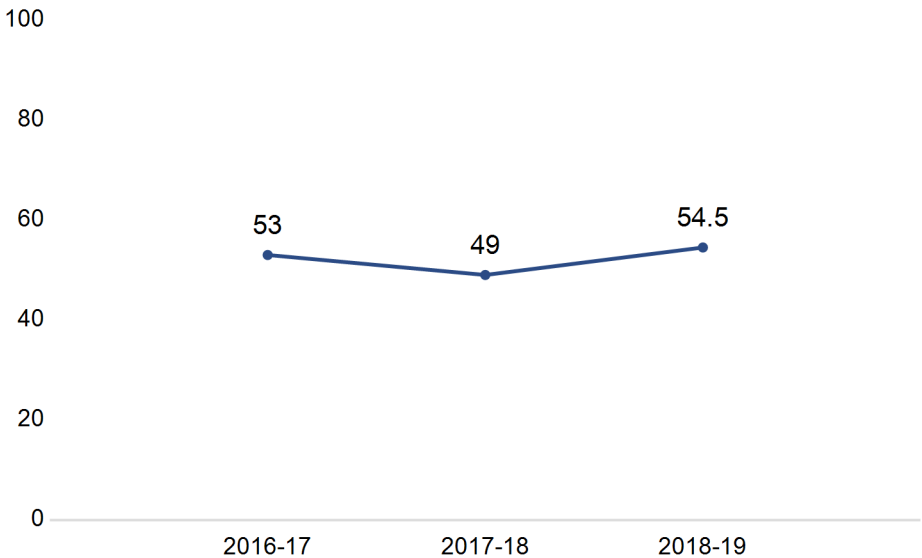
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



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	63	61	59	53	49	54.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59	61	50	Met Standard	54.5	54	50	Met Standard
White	38.5	47	50	Not Met	45.5	51	52	Met Standard
Hispanic	51	53	49	Met Standard	44	48	47	Met Standard
Black or African American	42	47	45	**	30	41	43	**
Asian, Native Hawaiian, or Pacific Islander	62	66	59	Exceeds Standard	61	58	60	Exceeds Standard
American Indian or Alaska Native	*	73	56	**	*	61	51.5	**
Two or More Races	*	52	49	**	*	45	52	**
Female	65	64	53	N	55	53	50	N
Male	57	58	47	N	52	55	51	N
Economically Disadvantaged Students	42	54	48	Met Standard	45	47	46	Met Standard
Students with Disabilities	42	40	43	Met Standard	38	45.5	45	Not Met
English Learners	*	65	52	**	63	60	50	**
Homeless Students	51	62.5	43	N	39	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	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.

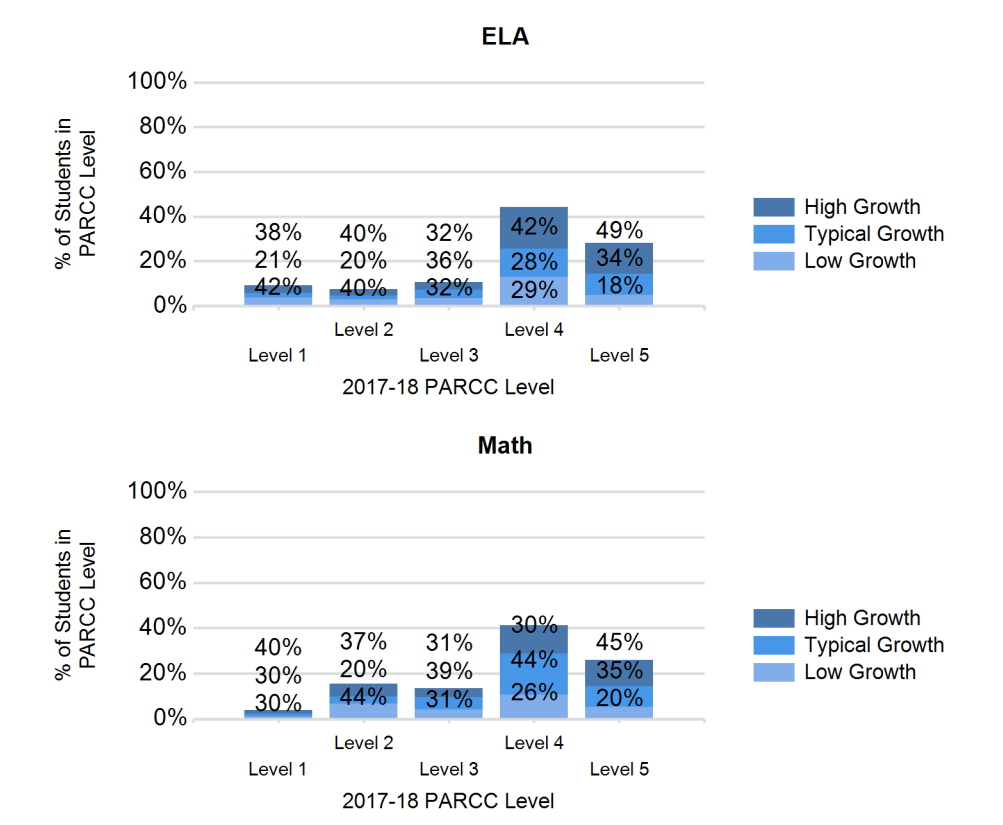
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

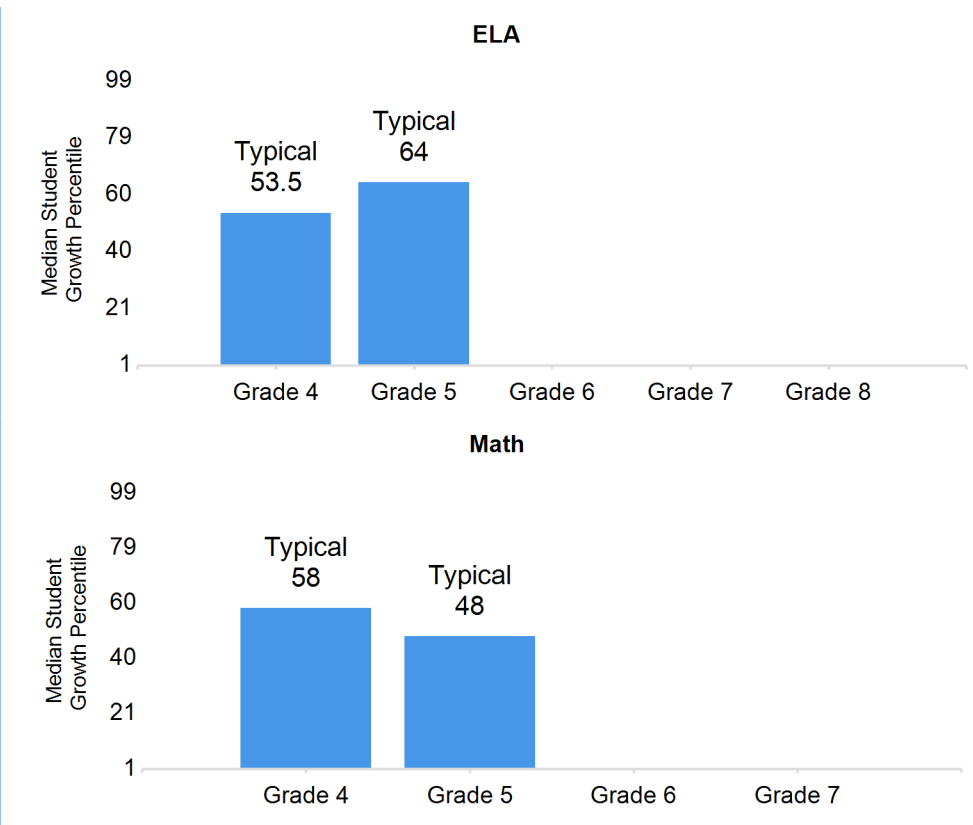
Student Growth by Performance Level

Student Growth by Grade

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.



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



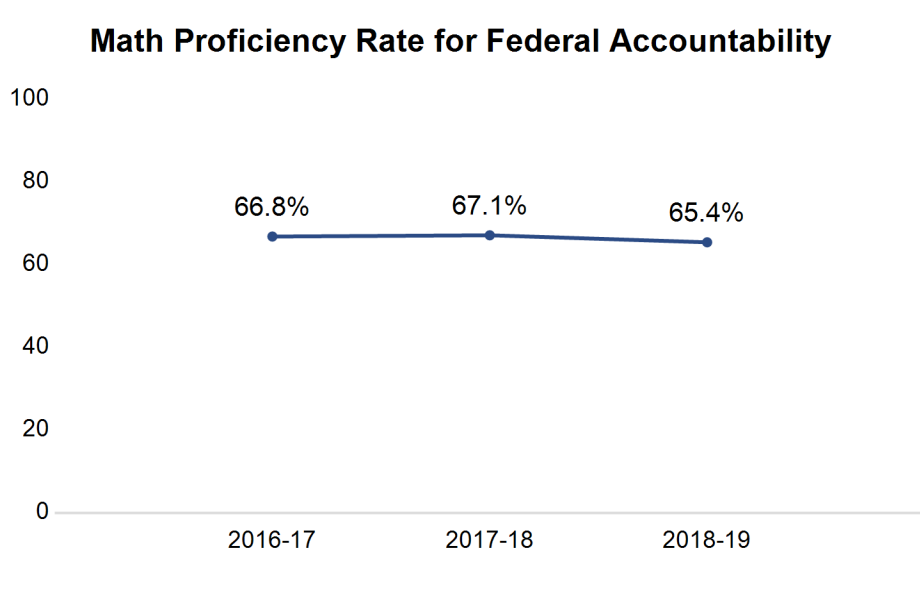
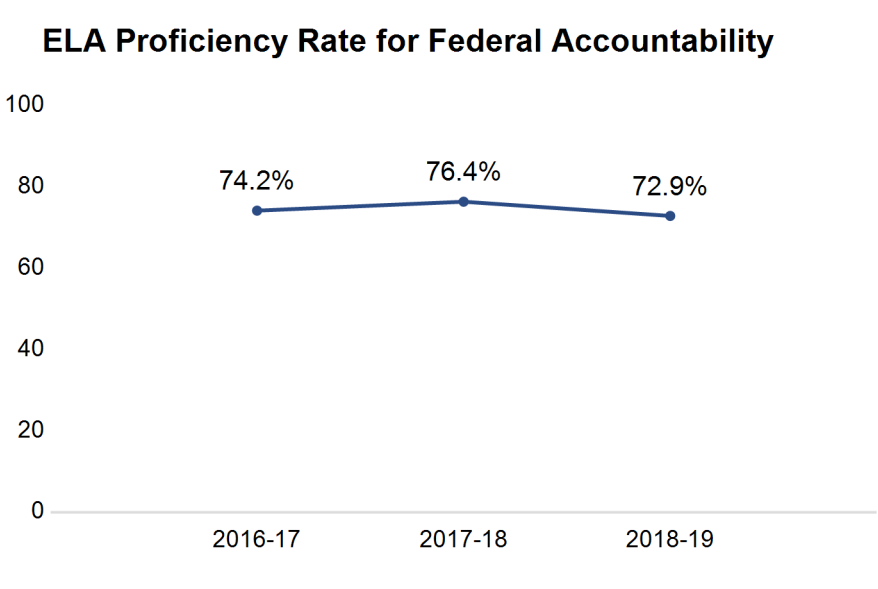


Lincoln Elementary School  
(23-1290-100)  
Grades Offered: KG-05  
2018-2019

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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	98.7%	97.5%	99.1%	98.7%	97.2%	99.6%
Proficiency Rate for Federal Accountability	74.2%	76.4%	72.9%	66.8%	67.1%	65.4%
Annual Target	74.2%	74.5%	74.8%	72.4%	72.8%	73.2%
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.



Lincoln Elementary School

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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	431	99.1	72.9	77.3	57.9	72.9	74.8	Met Target†
White	40	97.7	55.0	64.0	66.9	55.0	51.3	Met Target
Hispanic	57	100.0	47.4	*	43.9	47.4	50.7	Met Target†
Black or African American	30	100.0	60.0	47.9	38.5	60.0	67.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	289	99.0	81.7	88.4	82.9	81.7	80	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	195	99.5	76.9	81.8	64.8	76.9		
Male	236	98.8	69.5	73.0	51.3	69.5		
Economically Disadvantaged Students	64	100.0	46.9	49.9	40.0	46.9	59.3	Not Met
Non-Economically Disadvantaged Students	367	99.0	77.4	83.7	67.9	77.4		
Students with Disabilities	56	98.2	30.4	20.4	22.7	30.4	32.6	Met Target†
Students without Disabilities	375	99.3	79.2	83.0	65.1	79.2		
English Learners	20	100.0	40.0	43.5	29.3	40.0	N	N
Non-English Learners	411	99.1	74.5	79.0	60.6	74.5		
Homeless Students	16	100.0	56.3	46.5	29.1	56.3		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

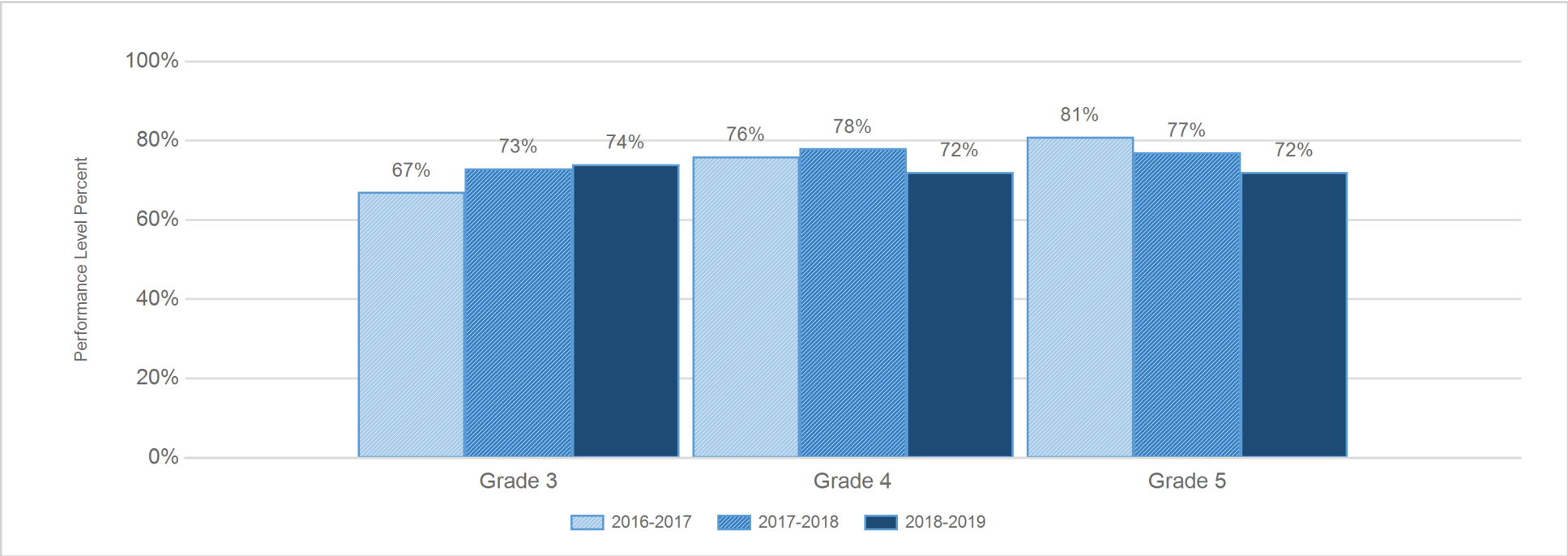


Lincoln Elementary School  
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2018-2019

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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.







Lincoln Elementary School

(23-1290-100)

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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	163	774	771	748	*	*	17%	50%	25%	74%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	14	742	735	734	*	*	*	*	*	36%	36%
Black or African American	11	772	741	731	*	0%	*	*	*	64%	33%
Asian, Native Hawaiian, or Pacific Islander	124	777	781	773	*	*	14%	53%	25%	78%	75%
American Indian or Alaska Native	*	*	798	746	*	*	*	*	*	*	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	69	775	773	753	*	*	17%	46%	28%	74%	55%
Male	94	772	768	743	*	*	16%	52%	22%	74%	46%
Economically Disadvantaged Students	21	739	*	731	*	*	*	*	*	43%	33%
Non-Economically Disadvantaged Students	142	779	*	759	*	*	*	*	*	79%	61%
Students with Disabilities	10	727	717	719	*	*	*	*	*	20%	24%
Students without Disabilities	153	777	775	754	*	*	*	*	*	78%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	772	751	*	*	*	*	*	*	54%
Homeless Students	*	*	734	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	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	152	769	774	755	8%	7%	13%	41%	32%	72%	57%
White	19	758	755	763	*	*	*	*	*	58%	67%
Hispanic	23	749	742	743	*	*	*	*	*	61%	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	96	780	786	779	*	*	*	36%	45%	81%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	71	773	779	760	*	*	*	44%	34%	77%	62%
Male	81	766	770	750	*	*	*	38%	30%	68%	53%
Economically Disadvantaged Students	24	741	742	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	128	775	782	765	*	*	*	*	*	77%	69%
Students with Disabilities	19	732	718	725	*	*	*	*	*	42%	25%
Students without Disabilities	133	775	779	761	*	*	*	*	*	77%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	775	758	*	*	*	*	*	*	60%
Homeless Students	*	*	745	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	772	776	756	*	*	11%	42%	31%	72%	58%
White	13	735	755	764	*	*	*	*	*	31%	68%
Hispanic	19	741	748	743	*	*	*	*	*	42%	44%
Black or African American	*	*	744	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	83	790	789	781	*	*	*	46%	42%	88%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	61	778	780	761	*	*	*	43%	34%	77%	64%
Male	69	767	772	750	*	*	*	41%	28%	68%	52%
Economically Disadvantaged Students	20	742	747	740	*	*	*	*	*	45%	39%
Non-Economically Disadvantaged Students	110	778	783	766	*	*	*	*	*	77%	69%
Students with Disabilities	15	727	726	724	*	*	*	*	*	27%	23%
Students without Disabilities	115	778	781	762	*	*	*	*	*	78%	65%
English Learners	N	N	712	713	N	N	N	N	N	N	11%
Non-English Learners	130	772	777	758	*	*	11%	42%	31%	72%	60%
Homeless Students	*	*	735	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	*	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	431	99.6	65.4	64.6	44.5	65.4	73.2	Not Met
White	40	97.7	45.0	42.1	54.1	45.0	38.2	Met Target
Hispanic	57	100.0	26.3	*	28.8	26.3	54.7	Not Met
Black or African American	30	100.0	33.3	20.3	23.0	33.3	49.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	289	99.7	79.9	81.3	76.5	79.9	80	Met Target†
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	195	99.5	64.1	64.8	44.9	64.1		
Male	236	99.6	66.5	64.4	44.2	66.5		
Economically Disadvantaged Students	64	100.0	32.8	30.3	26.3	32.8	51.7	Not Met
Non-Economically Disadvantaged Students	367	99.5	71.1	72.7	54.9	71.1		
Students with Disabilities	56	98.2	21.4	14.8	17.4	21.4	40.3	Not Met
Students without Disabilities	375	99.8	72.0	69.5	50.0	72.0		
English Learners	20	100.0	50.0	40.1	25.0	50.0	N	N
Non-English Learners	411	99.5	66.2	65.9	46.5	66.2		
Homeless Students	16	100.0	37.5	28.6	17.1	37.5		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

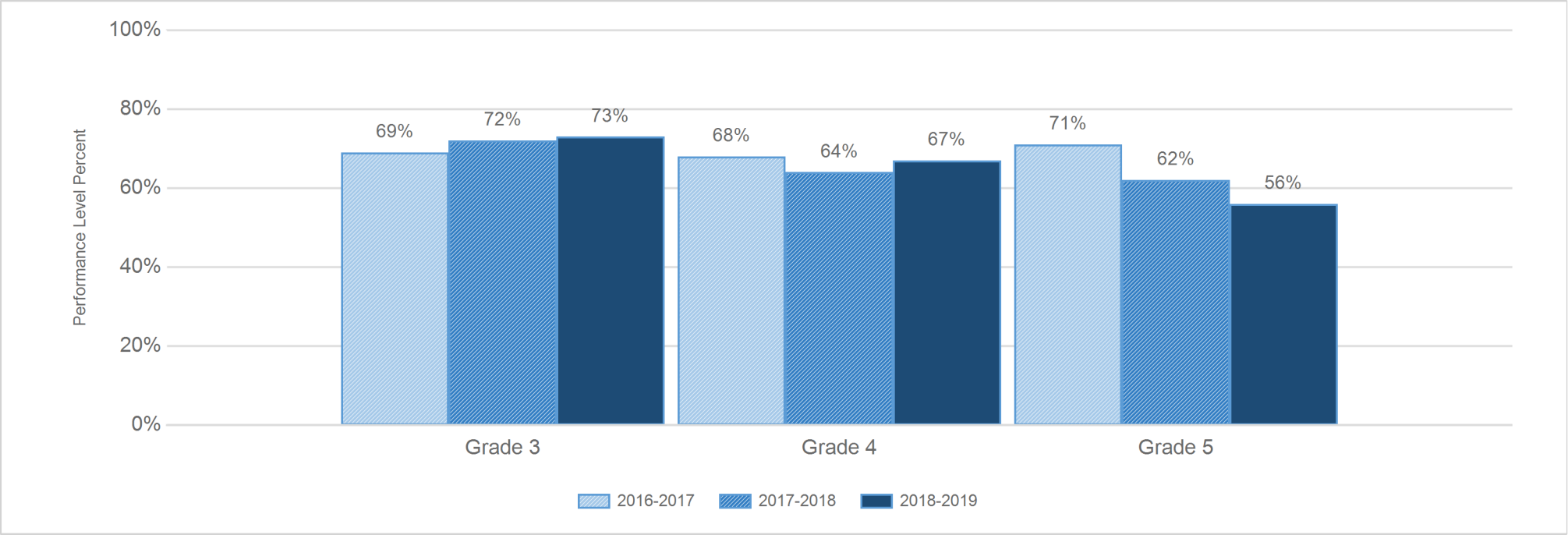


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2018-2019

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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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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	163	771	771	752	*	*	15%	42%	31%	73%	55%
White	*	*	749	760	*	*	*	*	*	*	66%
Hispanic	14	735	735	739	*	*	*	*	*	29%	40%
Black or African American	11	751	734	735	0%	*	*	*	*	55%	35%
Asian, Native Hawaiian, or Pacific Islander	124	777	782	778	*	*	12%	46%	35%	81%	83%
American Indian or Alaska Native	*	*	791	749	*	*	*	*	*	*	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	69	765	768	751	*	*	*	41%	26%	67%	54%
Male	94	775	773	752	*	*	*	43%	35%	78%	56%
Economically Disadvantaged Students	21	737	*	737	*	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	142	776	*	761	*	*	*	*	*	79%	67%
Students with Disabilities	10	741	729	731	*	*	*	*	*	40%	31%
Students without Disabilities	153	773	774	756	*	*	*	*	*	75%	60%
English Learners	*	*	733	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	772	754	*	*	*	*	*	*	58%
Homeless Students	*	*	736	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



Lincoln Elementary School

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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	153	762	768	749	*	*	16%	50%	17%	67%	51%
White	19	750	747	757	0%	*	*	*	*	53%	62%
Hispanic	23	736	732	737	*	*	*	*	*	35%	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	97	774	781	776	*	*	*	57%	25%	81%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	71	763	768	749	*	*	*	54%	15%	69%	50%
Male	82	762	768	749	*	*	*	48%	18%	66%	52%
Economically Disadvantaged Students	24	732	735	734	*	*	*	*	*	29%	32%
Non-Economically Disadvantaged Students	129	768	775	759	*	*	*	*	*	74%	63%
Students with Disabilities	19	722	722	726	*	*	*	*	*	21%	25%
Students without Disabilities	134	768	772	754	*	*	*	*	*	74%	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	*	*	733	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	130	756	764	747	*	*	22%	38%	18%	56%	47%
White	13	730	742	755	*	*	*	*	*	31%	58%
Hispanic	19	728	731	735	*	*	*	*	*	16%	30%
Black or African American	*	*	727	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	83	773	778	775	0%	*	*	51%	28%	78%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	61	754	762	747	*	*	21%	*	*	56%	47%
Male	69	757	766	747	*	*	23%	*	*	57%	47%
Economically Disadvantaged Students	20	734	732	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	110	760	772	757	*	*	*	*	*	61%	59%
Students with Disabilities	15	719	725	725	*	*	*	*	*	13%	19%
Students without Disabilities	115	761	767	752	*	*	*	*	*	62%	52%
English Learners	N	N	726	718	N	N	N	N	N	N	12%
Non-English Learners	130	756	764	749	*	*	22%	38%	18%	56%	49%
Homeless Students	*	*	723	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	*	716	N	N	N	N	N	N	17%



Lincoln Elementary School

(23-1290-100)

Grades Offered: KG-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	*	*
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





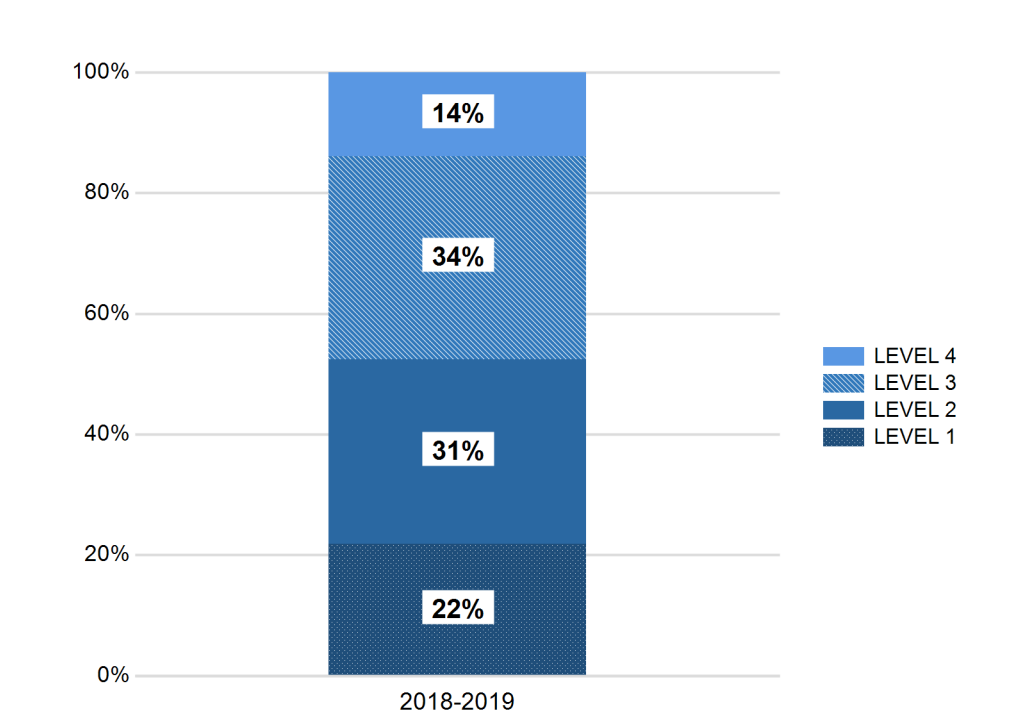
Lincoln Elementary School  
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2018-2019

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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	22	31	34	14
White	54	31	8	8
Hispanic	37	37	26	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	6	31	42	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	33	36	11
Male	23	29	32	16
Economically Disadvantaged Students	52	35	13	0
Non-Economically Disadvantaged Students	15	30	38	17
Students with Disabilities	67	27	0	7
Students without Disabilities	16	31	38	15
English Learners	N	N	N	N
Non-English Learners	22	31	34	14
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.

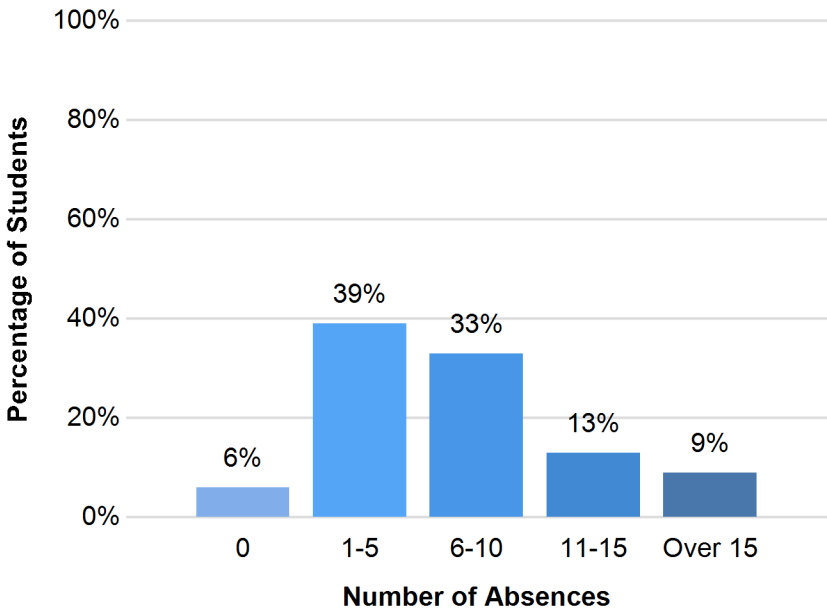
Chronic Absenteeism

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	56	6.1	8.9	Met
White	6	6.7	8.9	Met
Hispanic	4	4.0	8.9	Met
Black or African American	5	10.4	8.9	Not Met
Asian, Native Hawaiian, or Pacific	35	5.4	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	30	6.9		
Male	26	5.4		
Economically Disadvantaged Students	10	7.7	8.9	Met
Students with Disabilities	15	15.3	8.9	Not Met
English Learners	0	0	8.9	Met
Homeless Students	2	6.3		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





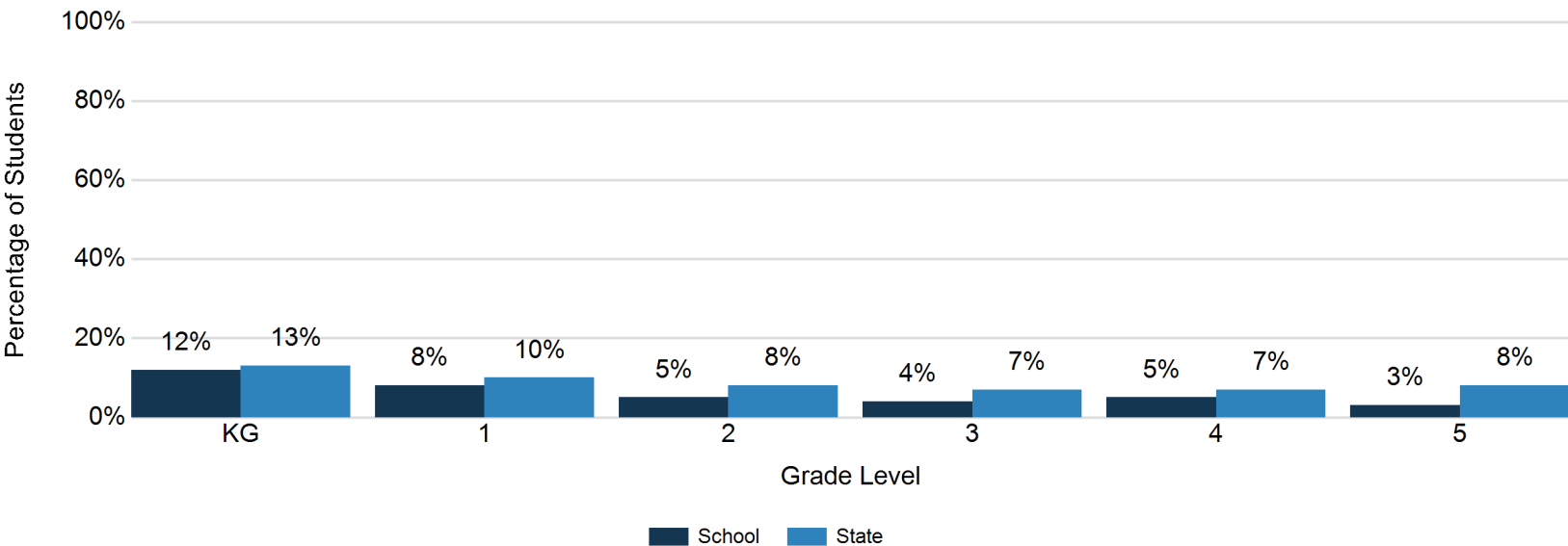
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Chronic Absenteeism by Grade

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





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

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

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

Incident Type	Number of Incidents
Violence	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	1	0	1
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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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



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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	10.9	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	64.7%	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	18:1	14:1
Students to Administrators	300:1	251:1
Teachers to Administrators	17:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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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	47.5%	86.3%	66.7%	48.4%	77.1%	54.9%
Male	52.5%	13.7%	33.3%	51.6%	22.9%	45.1%
White	9.1%	78.4%	66.7%	42.4%	83.6%	77.4%
Hispanic	10.0%	7.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.0%	2.0%	33.3%	15.0%	6.6%	13.9%
Asian	72.9%	11.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	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	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	88.8%





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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.

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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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	74.2%	76.4%	72.9%
Math Proficiency	66.8%	67.1%	65.4%
ELA Growth	63	61	59
Math Growth	53	49	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.3%	5.4%	6.1%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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



**Lincoln Elementary School**  
(23-1290-100)  
Grades Offered: KG-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.



#### Highlights:

- We have launched our Positive Behavior Interventions and Support (PBIS) school wide. In addition we have launched our Wingman program with great success.
- Lincoln's teachers continually create opportunities for intellectual risk-taking, collaboration, problem solving, and application of classroom learning to real-life situations.
- We will continue our Maker's space classroom incentive. This classroom allows our students to work collaboratively on hands on engineering /stem projects.



#### Mission, Vision, Theme:

Our mission is to allow each child to reach their full potential by developing their academic skills, fostering their social and emotional growth, and guiding them towards independent thinking and problem solving. High standards and expectations for each student in regard to responsible citizenship and academic effort are the foundation of our school. The active participation and partnership of students, staff, families, and community organizations are essential for our continued success. We continue to foster positive school-community partnerships through various events such as our Lincoln Parent Learning Festival, Science/Tech Night, and our Math Nights.



#### Awards, Recognition, Accomplishments:

We continue to recognize our staff and students on our outside marquee, school website, and our daily announcements on the loudspeaker.



Lincoln Elementary School

(23-1290-100)

Grades Offered: KG-05

2018-2019

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<div> <div> </div> <div> Courses, Curriculum, Instruction: </div> </div>	<p>With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.</p>
<div> <div> </div> <div> Clubs and Activities: </div> </div>	<p>There is a focus on the social emotional development of each child through character education, clubs, and school-wide activities/events. Lincoln offers Sports Club, Student Coucil, Safety patrol, News Paper club, Geography Club, Drama Club, Girl's Running Club. We also particapte in the state Geography Bee contest.</p>




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 <div>Staff and Professional Learning:</div>	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.
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School Narrative

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 <div>Student Supports and Services:</div>	<p>The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teacher.</p>
 <div>Student Health and Wellness:</div>	<p>Elementary students are supported holistically through health &amp; physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.</p>
 <div>Parent and Community Involvement:</div>	<p>Staff continues to support and attend PTO sponsored events such as staff tables at the Tricky Tray and Ceramics nights.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Our media center was renovated in 2012.</p>
<div>A blue shield icon with a white checkmark inside.</div> <div>School Safety:</div>	<p>Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state &amp; federal laws in regards to ensuring student safety.</p>




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 <div>Technology and STEM:</div>	Technology is an integral part of our instruction with all students utilizing 1:1 Chromebooks or ipads. Teachers are also flipping the classroom by using online tutorials as interventions and/or extensions to further differentiate and individualize instruction. Students are increasingly using online tools to collaborate, research and publish their work.
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**Lindeneau Elementary School**  
(23-1290-103)  
Grades Offered: KG-05  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



Lindeneau Elementary School  
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2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Dr. Johan Rojas
Address	50 BLOSSOM STREET EDISON, NJ 08817
Phone Number	732-650-5320
Email Address	<a href="mailto:johan.rojas@edison.k12.nj.us">johan.rojas@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/Domain/20">https://www.edison.k12.nj.us/Domain/20</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	51	59	50
1	70	69	76
2	78	86	74
3	82	79	83
4	84	86	76
5	78	89	78
Total	443	468	437

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	43.1%	41.5%	42.3%
Male	56.9%	58.5%	57.7%
Economically Disadvantaged Students	51.7%	49.4%	51.0%
Students with Disabilities	20.1%	21.2%	18.8%
English Learners	0.0%	0.4%	0.9%
Homeless Students	7.7%	4.7%	6.2%
Students in Foster Care	0.2%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	4.5%	2.6%	1.4%

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	24.4%	23.1%	23.1%
Hispanic	39.7%	40.2%	41.0%
Black or African American	13.3%	13.5%	12.8%
Asian	19.9%	19.4%	18.5%
Native Hawaiian or Pacific Islander	0.2%	0.9%	0.7%
American Indian or Alaska Native	0.0%	0.2%	0.5%
Two or More Races	2.5%	2.8%	3.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	45	48	46
KG - Full Day	6	11	4

Enrollment by Home Language

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

Home Language	% of Students
English	57.2%
Spanish	23.1%
Chinese	4.3%
Gujarati	3.4%
Arabic	1.6%
Other Languages	10.3%



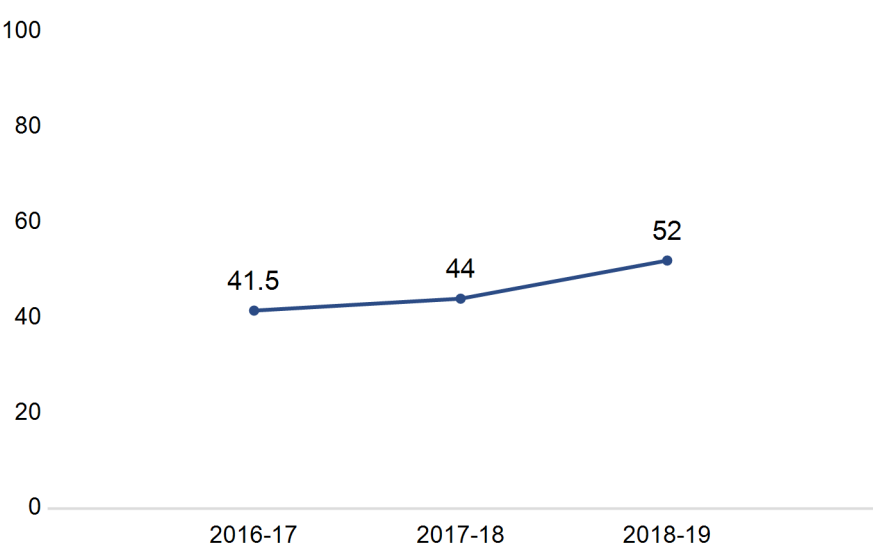
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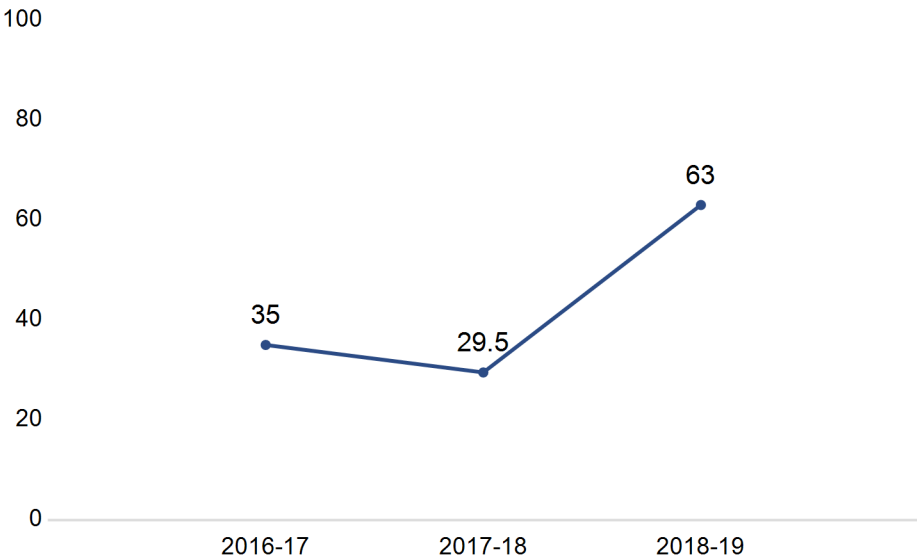
Student Growth Trends and Progress

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	41.5	44	52	35	29.5	63
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	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	52	61	50	Met Standard	63	54	50	Exceeds Standard
White	49.5	47	50	Met Standard	60.5	51	52	Exceeds Standard
Hispanic	55	53	49	Met Standard	63	48	47	Exceeds Standard
Black or African American	64.5	47	45	**	65	41	43	**
Asian, Native Hawaiian, or Pacific Islander	50	66	59	Met Standard	52	58	60	Met Standard
American Indian or Alaska Native	N	73	56	**	N	61	51.5	**
Two or More Races	*	52	49	**	*	45	52	**
Female	57	64	53	N	61	53	50	N
Male	49.5	58	47	N	66	55	51	N
Economically Disadvantaged Students	44	54	48	Met Standard	62	47	46	Exceeds Standard
Students with Disabilities	34	40	43	Not Met	66.5	45.5	45	Exceeds Standard
English Learners	50	65	52	Met Standard	47.5	60	50	Met Standard
Homeless Students	*	62.5	43	N	*	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	*	47	N	*	*	51	N





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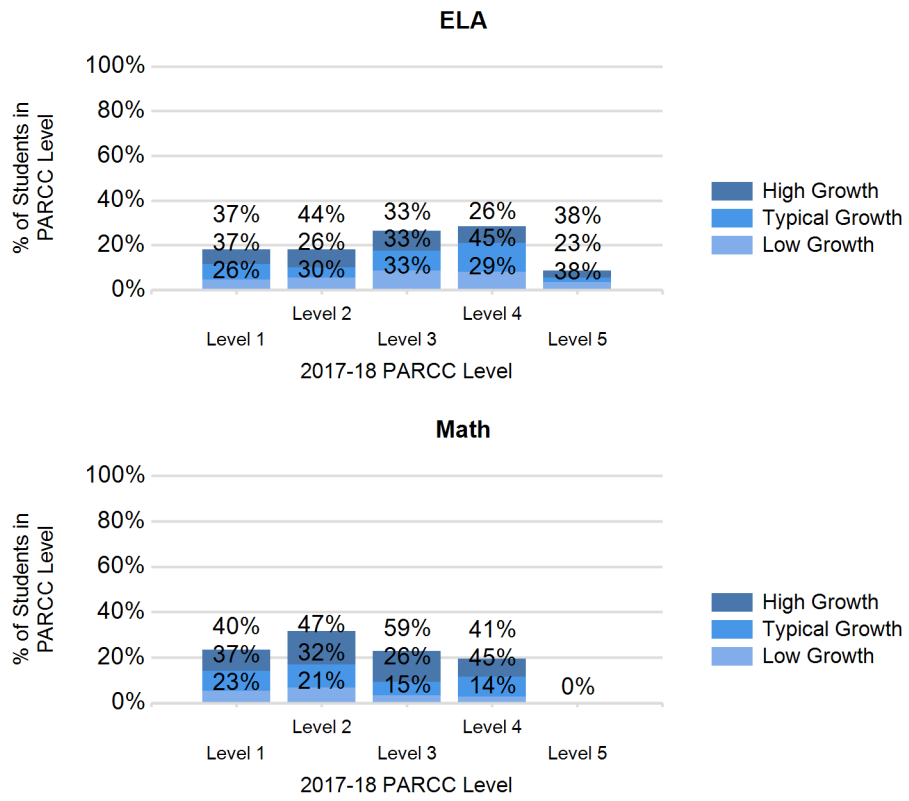
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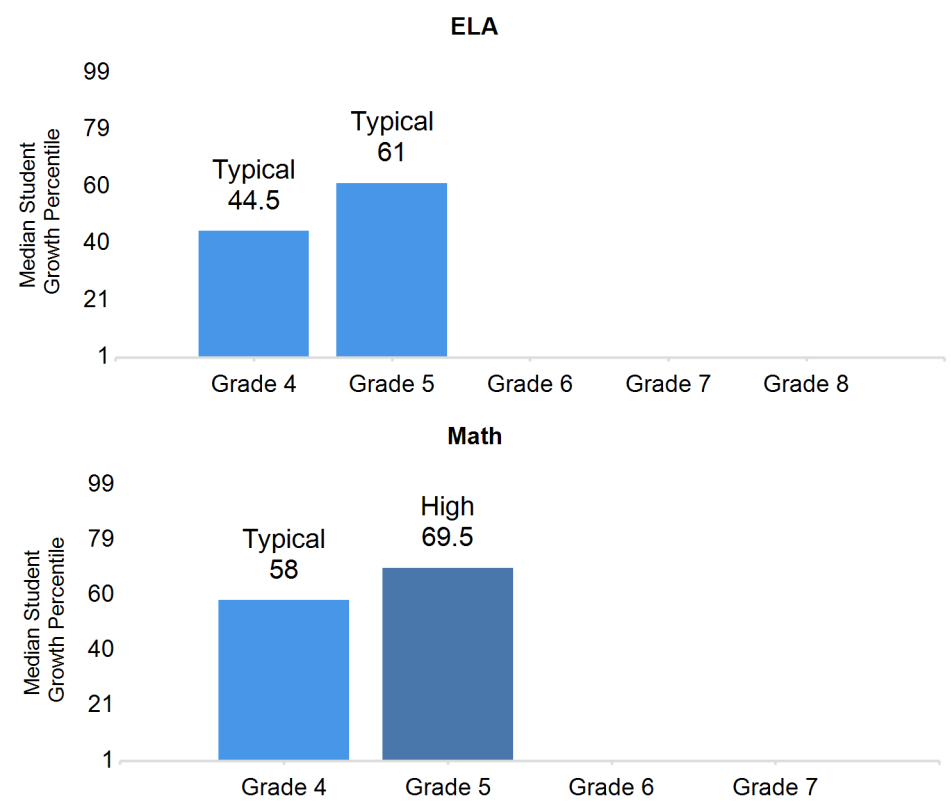
Student Growth by Performance Level

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.





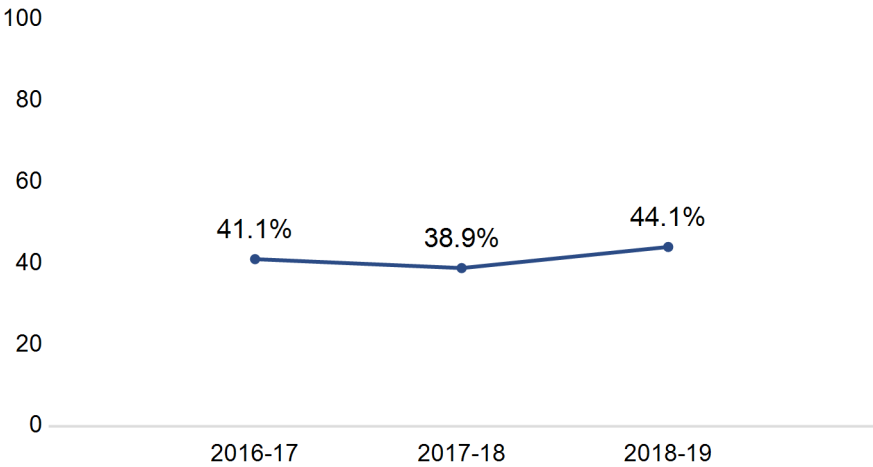
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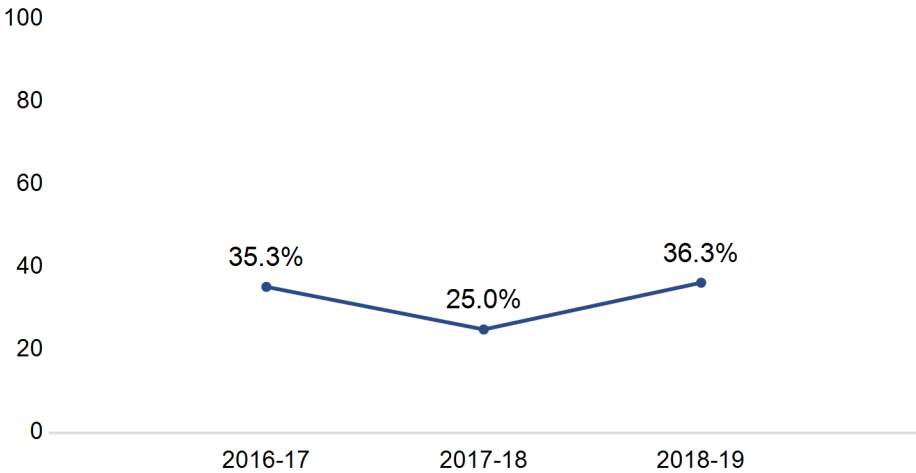
English Language Arts and Mathematics Performance Trends

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	89.0%	94.5%	97.2%	89.0%	94.5%	97.2%
Proficiency Rate for Federal Accountability	41.1%	38.9%	44.1%	35.3%	25.0%	36.3%
Annual Target	44.1%	46.0%	47.9%	42.9%	44.8%	46.8%
Met Annual Target?	Met Target†	Not Met	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	236	97.2	44.1	77.3	57.9	44.1	47.9	Met Target†
White	55	95.1	36.4	64.0	66.9	36.4	50.2	Not Met
Hispanic	103	97.2	35.9	*	43.9	35.9	28	Met Target
Black or African American	25	100.0	60.0	47.9	38.5	60.0	46.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	43	100.0	65.1	88.4	82.9	65.1	77.2	Not Met
American Indian or Alaska Native	N	N	N	95.3	56.0	N	**	**
Two or More Races	10	90.9	40.0	64.1	64.4	38.1	**	**
Female	106	98.2	50.0	81.8	64.8	50.0		
Male	130	96.4	39.2	73.0	51.3	39.2		
Economically Disadvantaged Students	119	96.8	32.8	49.9	40.0	32.8	40.6	Not Met
Non-Economically Disadvantaged Students	117	97.6	55.6	83.7	67.9	55.6		
Students with Disabilities	46	92.5	17.4	20.4	22.7	16.8	25.3	Met Target†
Students without Disabilities	190	98.5	50.5	83.0	65.1	50.5		
English Learners	31	100.0	29.0	43.5	29.3	29.0	27.7	Met Target
Non-English Learners	205	96.8	46.3	79.0	60.6	46.3		
Homeless Students	10	100.0	20.0	46.5	29.1	20.0		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

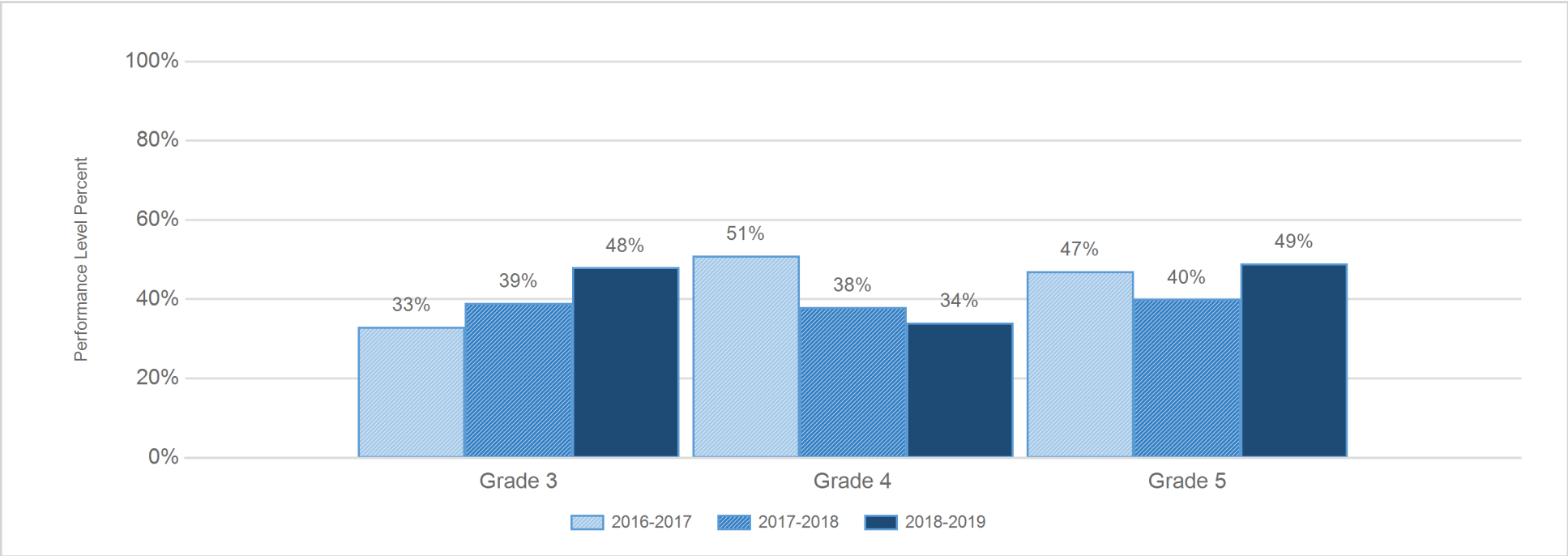


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English Language Arts Assessment - Performance Trends

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	80	745	771	748	15%	16%	21%	*	*	48%	50%
White	23	745	749	757	*	*	*	*	*	39%	60%
Hispanic	33	733	735	734	*	*	*	*	*	39%	36%
Black or African American	*	*	741	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	15	763	781	773	*	*	*	*	*	60%	75%
American Indian or Alaska Native	N	N	798	746	N	N	N	N	N	N	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	33	750	773	753	*	*	*	*	*	55%	55%
Male	47	741	768	743	*	*	*	*	*	43%	46%
Economically Disadvantaged Students	38	734	*	731	*	*	*	*	*	39%	33%
Non-Economically Disadvantaged Students	42	755	*	759	*	*	*	*	*	55%	61%
Students with Disabilities	13	721	717	719	*	*	*	*	*	15%	24%
Students without Disabilities	67	750	775	754	*	*	*	*	*	54%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	772	751	*	*	*	*	*	*	54%
Homeless Students	*	*	734	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%



Lindeneau Elementary School

(23-1290-103)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	732	774	755	21%	27%	18%	*	*	34%	57%
White	20	734	755	763	*	*	*	*	*	40%	67%
Hispanic	33	727	742	743	*	30%	*	*	*	24%	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	754	786	779	*	*	*	*	*	62%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	34	744	779	760	*	*	*	*	*	47%	62%
Male	43	723	770	750	*	*	*	*	*	23%	53%
Economically Disadvantaged Students	41	721	742	740	*	*	*	*	*	17%	40%
Non-Economically Disadvantaged Students	36	744	782	765	*	*	*	*	*	53%	69%
Students with Disabilities	18	707	718	725	*	*	*	*	*	17%	25%
Students without Disabilities	59	740	779	761	*	*	*	*	*	39%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	775	758	*	*	*	*	*	*	60%
Homeless Students	*	*	745	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	749	776	756	*	21%	27%	*	*	49%	58%
White	13	741	755	764	0%	*	*	*	*	31%	68%
Hispanic	35	738	748	743	*	34%	*	*	*	40%	44%
Black or African American	*	*	744	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	768	789	781	0%	0%	*	*	*	71%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	39	751	780	761	*	*	*	*	*	49%	64%
Male	39	747	772	750	*	*	*	*	*	49%	52%
Economically Disadvantaged Students	40	739	747	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	38	759	783	766	*	*	*	*	*	55%	69%
Students with Disabilities	*	*	726	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	781	762	*	*	*	*	*	*	65%
English Learners	N	N	712	713	N	N	N	N	N	N	11%
Non-English Learners	78	749	777	758	*	21%	27%	*	*	49%	60%
Homeless Students	*	*	735	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	*	*	*	723	*	*	*	*	*	*	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	237	97.2	36.3	64.6	44.5	36.3	46.8	Not Met
White	55	95.1	34.5	42.1	54.1	34.5	46.6	Not Met
Hispanic	104	97.3	28.8	*	28.8	28.8	31.2	Met Target†
Black or African American	25	100.0	28.0	20.3	23.0	28.0	46.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	43	100.0	60.5	81.3	76.5	60.5	75.2	Not Met
American Indian or Alaska Native	N	N	N	83.7	42.7	N	**	**
Two or More Races	10	90.9	40.0	52.6	53.3	38.1	**	**
Female	106	98.2	31.1	64.8	44.9	31.1		
Male	131	96.4	40.5	64.4	44.2	40.5		
Economically Disadvantaged Students	119	96.8	25.2	30.3	26.3	25.2	45	Not Met
Non-Economically Disadvantaged Students	118	97.6	47.5	72.7	54.9	47.5		
Students with Disabilities	46	92.5	17.4	14.8	17.4	16.8	26.9	Not Met
Students without Disabilities	191	98.5	40.8	69.5	50.0	40.8		
English Learners	32	100.0	25.0	40.1	25.0	25.0	27.7	Met Target†
Non-English Learners	205	96.8	38.0	65.9	46.5	38.0		
Homeless Students	10	100.0	30.0	28.6	17.1	30.0		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.



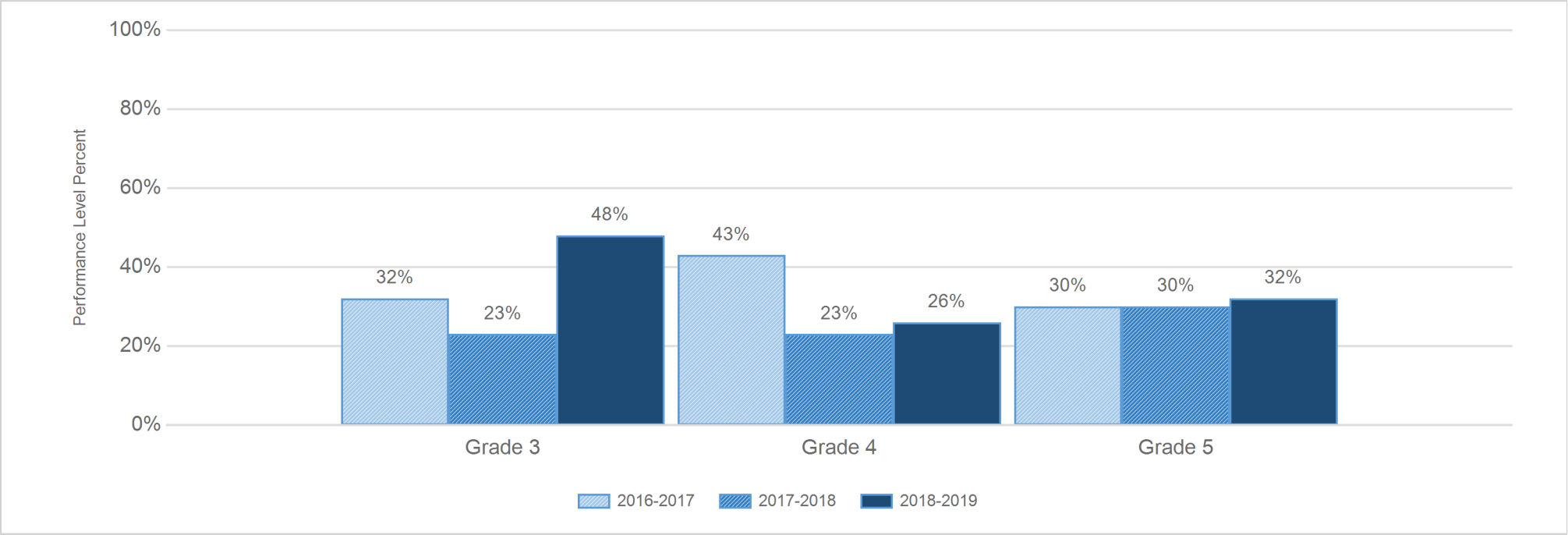


Lindeneau Elementary School  
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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	80	743	771	752	14%	15%	24%	*	*	48%	55%
White	23	742	749	760	*	*	*	*	*	52%	66%
Hispanic	33	737	735	739	*	*	*	*	*	39%	40%
Black or African American	*	*	734	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	15	761	782	778	0%	*	*	*	*	67%	83%
American Indian or Alaska Native	N	N	791	749	N	N	N	N	N	N	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	33	744	768	751	*	*	*	*	*	42%	54%
Male	47	743	773	752	*	*	*	*	*	51%	56%
Economically Disadvantaged Students	38	729	*	737	*	*	*	*	*	34%	37%
Non-Economically Disadvantaged Students	42	756	*	761	*	*	*	*	*	60%	67%
Students with Disabilities	13	727	729	731	*	*	*	*	*	23%	31%
Students without Disabilities	67	747	774	756	*	*	*	*	*	52%	60%
English Learners	*	*	733	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	772	754	*	*	*	*	*	*	58%
Homeless Students	*	*	736	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	728	768	749	14%	32%	28%	26%	0%	26%	51%
White	20	725	747	757	*	*	*	*	*	25%	62%
Hispanic	34	723	732	737	*	47%	*	*	*	18%	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	13	758	781	776	*	0%	*	*	*	69%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	34	731	768	749	*	*	*	*	*	26%	50%
Male	44	725	768	749	*	*	*	*	*	25%	52%
Economically Disadvantaged Students	41	718	735	734	*	*	24%	*	*	12%	32%
Non-Economically Disadvantaged Students	37	739	775	759	*	*	32%	*	*	41%	63%
Students with Disabilities	18	711	722	726	*	*	*	*	*	11%	25%
Students without Disabilities	60	733	772	754	*	*	*	*	*	30%	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	*	*	733	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	735	764	747	*	27%	29%	*	*	32%	47%
White	13	731	742	755	*	*	*	*	*	15%	58%
Hispanic	35	726	731	735	*	31%	*	*	*	26%	30%
Black or African American	*	*	727	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	750	778	775	0%	*	*	*	*	43%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	39	733	762	747	*	*	33%	*	*	26%	47%
Male	39	738	766	747	*	*	26%	*	*	38%	47%
Economically Disadvantaged Students	40	726	732	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	38	745	772	757	*	*	*	*	*	34%	59%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	767	752	*	*	*	*	*	*	52%
English Learners	N	N	726	718	N	N	N	N	N	N	12%
Non-English Learners	78	735	764	749	*	27%	29%	*	*	32%	49%
Homeless Students	*	*	723	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	*	*	*	716	*	*	*	*	*	*	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	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



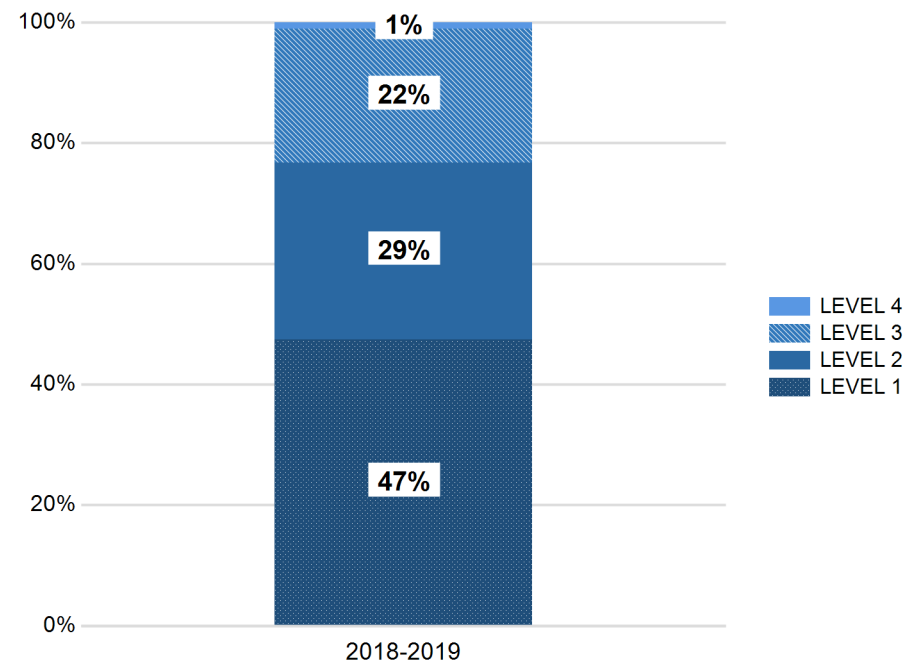
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	47	29	22	1
White	38	46	15	0
Hispanic	69	17	14	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	14	50	36	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	54	33	13	0
Male	41	26	31	3
Economically Disadvantaged Students	59	27	15	0
Non-Economically Disadvantaged Students	35	32	30	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	47	29	22	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*



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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.

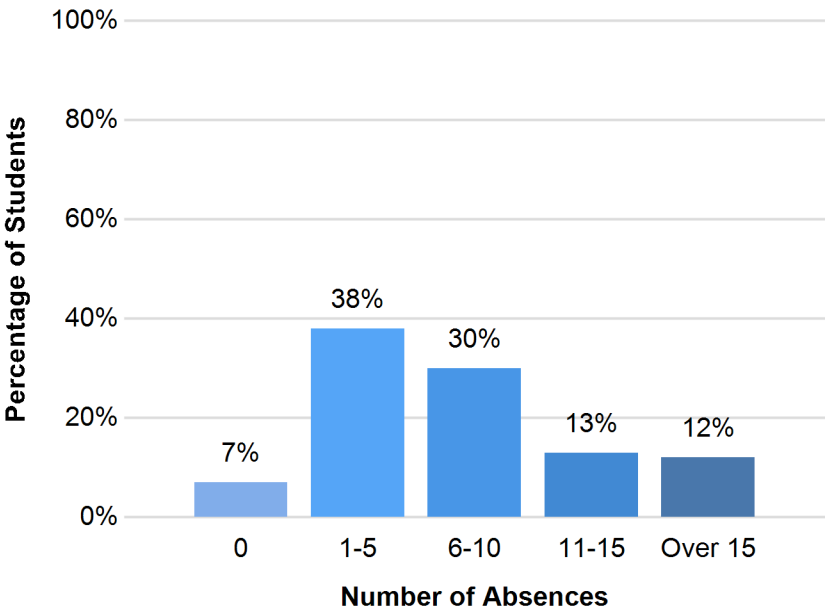
Chronic Absenteeism

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	38	8.5	8.9	Met
White	8	7.4	8.9	Met
Hispanic	16	8.7	8.9	Met
Black or African American	9	16.4	8.9	Not Met
Asian, Native Hawaiian, or Pacific	3	3.6	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	13	6.9		
Male	25	9.6		
Economically Disadvantaged Students	20	8.9	8.9	Met
Students with Disabilities	10	12.5	8.9	Not Met
English Learners	0	0	8.9	Met
Homeless Students	4	15.4		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





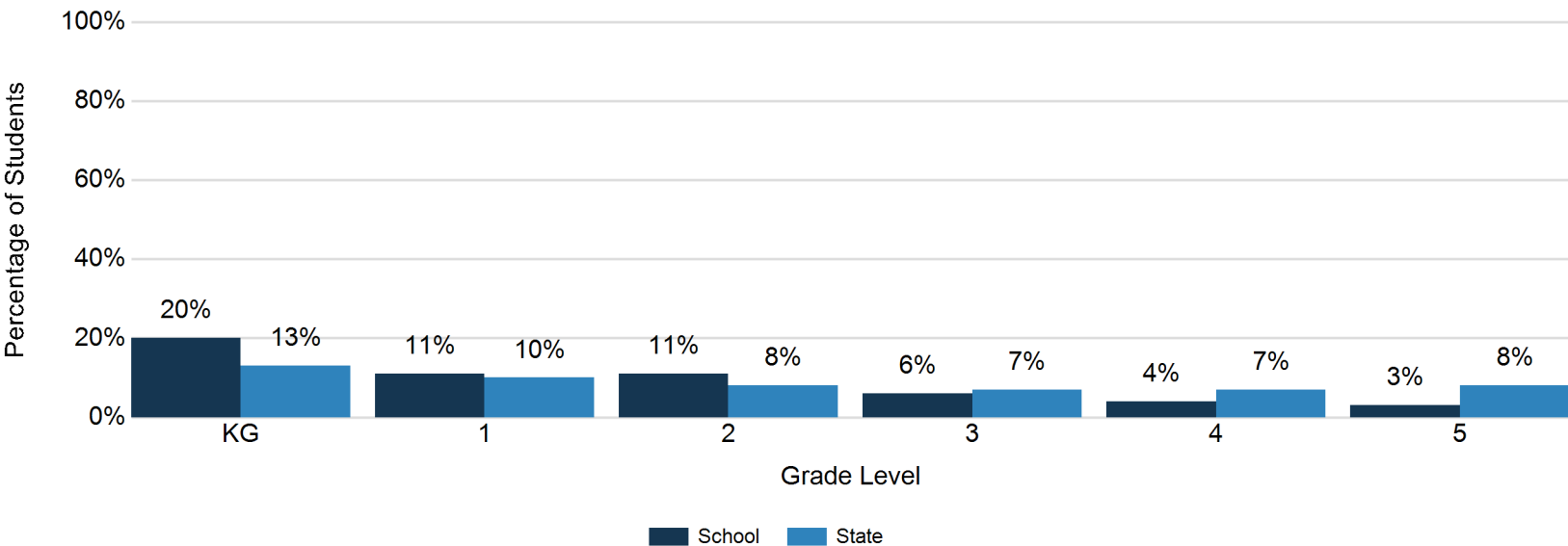
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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







Lindeneau Elementary School

(23-1290-103)

Grades Offered: KG-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.69

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	10.9	12.1
Average years experience in district	10.6	10.8
Percentage of Teachers with 4 or more years experience in the district	73.0%	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	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	14:1
Students to Administrators	437:1	251:1
Teachers to Administrators	37:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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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	42.3%	91.9%	0.0%	48.4%	77.1%	54.9%
Male	57.7%	8.1%	100.0%	51.6%	22.9%	45.1%
White	23.1%	73.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	41.0%	10.8%	100.0%	29.9%	7.3%	7.2%
Black or African American	12.8%	2.7%	0.0%	15.0%	6.6%	13.9%
Asian	18.5%	13.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	90.2%



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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.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
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	41.1%	38.9%	44.1%
Math Proficiency	35.3%	25.0%	36.3%
ELA Growth	42	44	52
Math Growth	35	30	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	8.1%	8.9%	8.5%

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

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






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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.

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>We are entering our third year as a Leader in Me School. The Leader in Me is aligned with the "Seven Habits of Highly Effective People".</li> <li>Cooperation, collaboration, and communication continue to be an important part of our school. We believe character education is an essential part of our learning environment.</li> <li>At Lindeneau Elementary School, all students are exposed to a rich curriculum with emphasis on literacy and mathematical practices. We offer various co-curricular activities.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>Lindeneau School is working to establish a school culture of Leadership and accountability. We are entering our third year as a Leader in Me School. The Leader in Me is aligned with the "Seven Habits of Highly Effective People". It teaches 21st century leadership and life skills to students and creates a culture of student empowerment. The process also teaches students the skills needed for academic success in any setting. This year all Seven Habits of Highly Effective people have been aligned to curriculum and instruction as well as goal setting for students.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Lindeneau hosts awards assemblies for students who earned High Honor Roll, Honor Roll and Perfect Attendance throughout the 1st- 3rd Marking Periods. As a Leader in Me School, Lindeneau also honors students who exemplify the 7 Habits of Highly Effective Students (Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to be Understood, and Synergize). Additionally Lindeneau annually honors a teacher nominated by his/her colleagues for the Governor's Teacher of the Year award.</p>





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 <div>Courses, Curriculum, Instruction:</div>	With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our one-to-one technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.
 <div>Clubs and Activities:</div>	Lindeneau School offers a wide array of clubs and co-curricular activities including Student Council, Safety Patrols and the Lindeneau News. Students have the opportunities to express their creativity in Art Club, Chorus, Band, Odyssey of the Mind, Strings, Tiger's Zen, and Yearbook.




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 <div>Staff and Professional Learning:</div>	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.
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 <div>Student Supports and Services:</div>	<p>The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teache</p>
 <div>Parent and Community Involvement:</div>	<p>Our school community is strengthened by its rich cultural diversity which we embrace and support. Our dedicated Parent Teacher Organization is committed to building the home-school connection by sponsoring many academic and social events for the entire community. The collaboration between school and families enables our dedicated staff to build strong relationships with the children as we learn from one another to ensure their growth</p>





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 <p>Facilities:</p>	<p>Lindeneau Elementary School is a K-5 school. The facility was built in 1967 and is nestled between two township parks. The classrooms are student-friendly with literacy rich displays, word walls, classroom libraries, chromebooks, ipads and promethean boards. The school's media center is visited weekly by each class and houses 25 desktop computers. Students attend music, art and Spanish class once a week and gym twice a week.</p>
 <p>School Safety:</p>	<p>Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state &amp; federal laws in regards to ensuring student safety.</p>




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

 <div>Technology and STEM:</div>	Lindeneau instituted a STEM academy collaboratively designed to help student’s mastery of key mathematical standards. Students in grades 2nd – 5th were invited to participate based on interest and identified need. The academy is anchored on the use of the Lego Education WeDo 2.0 Core set. This is a hands-on STEM solution that combines the LEGO brick, classroom-friendly software, engaging standards-based projects and a discovery based approach. Designed with collaboration in mind, the 2.0 core set supports students and introduces them to computational thinking and engineering principles in a fun and engaging way. The purpose of the STEM academy is to raise student understanding of conceptual mathematics while also enhancing student’s curiosity and science skills.
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**Martin Luther King Elementary School**

(23-1290-104)

Grades Offered: KG-05

2018-2019

**Report Key:**

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\*\* Accountability calculations require 20 or more students

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Mrs. Regina Arnold
Address	285 TINGLEY LANE EDISON, NJ 08820
Phone Number	732-452-2980
Email Address	<a href="mailto:regina.arnold@edison.k12.nj.us">regina.arnold@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/Domain/21">https://www.edison.k12.nj.us/Domain/21</a>



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

Enrollment Trends by Grade

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
KG	67	73	45
1	138	122	113
2	103	151	127
3	126	103	165
4	125	132	115
5	146	126	134
Total	705	707	699

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

Student Group	2016-17	2017-18	2018-19
Female	49.6%	47.5%	45.9%
Male	50.4%	52.5%	54.1%
Economically Disadvantaged Students	10.5%	8.8%	10.3%
Students with Disabilities	7.1%	6.2%	7.6%
English Learners	0.0%	0.1%	0.0%
Homeless Students	1.7%	1.1%	1.9%
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%

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	5.1%	4.8%	4.6%
Hispanic	3.3%	3.0%	2.7%
Black or African American	7.4%	5.5%	7.2%
Asian	82.7%	84.2%	82.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.9%	1.1%	1.3%
Two or More Races	0.7%	1.4%	1.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	66	60	42
KG - Full Day	1	13	3

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	40.1%
Hindi	19.2%
Telugu	8.9%
Gujarati	8.6%
Tamil	7.7%
Other Languages	15.6%



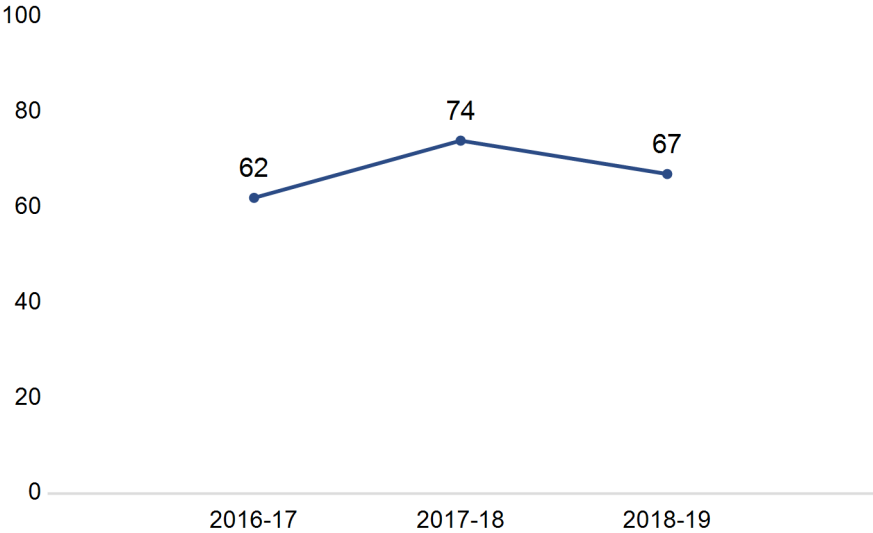
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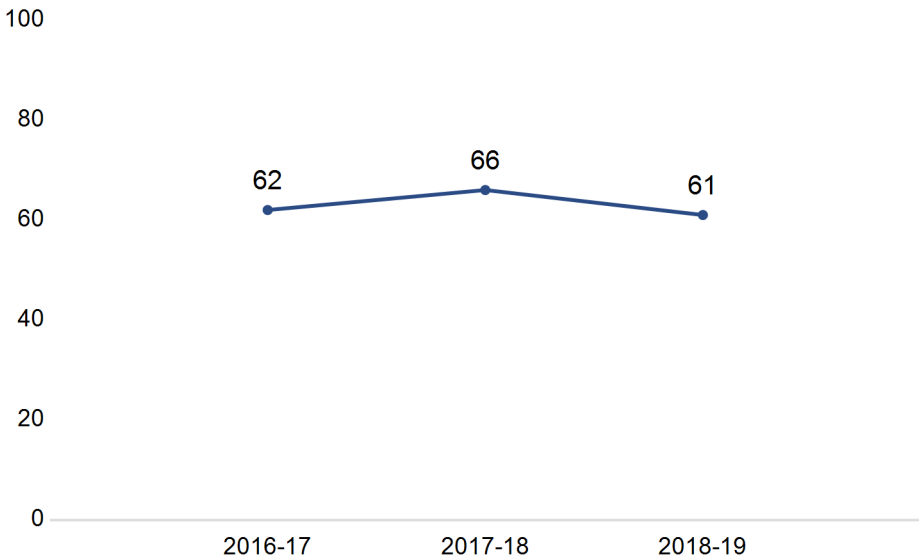
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	74	67	62	66	61
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds 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	67	61	50	Exceeds Standard	61	54	50	Exceeds Standard
White	52	47	50	**	54	51	52	**
Hispanic	*	53	49	**	*	48	47	**
Black or African American	34	47	45	**	16	41	43	**
Asian, Native Hawaiian, or Pacific Islander	72	66	59	Exceeds Standard	66	58	60	Exceeds Standard
American Indian or Alaska Native	*	73	56	**	*	61	51.5	**
Two or More Races	*	52	49	**	*	45	52	**
Female	71.5	64	53	N	60	53	50	N
Male	59	58	47	N	64	55	51	N
Economically Disadvantaged Students	40	54	48	**	39	47	46	**
Students with Disabilities	35	40	43	**	48	45.5	45	**
English Learners	*	65	52	**	*	60	50	**
Homeless Students	N	62.5	43	N	N	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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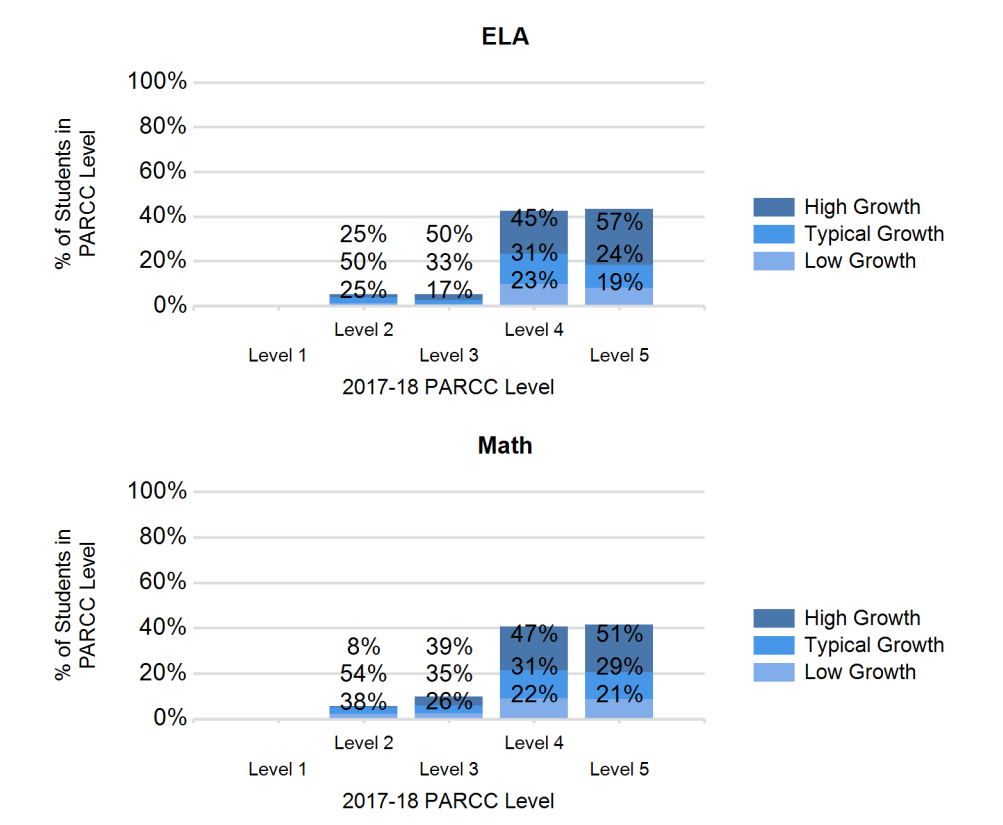
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

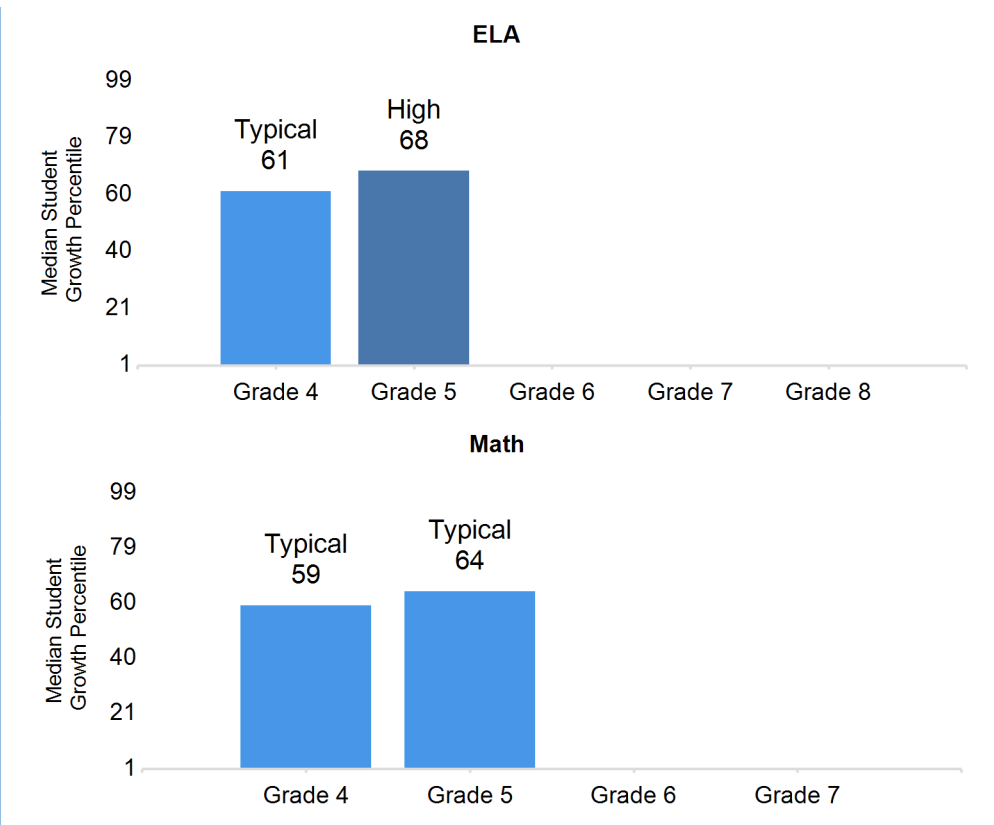
Student Growth by Performance Level

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.



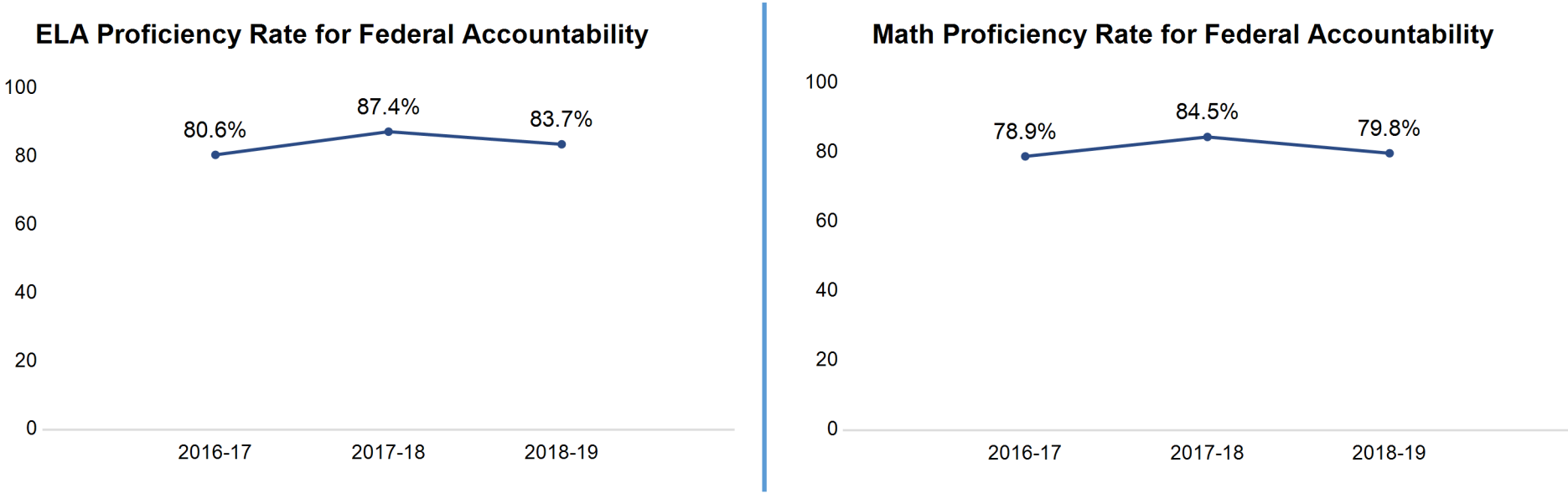


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English Language Arts and Mathematics Performance Trends

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	99.2%	99.7%	99.3%	99.2%	99.7%	99.3%
Proficiency Rate for Federal Accountability	80.6%	87.4%	83.7%	78.9%	84.5%	79.8%
Annual Target	75.6%	75.9%	76.1%	73.4%	73.7%	74.1%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Goal	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	381	99.3	83.7	77.3	57.9	83.7	76.1	Met Goal
White	19	100.0	52.6	64.0	66.9	52.6	**	**
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	19	96.3	21.1	47.9	38.5	21.1	N	N
Asian, Native Hawaiian, or Pacific Islander	324	99.4	90.7	88.4	82.9	90.7	80	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	177	99.5	86.4	81.8	64.8	86.4		
Male	204	99.1	81.4	73.0	51.3	81.4		
Economically Disadvantaged Students	34	100.0	41.2	49.9	40.0	41.2	32.7	Met Target
Non-Economically Disadvantaged Students	347	99.2	87.9	83.7	67.9	87.9		
Students with Disabilities	19	95.2	15.8	20.4	22.7	15.8	N	N
Students without Disabilities	362	99.5	87.3	83.0	65.1	87.3		
English Learners	*	*	*	43.5	29.3	*	**	**
Non-English Learners	*	*	*	79.0	60.6	*		
Homeless Students	*	*	*	46.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



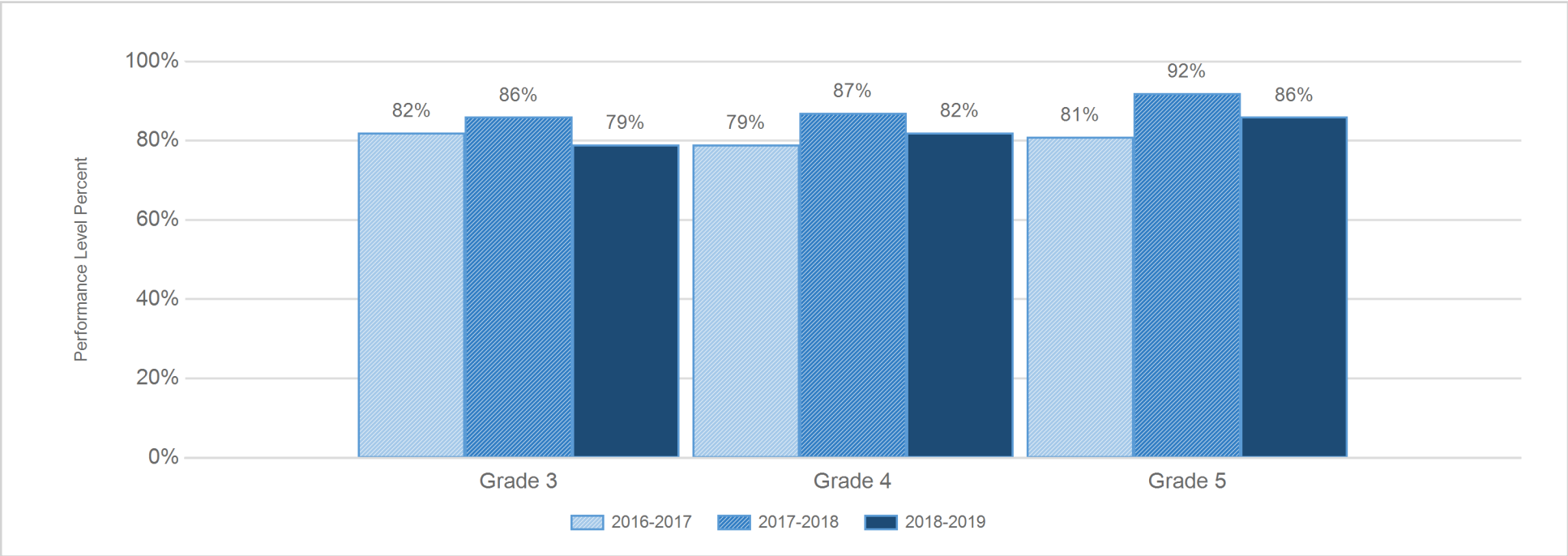


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English Language Arts Assessment - Performance Trends

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	160	783	771	748	*	*	11%	49%	31%	79%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	*	*	735	734	*	*	*	*	*	*	36%
Black or African American	*	*	741	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	137	792	781	773	*	*	11%	52%	35%	87%	75%
American Indian or Alaska Native	*	*	798	746	*	*	*	*	*	*	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	80	782	773	753	*	*	*	45%	33%	78%	55%
Male	80	784	768	743	*	*	*	53%	29%	81%	46%
Economically Disadvantaged Students	15	734	*	731	*	*	*	*	*	47%	33%
Non-Economically Disadvantaged Students	145	788	*	759	*	*	*	*	*	83%	61%
Students with Disabilities	*	*	717	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	775	754	*	*	*	*	*	*	56%
English Learners	N	N	716	713	N	N	N	N	N	N	17%
Non-English Learners	160	783	772	751	*	*	11%	49%	31%	79%	54%
Homeless Students	*	*	734	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	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	114	788	774	755	0%	*	*	31%	52%	82%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	97	792	786	779	0%	*	*	34%	55%	89%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	55	796	779	760	0%	*	*	33%	58%	91%	62%
Male	59	780	770	750	0%	*	*	29%	46%	75%	53%
Economically Disadvantaged Students	11	755	742	740	0%	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	103	791	782	765	0%	*	*	*	*	87%	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	779	761	*	*	*	*	*	*	64%
English Learners	N	N	719	720	N	N	N	N	N	N	17%
Non-English Learners	114	788	775	758	0%	*	*	31%	52%	82%	60%
Homeless Students	*	*	745	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	790	776	756	*	*	*	41%	45%	86%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	11	717	744	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	106	803	789	781	*	0%	*	42%	56%	97%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	55	798	780	761	*	*	*	38%	53%	91%	64%
Male	77	785	772	750	*	*	*	43%	39%	82%	52%
Economically Disadvantaged Students	12	734	747	740	*	*	*	*	*	25%	39%
Non-Economically Disadvantaged Students	120	796	783	766	*	*	*	*	*	92%	69%
Students with Disabilities	*	*	726	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	781	762	*	*	*	*	*	*	65%
English Learners	N	N	712	713	N	N	N	N	N	N	11%
Non-English Learners	132	790	777	758	*	*	*	41%	45%	86%	60%
Homeless Students	*	*	735	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	*	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	381	99.3	79.8	64.6	44.5	79.8	74.1	Met Target
White	19	100.0	26.3	42.1	54.1	26.3	**	**
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	19	96.3	*	20.3	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	324	99.4	89.5	81.3	76.5	89.5	80	Met Goal
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	177	99.5	79.1	64.8	44.9	79.1		
Male	204	99.1	80.4	64.4	44.2	80.4		
Economically Disadvantaged Students	34	100.0	17.6	30.3	26.3	17.6	27.1	Met Target†
Non-Economically Disadvantaged Students	347	99.2	85.9	72.7	54.9	85.9		
Students with Disabilities	19	95.2	15.8	14.8	17.4	15.8	N	N
Students without Disabilities	362	99.5	83.1	69.5	50.0	83.1		
English Learners	*	*	*	40.1	25.0	*	**	**
Non-English Learners	*	*	*	65.9	46.5	*		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

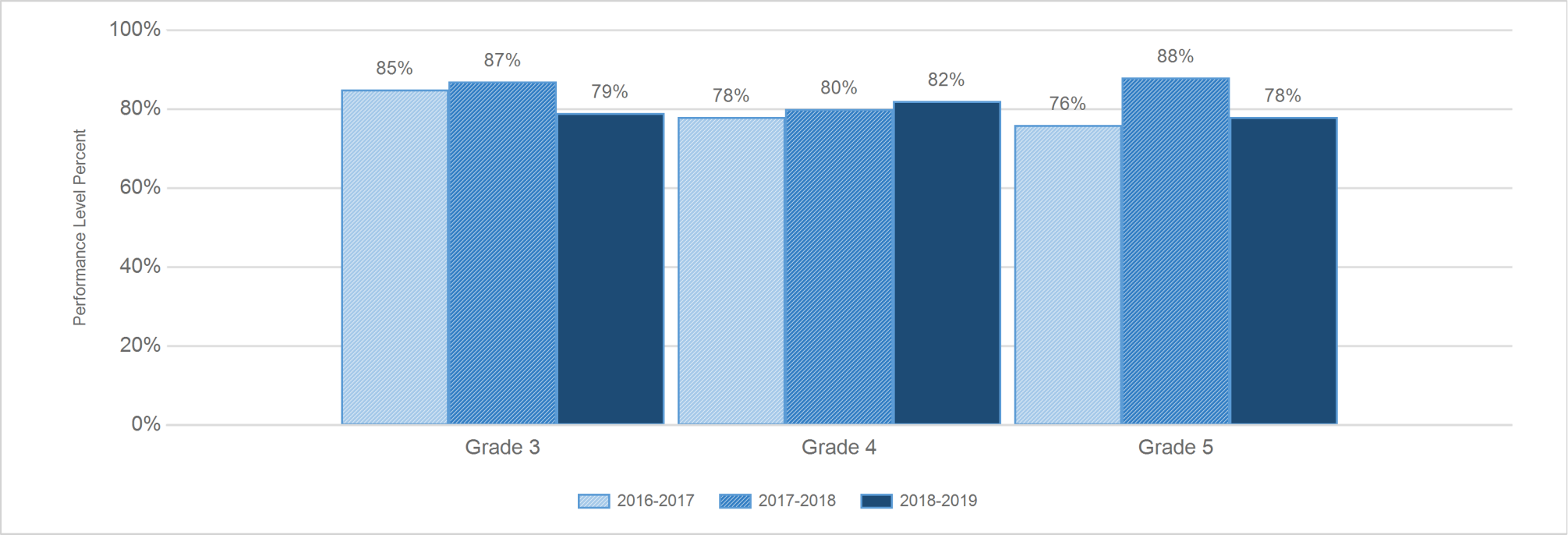


Martin Luther King Elementary School  
(23-1290-104)  
Grades Offered: KG-05  
2018-2019

**Report Key:**  
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Mathematics Assessment – Performance Trends

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



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



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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	160	778	771	752	*	*	13%	40%	39%	79%	55%
White	*	*	749	760	*	*	*	*	*	*	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	734	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	137	787	782	778	0%	*	*	46%	44%	90%	83%
American Indian or Alaska Native	*	*	791	749	*	*	*	*	*	*	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	80	772	768	751	*	*	*	41%	34%	75%	54%
Male	80	784	773	752	*	*	*	39%	45%	84%	56%
Economically Disadvantaged Students	15	727	*	737	*	*	*	*	*	20%	37%
Non-Economically Disadvantaged Students	145	784	*	761	*	*	*	*	*	86%	67%
Students with Disabilities	*	*	729	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	774	756	*	*	*	*	*	*	60%
English Learners	N	N	733	728	N	N	N	N	N	N	26%
Non-English Learners	160	778	772	754	*	*	13%	40%	39%	79%	58%
Homeless Students	*	*	736	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	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	114	780	768	749	*	*	11%	45%	37%	82%	51%
White	*	*	747	757	*	*	*	*	*	*	62%
Hispanic	*	*	732	737	*	*	*	*	*	*	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	97	784	781	776	0%	*	*	52%	38%	90%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	55	781	768	749	*	*	*	55%	31%	85%	50%
Male	59	778	768	749	*	*	*	36%	42%	78%	52%
Economically Disadvantaged Students	11	744	735	734	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	103	783	775	759	*	*	*	*	*	87%	63%
Students with Disabilities	*	*	722	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	N	N	723	722	N	N	N	N	N	N	18%
Non-English Learners	114	780	769	751	*	*	11%	45%	37%	82%	54%
Homeless Students	*	*	733	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%





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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	132	779	764	747	*	*	11%	34%	44%	78%	47%
White	*	*	742	755	*	*	*	*	*	*	58%
Hispanic	*	*	731	735	*	*	*	*	*	*	30%
Black or African American	11	707	727	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	106	791	778	775	0%	*	*	38%	54%	92%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	55	780	762	747	*	*	*	35%	44%	78%	47%
Male	77	778	766	747	*	*	*	34%	44%	78%	47%
Economically Disadvantaged Students	12	712	732	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	120	785	772	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	767	752	*	*	*	*	*	*	52%
English Learners	N	N	726	718	N	N	N	N	N	N	12%
Non-English Learners	132	779	764	749	*	*	11%	34%	44%	78%	49%
Homeless Students	*	*	723	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	*	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	*	*

### 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



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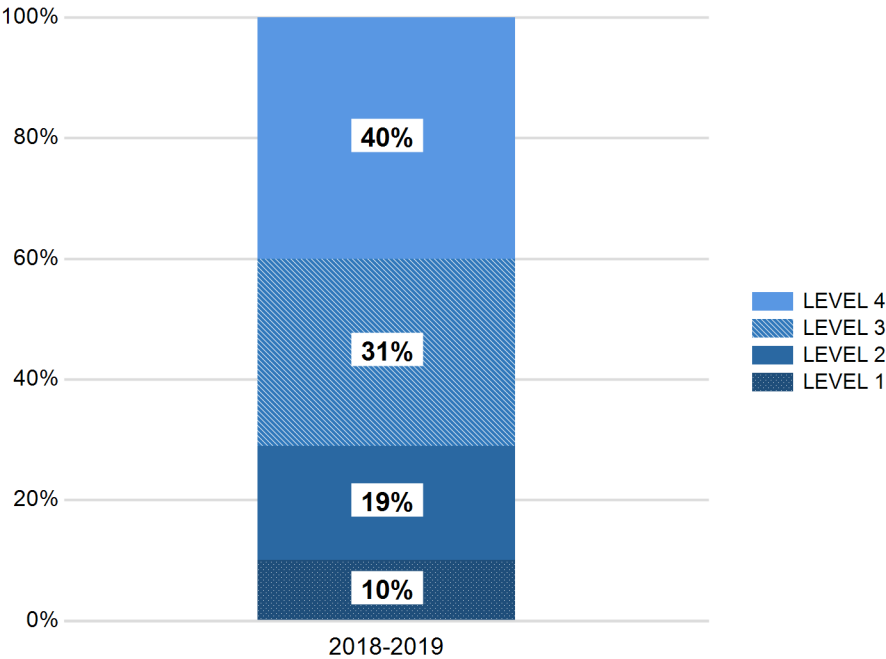
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	10	19	31	40
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	80	20	0	0
Asian, Native Hawaiian, or Pacific Islander	3	13	35	49
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	7	24	25	44
Male	12	16	36	37
Economically Disadvantaged Students	58	33	8	0
Non-Economically Disadvantaged Students	5	18	34	44
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	10	19	31	40
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.

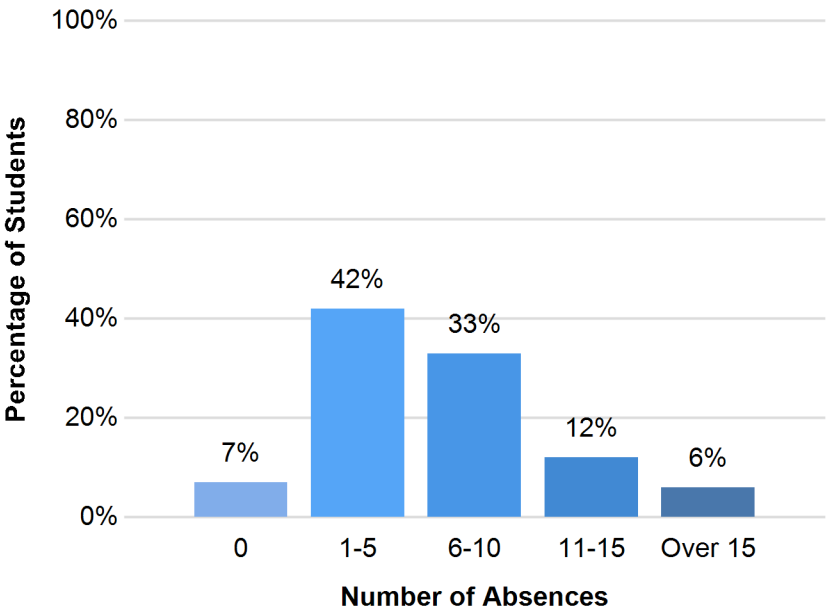
Chronic Absenteeism

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	35	5.1	8.9	Met
White	0	0	8.9	Met
Hispanic	2	11.1	**	**
Black or African American	12	23.1	8.9	Not Met
Asian, Native Hawaiian, or Pacific	20	3.5	8.9	Met
American Indian or Alaska Native	0	0	**	**
Two or More Races	1	7.7	**	**
Female	15	4.7		
Male	20	5.4		
Economically Disadvantaged Students	13	17.6	8.9	Not Met
Students with Disabilities	3	7.0	8.9	Met
English Learners	*	*	**	**
Homeless Students	3	23.1		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





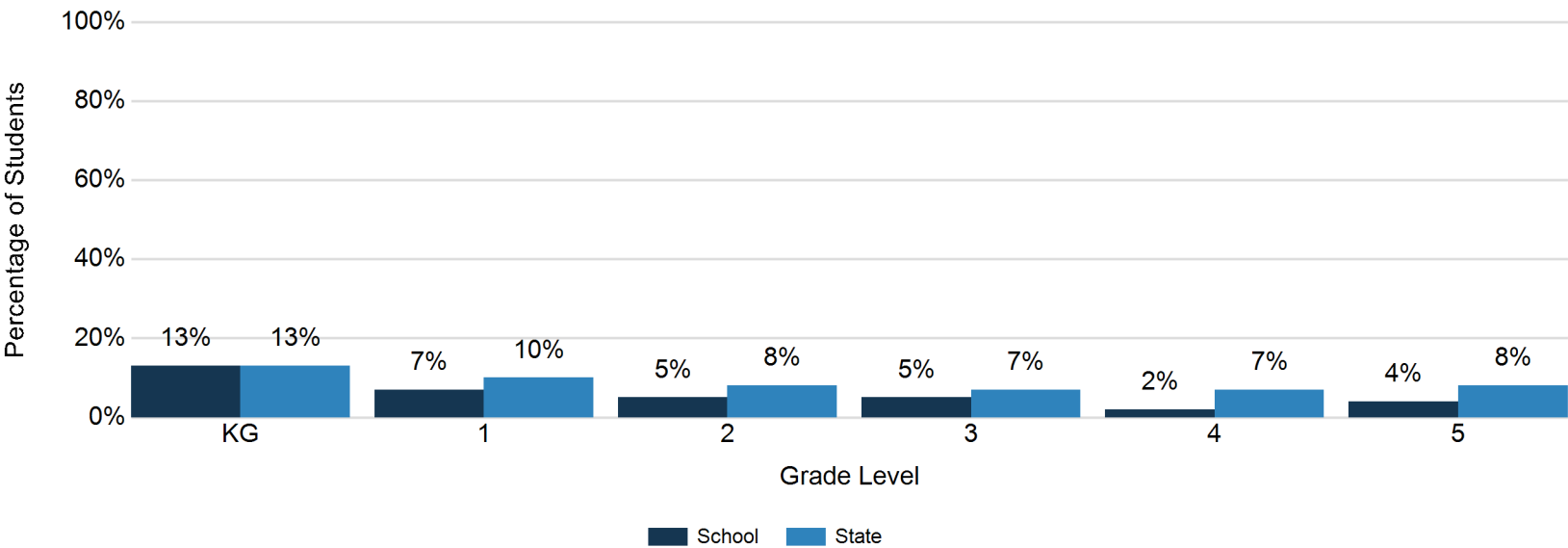
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	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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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	14.1	12.1
Average years experience in district	13.3	10.8
Percentage of Teachers with 4 or more years experience in the district	85.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	16:1	14:1
Students to Administrators	699:1	251:1
Teachers to Administrators	43:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1





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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	45.9%	93.0%	100.0%	48.4%	77.1%	54.9%
Male	54.1%	7.0%	0.0%	51.6%	22.9%	45.1%
White	4.6%	83.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	2.7%	7.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.2%	4.7%	0.0%	15.0%	6.6%	13.9%
Asian	82.4%	4.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



Martin Luther King Elementary School  
(23-1290-104)  
Grades Offered: KG-05  
2018-2019

**Report Key:**  
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**N** No Data is available to display  
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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

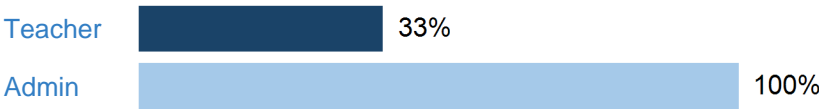
Teachers and Administrators - Level of Education

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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	90.2%



Martin Luther King Elementary School  
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Per-Pupil Expenditures by Source

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

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

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

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

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



Martin Luther King Elementary School

(23-1290-104)

Grades Offered: KG-05

2018-2019

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

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

ESSA Accountability Status

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

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

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



Martin Luther King Elementary School

(23-1290-104)

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

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

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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	80.6%	87.4%	83.7%
Math Proficiency	78.9%	84.5%	79.8%
ELA Growth	62	74	67
Math Growth	62	66	61
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.3%	4.1%	5.1%

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



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

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






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"><li>Award winning Odyssey of the Mind student teams.</li><li>Proud to be a PBSIS showcase school.</li><li>Committed to the social and emotional well being of our students through the incorporation of School Wide Responsive Classroom.</li></ul>
 <div>Mission, Vision, Theme:</div>	<p>We at MLK School are dedicated to developing the "whole" child where all students physical, emotional, social, and cognitive growth are fostered in a nurturing and productive learning environment; and consider our purpose to produce forthright, upstanding citizens who become passionate about education and who embrace the philosophy of life-long learning.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>MLK's Odyssey of the Mind teams placed first at OM Regionals, first at NJ States and 9th at OM world. MLK student placed to compete at the state level Geobee.</p>







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 <div>Courses, Curriculum, Instruction:</div>	With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our one-to-one technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.
 <div>Clubs and Activities:</div>	MLK offers a variety of co-curricular clubs and programs to enhance students' learning experience. These include the following: student council,Girls on the Run, safety patrol, newspaper, odyssey of the mind, music club, yearbook club, Math Olympiad and MLK-TV News Club. After school enrichment programs are offered throughout the year, these include LEGO Bricks 4 Kidz, Arts Kidz Club, Advanced Robotics, Engineering, Scratch, Coding, STEM Owl and Financial Literacy.




**Martin Luther King Elementary School**  
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2018-2019

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 <div>Staff and Professional Learning:</div>	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.
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 <div>Student Supports and Services:</div>	<p>The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teacher.</p>
 <div>Student Health and Wellness:</div>	<p>Elementary students are supported holistically through health &amp; physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.</p>
 <div>Parent and Community Involvement:</div>	<p>MLK-PTA supports all assemblies in which students at MLK are afforded extended and enriched opportunities including having an internationally known children's author come and share their expertise each year. During the 2018-19 school year, author Sheetal Sheth visited MLK. Assemblies, including the BMX Anti Bullying, STEAM Science Museum, Richard Hight Assessmbly, the Earth Dome and Bugs on the Go Assembly. Parent events included Pumpkin Carving night, Family Movie and Game Show Night and PJ Reading Night and Family BINGO and Raffle night. In addition, cultural events such as Evening of the Arts, and the Cultural Fair bring the community together.</p>





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 <div>Facilities:</div>	MLK was built in 1970. It is a well maintained building that is welcoming to all learners who enter the front doors. MLK has an updated library, including technology devices, cameras, updated fire retardant doors and blinds throughout the building and a new PA system.
 <div>School Safety:</div>	Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state & federal laws in regards to ensuring student safety.




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 <div>Technology and STEM:</div>	Learners at MLK are afforded opportunities for learning, from G & T through RTI services. In addition, online textbooks and online Discovery Education resources support learners. Before and after school academies enhance learning at MLK. With the District's one to one initiative all students have a technology device of either a Chromebook or iPad. Through the offering of STEM after school enrichment programs, students may explore various aspects of STEM that meet their interests.
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**Menlo Park Elementary School**  
(23-1290-105)  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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

**Menlo Park Elementary School**

(23-1290-105)

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	Middlesex
District	Edison Township School District
Principal Name	Michael Duggan
Address	155 MONROE AVENUE EDISON, NJ 08820
Phone Number	732-452-2910
Email Address	<a href="mailto:michael.duggan@edison.k12.nj.us">michael.duggan@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/Domain/22">https://www.edison.k12.nj.us/Domain/22</a>



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

Enrollment Trends by Grade

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	2	26	2
KG	105	96	100
1	130	139	151
2	165	142	149
3	154	157	145
4	155	156	158
5	168	163	159
Total	879	879	864

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

Student Group	2016-17	2017-18	2018-19
Female	48.7%	50.5%	50.0%
Male	51.3%	49.5%	50.0%
Economically Disadvantaged Students	17.4%	14.0%	14.8%
Students with Disabilities	6.7%	9.0%	6.3%
English Learners	0.2%	0.3%	0.8%
Homeless Students	3.0%	2.4%	2.2%
Students in Foster Care	0.1%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	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	10.4%	7.5%	6.5%
Hispanic	6.7%	6.4%	5.9%
Black or African American	3.9%	4.0%	3.7%
Asian	75.8%	79.3%	81.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	1.0%	1.0%	0.6%
Two or More Races	2.2%	1.7%	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	23	0
PK - Full Day	2	3	2
KG - Half Day	96	91	96
KG - Full Day	9	5	4

Enrollment by Home Language

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

Home Language	% of Students
English	33.2%
Gujarati	15.6%
Hindi	10.5%
Telugu	9.7%
Tamil	7.4%
Other Languages	23.5%





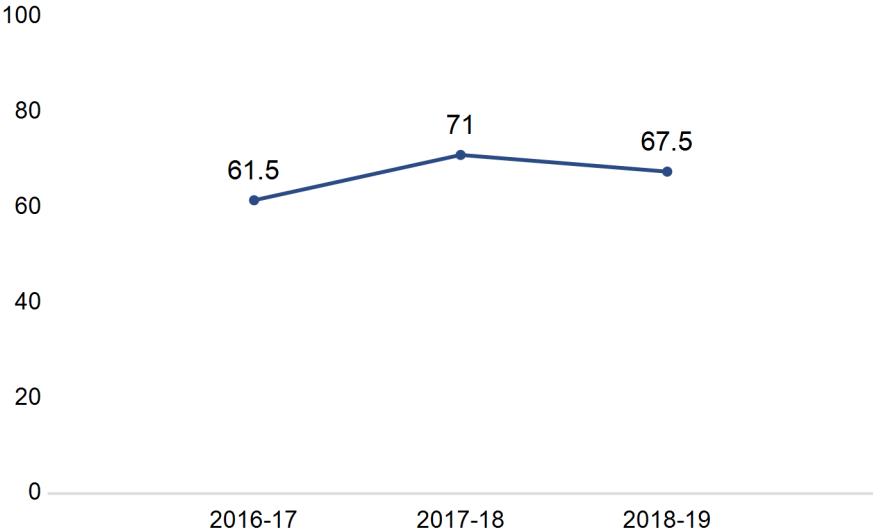
Menlo Park Elementary School  
(23-1290-105)  
Grades Offered: PK-05  
2018-2019

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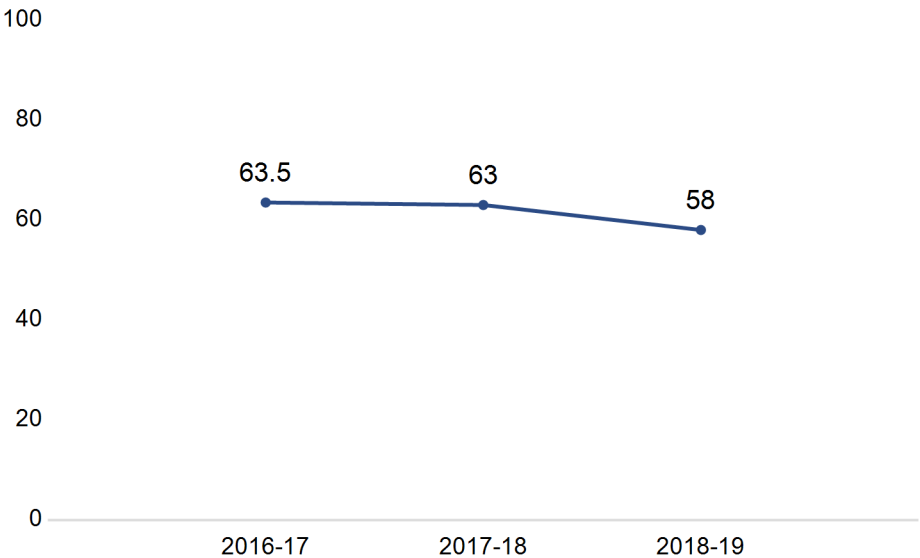
Student Growth Trends and Progress

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	61.5	71	67.5	63.5	63	58
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Menlo Park Elementary School

(23-1290-105)

Grades Offered: PK-05

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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	67.5	61	50	Exceeds Standard	58	54	50	Met Standard
White	63	47	50	Exceeds Standard	67	51	52	Exceeds Standard
Hispanic	74	53	49	**	49	48	47	**
Black or African American	63	47	45	**	36.5	41	43	**
Asian, Native Hawaiian, or Pacific Islander	68	66	59	Exceeds Standard	59	58	60	Met Standard
American Indian or Alaska Native	*	73	56	**	*	61	51.5	**
Two or More Races	*	52	49	**	*	45	52	**
Female	69	64	53	N	56.5	53	50	N
Male	64	58	47	N	60	55	51	N
Economically Disadvantaged Students	63.5	54	48	Exceeds Standard	43	47	46	Met Standard
Students with Disabilities	46	40	43	**	35	45.5	45	**
English Learners	63	65	52	Exceeds Standard	65	60	50	Exceeds Standard
Homeless Students	*	62.5	43	N	*	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



Menlo Park Elementary School  
(23-1290-105)  
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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.

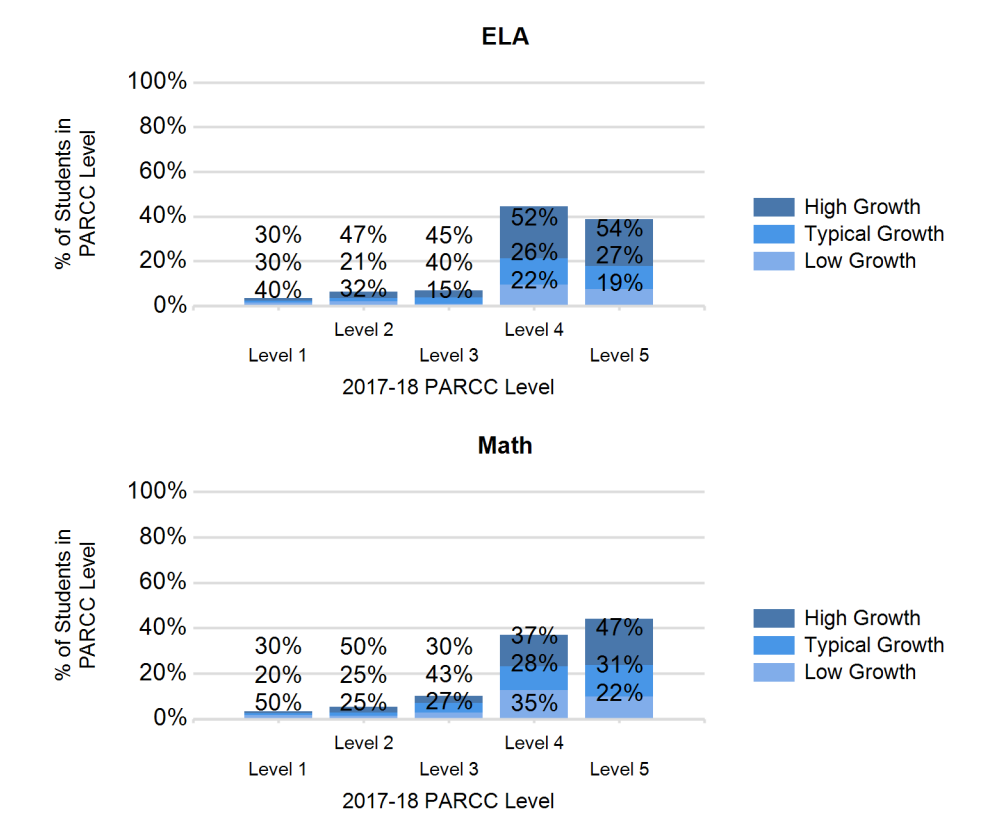
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

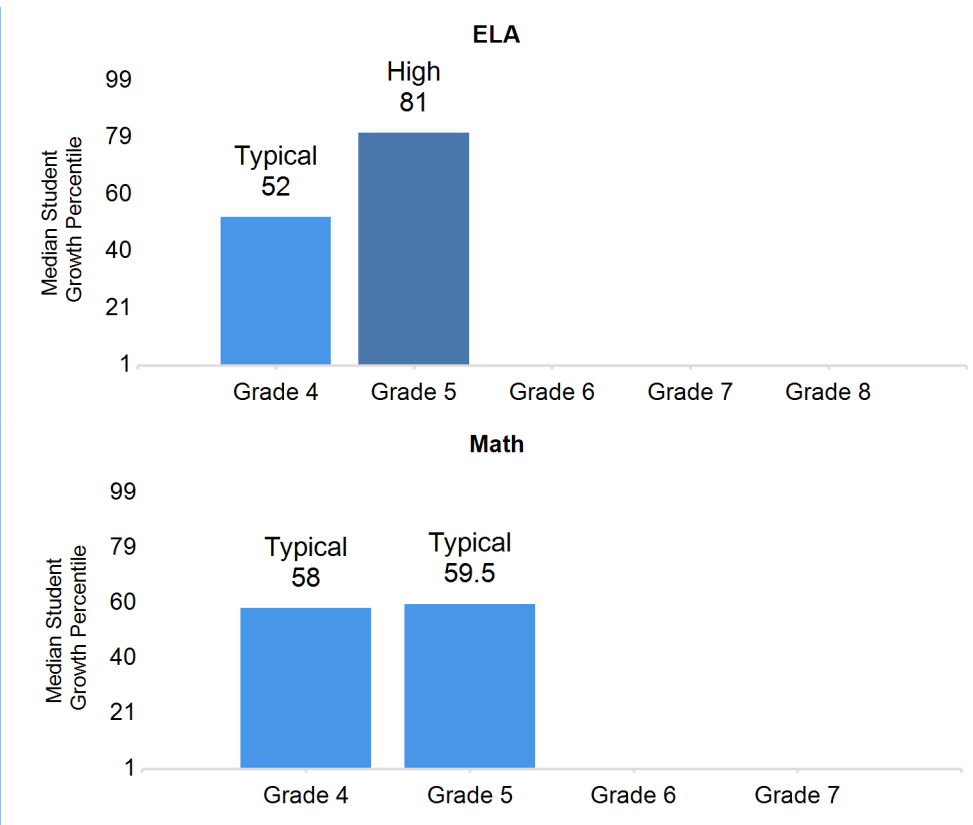
Student Growth by Performance Level

Student Growth by Grade

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.



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



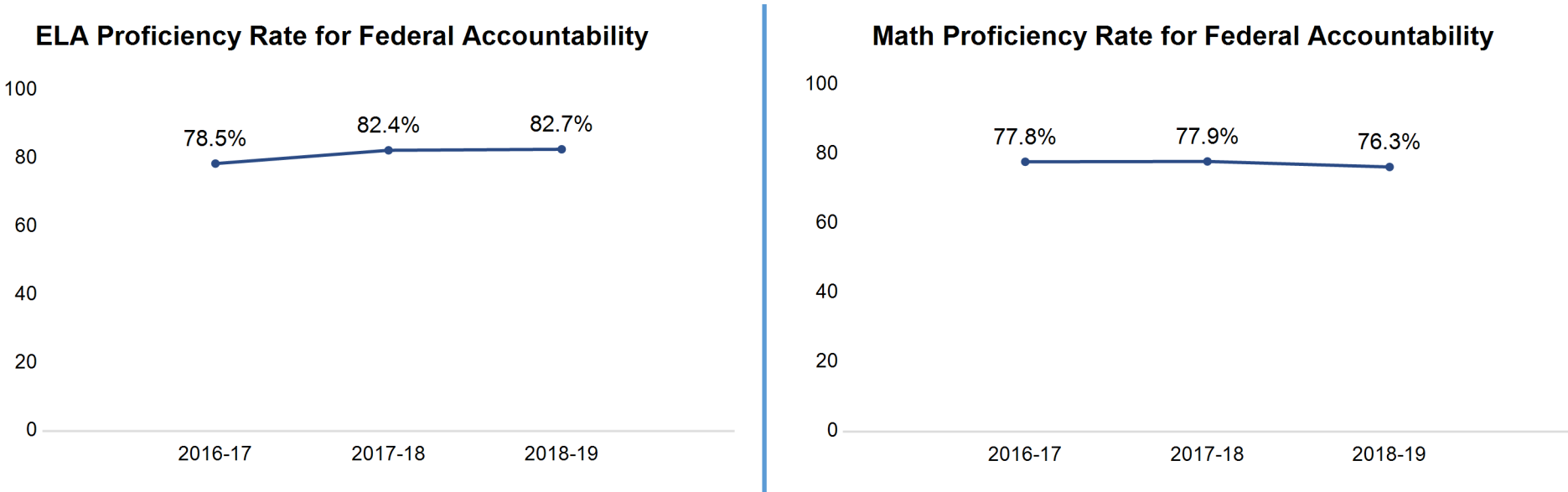


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English Language Arts and Mathematics Performance Trends

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	99.2%	99.8%	99.6%	99.2%	99.8%	99.4%
Proficiency Rate for Federal Accountability	78.5%	82.4%	82.7%	77.8%	77.9%	76.3%
Annual Target	78.1%	78.2%	78.3%	77.9%	78.0%	78.1%
Met Annual Target?	Met Target	Met Goal	Met Goal	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	439	99.6	82.7	77.3	57.9	82.7	78.3	Met Goal
White	37	97.4	75.7	64.0	66.9	75.7	69.6	Met Target
Hispanic	24	100.0	58.3	*	43.9	58.3	62.5	Met Target†
Black or African American	16	100.0	62.5	47.9	38.5	62.5	**	**
Asian, Native Hawaiian, or Pacific Islander	352	99.7	86.1	88.4	82.9	86.1	80	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	213	99.6	81.2	81.8	64.8	81.2		
Male	226	99.6	84.1	73.0	51.3	84.1		
Economically Disadvantaged Students	71	100.0	52.1	49.9	40.0	52.1	55.8	Met Target†
Non-Economically Disadvantaged Students	368	99.5	88.6	83.7	67.9	88.6		
Students with Disabilities	21	100.0	33.3	20.4	22.7	33.3	31.5	Met Target
Students without Disabilities	418	99.6	85.2	83.0	65.1	85.2		
English Learners	45	98.0	37.8	43.5	29.3	37.8	67.8	Not Met
Non-English Learners	394	99.8	87.8	79.0	60.6	87.8		
Homeless Students	13	100.0	30.8	46.5	29.1	30.8		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

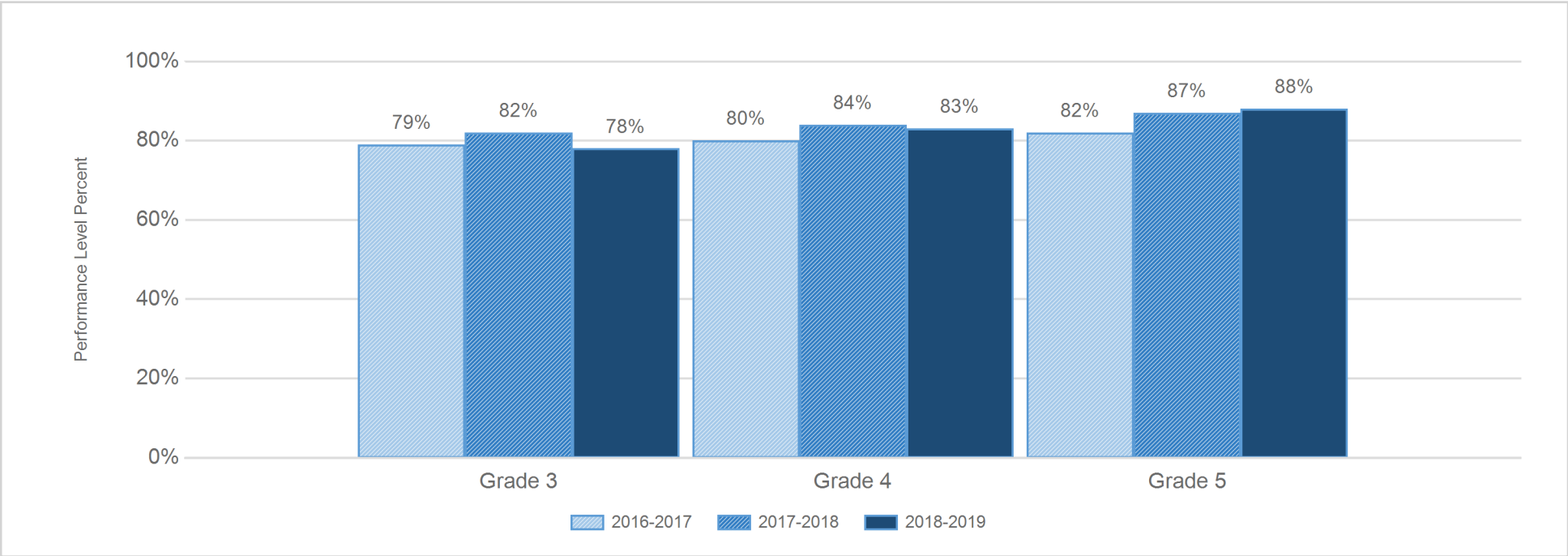


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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	145	779	771	748	*	*	11%	52%	26%	78%	50%
White	13	768	749	757	*	*	*	*	*	69%	60%
Hispanic	*	*	735	734	*	*	*	*	*	*	36%
Black or African American	*	*	741	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	116	783	781	773	*	*	*	53%	29%	82%	75%
American Indian or Alaska Native	*	*	798	746	*	*	*	*	*	*	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	77	779	773	753	*	*	*	51%	26%	77%	55%
Male	68	779	768	743	*	*	*	54%	25%	79%	46%
Economically Disadvantaged Students	24	748	*	731	*	*	*	*	*	46%	33%
Non-Economically Disadvantaged Students	121	785	*	759	*	*	*	*	*	84%	61%
Students with Disabilities	*	*	717	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	775	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	772	751	*	*	*	*	*	*	54%
Homeless Students	*	*	734	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	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	162	778	774	755	7%	*	*	43%	40%	83%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	137	781	786	779	*	*	*	44%	42%	85%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	69	780	779	760	*	*	*	42%	42%	84%	62%
Male	93	776	770	750	*	*	*	44%	39%	83%	53%
Economically Disadvantaged Students	27	742	742	740	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	135	785	782	765	*	*	*	*	*	90%	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	779	761	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	775	758	*	*	*	*	*	*	60%
Homeless Students	*	*	745	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%





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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	154	795	776	756	*	*	*	33%	55%	88%	58%
White	16	784	755	764	*	*	*	*	*	81%	68%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	*	*	744	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	121	799	789	781	*	*	*	34%	57%	91%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	77	796	780	761	*	*	*	29%	57%	86%	64%
Male	77	793	772	750	*	*	*	38%	52%	90%	52%
Economically Disadvantaged Students	24	762	747	740	*	*	*	*	*	63%	39%
Non-Economically Disadvantaged Students	130	801	783	766	*	*	*	*	*	92%	69%
Students with Disabilities	*	*	726	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	781	762	*	*	*	*	*	*	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	777	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	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	*	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	443	99.4	76.3	64.6	44.5	76.3	78.1	Met Target†
White	37	97.4	62.2	42.1	54.1	62.2	62.4	Met Target†
Hispanic	25	100.0	48.0	*	28.8	48.0	51.9	Met Target†
Black or African American	16	100.0	50.0	20.3	23.0	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	355	99.5	81.1	81.3	76.5	81.1	80	Met Goal
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	213	99.6	71.8	64.8	44.9	71.8		
Male	230	99.2	80.4	64.4	44.2	80.4		
Economically Disadvantaged Students	72	100.0	41.7	30.3	26.3	41.7	57	Not Met
Non-Economically Disadvantaged Students	371	99.2	83.0	72.7	54.9	83.0		
Students with Disabilities	21	100.0	23.8	14.8	17.4	23.8	25.9	Met Target†
Students without Disabilities	422	99.3	78.9	69.5	50.0	78.9		
English Learners	48	96.4	41.7	40.1	25.0	41.7	65.1	Not Met
Non-English Learners	395	99.8	80.5	65.9	46.5	80.5		
Homeless Students	13	100.0	30.8	28.6	17.1	30.8		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

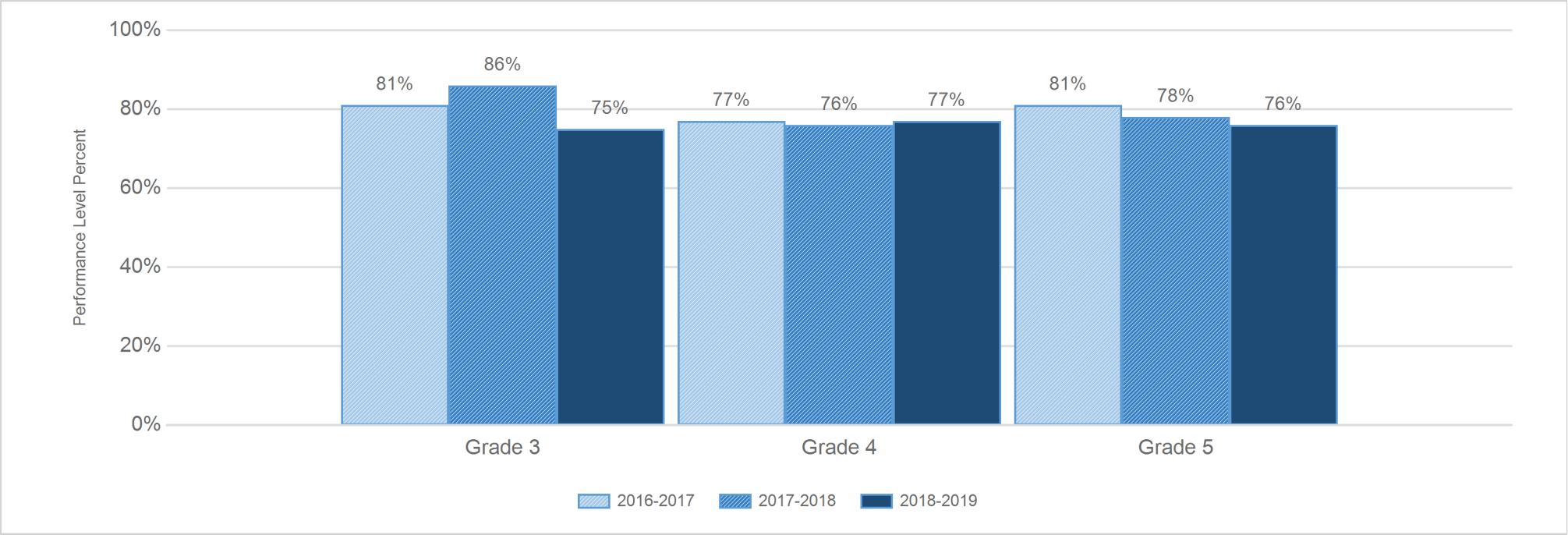


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by 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	149	776	771	752	*	*	13%	33%	42%	75%	55%
White	13	774	749	760	0%	*	*	*	*	77%	66%
Hispanic	10	725	735	739	*	0%	*	*	*	30%	40%
Black or African American	*	*	734	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	119	781	782	778	*	*	10%	31%	49%	80%	83%
American Indian or Alaska Native	*	*	791	749	*	*	*	*	*	*	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	78	771	768	751	*	*	*	35%	38%	73%	54%
Male	71	781	773	752	*	*	*	31%	46%	77%	56%
Economically Disadvantaged Students	24	740	*	737	*	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	125	783	*	761	*	*	*	*	*	83%	67%
Students with Disabilities	*	*	729	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	774	756	*	*	*	*	*	*	60%
English Learners	*	*	733	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	772	754	*	*	*	*	*	*	58%
Homeless Students	*	*	736	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	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	163	778	768	749	*	*	14%	41%	36%	77%	51%
White	*	*	747	757	*	*	*	*	*	*	62%
Hispanic	*	*	732	737	*	*	*	*	*	*	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	138	782	781	776	*	*	12%	41%	40%	81%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	69	774	768	749	*	*	*	48%	23%	71%	50%
Male	94	781	768	749	*	*	*	36%	45%	81%	52%
Economically Disadvantaged Students	28	741	735	734	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	135	785	775	759	*	*	*	*	*	84%	63%
Students with Disabilities	*	*	722	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	*	*	733	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Menlo Park Elementary School**  
(23-1290-105)  
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
<b>Schoolwide</b>	156	776	764	747	*	*	13%	34%	42%	76%	47%
White	16	768	742	755	0%	*	*	*	*	56%	58%
Hispanic	*	*	731	735	*	*	*	*	*	*	30%
Black or African American	*	*	727	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	123	781	778	775	*	*	12%	36%	45%	80%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	77	773	762	747	*	*	*	34%	38%	71%	47%
Male	79	780	766	747	*	*	*	34%	46%	80%	47%
Economically Disadvantaged Students	25	744	732	732	*	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	131	782	772	757	*	*	*	*	*	82%	59%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	767	752	*	*	*	*	*	*	52%
English Learners	*	*	726	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	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	*	716	N	N	N	N	N	N	17%



Menlo Park Elementary School

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DLM Alternate Assessment - Participation

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

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

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	N	N	N
3-4	N	N	N
5 or more	*	*	*





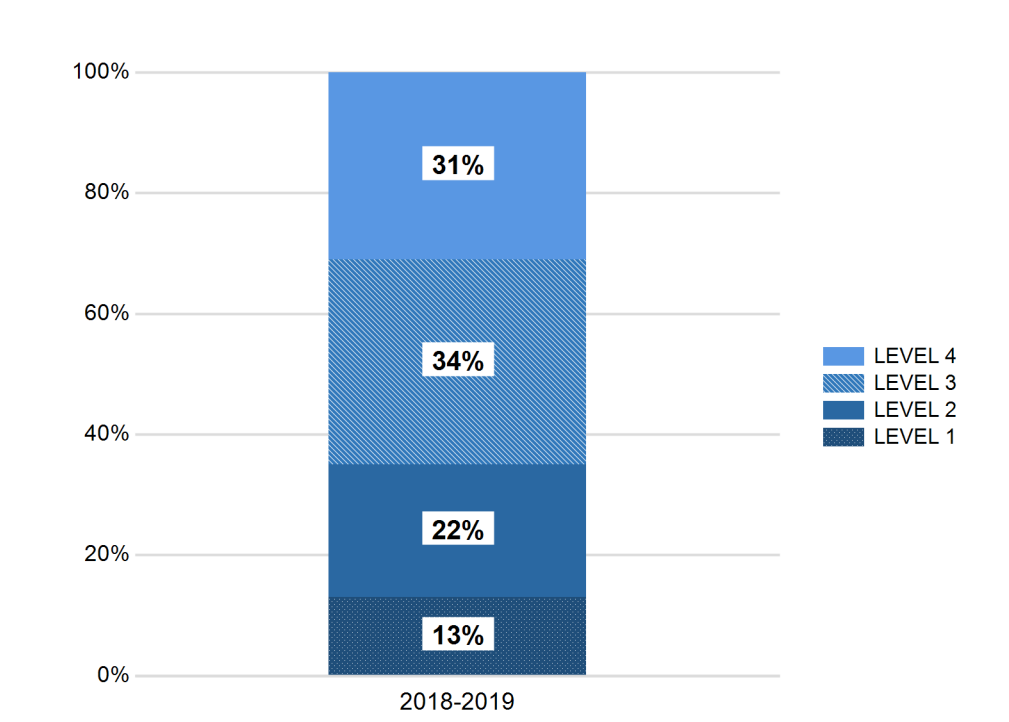
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	13	22	34	31
White	19	25	38	19
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	9	21	34	36
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	17	24	29	29
Male	9	20	38	33
Economically Disadvantaged Students	35	38	19	8
Non-Economically Disadvantaged Students	8	19	37	36
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.

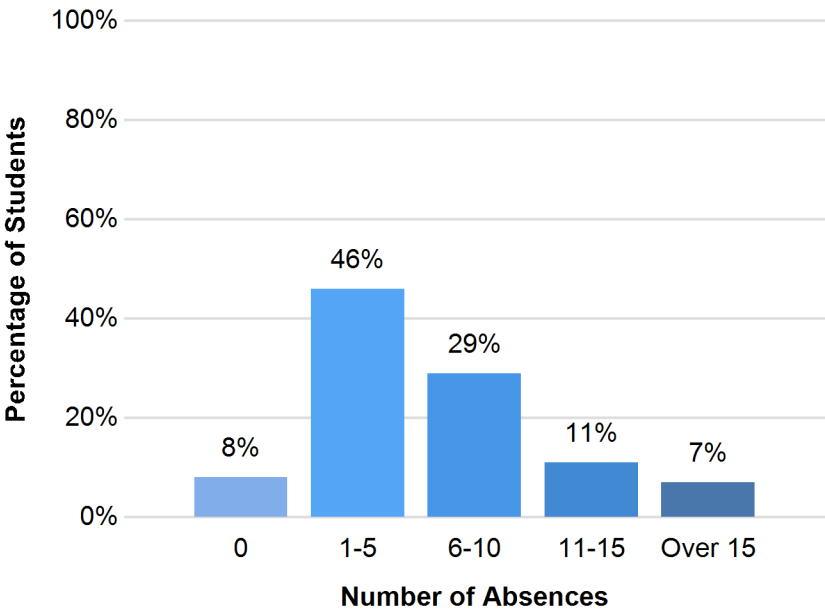
Chronic Absenteeism

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	39	4.4	8.9	Met
White	6	10.3	8.9	Not Met
Hispanic	6	11.8	8.9	Not Met
Black or African American	4	13.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific	22	3.0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	23	5.2		
Male	16	3.6		
Economically Disadvantaged Students	10	7.2	8.9	Met
Students with Disabilities	8	15.1	8.9	Not Met
English Learners	4	8.5	8.9	Met
Homeless Students	1	5.0		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





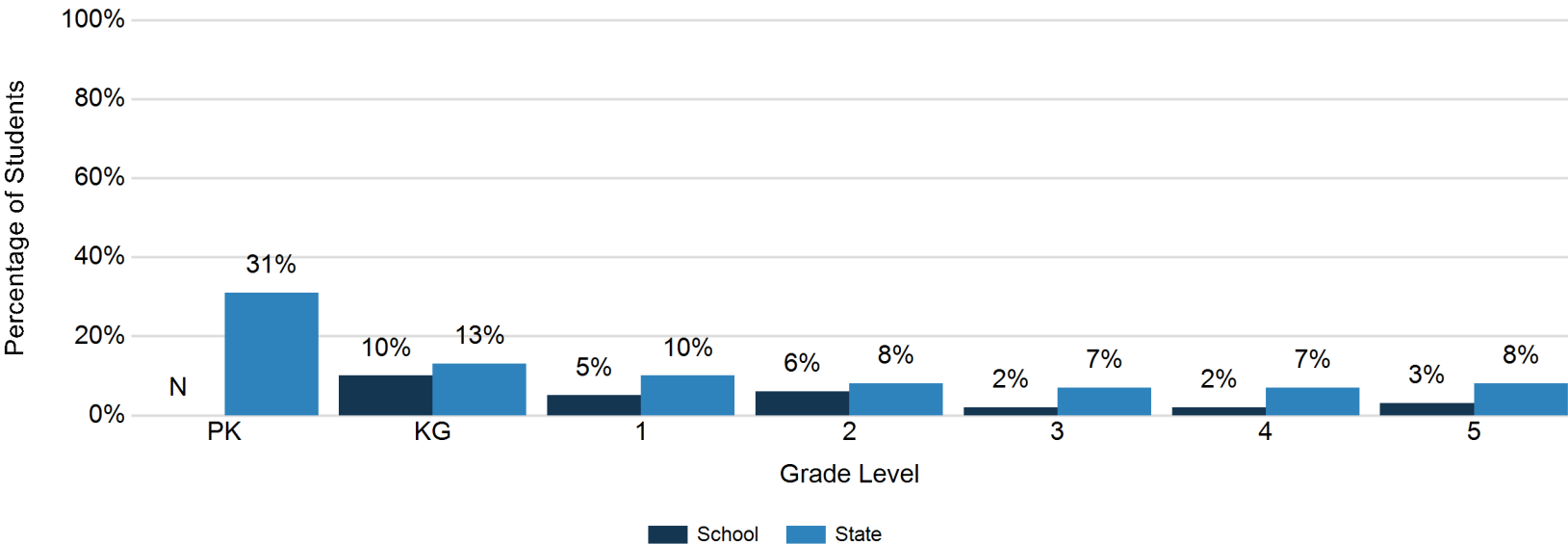
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	56	118,214
Average years experience in public schools	16.2	12.1
Average years experience in district	14.8	10.8
Percentage of Teachers with 4 or more years experience in the district	78.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	15:1	14:1
Students to Administrators	432:1	251:1
Teachers to Administrators	28:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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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	50.0%	89.3%	0.0%	48.4%	77.1%	54.9%
Male	50.0%	10.7%	100.0%	51.6%	22.9%	45.1%
White	6.5%	89.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.9%	5.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.7%	1.8%	0.0%	15.0%	6.6%	13.9%
Asian	81.3%	1.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	1.8%	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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	92.8%



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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.

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	78.5%	82.4%	82.7%
Math Proficiency	77.8%	77.9%	76.3%
ELA Growth	62	71	68
Math Growth	64	63	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	5.4%	5.3%	4.4%

† 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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**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.



Menlo Park Elementary School  
(23-1290-105)  
Grades Offered: PK-05  
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






Menlo Park Elementary School  
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2018-2019

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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Menlo Park school has many opportunities for students to get involved and learn in a variety of ways. We also have a robust music and drama program.</li> <li>Menlo Park School offers many clubs such as: newspaper, girls on the run, cricket, Odyssey of the Mind, book club, drama club, yearbook club, etc.</li> <li>Last year our Odyssey of the mind team won at the state level and proceeded to compete in the worlds competition which took place in Iowa.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The Menlo Park School staff is committed to providing a child-centered environment that recognizes and values the individual differences of our learners. Our school seeks to nurture and support students' special abilities and talents through a program dedicated to continuous improvement and growth. Menlo Park School has a kind, nurturing and inclusive learning environment where students are excited to learn everyday.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Menlo Park School has partnered with the NJDOE in order to implement the Positive Behavior Supports in Schools program, or PBSIS. This program provides incentives for both students and staff. The focus is to make all students feel included. Students have internalized the importance of being kind, respectful and responsible. Menlo Park School is also partnering with the Wingman initiative. Students of upper grades help to mentor and connect with younger students which supports a positive school culture.</p>





Menlo Park Elementary School  
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 <div>Courses, Curriculum, Instruction:</div>	With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.
 <div>Clubs and Activities:</div>	Menlo Park School offers many clubs such as: newspaper, girls on the run, cricket, Odyssey of the Mind, book club, drama club, yerbook club, friends for ever, Harry Potter, a strings and band club, STEM, rainbows, and we have partnered with outside vendors such as Bricks for Kids, the YMCA and Mad Science to provide a variety of other opportunities for our students.




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 <div>Staff and Professional Learning:</div>	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.
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**Menlo Park Elementary School**  
(23-1290-105)  
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2018-2019

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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	<p><b>Student Supports and Services:</b></p> <p>The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teacher.</p>
An icon of a blue apple with a green leaf, and a blue heart shape integrated into the bottom right of the apple.	<p><b>Student Health and Wellness:</b></p> <p>Elementary students are supported holistically through health &amp; physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.</p>






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<div><div>School Safety:</div></div>	Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state & federal laws in regards to ensuring student safety.
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 <div>Technology and STEM:</div>	Technology is used to enhance and differentiate learning to meet each students individual needs. All kindergarten and first grade students at Menlo Park School have iPads, grade two shares Chromebooks and all students in grades three through five have Chromebooks. Teachers use these tools to help each child reach their full potential. Our studuent gain a greater conceptual understanding of number sense and math through the hands-on approach of Investigations. Menlo also places a strong emphasis on reading and writing. We have a robust and talented gift which encourages students to think critically and take ownership of their learning. In addition Menlo offers a broad range of interventions available for struggling students.
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**Thomas Jefferson Middle School**  
(23-1290-060)  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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



Thomas Jefferson Middle School  
(23-1290-060)  
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	Middlesex
District	Edison Township School District
Principal Name	Mrs. Antoinette Emden
Address	450 DIVISION STREET EDISON, NJ 08817
Phone Number	732-650-5290
Email Address	<a href="mailto:antoinette.emden@edison.k12.nj.us">antoinette.emden@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/domain/12">https://www.edison.k12.nj.us/domain/12</a>



Thomas Jefferson Middle School

(23-1290-060)

Grades Offered: 06-08

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
6	268	250	300
7	231	253	240
8	247	224	250
Total	747	727	790

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

Student Group	2016-17	2017-18	2018-19
Female	45.6%	48.2%	47.7%
Male	54.4%	51.8%	52.3%
Economically Disadvantaged Students	33.2%	32.8%	35.8%
Students with Disabilities	13.7%	12.7%	11.5%
English Learners	5.5%	4.5%	5.7%
Homeless Students	6.6%	4.1%	2.4%
Students in Foster Care	0.3%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.8%	1.3%

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	26.2%	21.8%	19.7%
Hispanic	18.5%	21.5%	24.2%
Black or African American	14.6%	14.0%	12.0%
Asian	39.1%	41.0%	42.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	1.5%	1.5%	1.9%

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	47.3%
Spanish	14.1%
Hindi	5.7%
Urdu	4.6%
Telugu	4.4%
Other Languages	23.9%



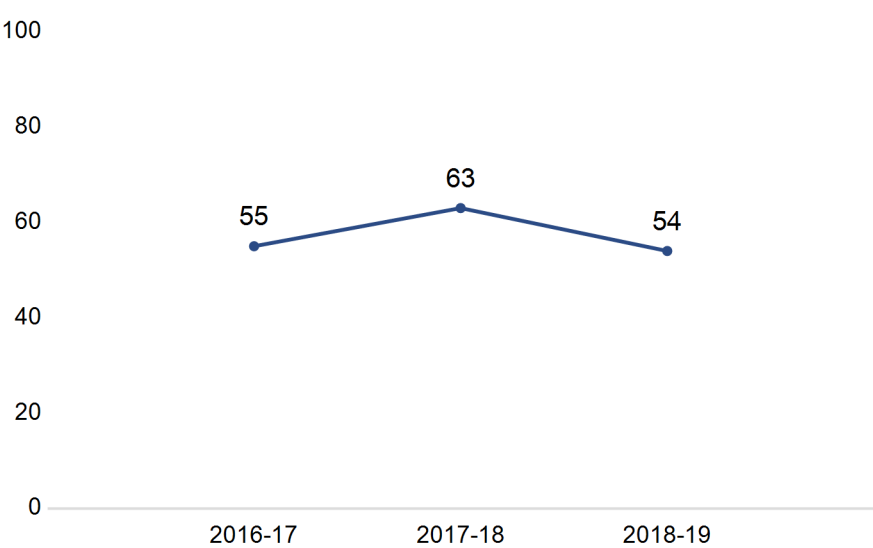
Thomas Jefferson Middle School  
(23-1290-060)  
Grades Offered: 06-08  
2018-2019

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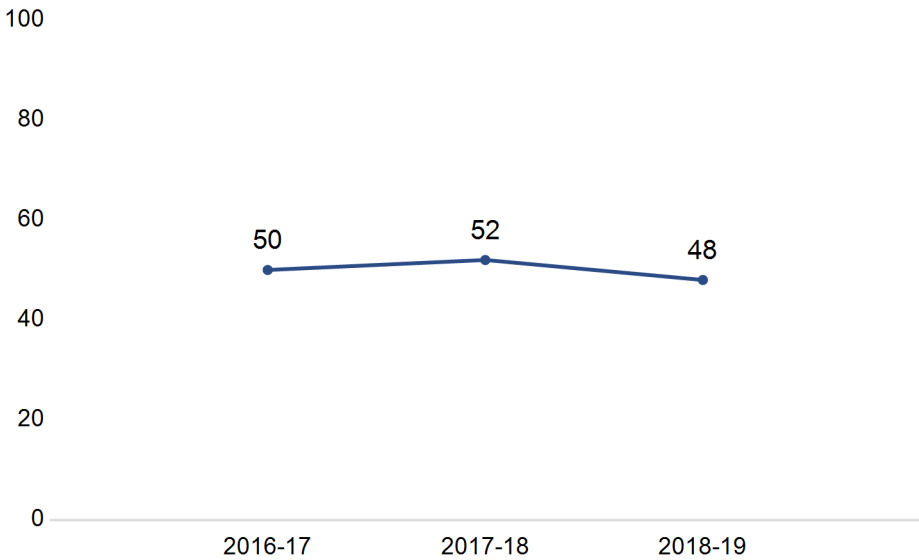
Student Growth Trends and Progress

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	63	54	50	52	48
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	54	61	50	Met Standard	48	54	50	Met Standard
White	37	47	50	Not Met	50	51	52	Met Standard
Hispanic	48	53	49	Met Standard	45.5	48	47	Met Standard
Black or African American	36.5	47	45	Not Met	48	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	70	66	59	Exceeds Standard	48	58	60	Met Standard
American Indian or Alaska Native	N	73	56	**	N	61	51.5	**
Two or More Races	*	52	49	**	*	45	52	**
Female	59	64	53	N	46.5	53	50	N
Male	51	58	47	N	48	55	51	N
Economically Disadvantaged Students	50	54	48	Met Standard	47	47	46	Met Standard
Students with Disabilities	26.5	40	43	Not Met	43.5	45.5	45	Met Standard
English Learners	70.5	65	52	Exceeds Standard	55	60	50	Met Standard
Homeless Students	84	62.5	43	N	25.5	39	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	*	47	N	*	*	51	N



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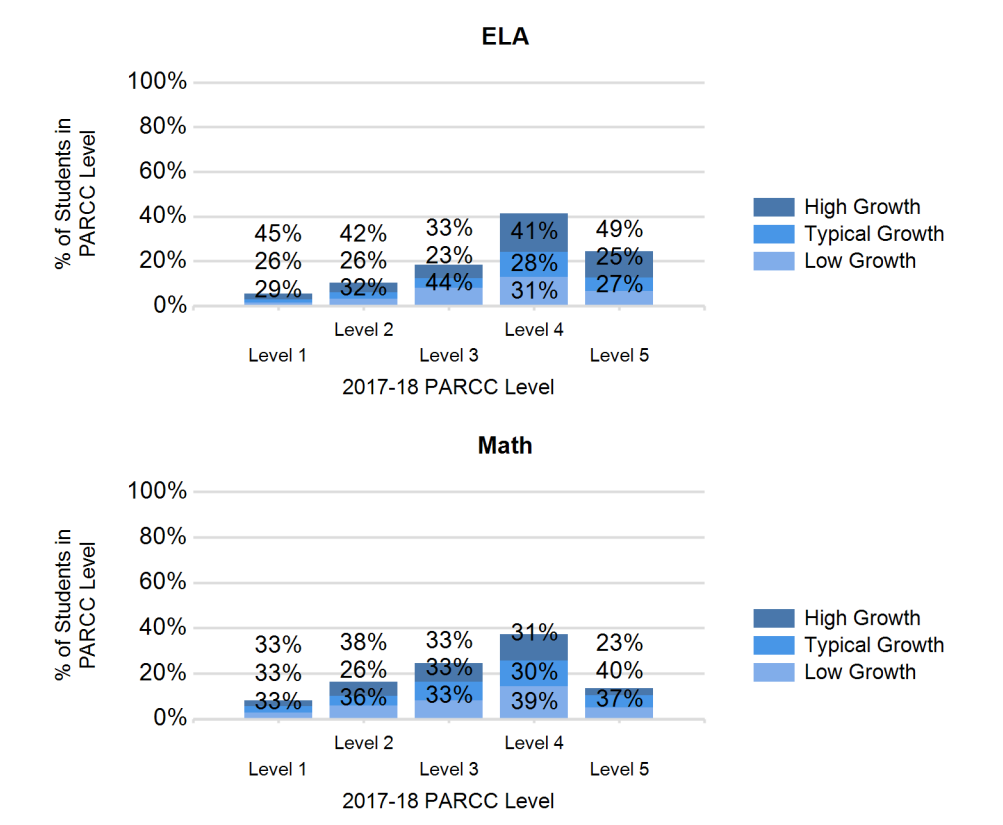
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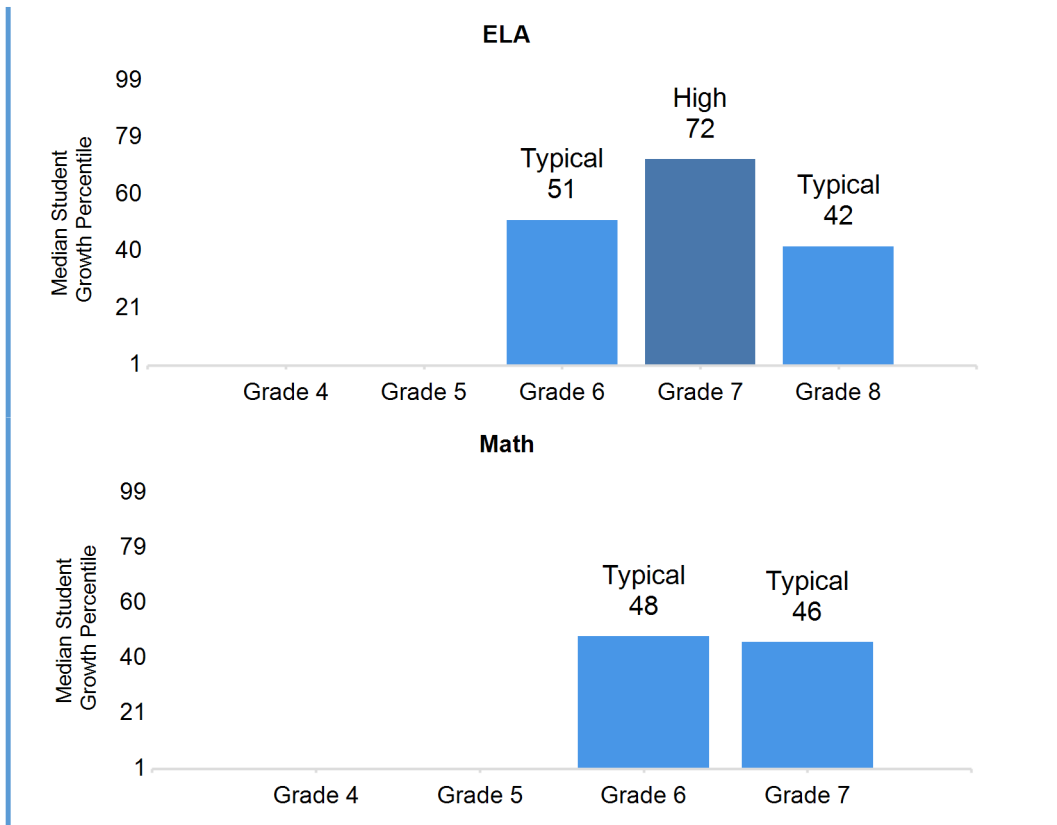
Student Growth by Performance Level

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.





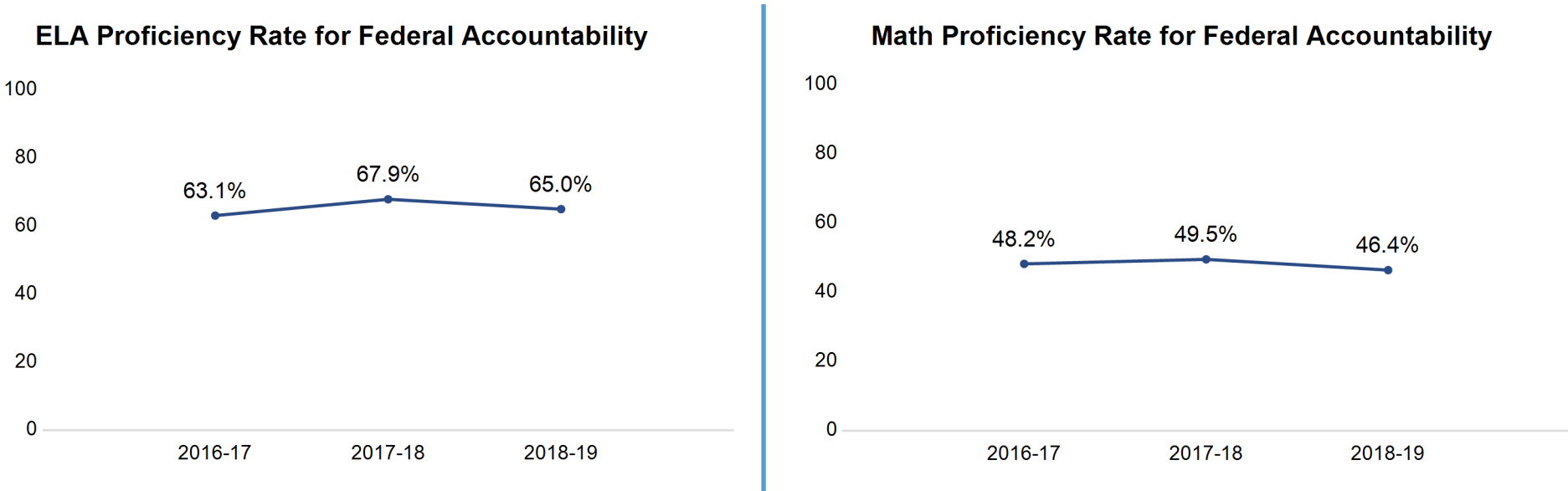


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English Language Arts and Mathematics Performance Trends

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	98.2%	98.1%	96.7%	98.1%	97.8%	96.7%
Proficiency Rate for Federal Accountability	63.1%	67.9%	65.0%	48.2%	49.5%	46.4%
Annual Target	63.5%	64.3%	65.2%	46.6%	48.3%	50.1%
Met Annual Target?	Met Target†	Met Target	Met Target†	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Thomas Jefferson Middle School

(23-1290-060)

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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	728	96.7	65.0	77.3	57.9	65.0	65.2	Met Target†
White	145	95.5	57.2	64.0	66.9	57.2	56.1	Met Target
Hispanic	168	94.1	41.7	*	43.9	41.2	48.6	Not Met
Black or African American	90	94.9	53.3	47.9	38.5	53.2	50.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	314	99.4	84.4	88.4	82.9	84.4	80	Met Goal
American Indian or Alaska Native	N	N	N	95.3	56.0	N	**	**
Two or More Races	11	92.3	63.6	64.1	64.4	61.4	**	**
Female	344	96.2	73.3	81.8	64.8	73.3		
Male	384	97.1	57.6	73.0	51.3	57.6		
Economically Disadvantaged Students	225	94.9	50.2	49.9	40.0	50.0	49.1	Met Target
Non-Economically Disadvantaged Students	503	97.5	71.6	83.7	67.9	71.6		
Students with Disabilities	91	90.5	11.0	20.4	22.7	10.4	22.5	Not Met
Students without Disabilities	637	97.6	72.7	83.0	65.1	72.7		
English Learners	51	98.2	45.1	43.5	29.3	45.1	30.4	Met Target
Non-English Learners	677	96.6	66.5	79.0	60.6	66.5		
Homeless Students	19	100.0	68.4	46.5	29.1	68.4		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

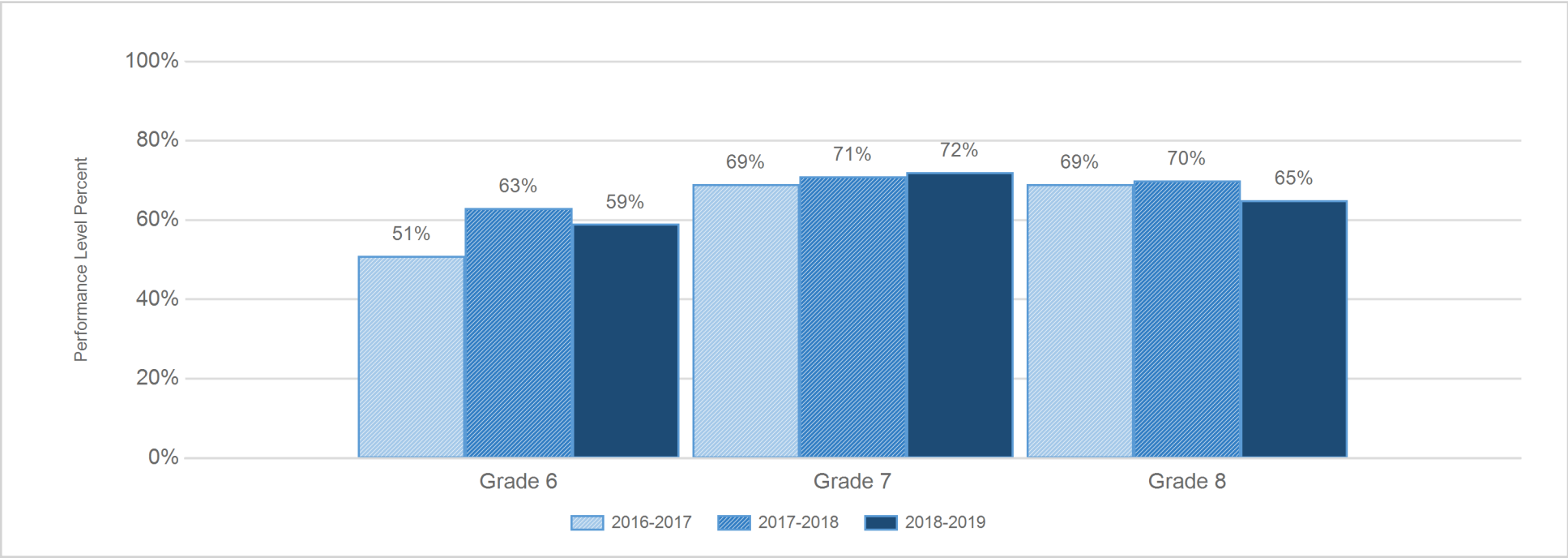


Thomas Jefferson Middle School  
(23-1290-060)  
Grades Offered: 06-08  
2018-2019

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





Thomas Jefferson Middle School  
(23-1290-060)  
Grades Offered: 06-08  
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	289	759	778	754	8%	13%	20%	37%	22%	59%	56%
White	48	751	759	762	*	*	29%	*	*	46%	65%
Hispanic	77	737	749	743	14%	23%	30%	*	*	32%	43%
Black or African American	*	*	744	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	134	775	790	780	*	*	11%	47%	33%	80%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	139	765	786	762	*	*	22%	44%	24%	68%	64%
Male	150	753	770	748	*	*	19%	30%	21%	51%	48%
Economically Disadvantaged Students	87	743	749	740	14%	22%	21%	30%	14%	44%	39%
Non-Economically Disadvantaged Students	202	765	785	763	5%	9%	20%	40%	26%	66%	67%
Students with Disabilities	32	709	716	722	*	*	*	*	*	*	19%
Students without Disabilities	257	765	784	761	*	*	*	*	*	*	64%
English Learners	*	*	725	710	*	*	*	*	*	*	*
Non-English Learners	*	*	778	756	*	*	*	*	*	*	*
Homeless Students	*	*	749	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	*	721	N	N	N	N	N	N	25%



Thomas Jefferson 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	225	774	790	761	8%	8%	12%	27%	45%	72%	63%
White	40	766	772	769	*	*	*	*	*	63%	72%
Hispanic	53	748	*	747	*	*	23%	32%	21%	53%	50%
Black or African American	*	*	743	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	99	802	806	790	0%	*	*	24%	69%	93%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	106	782	797	769	*	*	*	25%	55%	79%	71%
Male	119	767	784	753	*	*	*	29%	36%	66%	55%
Economically Disadvantaged Students	82	760	759	743	*	*	*	24%	35%	60%	45%
Non-Economically Disadvantaged Students	143	782	798	771	*	*	*	29%	50%	79%	73%
Students with Disabilities	30	703	709	720	*	*	*	*	*	*	22%
Students without Disabilities	195	785	797	769	*	*	*	*	*	*	71%
English Learners	*	*	721	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	791	763	*	*	*	*	*	*	65%
Homeless Students	*	*	750	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	31%



Thomas Jefferson Middle School  
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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	237	768	787	762	6%	11%	19%	33%	31%	65%	63%
White	59	761	762	770	*	*	20%	36%	24%	59%	72%
Hispanic	45	741	754	747	22%	*	*	*	*	42%	49%
Black or African American	*	*	754	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	90	794	804	794	*	*	12%	34%	51%	86%	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	113	778	795	771	*	*	12%	33%	41%	73%	71%
Male	124	759	780	753	*	*	26%	34%	23%	56%	55%
Economically Disadvantaged Students	73	747	752	743	*	*	27%	*	*	45%	45%
Non-Economically Disadvantaged Students	164	778	796	772	*	*	15%	*	*	73%	72%
Students with Disabilities	28	716	721	721	*	*	*	*	*	21%	22%
Students without Disabilities	209	775	794	770	*	*	*	*	*	70%	71%
English Learners	10	733	719	708	*	*	*	*	*	40%	12%
Non-English Learners	227	770	789	764	*	*	*	*	*	66%	65%
Homeless Students	*	*	763	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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	731	96.7	46.4	64.6	44.5	46.4	50.1	Not Met
White	145	95.5	37.9	42.1	54.1	37.9	38.9	Met Target†
Hispanic	168	94.1	20.2	*	28.8	20.0	31.8	Not Met
Black or African American	90	94.9	17.8	20.3	23.0	17.7	23.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	317	99.4	72.6	81.3	76.5	72.6	75	Met Target†
American Indian or Alaska Native	N	N	N	83.7	42.7	N	**	**
Two or More Races	11	92.3	36.4	52.6	53.3	35.1	**	**
Female	345	96.3	47.0	64.8	44.9	47.0		
Male	386	97.1	45.9	64.4	44.2	45.9		
Economically Disadvantaged Students	226	95.0	31.0	30.3	26.3	31.0	31.7	Met Target†
Non-Economically Disadvantaged Students	505	97.6	53.3	72.7	54.9	53.3		
Students with Disabilities	91	90.5	*	14.8	17.4	*	20.2	Not Met
Students without Disabilities	640	97.7	*	69.5	50.0	*		
English Learners	54	98.4	31.5	40.1	25.0	31.5	26.8	Met Target
Non-English Learners	677	96.6	47.6	65.9	46.5	47.6		
Homeless Students	19	100.0	36.8	28.6	17.1	36.8		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.





### Thomas Jefferson Middle School

(23-1290-060)

Grades Offered: 06-08

2018-2019

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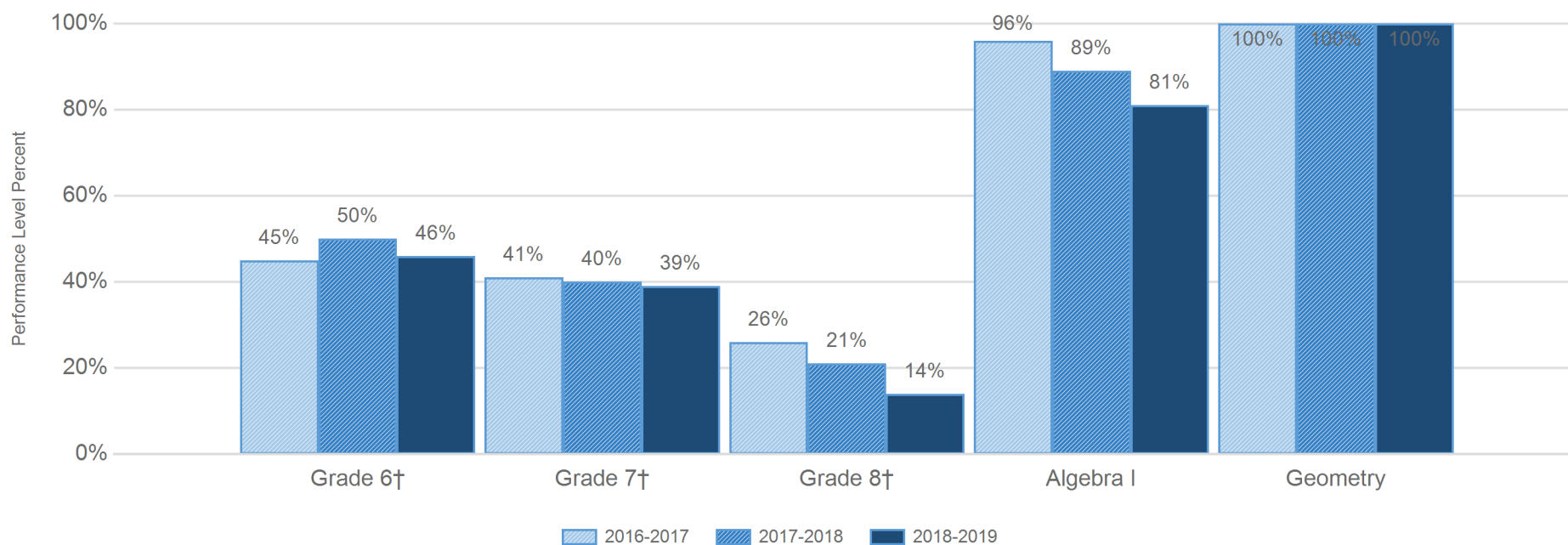
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## Mathematics Assessment – Performance Trends

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



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





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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	294	745	757	741	9%	24%	21%	35%	11%	46%	41%
White	48	735	741	749	*	33%	29%	*	*	31%	51%
Hispanic	77	723	727	729	19%	42%	25%	*	*	14%	24%
Black or African American	*	*	721	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	139	762	769	769	*	*	16%	54%	19%	73%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	141	745	759	742	*	21%	28%	*	*	45%	42%
Male	153	744	755	740	*	27%	16%	*	*	46%	40%
Economically Disadvantaged Students	88	731	731	726	16%	33%	26%	*	*	25%	21%
Non-Economically Disadvantaged Students	206	751	764	750	5%	20%	19%	*	*	55%	53%
Students with Disabilities	32	712	714	716	*	*	*	*	*	*	12%
Students without Disabilities	262	749	762	746	*	*	*	*	*	*	46%
English Learners	11	706	715	709	*	*	*	*	*	*	*
Non-English Learners	283	746	758	743	*	*	*	*	*	*	*
Homeless Students	*	*	729	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



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## Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	199	740	752	744	7%	26%	29%	*	*	39%	42%
White	41	741	743	751	*	*	44%	*	*	32%	53%
Hispanic	52	729	*	733	*	37%	31%	*	*	21%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	73	755	766	768	*	*	22%	*	*	64%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	94	741	754	744	*	31%	30%	*	*	37%	42%
Male	105	740	749	743	*	21%	28%	*	*	40%	42%
Economically Disadvantaged Students	77	733	733	731	*	36%	22%	*	*	31%	24%
Non-Economically Disadvantaged Students	122	745	758	751	*	19%	33%	*	*	43%	53%
Students with Disabilities	31	715	713	718	*	*	*	*	*	*	13%
Students without Disabilities	168	745	756	749	*	*	*	*	*	*	48%
English Learners	*	*	724	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	752	745	*	*	*	*	*	*	44%
Homeless Students	*	*	729	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	*	*	*	717	*	*	*	*	*	*	12%



**Thomas Jefferson Middle School**  
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## Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	124	720	722	728	23%	28%	35%	14%	0%	14%	29%
White	31	722	717	737	*	32%	39%	*	*	13%	38%
Hispanic	35	714	*	722	29%	37%	*	*	*	11%	22%
Black or African American	28	711	*	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	51	720	722	731	25%	29%	31%	*	*	14%	31%
Male	73	720	721	726	22%	27%	37%	*	*	14%	27%
Economically Disadvantaged Students	52	714	713	719	33%	31%	23%	*	*	13%	20%
Non-Economically Disadvantaged Students	72	725	727	735	17%	26%	43%	*	*	14%	36%
Students with Disabilities	27	707	704	707	*	*	*	*	*	*	10%
Students without Disabilities	97	724	726	734	*	*	*	*	*	*	35%
English Learners	10	708	705	706	*	*	*	*	*	*	10%
Non-English Learners	114	721	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	715	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	121	773	773	744	*	*	16%	67%	14%	81%	42%
White	24	766	*	752	*	0%	*	*	*	75%	53%
Hispanic	12	767	737	728	*	0%	*	*	*	75%	24%
Black or African American	12	747	735	725	*	*	*	*	*	42%	20%
Asian, Native Hawaiian, or Pacific Islander	73	781	788	775	*	*	*	68%	22%	90%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	62	769	772	745	*	*	*	*	*	82%	44%
Male	59	777	774	743	*	*	*	*	*	80%	41%
Economically Disadvantaged Students	27	766	*	727	*	*	*	*	*	74%	23%
Non-Economically Disadvantaged Students	94	775	*	752	*	*	*	*	*	83%	52%
Students with Disabilities	*	*	723	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	777	748	*	*	*	*	*	*	47%
English Learners	*	*	719	710	*	*	*	*	*	*	*
Non-English Learners	*	*	775	745	*	*	*	*	*	*	*
Homeless Students	*	*	733	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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**N** No Data is available to display

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

## Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	23	781	758	737	0%	0%	0%	*	*	100%	35%
White	*	*	743	743	*	*	*	*	*	*	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	729	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	753	745	N	N	N	N	N	N	46%
Female	12	783	757	738	0%	0%	0%	*	*	100%	36%
Male	11	778	758	736	0%	0%	0%	*	*	100%	34%
Economically Disadvantaged Students	*	*	737	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	762	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	726	712	N	N	N	N	N	N	*
Students without Disabilities	23	781	759	741	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	23	781	*	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	731	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



### Thomas Jefferson Middle School

(23-1290-060)

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

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

#### 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	*	*

#### 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	58.3%	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	31	*	*
3-4	13	76.9%	23.1%
5 or more	N	N	N



**Thomas Jefferson Middle School**  
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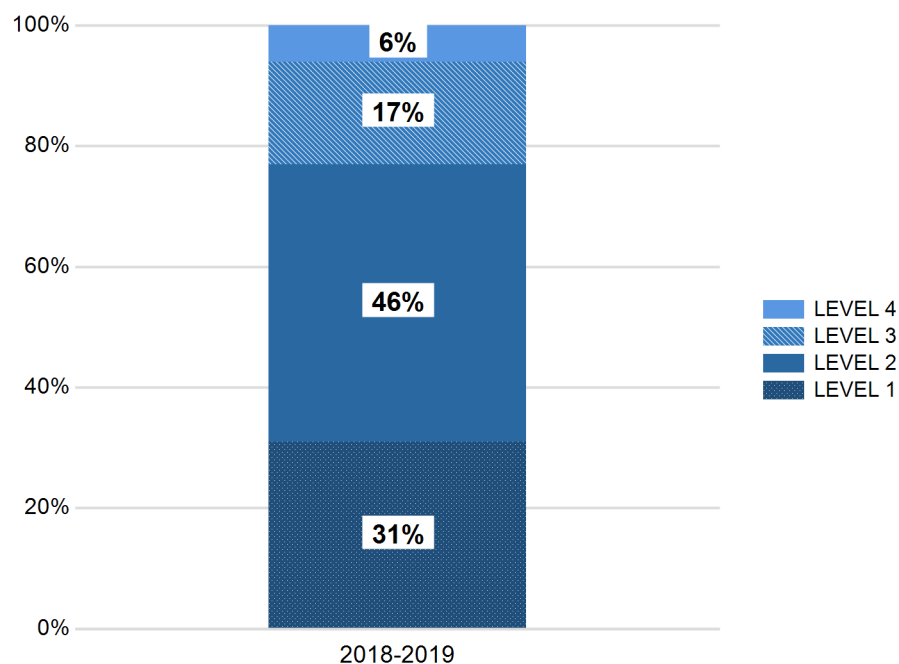
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	31	46	17	6
White	28	53	14	5
Hispanic	52	34	14	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	9	52	26	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	44	19	6
Male	31	48	15	6
Economically Disadvantaged Students	55	32	12	1
Non-Economically Disadvantaged Students	19	53	19	9
Students with Disabilities	77	23	0	0
Students without Disabilities	25	49	19	7
English Learners	83	17	0	0
Non-English Learners	28	48	17	7
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	320
7	32	0	223
8	94	24	153
Total	126	24	696

### 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	203	90	0	0	0	0	0
7	152	72	0	0	0	0	0
8	132	75	0	0	0	0	0
Total	487	237	0	0	0	0	0





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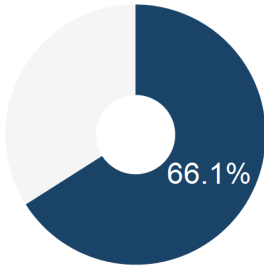
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Visual and Performing Arts – Course Participation

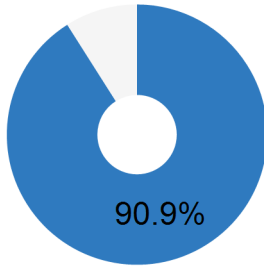
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

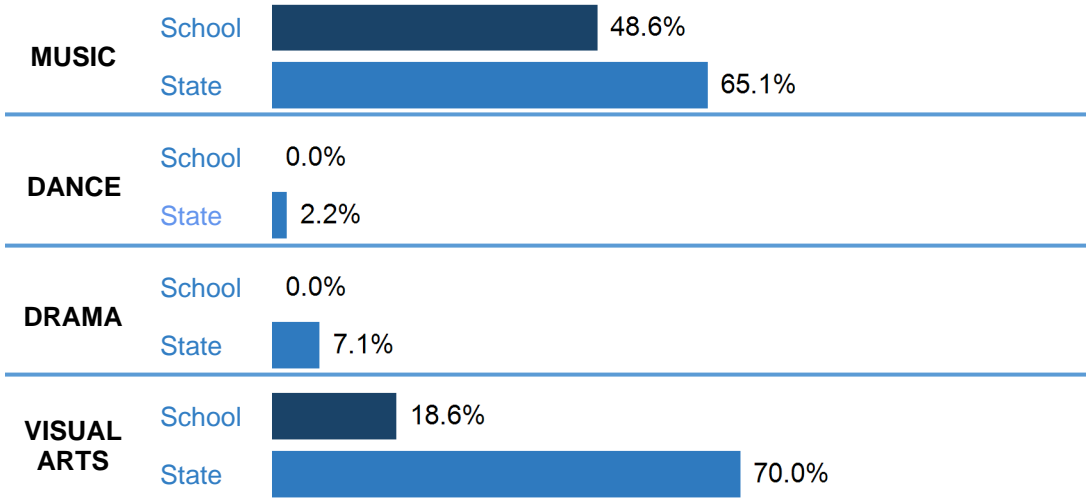


School



State

Students enrolled in one or more classes by discipline:





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

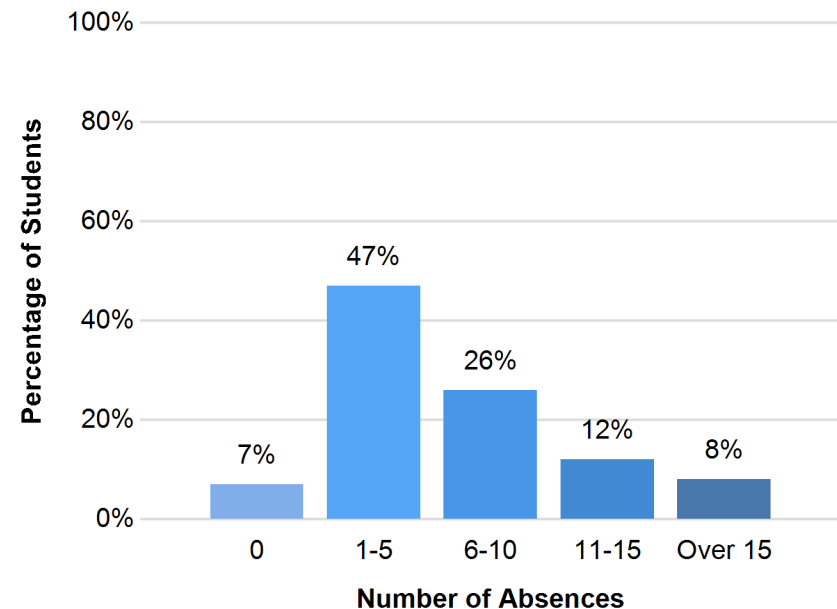
#### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	52	6.6	9.1	Met
White	15	9.4	9.1	Not Met
Hispanic	15	8.2	9.1	Met
Black or African American	8	8.2	9.1	Met
Asian, Native Hawaiian, or Pacific	11	3.4	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	21.4	**	**
Female	29	7.9		
Male	23	5.6		
Economically Disadvantaged Students	22	8.0	9.1	Met
Students with Disabilities	16	15.4	9.1	Not Met
English Learners	2	7.4	9.1	Met
Homeless Students	1	7.1		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	2	20.0		

#### Days Absent

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





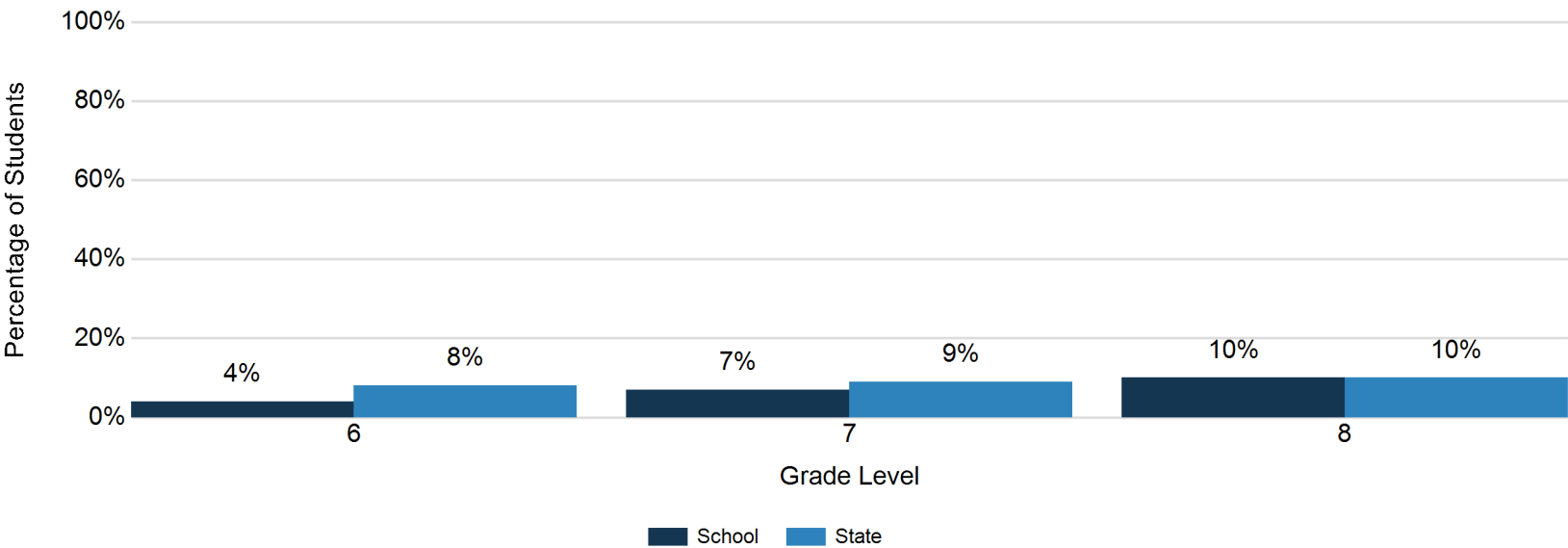
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.39

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	2
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	18	2.3%
Any Suspension	19	2.4%
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
45



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#### School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	5 Hrs. 33 Mins.

#### Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	73	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	78.1%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	14:1
Students to Administrators	132:1	251:1
Teachers to Administrators	12:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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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	47.7%	80.8%	83.3%	48.4%	77.1%	54.9%
Male	52.3%	19.2%	16.7%	51.6%	22.9%	45.1%
White	19.7%	89.0%	83.3%	42.4%	83.6%	77.4%
Hispanic	24.2%	5.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.0%	2.7%	16.7%	15.0%	6.6%	13.9%
Asian	42.2%	2.7%	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	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	89.1%





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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.1%	67.9%	65.0%
Math Proficiency	48.2%	49.5%	46.4%
ELA Growth	55	63	54
Math Growth	50	52	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		53.3%	58.3%
Chronic Absenteeism	8.6%	9.8%	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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**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.



**Thomas Jefferson Middle School**  
(23-1290-060)  
Grades Offered: 06-08  
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†	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Exceeds Standard	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	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Exceeds Standard	Met Standard	Met Standard	Met	No

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






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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.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Technology is a part of each shool day, with all students utilizing 1:1 personal Chromebooks. AVID is used schoolwide to esnure career and college readiness for all learners.</li> <li>Award-winning choir, band and orchestra programs.</li> <li>National Junior Art Honor Society, National Science Bee &amp; Robotics Club, Odyssey of the Mind, Lego Education Club, Math Club</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Thomas Jefferson Middle School is dedicated to the promotion of academic excellence in a supportive environment which cultivates self-esteem, addresses the unique needs of the adolescent, and fosters respect for cultural diversity and the rights of others.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Student recognition includes monthly Jaguar Citizenship awards, student of the month award assemblies for grades 6-8, marking period recognition assemblies to highlight academics and extra curricular activities, and Jaguar Ambassadors for student leadership. Students have been awarded at the state level for band, chorus, and orchestra. TJMS students have also been recognized for Geography Bee and Odyssey of the Mind.</p>



### Thomas Jefferson Middle School

(23-1290-060)

Grades Offered: 06-08

2018-2019

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### Courses, Curriculum, Instruction:

Technology is integrated across the curriculum through a one to one initiative. Chromebooks provide the performance and flexibility for a wide range of learning activities. With the use of technology, students are more engaged and demonstrate mastery of 21st century skills. We assess student progress through PSAT 8, Benchmark assessments, and Common assessments in academic content areas. Students benefit from the inclusion of AVID strategies throughout the curriculum.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)



### Clubs and Activities:

Art club, Lego Education club, Scrapbooking Club, Math Club, Literary Magazine, Newspaper Club, Fuel Up to Play 60/Wellness Club, Advanced Technology Club, Odyssey of the Mind Club, Orchestra, Band, Chorus, Jazz Club, Library/Computer Science Club, School Store, Student Council, Improv Club, Movie Club




Thomas Jefferson Middle School  
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 <div>Staff and Professional Learning:</div>	The TJMS Staff is provided professional development opportunities from the district's Staff Developmet Team. The professional developement includes support with ICR co-teaching, developing Problem-based learning lessons, integration of technology, student-led EdCamps, coaching visits for non-tenured staff, EdCamp PLCs, peer observations, Professional Learning Institute , In-service days
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 <div>Student Health and Wellness:</div>	<p>TJMS provides a well balanced breakfast and lunch program. Students can participate in the Food Service Committee to review the food service plan and provide suggestions for improvement. We also have a "Little Pantry" to provide food to the Edison community.</p>
 <div>Parent and Community Involvement:</div>	<p>TJMS PTO supports the staff and students with organizing fundraising events to offset the costs of field trips for students. We also survey the parents to identify topics for our "Parent University."</p>





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School Narrative

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 <div>Facilities:</div>	<p>Recent renovations were made to the Library, Computer Lab, and gymnasium.</p>
 <div>School Safety:</div>	<p>Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state &amp; federal laws in regards to ensuring student safety.</p>



**Washington Elementary School**  
(23-1290-150)  
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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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



**Washington Elementary School**  
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2018-2019

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### School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Sandra Schlatter
Address	153 WINTHROP ROAD EDISON, NJ 08817
Phone Number	732-650-5280
Email Address	<a href="mailto:sandra.schlatter@edison.k12.nj.us">sandra.schlatter@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/Domain/23">https://www.edison.k12.nj.us/Domain/23</a>



Washington Elementary School

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

Enrollment Trends by Grade

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
KG	103	104	93
1	122	120	107
2	99	107	106
3	86	102	97
4	104	84	105
5	88	93	75
Total	602	610	583

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	48.2%	49.3%	46.7%
Male	51.8%	50.7%	53.3%
Economically Disadvantaged Students	32.7%	28.0%	29.5%
Students with Disabilities	10.6%	9.5%	10.8%
English Learners	13.3%	12.3%	9.3%
Homeless Students	7.6%	7.5%	6.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.2%	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	24.9%	23.4%	23.3%
Hispanic	25.2%	24.9%	22.0%
Black or African American	5.6%	5.1%	6.0%
Asian	42.5%	44.4%	46.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.3%
Two or More Races	1.3%	1.8%	1.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	101	99	93
KG - Full Day	2	5	0

Enrollment by Home Language

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

Home Language	% of Students
English	46.5%
Spanish	13.4%
Urdu	5.5%
Hindi	5.0%
Gujarati	4.5%
Other Languages	25.2%



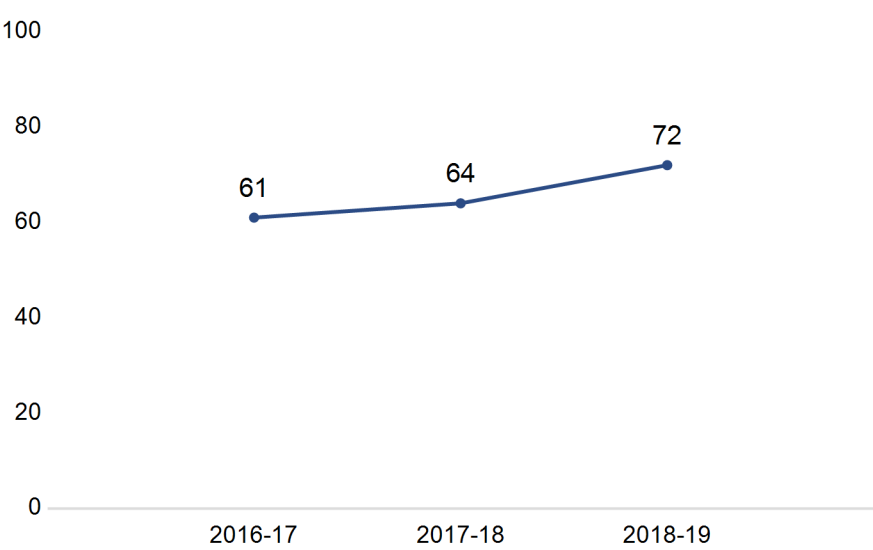
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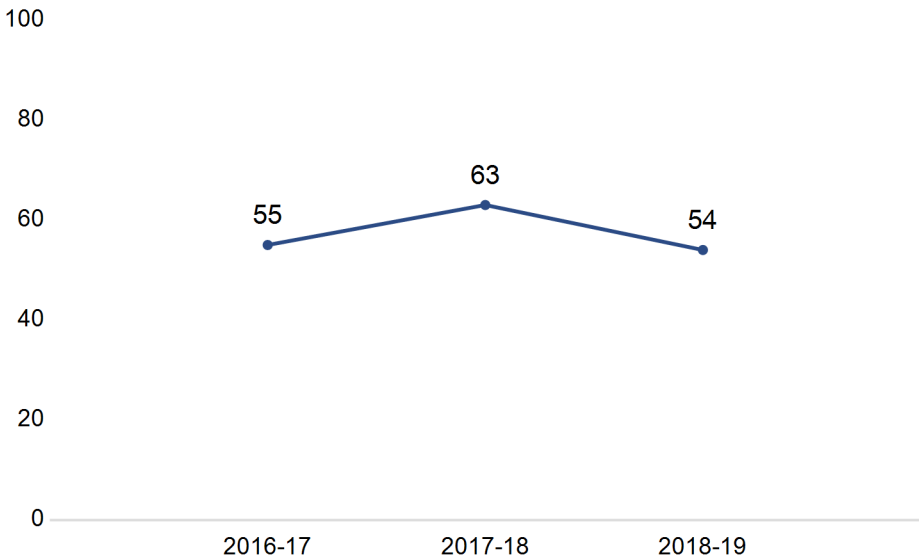
Student Growth Trends and Progress

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	61	64	72	55	63	54
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds 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	72	61	50	Exceeds Standard	54	54	50	Met Standard
White	57	47	50	Met Standard	53.5	51	52	Met Standard
Hispanic	73	53	49	Exceeds Standard	54.5	48	47	Met Standard
Black or African American	*	47	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	81	66	59	Exceeds Standard	60.5	58	60	Exceeds Standard
American Indian or Alaska Native	N	73	56	**	N	61	51.5	**
Two or More Races	*	52	49	**	*	45	52	**
Female	73	64	53	N	55.5	53	50	N
Male	67	58	47	N	54	55	51	N
Economically Disadvantaged Students	71.5	54	48	Exceeds Standard	53	47	46	Met Standard
Students with Disabilities	36	40	43	**	31	45.5	45	**
English Learners	*	65	52	**	57.5	60	50	**
Homeless Students	*	62.5	43	N	*	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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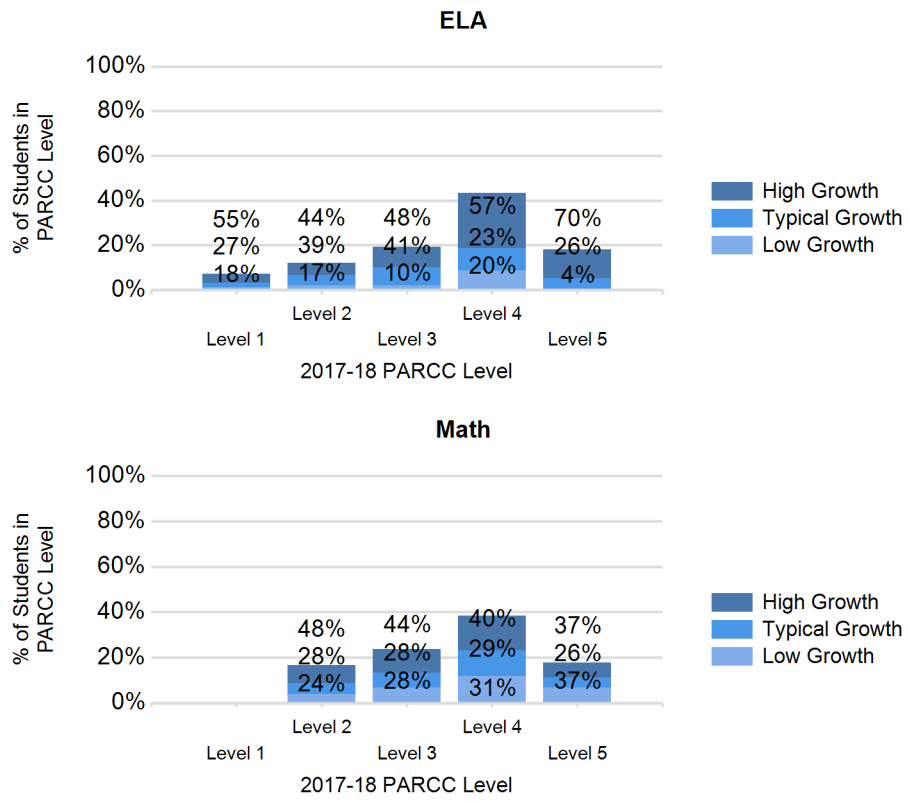
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

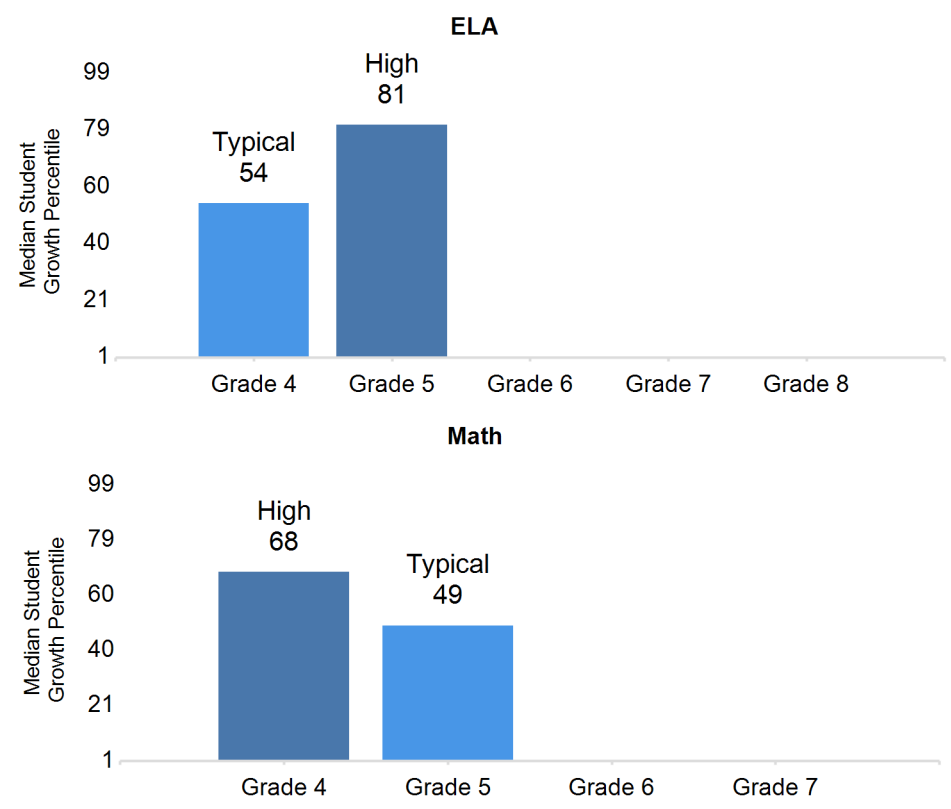
Student Growth by Performance Level

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.





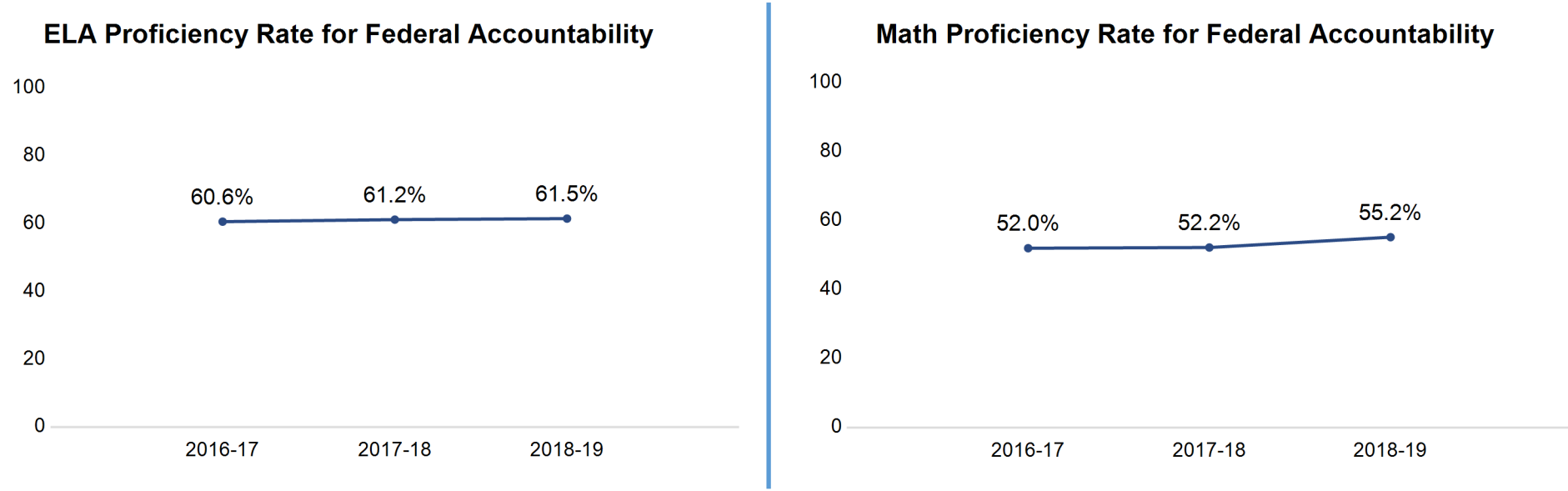


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English Language Arts and Mathematics Performance Trends

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	98.1%	98.9%	100.0%	97.8%	99.7%	100.0%
Proficiency Rate for Federal Accountability	60.6%	61.2%	61.5%	52.0%	52.2%	55.2%
Annual Target	57.9%	59.0%	60.2%	54.8%	56.2%	57.5%
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	247	100.0	61.5	77.3	57.9	61.5	60.2	Met Target
White	68	100.0	54.4	64.0	66.9	54.4	55.9	Met Target†
Hispanic	58	100.0	58.6	*	43.9	58.6	50.8	Met Target
Black or African American	*	*	*	47.9	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	99	100.0	72.7	88.4	82.9	72.7	72.3	Met Target
American Indian or Alaska Native	N	N	N	95.3	56.0	N	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	122	100.0	67.2	81.8	64.8	67.2		
Male	125	100.0	56.0	73.0	51.3	56.0		
Economically Disadvantaged Students	74	100.0	52.7	49.9	40.0	52.7	39	Met Target
Non-Economically Disadvantaged Students	173	100.0	65.3	83.7	67.9	65.3		
Students with Disabilities	29	100.0	27.6	20.4	22.7	27.6	23.2	Met Target
Students without Disabilities	218	100.0	66.1	83.0	65.1	66.1		
English Learners	18	100.0	44.4	43.5	29.3	44.4	N	N
Non-English Learners	229	100.0	62.9	79.0	60.6	62.9		
Homeless Students	12	100.0	41.7	46.5	29.1	41.7		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

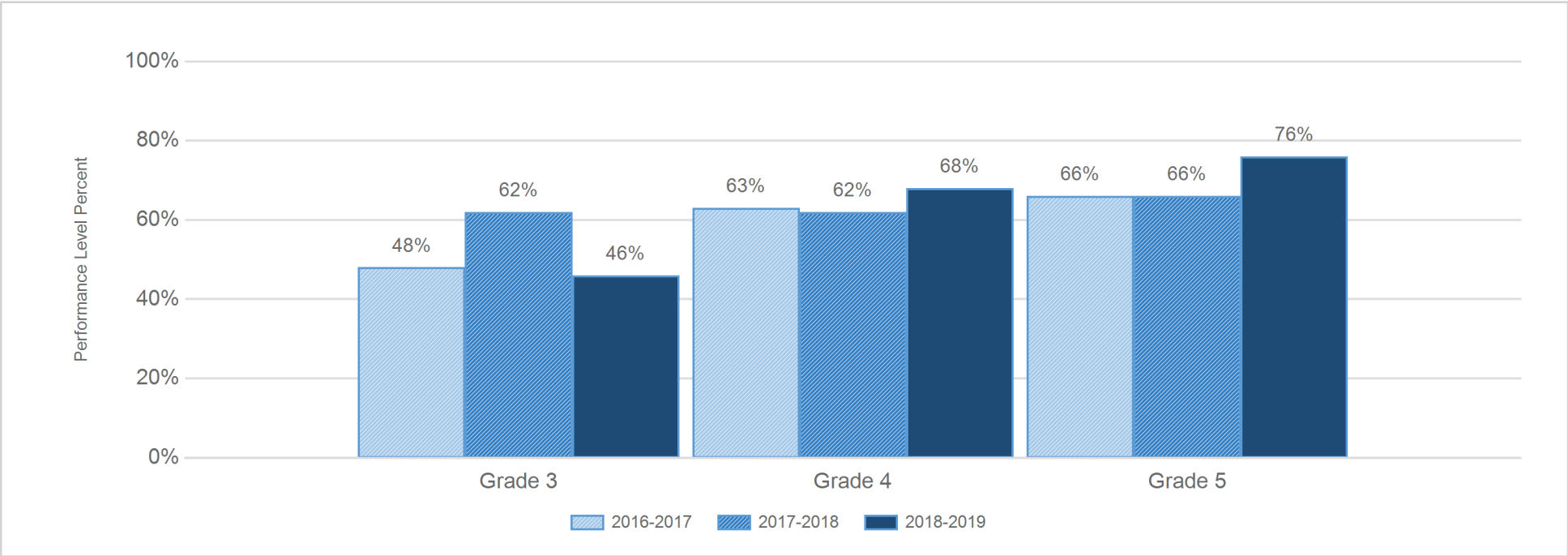


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English Language Arts Assessment - Performance Trends

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	94	746	771	748	12%	20%	22%	*	*	46%	50%
White	25	738	749	757	*	*	*	40%	0%	40%	60%
Hispanic	*	*	735	734	*	*	*	*	*	*	36%
Black or African American	*	*	741	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	41	754	781	773	*	*	*	*	*	54%	75%
American Indian or Alaska Native	N	N	798	746	N	N	N	N	N	N	46%
Two or More Races	N	N	764	756	N	N	N	N	N	N	58%
Female	48	751	773	753	*	*	*	*	*	48%	55%
Male	46	740	768	743	*	*	*	*	*	43%	46%
Economically Disadvantaged Students	26	732	*	731	*	*	*	*	*	35%	33%
Non-Economically Disadvantaged Students	68	751	*	759	*	*	*	*	*	50%	61%
Students with Disabilities	*	*	717	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	775	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	772	751	*	*	*	*	*	*	54%
Homeless Students	*	*	734	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



Washington Elementary School  
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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	90	766	774	755	*	*	21%	40%	28%	68%	57%
White	27	760	755	763	*	*	*	*	*	59%	67%
Hispanic	16	759	742	743	*	*	*	*	*	69%	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	37	779	786	779	0%	*	*	43%	38%	81%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	40	771	779	760	*	*	*	43%	30%	73%	62%
Male	50	762	770	750	*	*	*	38%	26%	64%	53%
Economically Disadvantaged Students	29	766	742	740	*	*	*	*	*	69%	40%
Non-Economically Disadvantaged Students	61	766	782	765	*	*	*	*	*	67%	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	779	761	*	*	*	*	*	*	64%
English Learners	N	N	719	720	N	N	N	N	N	N	17%
Non-English Learners	90	766	775	758	*	*	21%	40%	28%	68%	60%
Homeless Students	*	*	745	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	778	776	756	*	*	16%	43%	33%	76%	58%
White	17	766	755	764	*	0%	*	*	*	71%	68%
Hispanic	17	768	748	743	0%	*	*	*	*	71%	44%
Black or African American	*	*	744	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	31	795	789	781	0%	*	*	35%	55%	90%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	40	785	780	761	*	*	*	*	*	88%	64%
Male	30	767	772	750	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	24	762	747	740	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	46	786	783	766	*	*	*	*	*	87%	69%
Students with Disabilities	*	*	726	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	781	762	*	*	*	*	*	*	65%
English Learners	N	N	712	713	N	N	N	N	N	N	11%
Non-English Learners	70	778	777	758	*	*	16%	43%	33%	76%	60%
Homeless Students	*	*	735	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	*	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	248	100.0	55.2	64.6	44.5	55.2	57.5	Met Target†
White	69	100.0	55.1	42.1	54.1	55.1	50.1	Met Target
Hispanic	58	100.0	36.2	*	28.8	36.2	43.5	Met Target†
Black or African American	*	*	*	20.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	99	100.0	74.7	81.3	76.5	74.7	73.9	Met Target
American Indian or Alaska Native	N	N	N	83.7	42.7	N	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	122	100.0	54.9	64.8	44.9	54.9		
Male	126	100.0	55.6	64.4	44.2	55.6		
Economically Disadvantaged Students	74	100.0	36.5	30.3	26.3	36.5	42.6	Met Target†
Non-Economically Disadvantaged Students	174	100.0	63.2	72.7	54.9	63.2		
Students with Disabilities	29	100.0	27.6	14.8	17.4	27.6	27.6	Met Target
Students without Disabilities	219	100.0	58.9	69.5	50.0	58.9		
English Learners	19	100.0	36.8	40.1	25.0	36.8	N	N
Non-English Learners	229	100.0	56.8	65.9	46.5	56.8		
Homeless Students	12	100.0	33.3	28.6	17.1	33.3		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



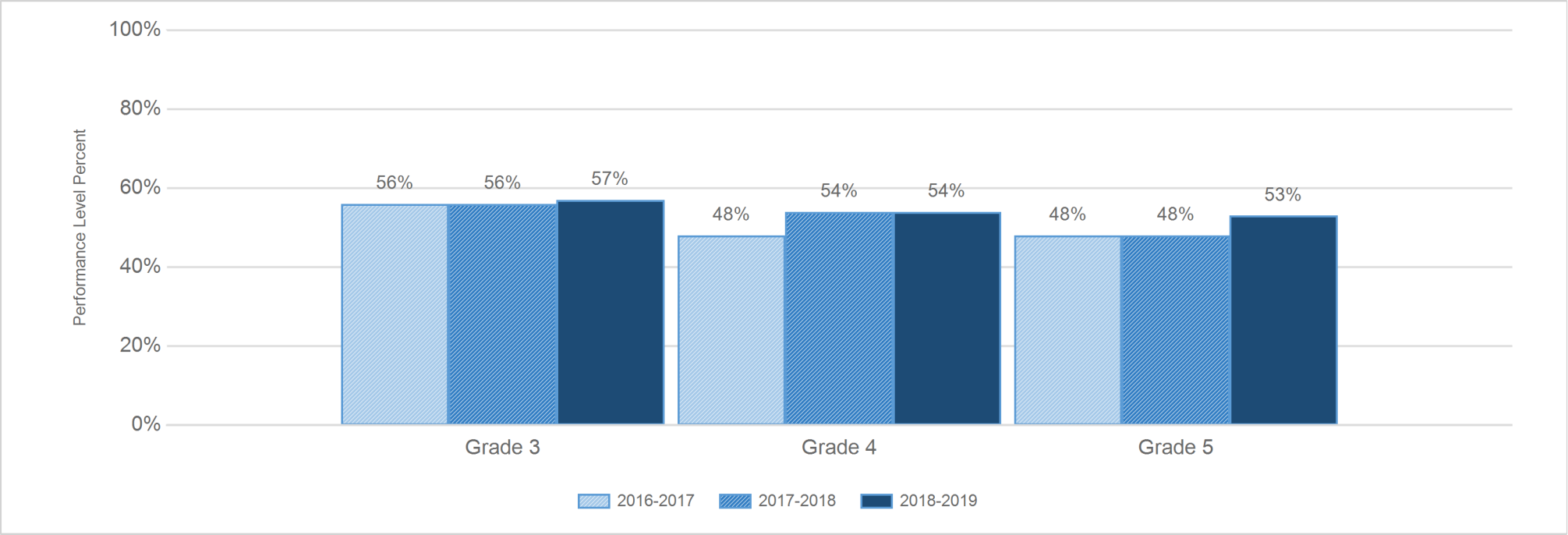


Washington Elementary School  
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Mathematics Assessment – Performance Trends

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



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





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Mathematics Assessment - Performance by Grade: Grade 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	94	750	771	752	*	*	19%	43%	15%	57%	55%
White	25	741	749	760	*	*	*	64%	0%	64%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	734	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	41	765	782	778	*	*	*	44%	29%	73%	83%
American Indian or Alaska Native	N	N	791	749	N	N	N	N	N	N	51%
Two or More Races	N	N	767	758	N	N	N	N	N	N	62%
Female	48	749	768	751	*	*	*	*	*	54%	54%
Male	46	750	773	752	*	*	*	*	*	61%	56%
Economically Disadvantaged Students	26	735	*	737	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	68	755	*	761	*	*	*	*	*	62%	67%
Students with Disabilities	*	*	729	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	774	756	*	*	*	*	*	*	60%
English Learners	*	*	733	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	772	754	*	*	*	*	*	*	58%
Homeless Students	*	*	736	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	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	92	755	768	749	*	*	29%	42%	12%	54%	51%
White	28	752	747	757	*	*	*	*	*	54%	62%
Hispanic	17	740	732	737	*	*	*	*	*	35%	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	37	773	781	776	0%	*	*	*	*	73%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	40	753	768	749	*	*	33%	*	*	53%	50%
Male	52	757	768	749	*	*	27%	*	*	56%	52%
Economically Disadvantaged Students	29	751	735	734	*	*	34%	*	*	48%	32%
Non-Economically Disadvantaged Students	63	757	775	759	*	*	27%	*	*	57%	63%
Students with Disabilities	*	*	722	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	723	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	*	*	733	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	70	754	764	747	*	20%	24%	*	*	53%	47%
White	17	749	742	755	0%	*	*	*	*	41%	58%
Hispanic	17	740	731	735	*	*	*	*	*	41%	30%
Black or African American	*	*	727	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	31	770	778	775	0%	*	*	*	*	74%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	40	758	762	747	*	*	*	*	*	60%	47%
Male	30	748	766	747	*	*	*	*	*	43%	47%
Economically Disadvantaged Students	24	735	732	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	46	763	772	757	*	*	*	*	*	67%	59%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	767	752	*	*	*	*	*	*	52%
English Learners	N	N	726	718	N	N	N	N	N	N	12%
Non-English Learners	70	754	764	749	*	20%	24%	*	*	53%	49%
Homeless Students	*	*	723	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	*	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	70.8%	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	42	*	*
3-4	*	*	*
5 or more	*	*	*



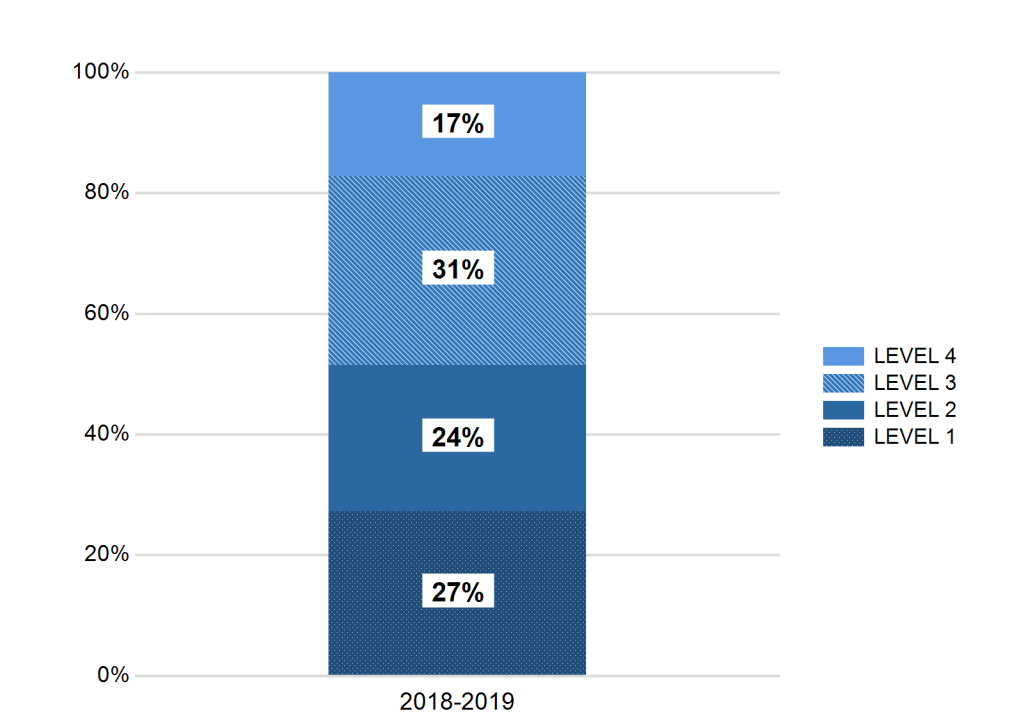
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	27	24	31	17
White	35	24	29	12
Hispanic	29	29	35	6
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	26	35	29
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	23	30	35	13
Male	33	17	27	23
Economically Disadvantaged Students	46	29	21	4
Non-Economically Disadvantaged Students	17	22	37	24
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	27	24	31	17
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.

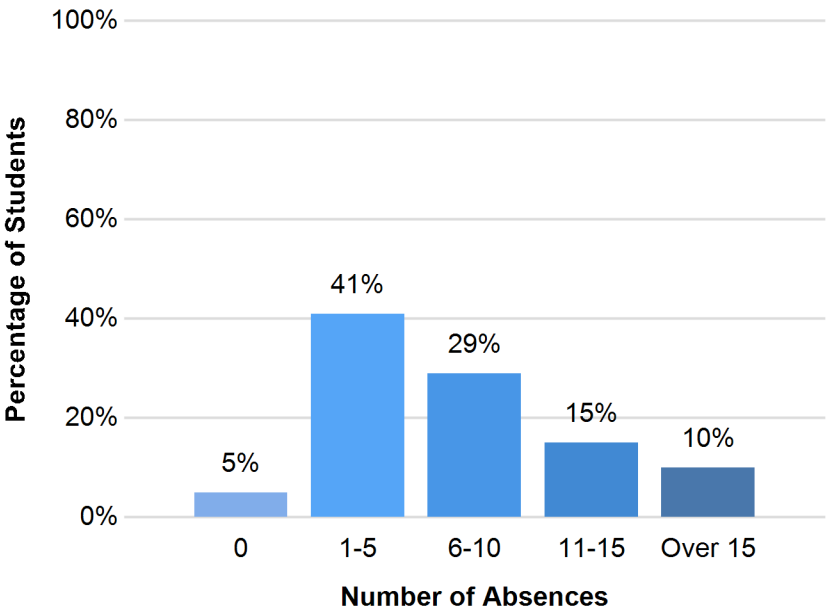
Chronic Absenteeism

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	7.9	8.9	Met
White	16	12.2	8.9	Not Met
Hispanic	6	5.9	8.9	Met
Black or African American	2	5.1	8.9	Met
Asian, Native Hawaiian, or Pacific	18	6.9	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	13	5.0		
Male	30	10.6		
Economically Disadvantaged Students	15	9.6	8.9	Not Met
Students with Disabilities	17	25.4	8.9	Not Met
English Learners	2	13.3	**	**
Homeless Students	2	9.5		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





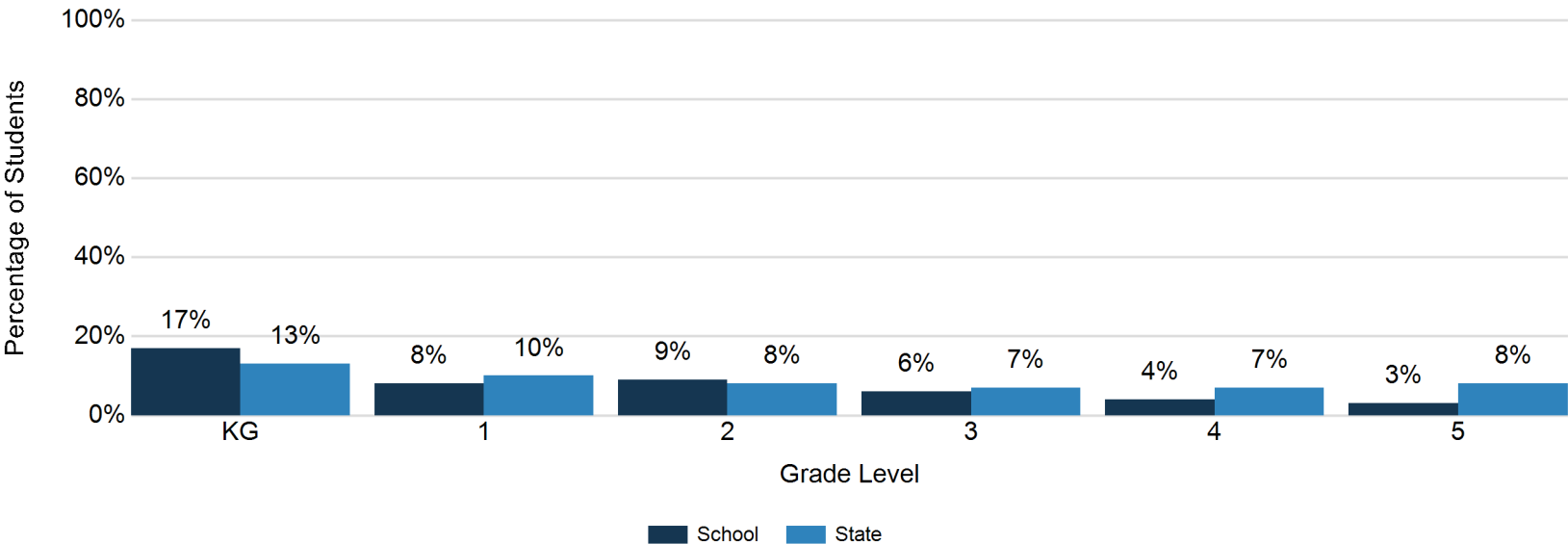
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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





Washington Elementary School

(23-1290-150)

Grades Offered: KG-05

2018-2019

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	12.9	10.8
Percentage of Teachers with 4 or more years experience in the district	81.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	14:1
Students to Administrators	583:1	251:1
Teachers to Administrators	49:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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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	46.7%	91.8%	100.0%	48.4%	77.1%	54.9%
Male	53.3%	8.2%	0.0%	51.6%	22.9%	45.1%
White	23.3%	83.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	22.0%	8.2%	100.0%	29.9%	7.3%	7.2%
Black or African American	6.0%	2.0%	0.0%	15.0%	6.6%	13.9%
Asian	46.5%	4.1%	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	0.2%	2.0%	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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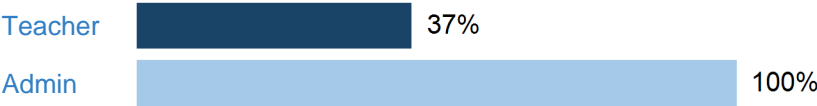
Teachers and Administrators - Level of Education

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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	86.9%



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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.

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	60.6%	61.2%	61.5%
Math Proficiency	52.0%	52.2%	55.2%
ELA Growth	61	64	72
Math Growth	55	63	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		69.4%	70.8%
Chronic Absenteeism	8.2%	7.2%	7.9%

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Our diverse community provides opportunities for children to learn about other cultures. We welcome English Language Learners to our school and celebrate the numerous cultures from around the world.</li> <li>Our Ambassadors club connects our Autistic students to 4th and 5th graders. The students are able to collaborate during physical education classes and participate in the Special Olympics.</li> <li>We have partnered with Rutgers University to support and provide additional counseling services for our students.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>At Washington Elementary School, we foster a student-centered community where all students are inspired to discover their own passions, accept and appreciate the differences in one another, and make reflective and responsible choices that will make the world a better place. The Six Pillars of Character Education--caring, citizenship, fairness, respect, responsibility, trustworthiness are imbedded in to our leadership habits and monthly buddy activities.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Washington School students are awarded at bi-monthly assemblies honoring their leadership characteristics. These students are selected by their teachers for their outstanding display of leadership among their peers.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our one-to-one technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.</p>
 <p>Clubs and Activities:</p>	<p>Yearbook, Girls on the Run, Student Council, Newspaper, Dance Club, iPad Club, Young Scholars, Coding, Yoga for Kids, Spanish Drama, Art, Chorus, Safety Patrol, Band, Chess Club, and Orchestra</p>




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 <div>Staff and Professional Learning:</div>	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.
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 <div>Student Supports and Services:</div>	<p>The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teacher.</p>
 <div>Student Health and Wellness:</div>	<p>Elementary students are supported holistically through health &amp; physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.</p>
 <div>Parent and Community Involvement:</div>	<p>Washington school has benefitted greatly from the influences of our generous and supportive PTO. This organization provides vital experiences for our students including funday, pumpkin patch, fall festival, assemblies, school celebrations, cultural events, bingo nights, ice cream social, and movie nights. Our PTO supports our teachers and all their efforts.</p>





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 <p>Facilities:</p>	Washington School has 34 classrooms, a makerspace, a gymnasium, main office, two copy rooms for staff, and a library. Many of our classrooms offer opportunities for flexible seating.
 <p>School Safety:</p>	Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state & federal laws in regards to ensuring student safety.



### Woodbrook Elementary School

(23-1290-160)

Grades Offered: KG-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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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

**Woodbrook Elementary School**

(23-1290-160)

Grades Offered: KG-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	Middlesex
District	Edison Township School District
Principal Name	Nicole Cirillo
Address	15 ROBIN ROAD EDISON, NJ 08820
Phone Number	732-452-2901
Email Address	<a href="mailto:nicole.cirillo@edison.k12.nj.us">nicole.cirillo@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/Domain/24">https://www.edison.k12.nj.us/Domain/24</a>





Woodbrook Elementary School  
(23-1290-160)  
Grades Offered: KG-05  
2018-2019

**Report Key:**  
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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
KG	109	93	97
1	164	156	165
2	169	182	167
3	170	171	181
4	189	189	172
5	198	191	191
Total	999	982	973

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	55.1%	54.2%	52.7%
Male	44.9%	45.8%	47.3%
Economically Disadvantaged Students	7.0%	4.7%	5.4%
Students with Disabilities	4.0%	3.5%	3.7%
English Learners	0.1%	0.2%	0.2%
Homeless Students	1.7%	0.9%	1.0%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	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	4.9%	3.6%	3.3%
Hispanic	3.3%	2.7%	2.9%
Black or African American	3.5%	3.5%	3.0%
Asian	85.7%	88.6%	88.2%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%
American Indian or Alaska Native	0.6%	0.5%	1.1%
Two or More Races	1.6%	0.7%	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
KG - Half Day	109	93	97
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	29.7%
Telugu	18.8%
Hindi	15.3%
Tamil	9.9%
Gujarati	5.1%
Other Languages	21.2%



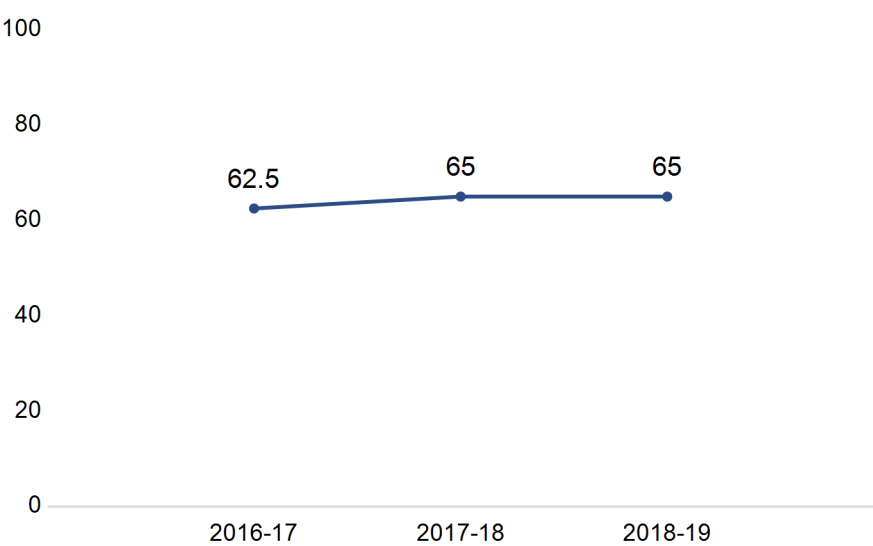
Woodbrook Elementary School  
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2018-2019

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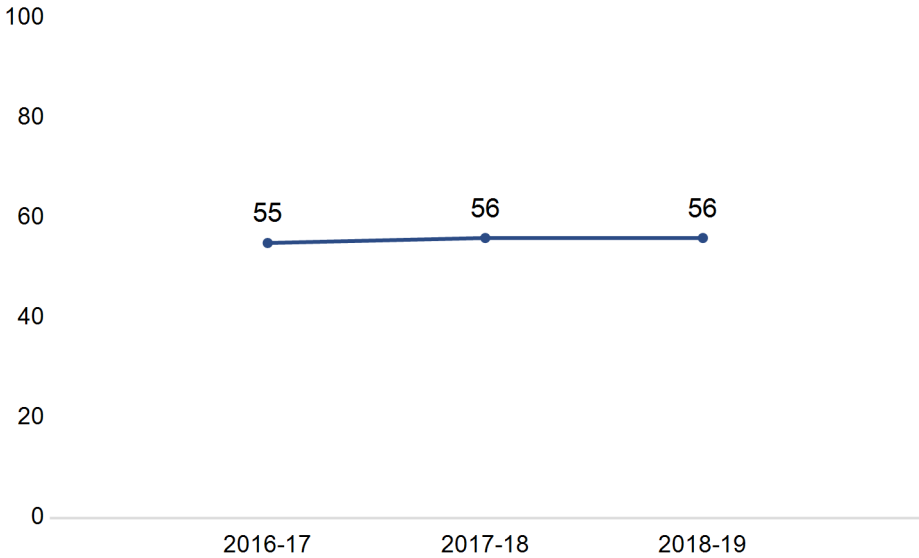
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



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	62.5	65	65	55	56	56
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Woodbrook Elementary School

(23-1290-160)

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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	65	61	50	Exceeds Standard	56	54	50	Met Standard
White	67	47	50	**	42.5	51	52	**
Hispanic	*	53	49	**	*	48	47	**
Black or African American	34	47	45	**	48	41	43	**
Asian, Native Hawaiian, or Pacific Islander	65	66	59	Exceeds Standard	57	58	60	Met Standard
American Indian or Alaska Native	*	73	56	**	*	61	51.5	**
Two or More Races	*	52	49	**	*	45	52	**
Female	65	64	53	N	50	53	50	N
Male	64	58	47	N	60	55	51	N
Economically Disadvantaged Students	56	54	48	Met Standard	47	47	46	Met Standard
Students with Disabilities	51	40	43	**	44	45.5	45	**
English Learners	*	65	52	**	*	60	50	**
Homeless Students	*	62.5	43	N	*	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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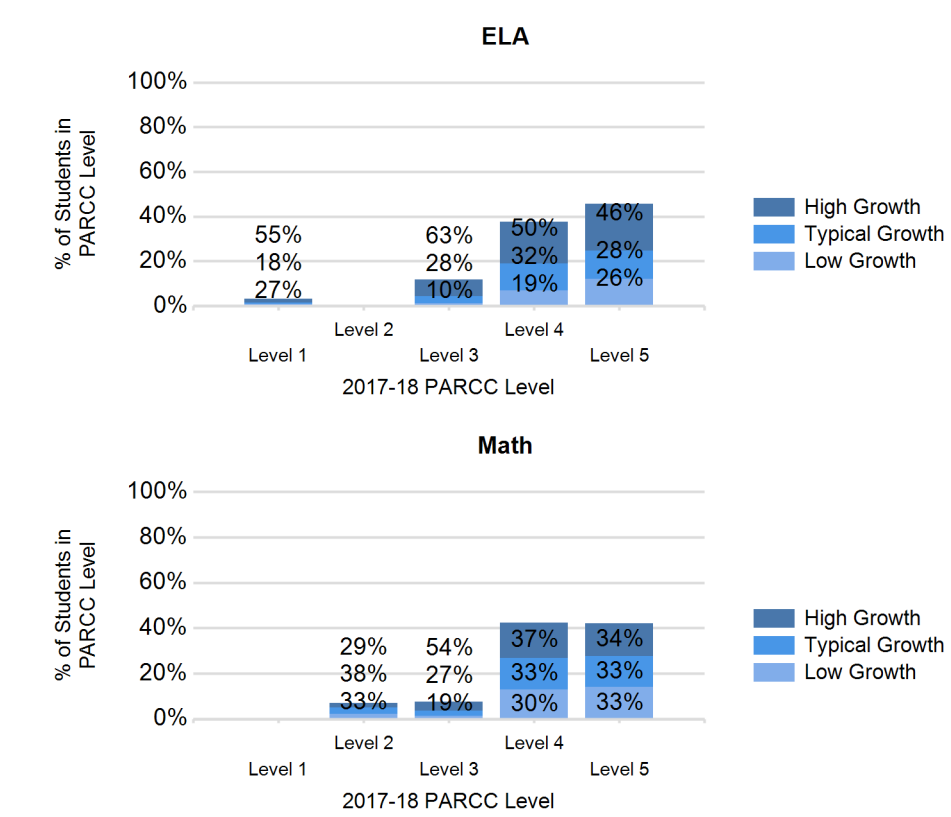
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

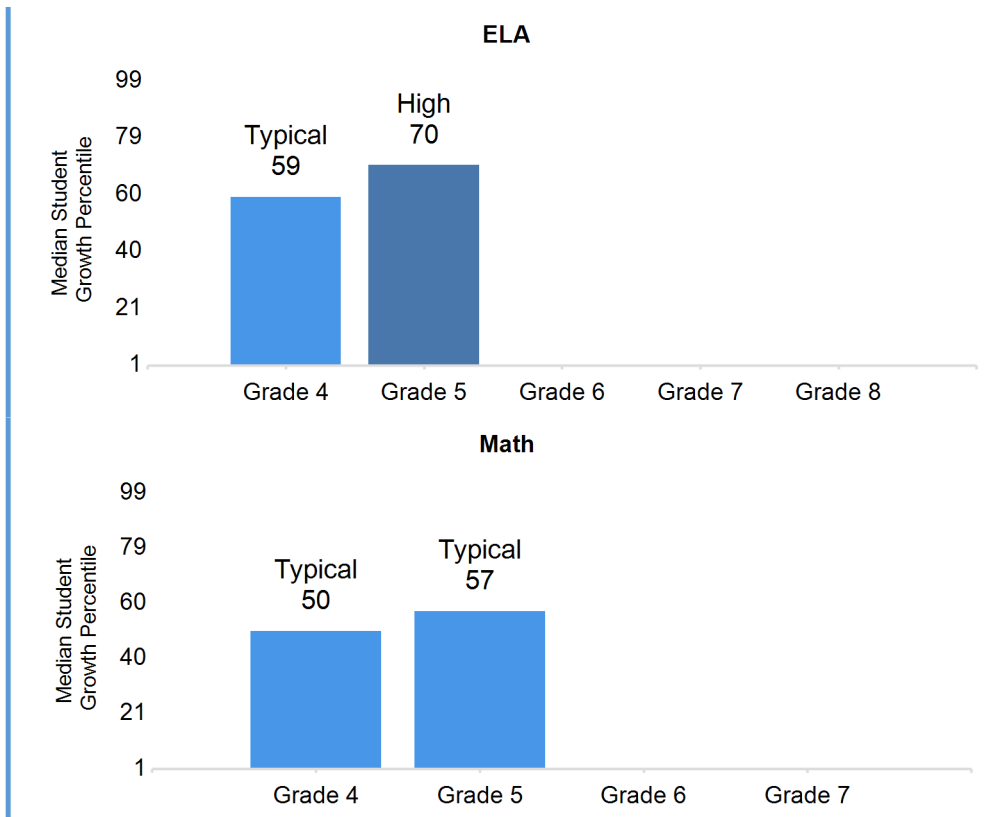
Student Growth by Performance Level

Student Growth by Grade

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.



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



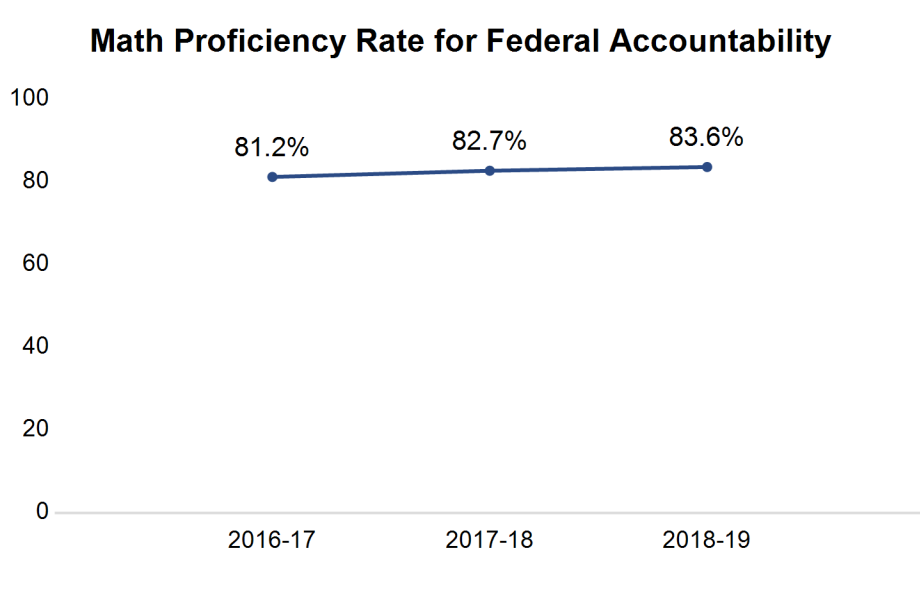
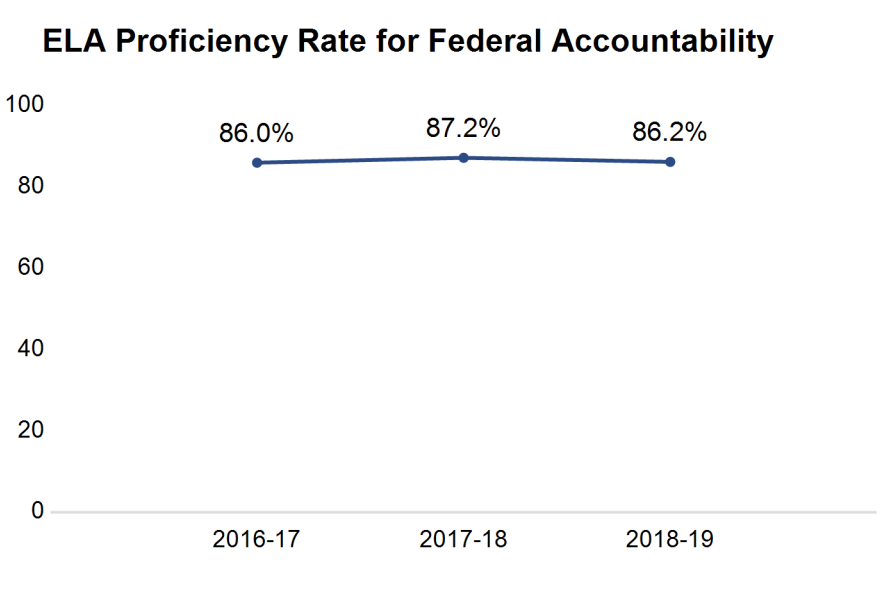


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English Language Arts and Mathematics Performance Trends

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	99.1%	98.5%	97.4%	99.1%	98.4%	97.4%
Proficiency Rate for Federal Accountability	86.0%	87.2%	86.2%	81.2%	82.7%	83.6%
Annual Target	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal
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	542	97.4	86.2	77.3	57.9	86.2	80	Met Goal
White	23	100.0	87.0	64.0	66.9	87.0	74.2	Met Goal
Hispanic	18	100.0	55.6	*	43.9	55.6	**	**
Black or African American	20	100.0	25.0	47.9	38.5	25.0	47.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	472	97.2	89.8	88.4	82.9	89.8	80	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	277	96.3	88.8	81.8	64.8	88.8		
Male	265	98.6	83.4	73.0	51.3	83.4		
Economically Disadvantaged Students	30	100.0	53.3	49.9	40.0	53.3	49.7	Met Target
Non-Economically Disadvantaged Students	512	97.2	88.1	83.7	67.9	88.1		
Students with Disabilities	35	94.7	20.0	20.4	22.7	20.0	32.4	Not Met
Students without Disabilities	507	97.6	90.7	83.0	65.1	90.7		
English Learners	*	*	*	43.5	29.3	*	**	**
Non-English Learners	*	*	*	79.0	60.6	*		
Homeless Students	*	*	*	46.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

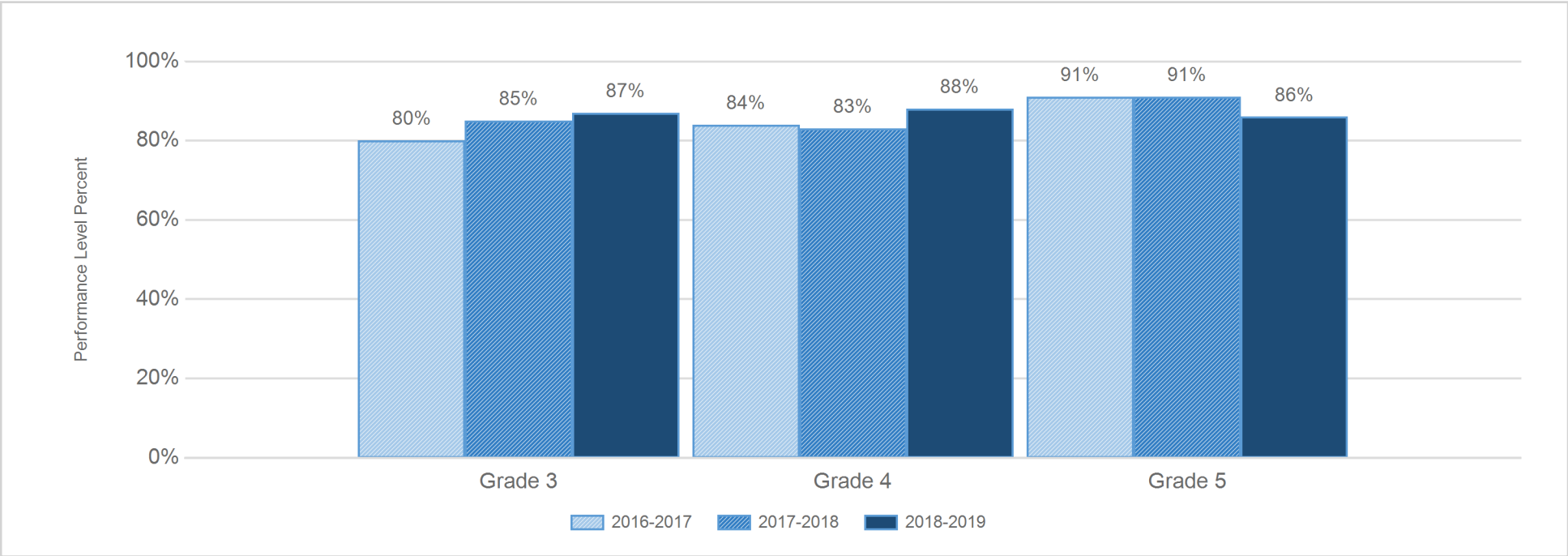


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English Language Arts Assessment - Performance Trends

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	181	793	771	748	*	*	7%	50%	37%	87%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	*	*	735	734	*	*	*	*	*	*	36%
Black or African American	*	*	741	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	162	797	781	773	*	*	6%	51%	39%	90%	75%
American Indian or Alaska Native	*	*	798	746	*	*	*	*	*	*	46%
Two or More Races	N	N	764	756	N	N	N	N	N	N	58%
Female	90	791	773	753	*	*	*	51%	36%	87%	55%
Male	91	794	768	743	*	*	*	48%	38%	87%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	717	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	775	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	772	751	*	*	*	*	*	*	54%
Homeless Students	*	*	734	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	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	172	791	774	755	*	*	7%	29%	59%	88%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	150	794	786	779	*	*	7%	29%	61%	90%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	98	794	779	760	*	*	*	28%	63%	91%	62%
Male	74	788	770	750	*	*	*	31%	53%	84%	53%
Economically Disadvantaged Students	11	764	742	740	*	*	*	*	*	64%	40%
Non-Economically Disadvantaged Students	161	793	782	765	*	*	*	*	*	89%	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	779	761	*	*	*	*	*	*	64%
English Learners	N	N	719	720	N	N	N	N	N	N	17%
Non-English Learners	172	791	775	758	*	*	7%	29%	59%	88%	60%
Homeless Students	*	*	745	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	196	785	776	756	*	*	9%	50%	36%	86%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	10	744	744	739	0%	*	*	*	*	30%	38%
Asian, Native Hawaiian, or Pacific Islander	170	790	789	781	*	*	6%	51%	41%	91%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	95	789	780	761	*	*	*	51%	40%	91%	64%
Male	101	782	772	750	*	*	*	50%	33%	82%	52%
Economically Disadvantaged Students	13	770	747	740	*	*	*	*	*	62%	39%
Non-Economically Disadvantaged Students	183	786	783	766	*	*	*	*	*	88%	69%
Students with Disabilities	14	729	726	724	*	*	*	*	*	21%	23%
Students without Disabilities	182	790	781	762	*	*	*	*	*	91%	65%
English Learners	N	N	712	713	N	N	N	N	N	N	11%
Non-English Learners	196	785	777	758	*	*	9%	50%	36%	86%	60%
Homeless Students	N	N	735	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	*	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	543	97.4	83.6	64.6	44.5	83.6	80	Met Goal
White	23	100.0	56.5	42.1	54.1	56.5	72.1	Met Target†
Hispanic	18	100.0	44.4	*	28.8	44.4	**	**
Black or African American	20	100.0	15.0	20.3	23.0	15.0	23.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	473	97.2	89.2	81.3	76.5	89.2	80	Met Goal
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	278	96.3	82.7	64.8	44.9	82.7		
Male	265	98.6	84.5	64.4	44.2	84.5		
Economically Disadvantaged Students	31	100.0	48.4	30.3	26.3	48.4	43.5	Met Target
Non-Economically Disadvantaged Students	512	97.2	85.7	72.7	54.9	85.7		
Students with Disabilities	35	94.7	20.0	14.8	17.4	20.0	39.2	Not Met
Students without Disabilities	508	97.6	88.0	69.5	50.0	88.0		
English Learners	*	*	*	40.1	25.0	*	**	**
Non-English Learners	*	*	*	65.9	46.5	*		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

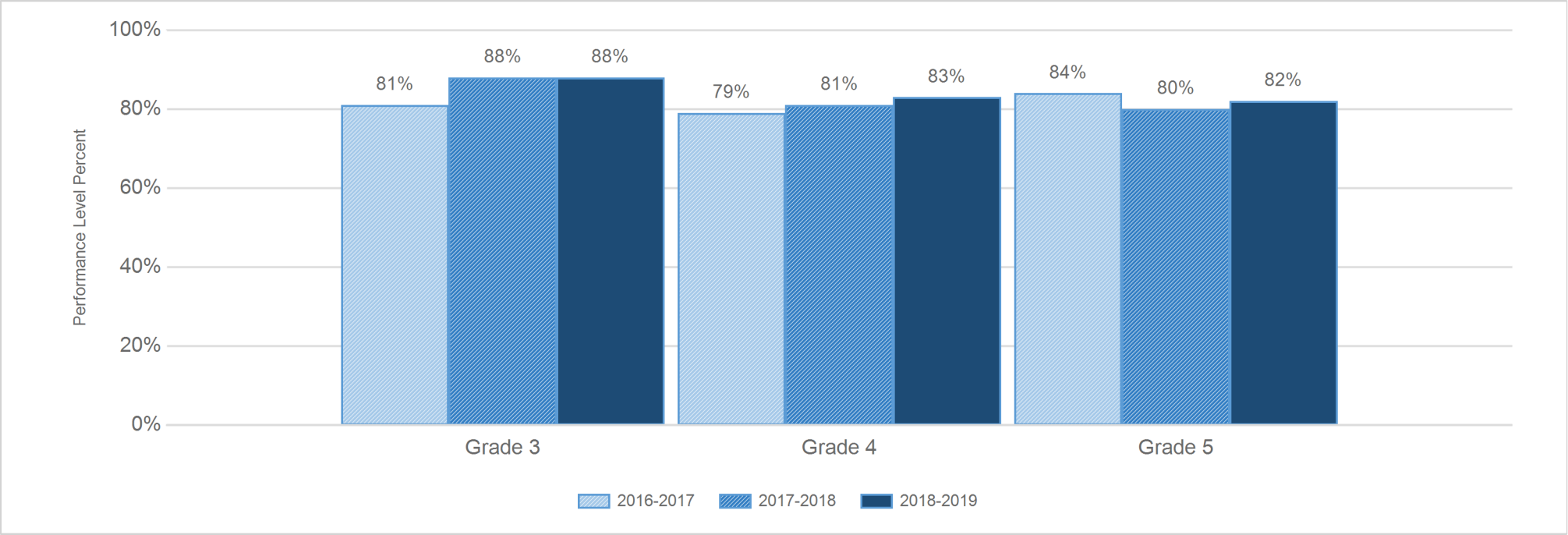


Woodbrook Elementary School  
(23-1290-160)  
Grades Offered: KG-05  
2018-2019

**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  
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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.



Woodbrook Elementary School  
(23-1290-160)  
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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	181	785	771	752	*	*	6%	40%	48%	88%	55%
White	*	*	749	760	*	*	*	*	*	*	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	734	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	162	789	782	778	*	*	*	43%	50%	93%	83%
American Indian or Alaska Native	*	*	791	749	*	*	*	*	*	*	51%
Two or More Races	N	N	767	758	N	N	N	N	N	N	62%
Female	90	781	768	751	*	*	*	46%	41%	87%	54%
Male	91	788	773	752	*	*	*	35%	55%	90%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	729	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	774	756	*	*	*	*	*	*	60%
English Learners	*	*	733	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	772	754	*	*	*	*	*	*	58%
Homeless Students	*	*	736	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



Woodbrook Elementary School

(23-1290-160)

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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	172	779	768	749	*	*	10%	51%	33%	83%	51%
White	*	*	747	757	*	*	*	*	*	*	62%
Hispanic	*	*	732	737	*	*	*	*	*	*	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	150	784	781	776	*	*	9%	51%	37%	88%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	98	777	768	749	*	*	*	53%	28%	81%	50%
Male	74	782	768	749	*	*	*	47%	39%	86%	52%
Economically Disadvantaged Students	11	746	735	734	*	*	0%	*	*	64%	32%
Non-Economically Disadvantaged Students	161	781	775	759	*	*	11%	*	*	84%	63%
Students with Disabilities	*	*	722	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	N	N	723	722	N	N	N	N	N	N	18%
Non-English Learners	172	779	769	751	*	*	10%	51%	33%	83%	54%
Homeless Students	*	*	733	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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## Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	197	774	764	747	0%	10%	8%	50%	32%	82%	47%
White	*	*	742	755	*	*	*	*	*	*	58%
Hispanic	*	*	731	735	*	*	*	*	*	*	30%
Black or African American	10	727	727	729	0%	*	*	*	*	20%	23%
Asian, Native Hawaiian, or Pacific Islander	171	778	778	775	0%	6%	6%	52%	36%	88%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	96	770	762	747	0%	*	*	60%	21%	81%	47%
Male	101	778	766	747	0%	*	*	40%	43%	82%	47%
Economically Disadvantaged Students	14	741	732	732	0%	*	*	*	*	50%	27%
Non-Economically Disadvantaged Students	183	777	772	757	0%	*	*	*	*	84%	59%
Students with Disabilities	14	724	725	725	*	*	*	*	*	*	19%
Students without Disabilities	183	778	767	752	*	*	*	*	*	*	52%
English Learners	N	N	726	718	N	N	N	N	N	N	12%
Non-English Learners	197	774	764	749	0%	10%	8%	50%	32%	82%	49%
Homeless Students	*	*	723	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	*	716	N	N	N	N	N	N	17%



Woodbrook Elementary School  
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	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	N	N	N
3-4	N	N	N
5 or more	N	N	N





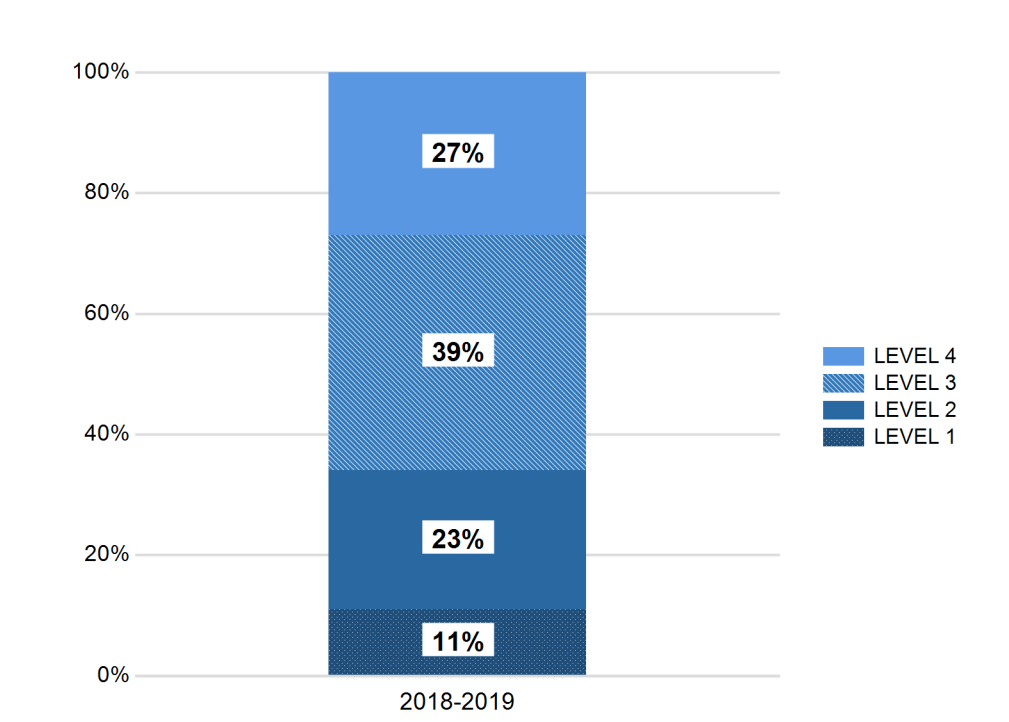
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	11	23	39	27
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	40	50	10	0
Asian, Native Hawaiian, or Pacific Islander	8	22	40	30
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	11	29	39	21
Male	11	18	39	33
Economically Disadvantaged Students	29	36	29	7
Non-Economically Disadvantaged Students	10	22	39	28
Students with Disabilities	64	21	14	0
Students without Disabilities	7	23	40	29
English Learners	N	N	N	N
Non-English Learners	11	23	39	27
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.

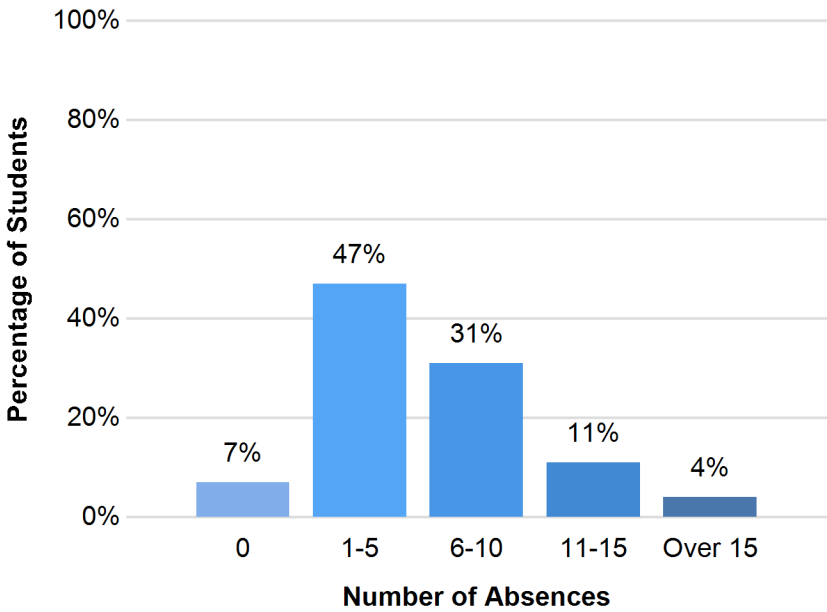
Chronic Absenteeism

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	35	3.5	8.9	Met
White	3	9.1	8.9	Not Met
Hispanic	3	9.1	8.9	Not Met
Black or African American	2	6.3	8.9	Met
Asian, Native Hawaiian, or Pacific	26	3.0	8.9	Met
American Indian or Alaska Native	0	0	**	**
Two or More Races	1	10.0	**	**
Female	18	3.5		
Male	17	3.5		
Economically Disadvantaged Students	2	3.4	8.9	Met
Students with Disabilities	2	3.3	8.9	Met
English Learners	1	8.3	**	**
Homeless Students	2	14.3		
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.





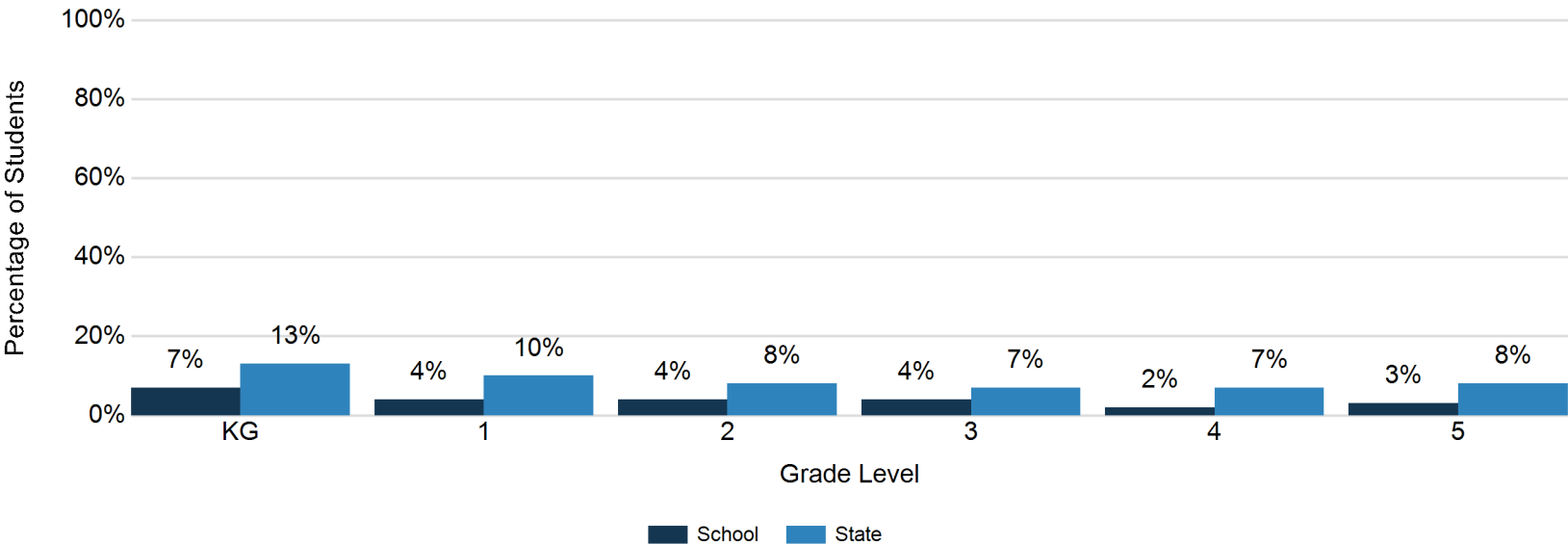
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Chronic Absenteeism by Grade

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.

Violence, Vandalism, HIB, and Substance Offenses

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

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

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	61	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	65.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	16:1	14:1
Students to Administrators	487:1	251:1
Teachers to Administrators	31:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.7%	90.2%	50.0%	48.4%	77.1%	54.9%
Male	47.3%	9.8%	50.0%	51.6%	22.9%	45.1%
White	3.3%	91.8%	50.0%	42.4%	83.6%	77.4%
Hispanic	2.9%	4.9%	50.0%	29.9%	7.3%	7.2%
Black or African American	3.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	88.2%	1.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	1.6%	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 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.

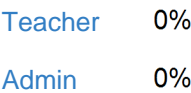
Bachelor's Degree



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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	89.2%





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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.



Woodbrook Elementary School  
(23-1290-160)  
Grades Offered: KG-05  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



Woodbrook Elementary School  
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2018-2019

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	86.0%	87.2%	86.2%
Math Proficiency	81.2%	82.7%	83.6%
ELA Growth	62	65	65
Math Growth	55	56	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.6%	4.6%	3.5%

† 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 Goal	Met Goal	Exceeds Standard	Met Standard	N	Met	No
White	Met Goal	Met Target†	**	**	n/a	Not Met	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	Not Met	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	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	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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






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2018-2019

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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>• Social learning is a top priority at Woodbrook. Students build collaboration and communication skills through varied groupings and activities in all disciplines.</li> <li>• In an effort to provide opportunities for our children to learn from one another and from experts, we offer a variety of clubs through our PTO and through our district’s Co-Curricular program.</li> <li>• Nearly all of our 400 students in grades 4 and 5 participate in either strings, instrumental (band) and/or chorus. Our chorus has been invited to perform at the Rutgers Athletic Center.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Our main goal at Woodbrook School is to ensure that all children are challenged to do their very best in a nurturing environment where every child treats one another with respect and kindness and feels valued and respected.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Our school is a collaborative member of New Jersey's School Wide Positive Behavior Support model. Students, parents and staff members conducted school wide self-assessments of targeted areas for improvement. They designed and implemented effective school and class wide interventions and environments that encourage pro-social behaviors. Students are recognized for positive behaviors daily and are afforded incentives on a monthly and quarterly basis. Students exemplifying paticular positive characteristics each month are recognized school wide. Woodbrook has been recognized by the NJ DOE for its longstanding, successful implementation of PBSIS. Additionally, many of our students have been recognized in the fields of mathematics and chess in local and regional competitions.</p>





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 <div>Courses, Curriculum, Instruction:</div>	With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our one-to-one technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.
 <div>Clubs and Activities:</div>	Our math club for Grades 3-5 is run exclusively by parents as coaches and coordinators. Students work together to solve challenging math problems on Wednesday nights with their peers. The math club has earned recognition for high achievement in a series of global math club competitions. We are proud to compete in the local portions of the National Geographic National Geography Bee as well as the Scripps National Spelling Bee. Should our local/school champions qualify for the regional levels, they have the ability to continue in the national competitions.




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 <div>Staff and Professional Learning:</div>	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.
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#### Student Supports and Services:

The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teacher.



#### Student Health and Wellness:

Elementary students are supported holistically through health & physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.



#### Parent and Community Involvement:

Through an active Student Council, PTO and dedicated staff, special events enhance our curriculum. These events not only highlight current or historical events, but also instill in our students a sense of family, pride and school spirit. Staff members volunteer to facilitate after-school activities which support our program and encourage socialization. We continue to reach out to our community. Our Student Council, and individual teachers and students hold collections throughout the year in an effort to instill a sense of community and philanthropy including food drives, and gift drives benefitting the Kids Caring for Kids toy drive. We have participated in St. Jude's Mathathon, JumpRope for Heart, Walk for the Cure and St. Baldrick's Fundraisers to name a few. Our very active PTO sponsors assemblies, subsidizes field trips and provides many wonderful extras for our students ranging from additional technology to building up our school and classroom libraries with new books.



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A blue icon of a school building with a flag on top.	<b>Facilities:</b>  Our school boasts a 30,000 square foot new addition, plus renovations in the older wing. We now enjoy a large state of the art gym with a stage, a cafe with a large, working kitchen, a new music room, a new library, a new art room, and six new classrooms. These rooms have enabled us to lower our class sizes, and engage in school wide activities. We are thrilled to finally be able to come together in a single space, as an entire school community to share memories and experiences.
A blue shield icon with a white checkmark inside.	<b>School Safety:</b>  Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state & federal laws in regards to ensuring student safety.




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 <div>Technology and STEM:</div>	<p>With our many digital resources, students may participate in virtual labs and virtual field trips to discover the world around them. They utilize the engineering design process to define problems, design solutions, and then redesign them after receiving feedback. We have begun a coding/robotics pilot through a grant awarded enabling students to have hands on experience with real world applications of coding. In addition, our 4th Grade Student Tech Squad members lead learning as they turnkey how to code and use 3D printers to students (and teachers) throughout the school.often allow students to work in small groups or partnerships by contributing to group work on a live document.</p>
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**Woodrow Wilson Middle School**  
(23-1290-063)  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Notes from the New Jersey Department of Education:



Woodrow Wilson Middle School  
(23-1290-063)  
Grades Offered: 06-08  
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Jennifer Blevins
Address	50 WOODROW WILSON DRIVE EDISON, NJ 08820
Phone Number	732-452-2870
Email Address	<a href="mailto:jennifer.blevins@edison.k12.nj.us">jennifer.blevins@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/domain/13">https://www.edison.k12.nj.us/domain/13</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	386	440	419
7	366	398	440
8	385	370	415
Total	1,137	1,208	1,274

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.1%	48.6%	50.6%
Male	53.9%	51.4%	49.4%
Economically Disadvantaged Students	12.8%	8.8%	10.9%
Students with Disabilities	5.2%	4.5%	4.3%
English Learners	3.7%	3.5%	3.3%
Homeless Students	3.6%	1.4%	1.3%
Students in Foster Care	0.0%	0.1%	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	11.1%	10.2%	7.8%
Hispanic	4.0%	3.5%	3.5%
Black or African American	3.1%	2.3%	1.9%
Asian	80.8%	81.7%	84.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.3%	0.7%	0.9%
Two or More Races	0.5%	1.5%	1.3%

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	27.9%
Hindi	14.7%
Telugu	11.8%
Gujarati	11.1%
Tamil	9.7%
Other Languages	24.9%



**Woodrow Wilson Middle School**  
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Grades Offered: 06-08  
2018-2019

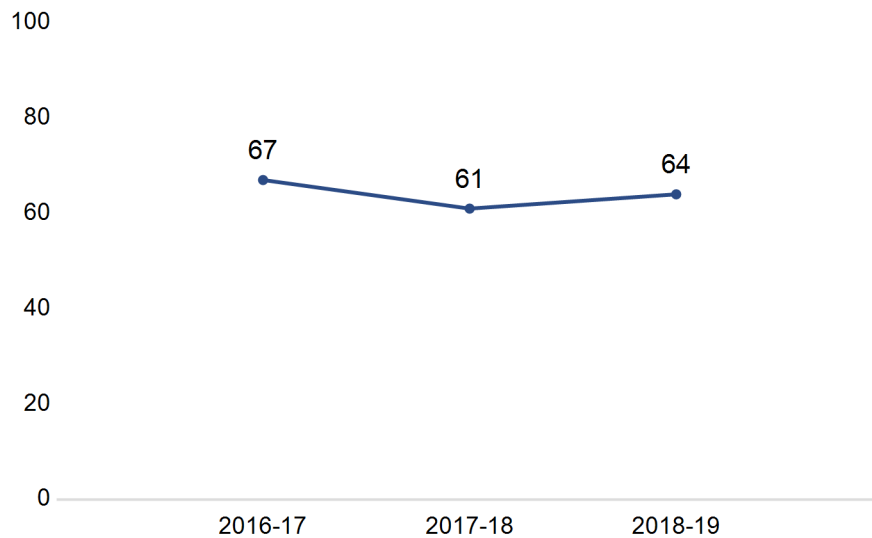
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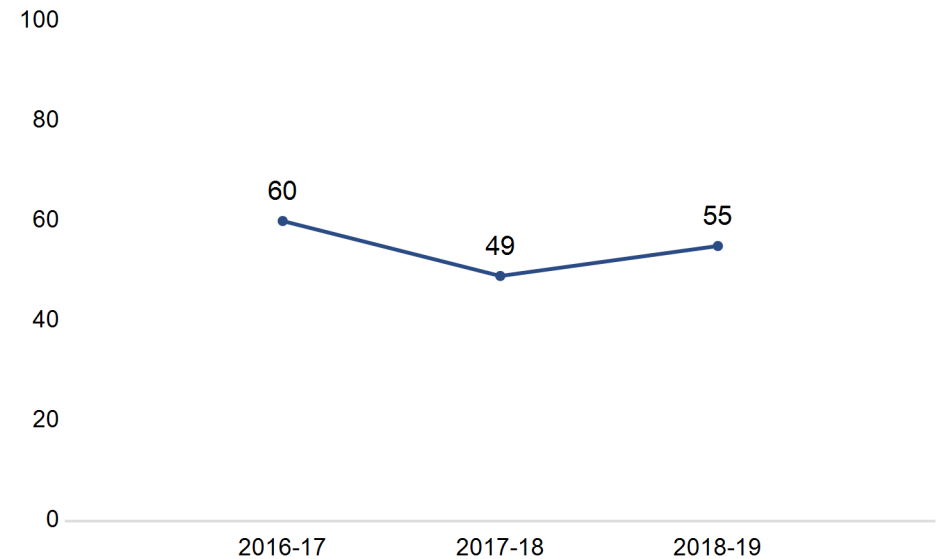
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	67	61	64	60	49	55
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: 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	64	61	50	Exceeds Standard	55	54	50	Met Standard
White	41	47	50	Met Standard	54	51	52	Met Standard
Hispanic	42	53	49	Met Standard	48.5	48	47	Met Standard
Black or African American	51	47	45	Met Standard	36	41	43	**
Asian, Native Hawaiian, or Pacific Islander	67	66	59	Exceeds Standard	56	58	60	Met Standard
American Indian or Alaska Native	76.5	73	56	**	*	61	51.5	**
Two or More Races	50	52	49	**	48	45	52	**
Female	66.5	64	53	N	53.5	53	50	N
Male	60	58	47	N	57.5	55	51	N
Economically Disadvantaged Students	58	54	48	Met Standard	45	47	46	Met Standard
Students with Disabilities	49	40	43	Met Standard	48.5	45.5	45	Met Standard
English Learners	66	65	52	Exceeds Standard	54.5	60	50	Met Standard
Homeless Students	46	62.5	43	N	28	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N





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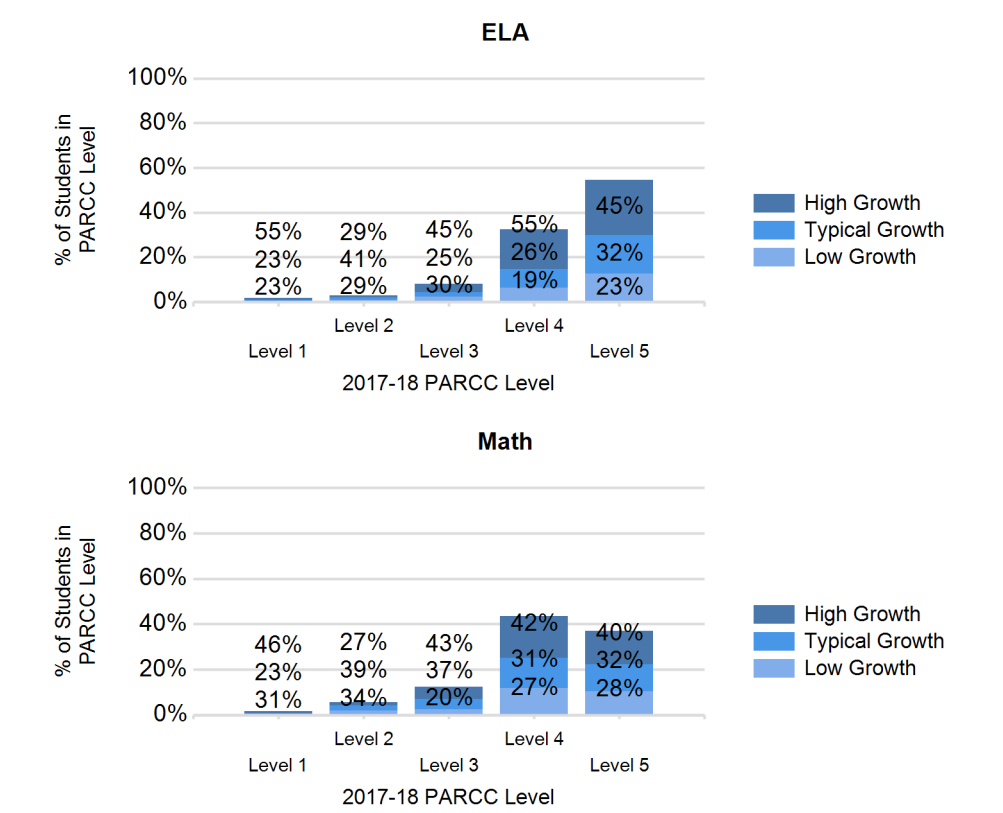
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

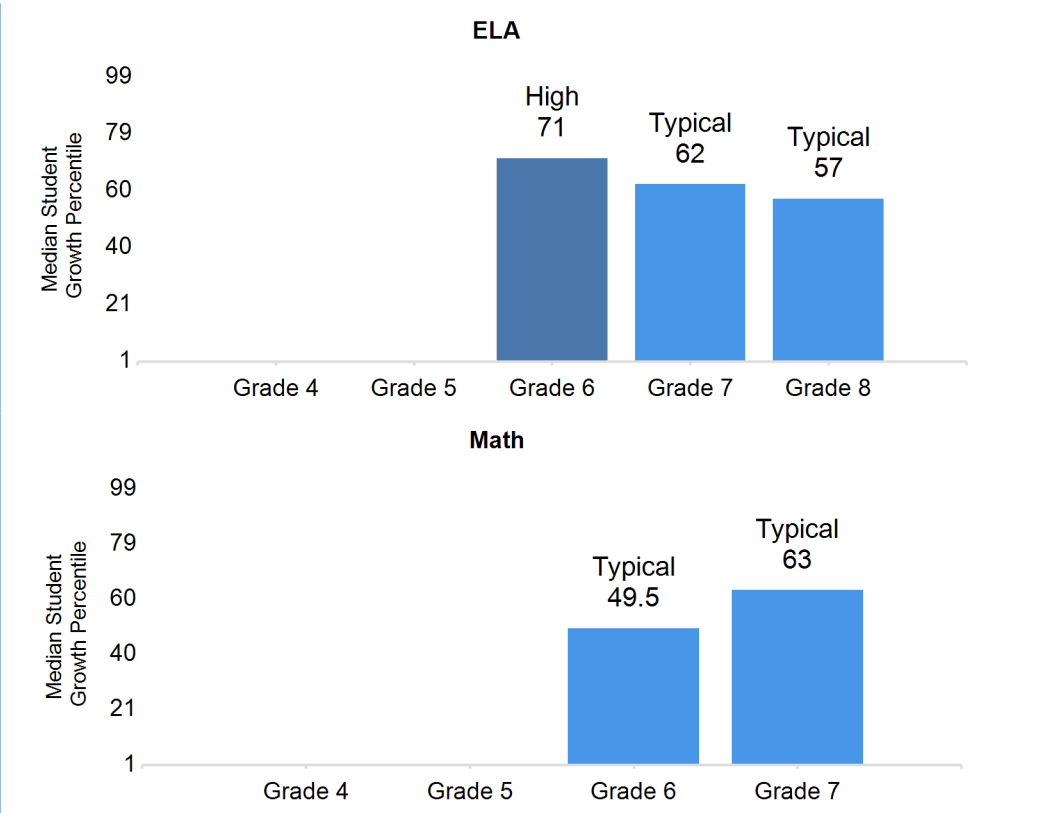
Student Growth by Performance Level

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.



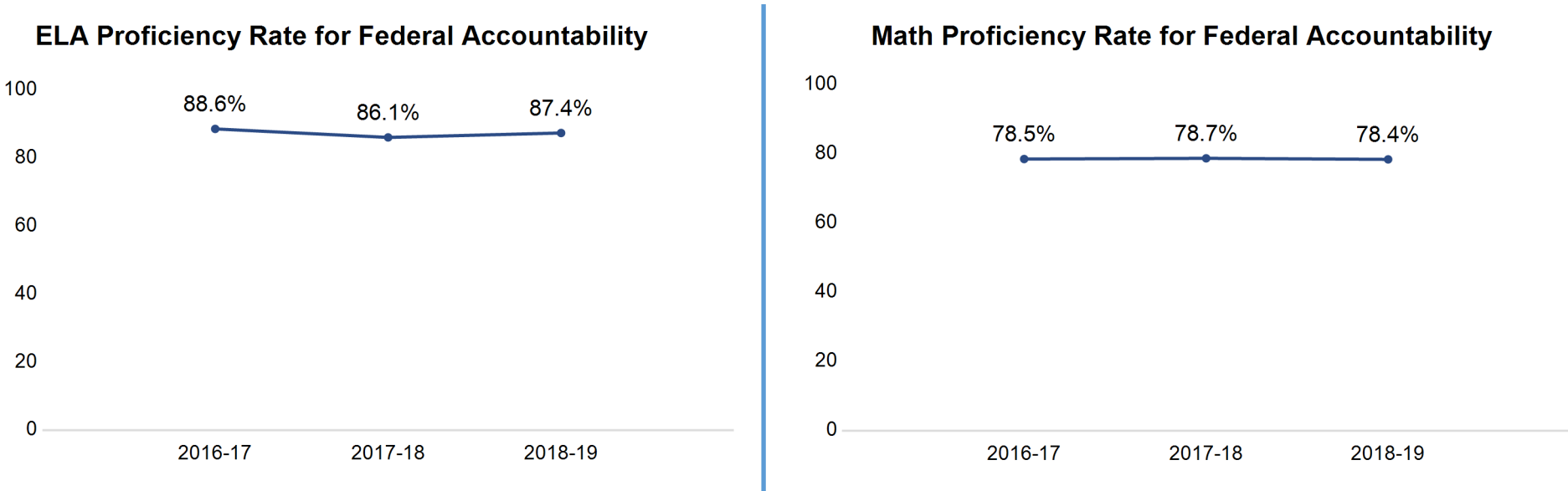


Woodrow Wilson Middle School  
(23-1290-063)  
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2018-2019

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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	99.5%	99.5%	99.4%	99.4%	99.5%	99.5%
Proficiency Rate for Federal Accountability	88.6%	86.1%	87.4%	78.5%	78.7%	78.4%
Annual Target	80.0%	80.0%	80.0%	78.2%	78.3%	78.4%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % 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	1238	99.4	87.4	77.3	57.9	87.4	80	Met Goal
White	95	96.9	74.7	64.0	66.9	74.7	80	Met Target†
Hispanic	42	97.7	61.9	*	43.9	61.9	61.2	Met Target
Black or African American	24	100.0	54.2	47.9	38.5	54.2	72.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	1049	99.8	90.4	88.4	82.9	90.4	80	Met Goal
American Indian or Alaska Native	10	100.0	100.0	95.3	56.0	100.0	**	**
Two or More Races	18	94.7	77.8	64.1	64.4	77.3	**	**
Female	634	99.4	91.2	81.8	64.8	91.2		
Male	604	99.5	83.4	73.0	51.3	83.4		
Economically Disadvantaged Students	117	99.2	59.8	49.9	40.0	59.8	72	Not Met
Non-Economically Disadvantaged Students	1121	99.5	90.3	83.7	67.9	90.3		
Students with Disabilities	61	98.4	24.6	20.4	22.7	24.6	49.9	Not Met
Students without Disabilities	1177	99.5	90.7	83.0	65.1	90.7		
English Learners	56	100.0	41.1	43.5	29.3	41.1	55.9	Not Met
Non-English Learners	1182	99.4	89.6	79.0	60.6	89.6		
Homeless Students	18	95.7	38.9	46.5	29.1	38.9		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

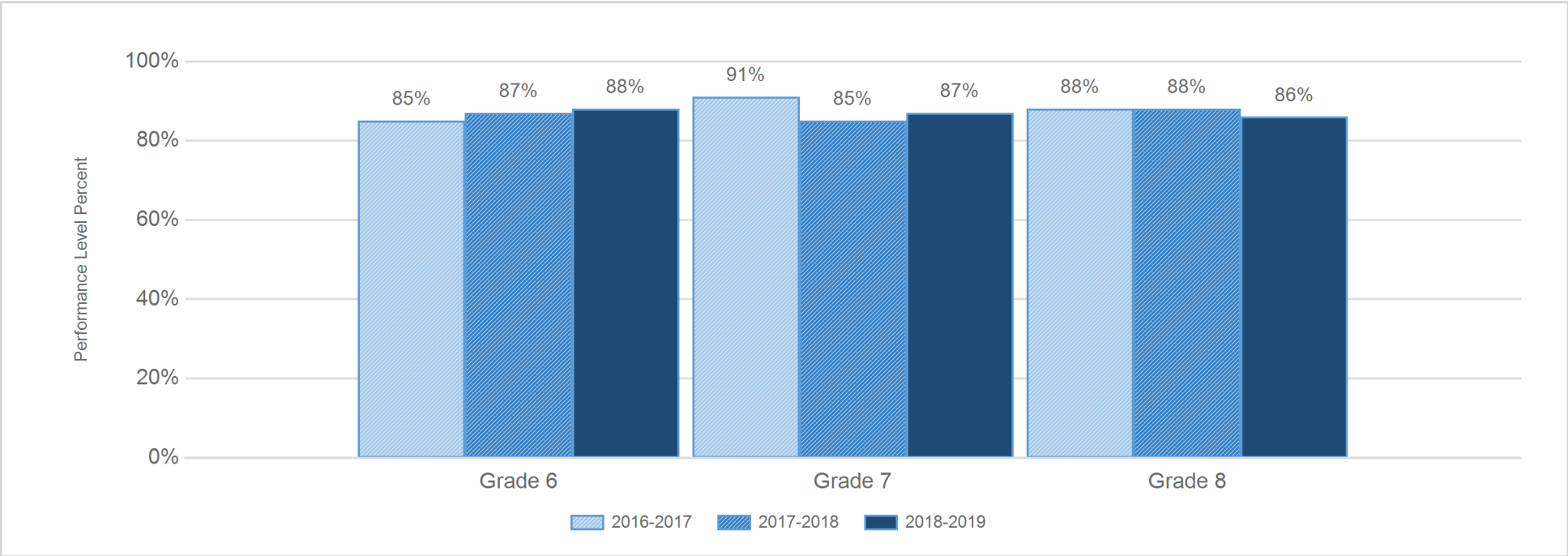


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English Language Arts Assessment - Performance Trends

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	417	790	778	754	*	*	7%	35%	52%	88%	56%
White	16	767	759	762	0%	*	*	*	*	69%	65%
Hispanic	11	753	749	743	0%	*	*	*	*	55%	43%
Black or African American	*	*	744	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	375	792	790	780	*	*	6%	34%	55%	90%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	228	797	786	762	*	*	6%	29%	61%	90%	64%
Male	189	781	770	748	*	*	8%	42%	42%	84%	48%
Economically Disadvantaged Students	38	761	749	740	*	*	*	*	*	66%	39%
Non-Economically Disadvantaged Students	379	792	785	763	*	*	*	*	*	90%	67%
Students with Disabilities	16	717	716	722	*	*	*	*	*	13%	19%
Students without Disabilities	401	792	784	761	*	*	*	*	*	91%	64%
English Learners	*	*	725	710	*	*	*	*	*	*	*
Non-English Learners	*	*	778	756	*	*	*	*	*	*	*
Homeless Students	*	*	749	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	*	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	432	799	790	761	3%	3%	7%	17%	70%	87%	63%
White	41	780	772	769	*	*	*	29%	49%	78%	72%
Hispanic	16	771	*	747	0%	*	*	*	*	75%	50%
Black or African American	*	*	743	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	349	804	806	790	*	*	6%	13%	77%	90%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	12	791	*	768	*	0%	*	*	*	83%	68%
Female	219	806	797	769	*	*	*	16%	77%	93%	71%
Male	213	792	784	753	*	*	*	18%	63%	82%	55%
Economically Disadvantaged Students	47	764	759	743	*	*	*	26%	38%	64%	45%
Non-Economically Disadvantaged Students	385	804	798	771	*	*	*	16%	74%	90%	73%
Students with Disabilities	17	720	709	720	*	*	*	*	*	24%	22%
Students without Disabilities	415	802	797	769	*	*	*	*	*	90%	71%
English Learners	*	*	721	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	791	763	*	*	*	*	*	*	65%
Homeless Students	13	738	750	729	*	0%	*	*	*	31%	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	*	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	404	797	787	762	*	*	7%	26%	60%	86%	63%
White	38	776	762	770	*	*	*	39%	34%	74%	72%
Hispanic	16	754	754	747	0%	*	*	*	*	50%	49%
Black or African American	*	*	754	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	340	803	804	794	*	*	5%	24%	66%	90%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	192	806	795	771	*	*	6%	23%	68%	91%	71%
Male	212	790	780	753	*	*	8%	29%	53%	82%	55%
Economically Disadvantaged Students	36	754	752	743	*	*	*	*	*	47%	45%
Non-Economically Disadvantaged Students	368	802	796	772	*	*	*	*	*	90%	72%
Students with Disabilities	19	738	721	721	*	*	*	*	*	26%	22%
Students without Disabilities	385	800	794	770	*	*	*	*	*	89%	71%
English Learners	13	713	719	708	*	*	*	*	*	*	12%
Non-English Learners	391	800	789	764	*	*	*	*	*	*	65%
Homeless Students	*	*	763	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%





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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1245	99.5	78.4	64.6	44.5	78.4	78.4	Met Target
White	95	96.9	57.9	42.1	54.1	57.9	59.5	Met Target†
Hispanic	42	97.7	35.7	*	28.8	35.7	34.4	Met Target
Black or African American	24	100.0	16.7	20.3	23.0	16.7	37.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	1056	99.8	83.4	81.3	76.5	83.4	80	Met Goal
American Indian or Alaska Native	10	100.0	80.0	83.7	42.7	80.0	**	**
Two or More Races	18	94.7	72.2	52.6	53.3	71.8	**	**
Female	637	99.4	80.1	64.8	44.9	80.1		
Male	608	99.5	76.6	64.4	44.2	76.6		
Economically Disadvantaged Students	119	99.2	39.5	30.3	26.3	39.5	49.1	Not Met
Non-Economically Disadvantaged Students	1126	99.5	82.5	72.7	54.9	82.5		
Students with Disabilities	61	98.4	18.0	14.8	17.4	18.0	36.8	Not Met
Students without Disabilities	1184	99.5	81.5	69.5	50.0	81.5		
English Learners	63	100.0	34.9	40.1	25.0	34.9	61.4	Not Met
Non-English Learners	1182	99.4	80.7	65.9	46.5	80.7		
Homeless Students	19	96.2	26.3	28.6	17.1	26.3		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



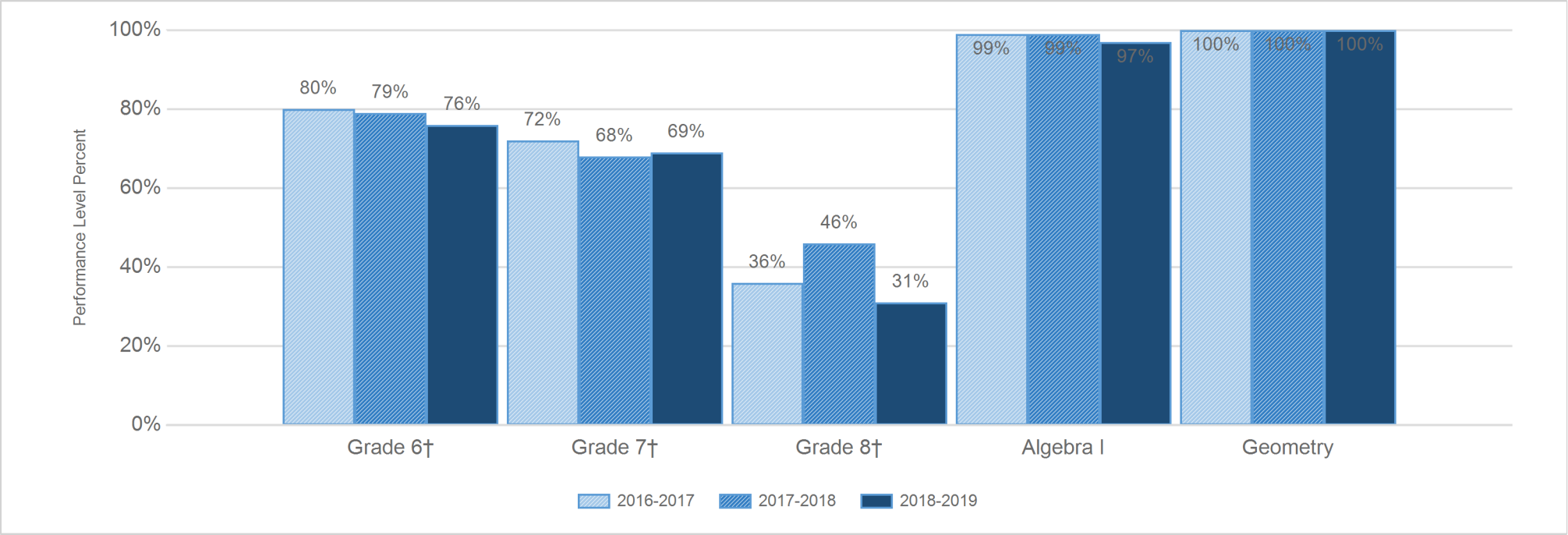


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Mathematics Assessment – Performance Trends

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



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



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## Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	420	770	757	741	*	*	15%	49%	28%	76%	41%
White	16	756	741	749	*	*	*	*	*	63%	51%
Hispanic	11	733	727	729	*	*	*	*	*	27%	24%
Black or African American	*	*	721	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	378	772	769	769	*	*	14%	50%	29%	79%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	228	771	759	742	*	*	11%	52%	29%	81%	42%
Male	192	767	755	740	*	*	20%	45%	26%	71%	40%
Economically Disadvantaged Students	38	742	731	726	*	*	29%	*	*	45%	21%
Non-Economically Disadvantaged Students	382	772	764	750	*	*	14%	*	*	80%	53%
Students with Disabilities	16	720	714	716	*	*	*	*	*	*	12%
Students without Disabilities	404	771	762	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	758	743	*	*	*	*	*	*	*
Homeless Students	*	*	729	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



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## Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	295	762	752	744	3%	9%	18%	48%	21%	69%	42%
White	33	742	743	751	*	*	*	*	*	42%	53%
Hispanic	15	751	*	733	0%	*	*	*	*	53%	26%
Black or African American	10	720	*	727	*	0%	*	*	*	10%	21%
Asian, Native Hawaiian, or Pacific Islander	225	768	766	768	*	*	15%	51%	26%	77%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	162	765	754	744	*	*	16%	46%	26%	72%	42%
Male	133	758	749	743	*	*	20%	52%	14%	66%	42%
Economically Disadvantaged Students	47	739	733	731	*	*	21%	*	*	38%	24%
Non-Economically Disadvantaged Students	248	766	758	751	*	*	17%	*	*	75%	53%
Students with Disabilities	17	719	713	718	*	*	*	*	*	*	13%
Students without Disabilities	278	764	756	749	*	*	*	*	*	*	48%
English Learners	13	734	724	716	*	*	*	*	*	23%	10%
Non-English Learners	282	763	752	745	*	*	*	*	*	71%	44%
Homeless Students	13	724	729	721	*	*	*	*	*	15%	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	*	717	N	N	N	N	N	N	12%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	113	730	722	728	20%	24%	25%	31%	0%	31%	29%
White	16	713	717	737	*	*	*	*	*	13%	38%
Hispanic	10	711	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	80	737	*	747	14%	24%	24%	39%	0%	39%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	47	730	722	731	*	28%	28%	*	*	26%	31%
Male	66	730	721	726	*	21%	23%	*	*	35%	27%
Economically Disadvantaged Students	28	713	713	719	39%	*	*	*	*	14%	20%
Non-Economically Disadvantaged Students	85	736	727	735	14%	*	*	*	*	36%	36%
Students with Disabilities	15	713	704	707	*	*	*	*	*	20%	10%
Students without Disabilities	98	732	726	734	*	*	*	*	*	33%	35%
English Learners	16	710	705	706	*	*	*	*	*	13%	10%
Non-English Learners	97	733	723	730	*	*	*	*	*	34%	30%
Homeless Students	*	*	715	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



**Woodrow Wilson Middle School**  
(23-1290-063)  
Grades Offered: 06-08  
2018-2019

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	350	800	773	744	0%	0%	*	*	*	97%	42%
White	27	788	*	752	0%	0%	*	*	*	96%	53%
Hispanic	*	*	737	728	*	*	*	*	*	*	24%
Black or African American	N	N	735	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	309	802	788	775	0%	0%	*	*	*	98%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	171	796	772	745	0%	0%	*	*	*	97%	44%
Male	179	804	774	743	0%	0%	*	*	*	98%	41%
Economically Disadvantaged Students	10	784	*	727	0%	0%	*	*	*	90%	23%
Non-Economically Disadvantaged Students	340	800	*	752	0%	0%	*	*	*	98%	52%
Students with Disabilities	*	*	723	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	777	748	*	*	*	*	*	*	47%
English Learners	*	*	719	710	*	*	*	*	*	*	*
Non-English Learners	*	*	775	745	*	*	*	*	*	*	*
Homeless Students	*	*	733	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	795	758	737	0%	0%	0%	20%	80%	100%	35%
White	*	*	743	743	*	*	*	*	*	*	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	729	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	753	745	N	N	N	N	N	N	46%
Female	37	796	757	738	0%	0%	0%	*	*	100%	36%
Male	50	794	758	736	0%	0%	0%	*	*	100%	34%
Economically Disadvantaged Students	*	*	737	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	762	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	726	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	759	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	87	795	*	738	0%	0%	0%	20%	80%	100%	*
Homeless Students	N	N	731	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

## 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	42.3%	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	31	77.4%	22.6%
3-4	*	*	*
5 or more	*	*	*





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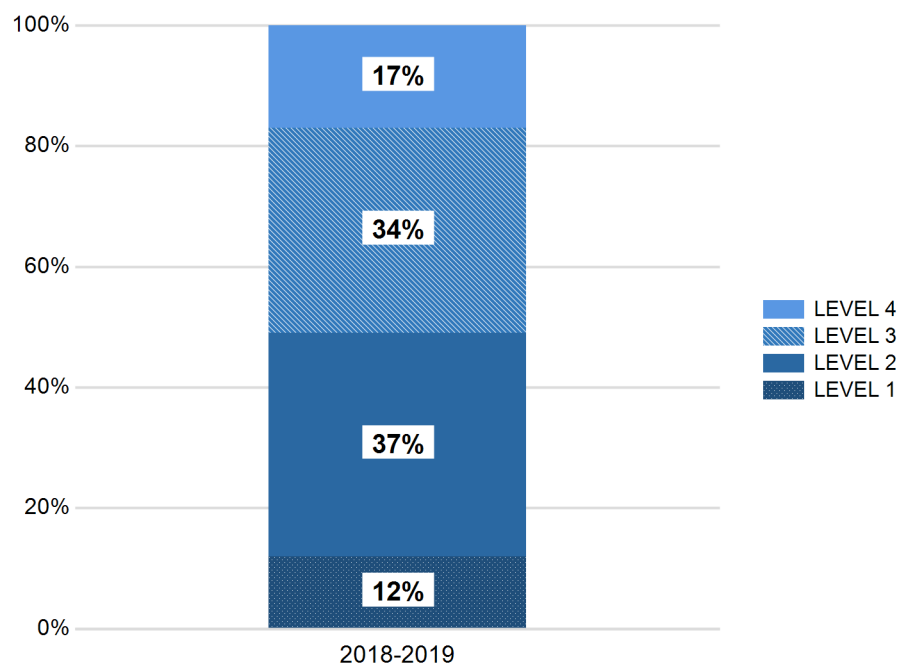
N No Data is available to display

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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
<b>Schoolwide</b>	12	37	34	17
White	26	34	32	8
Hispanic	44	50	6	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8	37	36	19
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	10	40	35	15
Male	15	34	33	18
Economically Disadvantaged Students	49	37	12	2
Non-Economically Disadvantaged Students	8	37	36	19
Students with Disabilities	72	17	6	6
Students without Disabilities	10	38	35	17
English Learners	72	28	0	0
Non-English Learners	10	37	35	18
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	439
7	142	0	312
8	150	88	110
Total	292	88	861

### 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	118	133	0	0	0	0	0
7	122	91	0	0	0	0	0
8	202	101	0	0	0	0	0
Total	442	325	0	0	0	0	0



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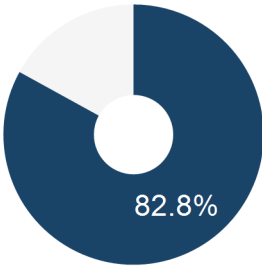
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Visual and Performing Arts – Course Participation

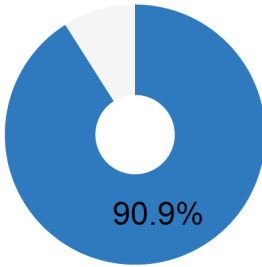
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

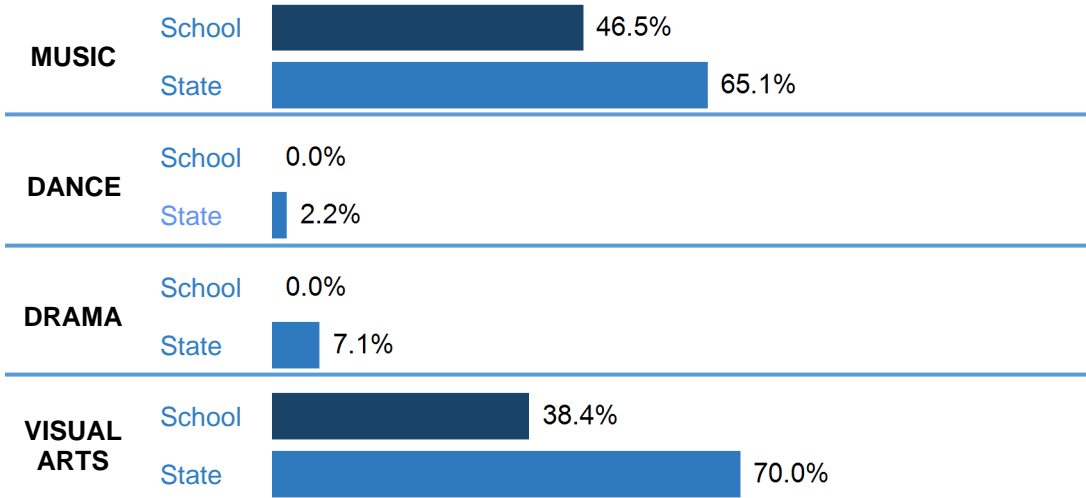


School



State

Students enrolled in one or more classes by discipline:





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

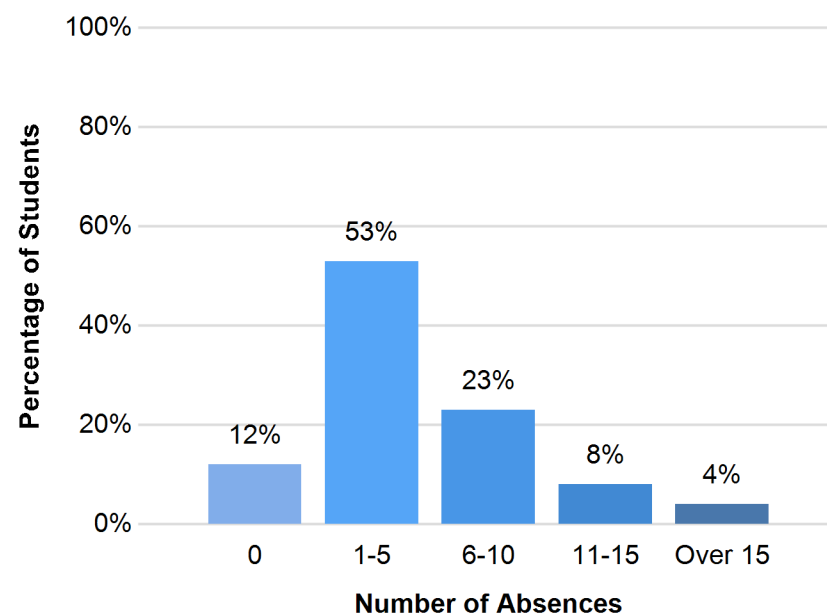
## Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	2.4	9.1	Met
White	10	10.1	9.1	Not Met
Hispanic	3	6.8	9.1	Met
Black or African American	1	4.2	9.1	Met
Asian, Native Hawaiian, or Pacific	16	1.5	9.1	Met
American Indian or Alaska Native	0	0	**	**
Two or More Races	1	5.9	**	**
Female	19	3.0		
Male	12	1.9		
Economically Disadvantaged Students	4	2.9	9.1	Met
Students with Disabilities	7	11.9	9.1	Not Met
English Learners	0	0	9.1	Met
Homeless Students	3	21.4		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

## Days Absent

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





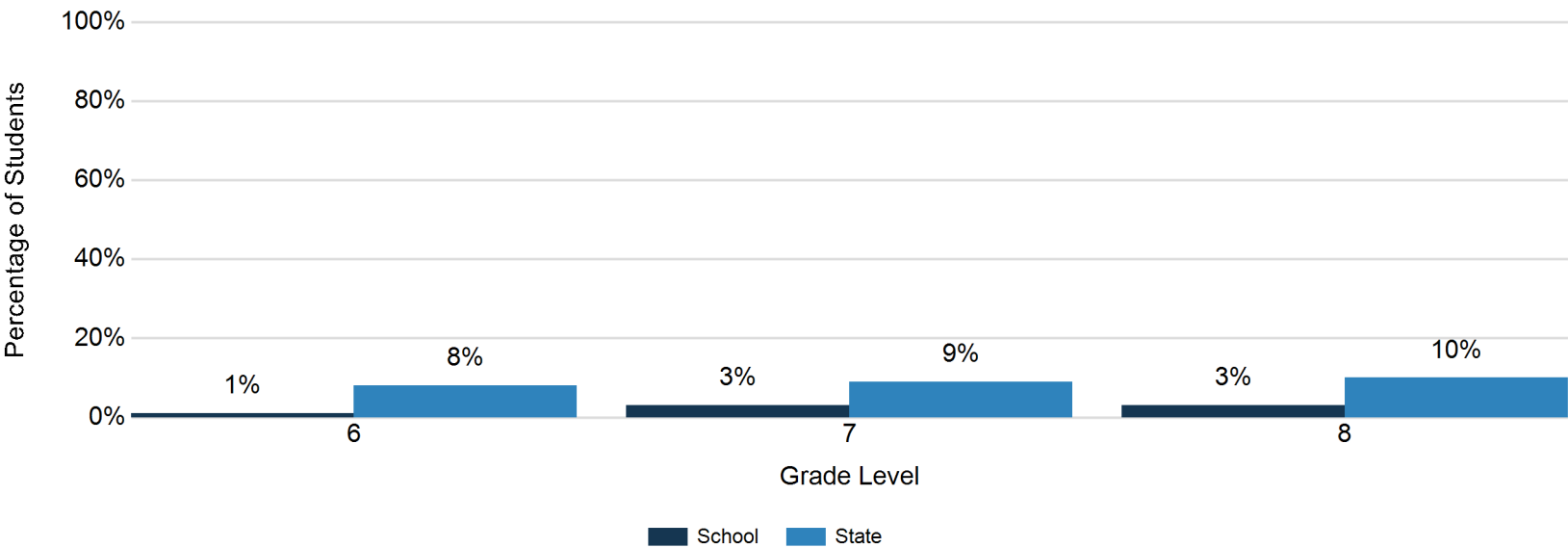
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.24

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	3	3
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	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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**School Day**

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	5 Hrs. 33 Mins.

**Device Ratios**

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	78	118,214
Average years experience in public schools	15.6	12.1
Average years experience in district	14.5	10.8
Percentage of Teachers with 4 or more years experience in the district	85.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	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	16:1	14:1
Students to Administrators	212:1	251:1
Teachers to Administrators	13:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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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	50.6%	70.5%	100.0%	48.4%	77.1%	54.9%
Male	49.4%	29.5%	0.0%	51.6%	22.9%	45.1%
White	7.8%	89.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	3.5%	2.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	84.5%	5.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	1.3%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	1.3%	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	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	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	92.4%



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2018-2019

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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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	88.6%	86.1%	87.4%
Math Proficiency	78.5%	78.7%	78.4%
ELA Growth	67	61	64
Math Growth	60	49	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.5%	42.3%
Chronic Absenteeism	2.4%	3.6%	2.4%

† 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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**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 Goal	Met Target	Exceeds Standard	Met Standard	Met Target	Met	No
White	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	Not Met	Not Met	Met Standard	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	Exceeds Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).






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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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Curriculum includes traditional and on-line textbooks, STEM opportunities and is technology rich with each student having a chromebook.</li> <li>Parent and Teachers participate in mental health workshops and practices such as mindfulness and growth mindset are infused within instruction.</li> <li>Model UN, Math Club, National History Day Club, Science Team, and Odyssey of the Mind compete regionally and nationally.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>WWMS is a place where children are encouraged to explore. Opportunities exist for students to achieve in many areas and have their success recognized. This helps students form productive relationships with adult role models and peers. Our school's reputation of academic excellence is the result of the efforts of our staff. Our faculty is examining and applying strategies that impact student achievement through Project-Based Learning and by providing differentiated instruction.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>In our music and art programs, we place in the top during competitions and have many students who audition, and are accepted to Regional and State programs. Many of our students are recognized on the national, state and local level for their numerous academic, co-curricular, athletic and community service projects.</p>



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### Courses, Curriculum, Instruction:

We are an established one-to-one technology school. This has transformed instruction as students create tasks and products that were previously inconceivable. We assess student progress through PSAT 8/9, benchmark assessments, and common assessments in academic content areas. Students are expected to demonstrate mastery of state curriculum standards through application and creativity. By the end of grade 8, over 90% of our students complete Algebra I.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)

Our school offers intramural sports during 3 seasons and includes a wide variety of activities. Beyond, we offer interscholastic sports in the Fall (soccer, cross country), Winter (basketball, wrestling) and Spring (baseball, softball, track). Our interscholastic teams are competitive and often finish first in the district and/or area. New programs are being introduced in our Physical Education classes, such as cricket and yoga.



### Clubs and Activities:

We offer over 20 clubs that appeal to our students' varied interests. Clubs meet in the morning and after school. Some students participate in community service, volunteering at a local nursing home and assisting students in the program for autism with running a coffee shop, going on community outings or participating on a unified sports team.






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 <div>Staff and Professional Learning:</div>	At WWMS, we have a leadership team that researches and applies new techniques, then trains others. Teachers participate in Professional Learning Communities, which fosters growth through collaboration. Our teachers are committed to life-long learning and are highly effective.
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 <div>Parent and Community Involvement:</div>	Our PTA sponsors cultural arts assemblies, book fairs, and a Career Day. The school hosts a "Parent University" on topics of interest. Over the past few years, the school has partnered with IBM to bring in their MentorPlace program, and with TCS (Tata Consultancy Services) to provide "Hour of Code," STEM CAD to 8th graders, and goIT, an app design challenge.
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 <p>Facilities:</p>	<p>Woodrow Wilson has 4 dedicated rooms for the visual and performing arts, a full size gymnasium comparable to a high school gym, an outdoor classroom, a technology room, 3 computer labs, and a courtyard community garden. To foster collaboration and student choice, our classrooms offer opportunities for flexible seating.</p>
 <p>School Safety:</p>	<p>Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state &amp; federal laws in regards to ensuring student safety.</p>




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<div>Other Information</div>	<p>Our school's motto is Reach for the Stars. Woodrow Wilson Middle School administrators, parents, teachers and students all strive to cultivate and accomplish our very best to achieve excellence.</p>
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