



Arthur L. Johnson High School
(39-0850-005)
Grades Offered: 09-12
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Arthur L. Johnson High School**

(39-0850-005)

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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Union |
| District | Clark Township Public School District |
| Principal Name | Mrs. Jennifer Feeley |
| Address | 365 WESTFIELD AVENUE CLARK, NJ 07066 |
| Phone Number | 732-382-0910 |
| Email Address | jfeeley@clarkschools.org |
| Website | http://alj.clarkschools.org/ |
| Facebook | https://www.facebook.com/ALJHighSchool/ |
| Twitter | http://twitter.com/ALJHighschool |



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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 | 164 | 170 | 176 |
| 10 | 187 | 169 | 175 |
| 11 | 188 | 179 | 161 |
| 12 | 172 | 185 | 182 |
| Total | 713 | 704 | 694 |

Enrollment Trends by Student Group

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

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 53.2% | 50.5% | 50.4% |
| Male | 46.8% | 49.5% | 49.6% |
| Economically Disadvantaged Students | 5.6% | 6.2% | 5.5% |
| Students with Disabilities | 12.2% | 12.0% | 13.2% |
| English Learners | 0.7% | 0.6% | 0.7% |
| Homeless Students | 0.0% | 0.0% | 0.0% |
| Students in Foster Care | 0.0% | 0.0% | 0.0% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.0% | 0.3% | 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 | 87.1% | 85.9% | 85.1% |
| Hispanic | 8.2% | 9.2% | 10.8% |
| Black or African American | 2.0% | 1.9% | 1.4% |
| Asian | 2.0% | 2.2% | 2.5% |
| Native Hawaiian or Pacific Islander | 0.8% | 0.4% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0.0% | 0.3% | 0.3% |

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 | 695 | 690 | 673 |
| Shared Time Students | 33 | 27 | 40 |
| Full Time Equivalent | 712 | 704 | 693 |

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 | 91.6% |
| Spanish | 3.2% |
| Polish | 2.4% |
| Other Languages | 2.8% |



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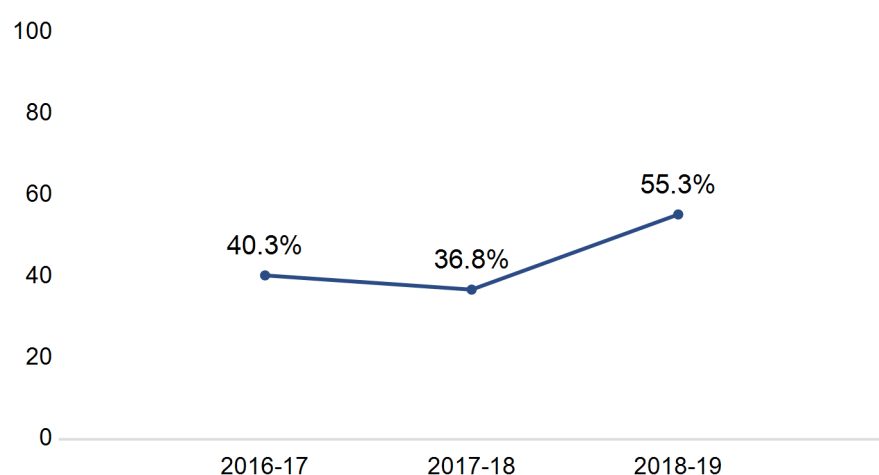
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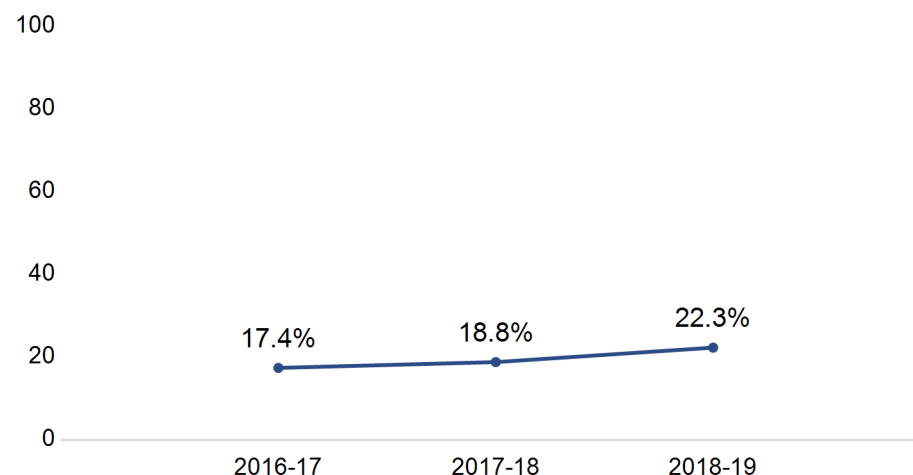
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate | 98.9% | 99.1% | 98.0% | 99.4% | 99.1% | 99.4% |
| Proficiency Rate for Federal Accountability | 40.3% | 36.8% | 55.3% | 17.4% | 18.8% | 22.3% |
| Annual Target | 58.1% | 59.3% | 60.4% | 30.7% | 33.3% | 35.9% |
| Met Annual Target? | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 349 | 98.0 | 55.3 | 68.1 | 57.9 | 55.3 | 60.4 | Not Met |
| White | 301 | 97.7 | 54.5 | 67.8 | 66.9 | 54.5 | 60.7 | Not Met |
| Hispanic | 35 | 100.0 | 62.9 | * | 43.9 | 62.9 | 56.1 | Met Target |
| Black or African American | * | * | * | * | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 76.3 | 82.9 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 166 | 98.2 | 68.7 | 75.9 | 64.8 | 68.7 | | |
| Male | 183 | 97.9 | 43.2 | 60.7 | 51.3 | 43.2 | | |
| Economically Disadvantaged Students | 21 | 87.5 | 61.9 | * | 40.0 | 57.0 | 26 | Met Target |
| Non-Economically Disadvantaged Students | 328 | 98.8 | 54.9 | * | 67.9 | 54.9 | | |
| Students with Disabilities | 59 | 93.7 | 10.2 | 27.4 | 22.7 | 10.0 | 26.4 | Not Met |
| Students without Disabilities | 290 | 99.0 | 64.5 | 76.4 | 65.1 | 64.5 | | |
| English Learners | * | * | * | * | 29.3 | * | ** | ** |
| Non-English Learners | * | * | * | * | 60.6 | * | | |
| Homeless Students | N | N | N | N | 29.1 | N | | |
| Students In Foster Care | N | N | N | N | 27.6 | N | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



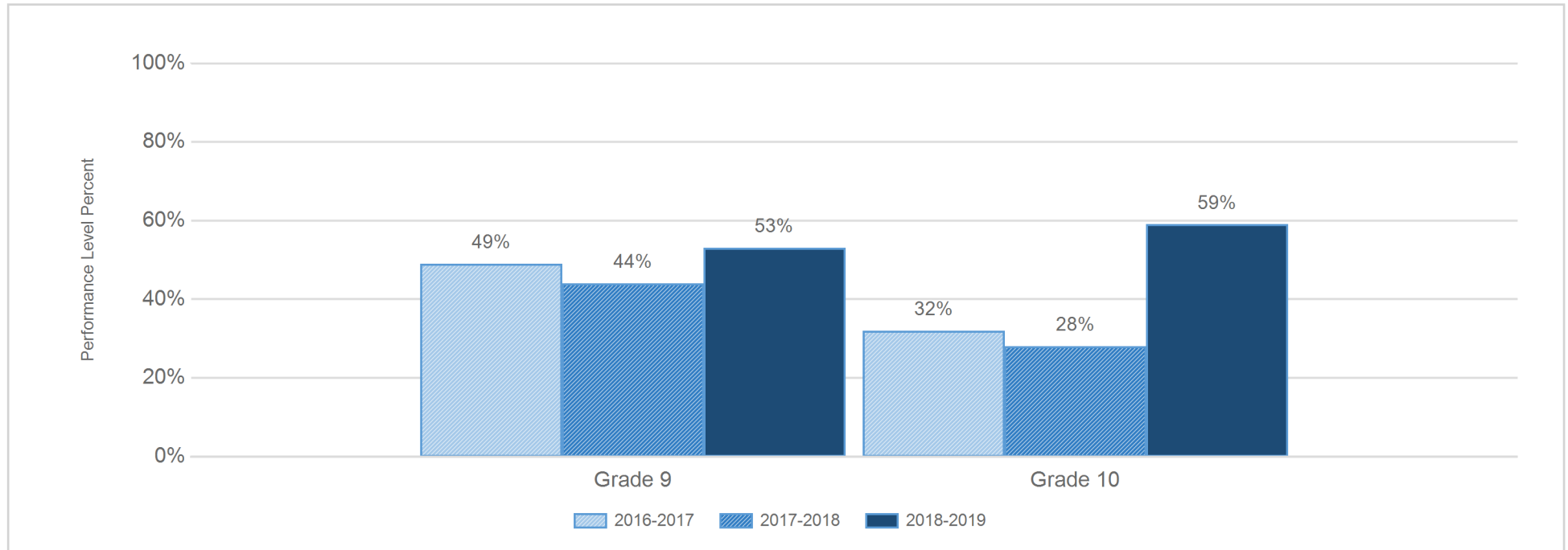
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 175 | 753 | 753 | 753 | 7% | 9% | 30% | 37% | 16% | 53% | 56% |
| White | 154 | 754 | 754 | 762 | 8% | 8% | 31% | 35% | 18% | 53% | 65% |
| Hispanic | * | * | * | 737 | * | * | * | * | * | * | 40% |
| Black or African American | N | N | N | 732 | N | N | N | N | N | N | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 783 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 754 | N | N | N | N | N | N | 57% |
| Two or More Races | N | N | N | 761 | N | N | N | N | N | N | 63% |
| Female | 86 | 759 | 759 | 760 | * | * | 29% | 49% | 15% | 64% | 63% |
| Male | 89 | 748 | 748 | 746 | * | * | 31% | 26% | 17% | 43% | 49% |
| Economically Disadvantaged Students | 12 | 755 | 755 | 734 | * | 0% | * | * | * | 58% | 36% |
| Non-Economically Disadvantaged Students | 163 | 753 | 753 | 762 | * | 10% | * | * | * | 53% | 65% |
| Students with Disabilities | 31 | 718 | 718 | 717 | * | * | 42% | * | * | 13% | 17% |
| Students without Disabilities | 144 | 761 | 761 | 760 | * | * | 28% | * | * | 62% | 63% |
| English Learners | N | N | N | 693 | N | N | N | N | N | N | * |
| Non-English Learners | 175 | 753 | 753 | 755 | 7% | 9% | 30% | 37% | 16% | 53% | * |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 172 | 755 | 755 | 757 | 12% | 13% | 16% | 39% | 20% | 59% | 58% |
| White | 145 | 755 | 755 | 767 | 12% | 14% | 16% | 37% | 20% | 57% | 67% |
| Hispanic | 18 | 748 | 748 | 738 | * | * | * | * | * | 67% | 43% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 792 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 766 | * | * | * | * | * | * | 65% |
| Female | 81 | 768 | 768 | 766 | * | * | 15% | 48% | 26% | 74% | 66% |
| Male | 91 | 743 | 743 | 749 | * | * | 18% | 31% | 14% | 45% | 51% |
| Economically Disadvantaged Students | * | * | * | 735 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 767 | * | * | * | * | * | * | 67% |
| Students with Disabilities | 25 | 706 | 706 | 711 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 147 | 763 | 763 | 765 | * | * | * | * | * | * | 65% |
| English Learners | * | * | * | 687 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 760 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 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 | 346 | 99.4 | 22.3 | 50.5 | 44.5 | 22.3 | 35.9 | Not Met |
| White | 299 | 99.3 | 22.7 | 51.0 | 54.1 | 22.7 | 35.6 | Not Met |
| Hispanic | 35 | 100.0 | 17.1 | * | 28.8 | 17.1 | 39.3 | Not Met |
| Black or African American | * | * | * | * | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 64.1 | 76.5 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 167 | 99.4 | 18.6 | 49.3 | 44.9 | 18.6 | | |
| Male | 179 | 99.4 | 25.7 | 51.7 | 44.2 | 25.7 | | |
| Economically Disadvantaged Students | 24 | 96.0 | 12.5 | * | 26.3 | 12.5 | 8 | Met Target |
| Non-Economically Disadvantaged Students | 322 | 99.7 | 23.0 | * | 54.9 | 23.0 | | |
| Students with Disabilities | 58 | 98.3 | * | * | 17.4 | * | 13.9 | Not Met |
| Students without Disabilities | 288 | 99.7 | * | * | 50.0 | * | | |
| English Learners | * | * | * | * | 25.0 | * | ** | ** |
| Non-English Learners | * | * | * | * | 46.5 | * | | |
| Homeless Students | N | N | N | N | 17.1 | N | | |
| Students In Foster Care | N | N | N | N | 17.1 | N | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



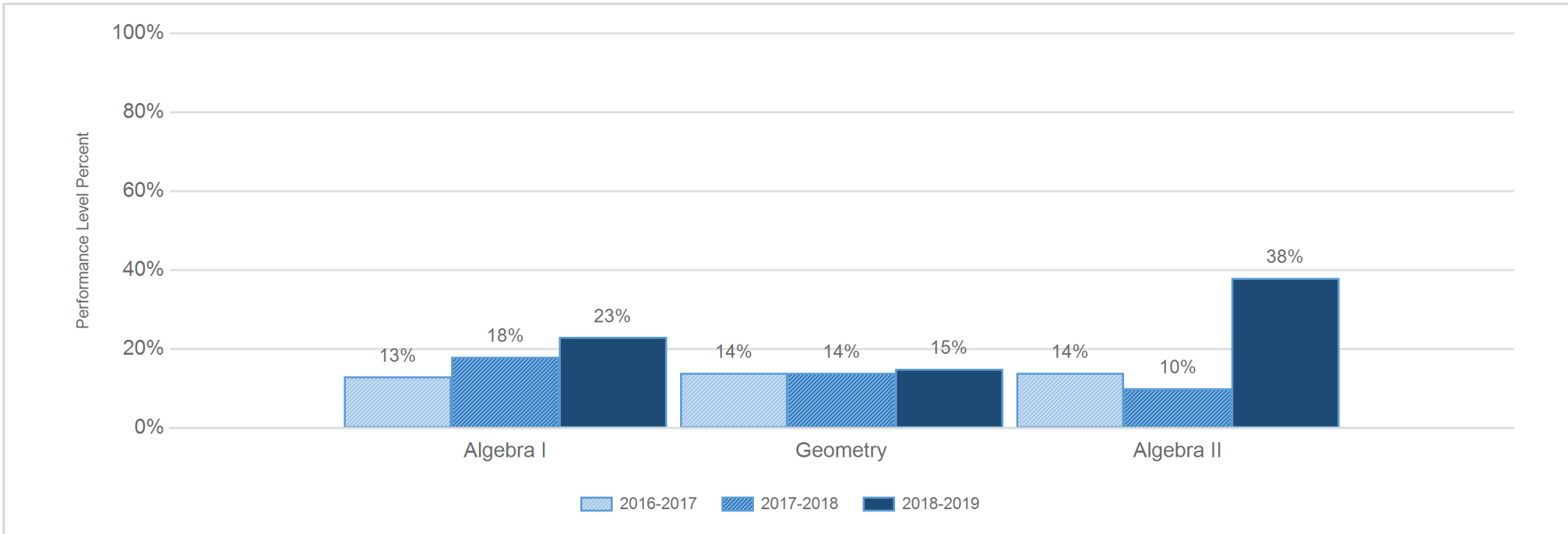
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Mathematics Assessment – Performance Trends

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 | 132 | 732 | 754 | 744 | * | 30% | 40% | * | * | 23% | 42% |
| White | 112 | 732 | 754 | 752 | * | 28% | 43% | * | * | 22% | 53% |
| Hispanic | 16 | 727 | * | 728 | * | * | * | * | * | 19% | 24% |
| Black or African American | * | * | * | 725 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | * | 752 | N | N | N | N | N | N | 51% |
| Female | 66 | 732 | 754 | 745 | * | 30% | 41% | * | * | 23% | 44% |
| Male | 66 | 731 | 753 | 743 | * | 30% | 39% | * | * | 23% | 41% |
| Economically Disadvantaged Students | * | * | 747 | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | 754 | 752 | * | * | * | * | * | * | 52% |
| Students with Disabilities | 34 | 714 | * | 717 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 98 | 738 | * | 748 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 132 | 732 | 754 | 745 | * | 30% | 40% | * | * | 23% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 11% |
| Military-Connected Students | N | N | N | 744 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12% |



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Mathematics Assessment - Performance by Test: Geometry

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 143 | 725 | 727 | 737 | 12% | 34% | 39% | 15% | 0% | 15% | 35% |
| White | 125 | 725 | * | 743 | 11% | 35% | 38% | 15% | 0% | 15% | 43% |
| Hispanic | 13 | 724 | * | 724 | * | * | * | * | * | 15% | 17% |
| Black or African American | * | * | * | 720 | * | * | * | * | * | * | 14% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 762 | * | * | * | * | * | * | 70% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 37% |
| Two or More Races | N | N | N | 745 | N | N | N | N | N | N | 46% |
| Female | 72 | 724 | * | 738 | * | 31% | 43% | * | * | 13% | 36% |
| Male | 71 | 726 | * | 736 | * | 38% | 35% | * | * | 17% | 34% |
| Economically Disadvantaged Students | 11 | 725 | 725 | 722 | * | * | * | * | * | 18% | 16% |
| Non-Economically Disadvantaged Students | 132 | 725 | * | 743 | * | * | * | * | * | 14% | 43% |
| Students with Disabilities | 18 | 701 | 701 | 712 | * | * | * | * | * | * | * |
| Students without Disabilities | 125 | 728 | * | 741 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 738 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 739 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 711 | N | N | N | N | N | N | 19% |



Arthur L. Johnson High School
(39-0850-005)
Grades Offered: 09-12
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Mathematics Assessment - Performance by Test: Algebra II

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 741 | 741 | 755 | * | * | 39% | 38% | 0% | 38% | 58% |
| White | 60 | 741 | 741 | 758 | * | * | 37% | 40% | 0% | 40% | 62% |
| Hispanic | * | * | * | 731 | * | * | * | * | * | * | 34% |
| Black or African American | N | N | N | 725 | N | N | N | N | N | N | 27% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 55% |
| Two or More Races | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Female | 30 | 735 | 735 | 752 | * | * | 57% | * | * | 23% | 55% |
| Male | 39 | 745 | 745 | 758 | * | * | 26% | * | * | 49% | 62% |
| Economically Disadvantaged Students | * | * | * | 729 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | * | * | * | 715 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 756 | * | * | * | * | * | * | 60% |
| English Learners | N | N | N | 696 | N | N | N | N | N | N | 11% |
| Non-English Learners | 69 | 741 | 741 | 755 | * | * | 39% | 38% | 0% | 38% | 59% |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | 23% |
| Students in Foster Care | N | N | N | 715 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 39% |
| Migrant Students | N | N | N | * | N | N | N | N | N | N | * |



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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 | * | * | * |

† 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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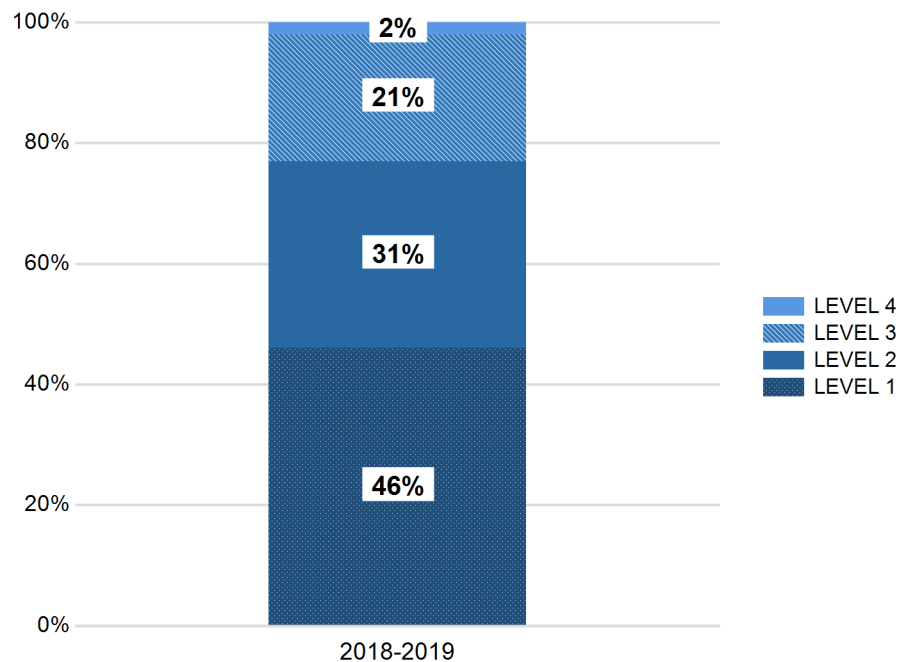
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 11 Summary

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



NJSLA Science Assessment: Grade 11

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 46 | 31 | 21 | 2 |
| White | 45 | 31 | 22 | 2 |
| Hispanic | 48 | 38 | 14 | 0 |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 40 | 39 | 19 | 1 |
| Male | 52 | 23 | 23 | 3 |
| Economically Disadvantaged Students | * | * | * | * |
| Non-Economically Disadvantaged Students | * | * | * | * |
| Students with Disabilities | 87 | 13 | 0 | 0 |
| Students without Disabilities | 39 | 34 | 24 | 2 |
| English Learners | * | * | * | * |
| Non-English Learners | * | * | * | * |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



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

PSAT, SAT, & ACT - Participation

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

| Participation Type | School Participation Rate | State Participation Rate |
|---|---------------------------|--------------------------|
| 10th and 11th graders taking PSAT 10/NMSQT in 2018-19 | 100.0% | 84.5% |
| 12th graders taking SAT in 2018-19 or prior years | 87.4% | 72.1% |
| 12th graders taking ACT in 2018-19 or prior years | 21.4% | 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 | 455 | 476 | Grade 10: 430 Grade 11: 460 | 61% | 61% |
| PSAT 10/NMSQT - Math | 450 | 477 | Grade 10: 480 Grade 11: 510 | 34% | 43% |
| SAT - Reading and Writing | 539 | 539 | 480 | 82% | 70% |
| SAT - Math | 539 | 541 | 530 | 52% | 53% |
| ACT - Reading | 23 | 25 | 22 | 62% | 66% |
| ACT - English | 22 | 24 | 18 | 77% | 81% |
| ACT - Math | 22 | 24 | 22 | 51% | 65% |
| ACT - Science | 23 | 24 | 23 | 49% | 57% |



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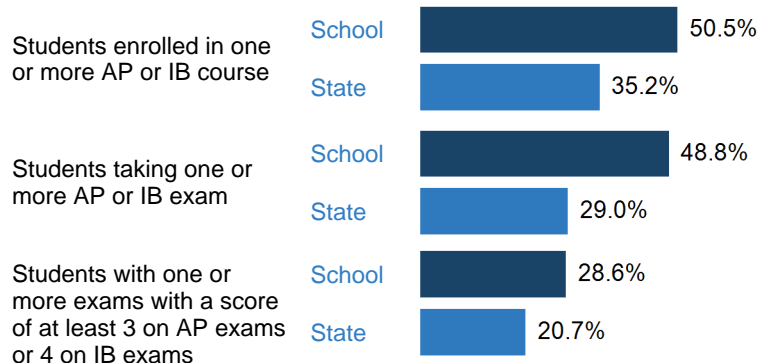
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

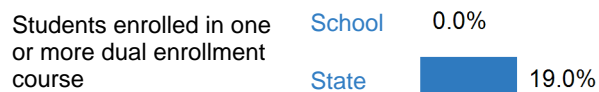
AP/IB Coursework – Participation and Performance

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 | 14 | 14 |
| AP Calculus AB | 20 | 13 |
| AP Calculus BC | 0 | 7 |
| AP Chemistry | 13 | 9 |
| AP Computer Science A | 9 | 8 |
| AP English Language and Composition | 6 | 6 |
| AP English Literature and Composition | 10 | 10 |
| AP Environmental Science | 39 | 36 |
| AP Human Geography | 38 | 38 |
| AP Macroeconomics | 30 | 29 |
| AP Physics 1 | 17 | 17 |
| AP Physics 2 | 8 | 8 |
| AP Psychology | 99 | 96 |
| AP Seminar | 0 | 7 |
| AP Spanish Language | 10 | 9 |
| AP Statistics | 10 | 10 |

**Arthur L. Johnson High School**

(39-0850-005)

Grades Offered: 09-12

2018-2019

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| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Studio Art—Two-Dimensional | 6 | 5 |
| AP U.S. Government and Politics | 25 | 25 |
| AP U.S. History | 20 | 19 |
| AP World History | 6 | 4 |
| Total Exams taken | | 370 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 192 |



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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.

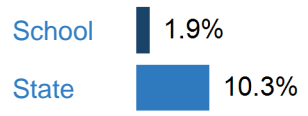
CTE Participants

(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 | * | 1.9% | 7.7% | 10.3% |
| White | * | 1.8% | 6.1% | 9.6% |
| Hispanic | 0.0% | * | 10.3% | 11.3% |
| Black or African American | * | * | 9.0% | 11.2% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 5.8% | 9.3% |
| American Indian or Alaska Native | N | N | 10.3% | 12.7% |
| Two or More Races | * | * | 6.8% | 12.1% |
| Female | * | * | 7.3% | 10.6% |
| Male | * | * | 8.0% | 10.1% |
| Economically Disadvantaged Students | 0.0% | * | 10.4% | 11.8% |
| Students with Disabilities | * | * | 6.6% | 9.2% |
| English Learners | * | * | 8.7% | 3.2% |
| Homeless Students | N | N | 8.1% | 6.6% |
| Students In Foster Care | N | N | 6.4% | 5.0% |
| Military-Connected Students | 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 |
|--|------------------------------|--|--------------------------|
| Architecture & Construction | * | * | * |
| Arts, AV Technology & Communications | * | | |
| Education and Training | * | | |
| Health Science | * | * | * |
| Hospitality & Tourism | * | * | * |
| Human Services | * | | |
| Information Technology | 0 | * | * |
| Law, Public Safety, Corrections & Security | * | | |
| Marketing | * | | |
| Transportation, Distribution & Logistics | * | | |
| Total (All Clusters) | 38 | * | * |



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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 | 122 | 45 | 9 | 0 | 0 | 0 | 117 |
| 10 | 5 | 115 | 62 | 0 | 0 | 0 | 60 |
| 11 | 2 | 5 | 111 | 0 | 3 | 2 | 54 |
| 12 | 0 | 0 | 7 | 0 | 66 | 8 | 121 |
| Total | 129 | 165 | 189 | 0 | 69 | 10 | 352 |
| Enrolled in AP/IB Course | | | | | 20 | 10 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Science - Course Participation

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

| Grade | Biology | Chemistry | Earth and Space Science | Environmental Science | Physics | Other Science |
|------------------------------------|---------|-----------|----------------------------|--------------------------|---------|---------------|
| 9 | 34 | 0 | 0 | 144 | 0 | 0 |
| 10 | 119 | 52 | 0 | 28 | 0 | 5 |
| 11 | 4 | 97 | 1 | 16 | 29 | 79 |
| 12 | 45 | 15 | 0 | 3 | 42 | 104 |
| Total | 202 | 164 | 1 | 191 | 71 | 188 |
| Enrolled in AP/IB Course | 14 | 13 | | 39 | 25 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |



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Social Studies and History - Course Participation

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

| Grade | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|------------------------------------|---------------|-------------------|-----------|------------|-----------|---------------------------------|
| 9 | 176 | 1 | 51 | 0 | 0 | 25 |
| 10 | 6 | 172 | 19 | 0 | 0 | 32 |
| 11 | 0 | 157 | 6 | 46 | 14 | 57 |
| 12 | 0 | 25 | 38 | 125 | 27 | 98 |
| Total | 182 | 355 | 114 | 171 | 41 | 212 |
| Enrolled in AP/IB Course | 6 | 20 | 30 | 99 | | 61 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|------------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9 | 99 | 15 | 56 | 0 | 0 | 0 | 14 |
| 10 | 108 | 18 | 40 | 0 | 0 | 0 | 16 |
| 11 | 52 | 12 | 52 | 0 | 0 | 0 | 35 |
| 12 | 5 | 7 | 13 | 0 | 0 | 0 | 34 |
| Total | 264 | 52 | 161 | 0 | 0 | 0 | 99 |
| Enrolled in AP/IB Course | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 60 | 13 | 63 | 0 | 0 | 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.

Computer Science and Information Technology – Course Participation

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

| Grade | Computer Programming | Computing Systems | Other Computer Science | Networking | Information Systems | Other IT |
|------------------------------------|----------------------|-------------------|------------------------|------------|---------------------|----------|
| 9 | 15 | 0 | 0 | 0 | 0 | 0 |
| 10 | 38 | 0 | 0 | 0 | 0 | 0 |
| 11 | 24 | 0 | 0 | 0 | 0 | 0 |
| 12 | 39 | 0 | 0 | 0 | 0 | 0 |
| Total | 116 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 9 | | 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 |
|----------|---------------------------------------|
| Polish | * |
| Spanish | * |
| Total | * |



Arthur L. Johnson High School
(39-0850-005)
Grades Offered: 09-12
2018-2019

Report Key:

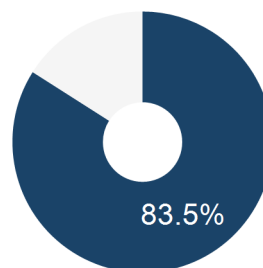
- * Data is not displayed in order to protect student privacy
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- N No Data is available to display
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Visual and Performing Arts – Course Participation

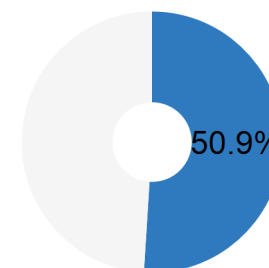
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

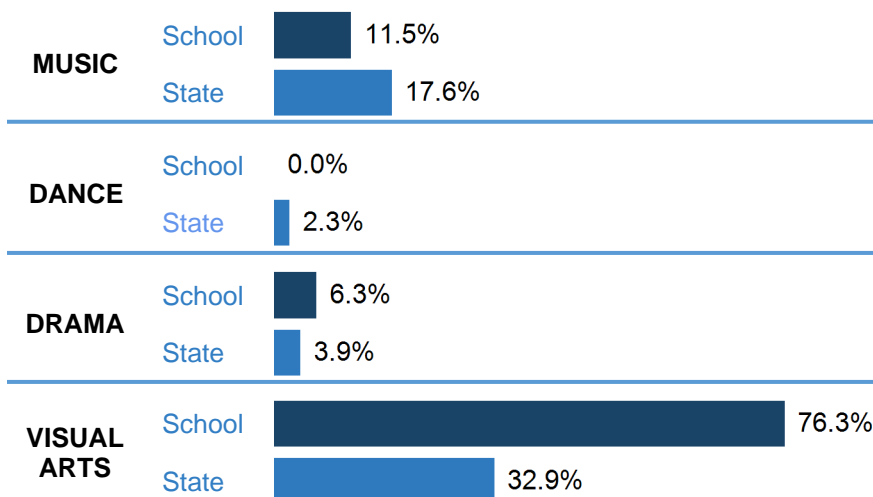


School



State

Students enrolled in one or more classes by discipline:





Arthur L. Johnson High School
(39-0850-005)
Grades Offered: 09-12
2018-2019

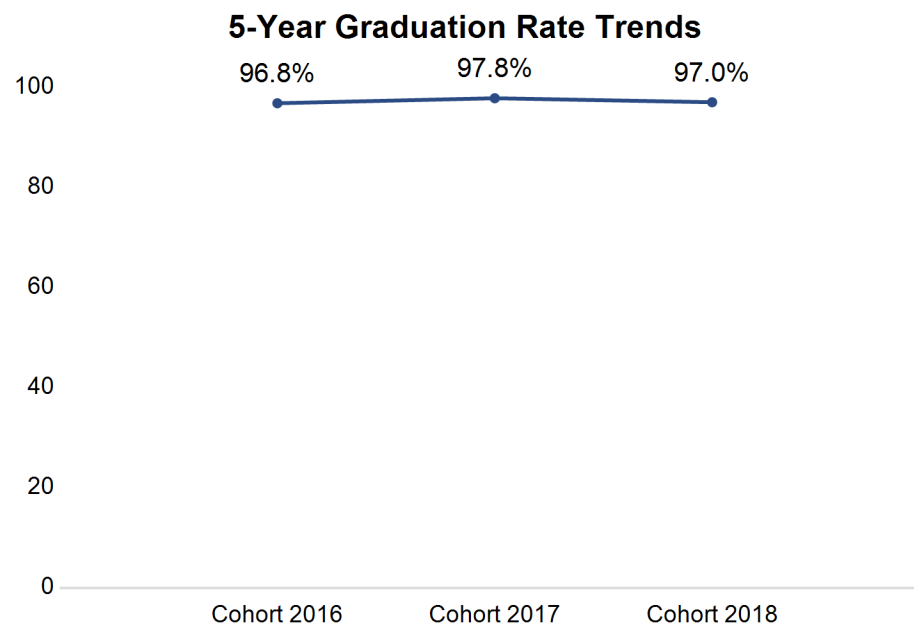
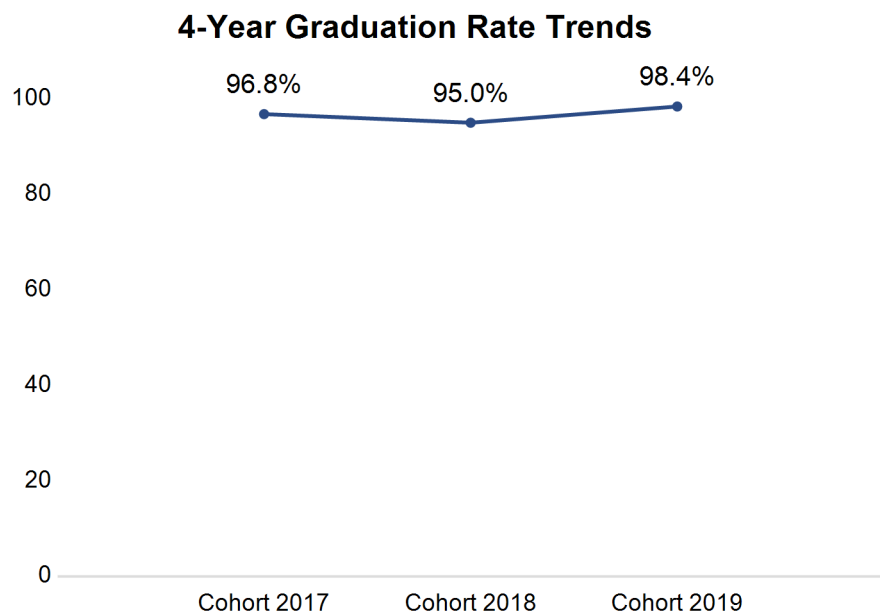
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

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 | 96.8% | 95.0% | 98.4% | 96.8% | 97.8% | 97.0% |
| 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% |



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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 | 98.4% | 90.6% | 97.0% | 92.5% | 95.0% | N | Met Goal | 97.8% | N | Met Goal |
| White | 98.8% | 94.9% | 97.1% | 95.9% | 95.9% | N | Met Goal | 97.6% | N | Met Goal |
| Hispanic | 100.0% | 84.5% | 94.4% | 87.3% | 94.4% | ** | ** | 100.0% | ** | ** |
| Black or African American | * | 83.3% | * | 87.1% | * | ** | ** | * | ** | ** |
| Asian, Native Hawaiian or Pacific Islander | * | 96.9% | * | 97.8% | * | ** | ** | * | ** | ** |
| American Indian or Alaska Native | N | 92.2% | N | 88.9% | N | N | N | N | N | N |
| Two or More Races | N | 91.4% | N | 94.2% | N | N | N | N | N | N |
| Female | 97.3% | 92.8% | 98.9% | 94.4% | 96.8% | | | 99.0% | | |
| Male | 100.0% | 88.5% | 95.3% | 90.8% | 93.4% | | | 96.3% | | |
| Economically Disadvantaged Students | * | 84.0% | 82.4% | 87.3% | 82.4% | ** | ** | 100.0% | ** | ** |
| Students with Disabilities | 88.5% | 79.2% | 91.7% | 83.8% | 83.3% | 93.5% | Not Met | 96.2% | N | Met Goal |
| English Learners | * | 75.4% | * | 80.1% | * | ** | ** | N | N | N |
| Homeless Students | N | 74.6% | N | 78.3% | N | | | N | | |
| Students in Foster Care | N | 57.6% | N | 82.5% | N | | | N | | |
| Migrant Students | N | 83.3% | * | 85.0% | * | | | N | | |



Arthur L. Johnson High School

(39-0850-005)

Grades Offered: 09-12

2018-2019

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

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 | 61.2% | 62.2% |
| Substitute Competency Test | 34.0% | 31.4% |
| Portfolio Appeals Process | 1.1% | 1.1% |
| Alternate Requirements specified in IEP | 3.7% | 5.3% |
| Unknown | 0.0% | 0.0% |

Dropout Rate Trends

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

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



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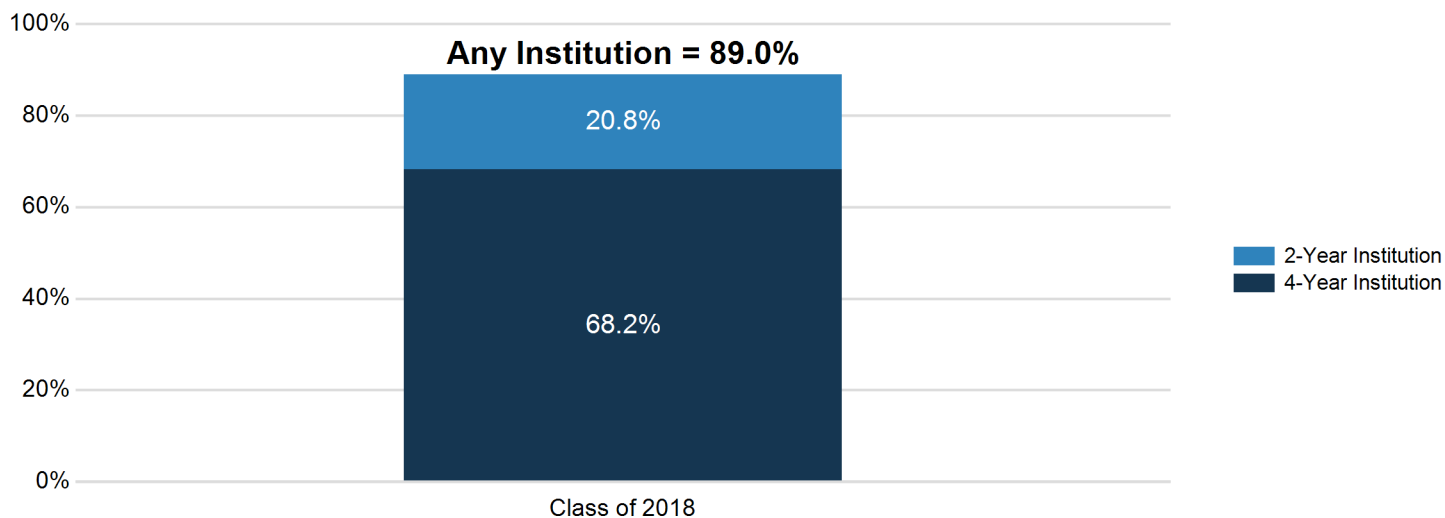
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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 | 20.8% |
| % Enrolled in 4-Year Institution | 68.2% |
| % Enrolled in Any Postsecondary Institution | 89.1% |



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Postsecondary Enrollment Rates: Fall

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide | 72% | 28.7% | 71.3% |
| Schoolwide | 85.7% | 21% | 79% |
| White | 87.3% | 20.4% | 79.6% |
| Hispanic | 73.7% | 21.4% | 78.6% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | * | * | * |
| Students with Disabilities | 73.3% | 54.5% | 45.5% |
| 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 | 89.1% | 23.4% | 76.6% | 70.2% | 29.8% | 74.9% | 25.1% |
| White | 88.7% | 20.8% | 79.2% | 69.8% | 30.2% | 72.5% | 27.5% |
| Hispanic | 93.8% | 46.7% | 53.3% | 80% | 20% | 93.3% | 6.7% |
| Black or African American | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N | N | N | N |
| Two or More Races | N | N | N | N | N | N | N |
| Economically Disadvantaged Students | 90% | 33.3% | 66.7% | 77.8% | 22.2% | 100% | 0% |
| Students with Disabilities | 41.7% | 50% | 50% | 90% | 10% | 90% | 10% |
| English Learners | * | * | * | * | * | * | * |



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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.

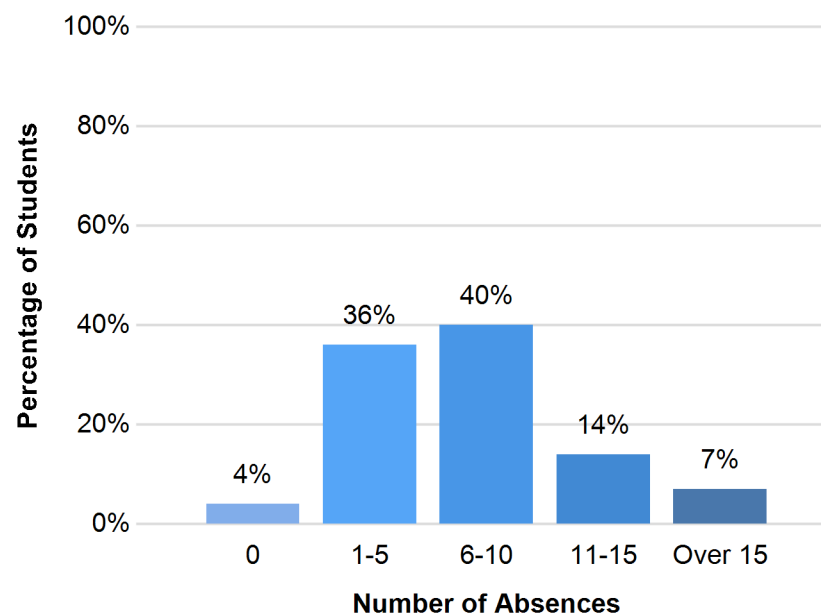
Chronic Absenteeism

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 | 38 | 5.2 | 14.2 | Met |
| White | 29 | 4.7 | 14.2 | Met |
| Hispanic | 7 | 9.0 | 14.2 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | 1 | 5.3 | ** | ** |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | ** | ** |
| Female | 18 | 4.9 | | |
| Male | 20 | 5.5 | | |
| Economically Disadvantaged Students | 3 | 7.5 | 14.2 | Met |
| Students with Disabilities | 11 | 9.3 | 14.2 | Met |
| English Learners | * | * | ** | ** |
| 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.





Arthur L. Johnson High School

(39-0850-005)

Grades Offered: 09-12

2018-2019

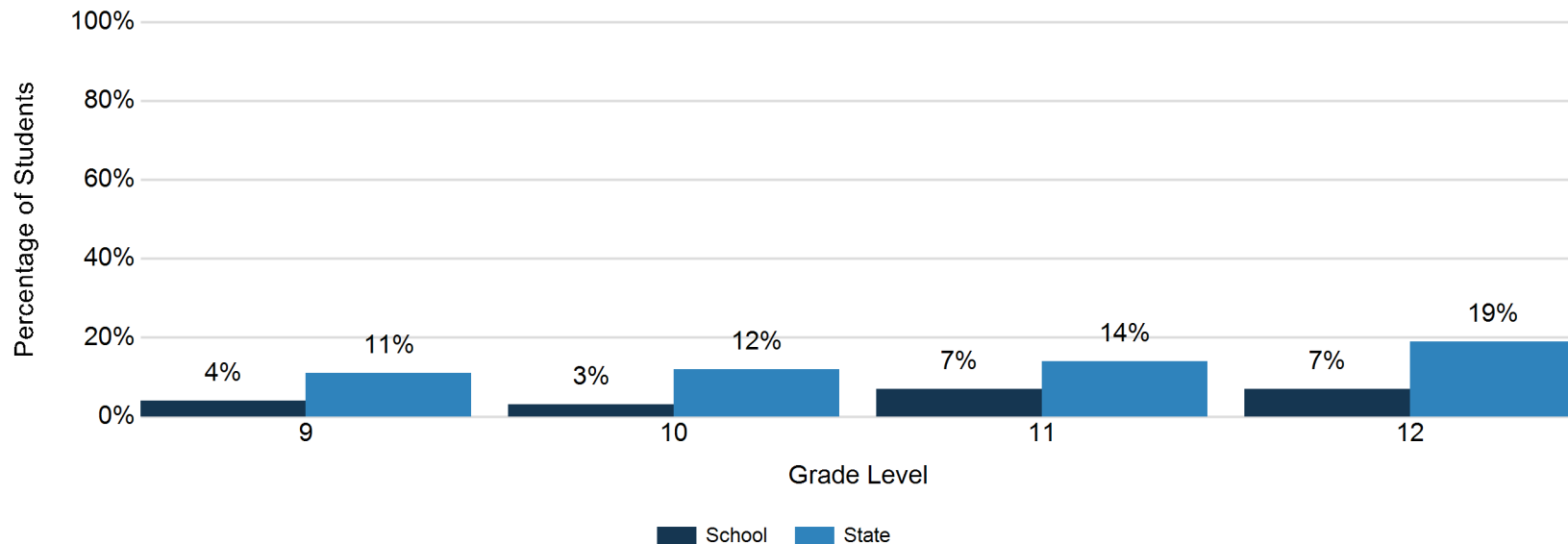
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 6 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 9 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Total Unique Incidents | 17 |
| Incidents Per 100 Students Enrolled | 2.45 |

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 | 1 | 0 | 1 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 1 | 1 |
| 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 | 1 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 4 |
| 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 | 70 | 10.1% |
| Out-of-School Suspensions | 29 | 4.2% |
| Any Suspension | 81 | 11.7% |
| 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 |
|---|
| 152 |



Arthur L. Johnson High School

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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:50 AM |
| Typical End Time | 2:20 PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs 20 Mins |
| Shared Time - Instructional Time | 5 Hrs. 20 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 | 1.5:1 |



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 66 | 118,214 |
| Average years experience in public schools | 13.1 | 12.1 |
| Average years experience in district | 11.7 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 89.2% | 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 | 14 | 9,530 |
| Average years experience in public schools | 14.6 | 16.0 |
| Average years experience in district | 11.3 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 64.3% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 11:1 | 12:1 |
| Students to Administrators | 173:1 | 159:1 |
| Teachers to Administrators | 17:1 | 13:1 |
| Students to Librarians/Media Specialists | | 2232:1 |
| Students to Nurses | | 446:1 |
| Students to Counselors | | 319:1 |
| Students to Child Study Team Members | | 372:1 |



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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 | 50.4% | 59.1% | 0.0% | 48.4% | 77.1% | 54.9% |
| Male | 49.6% | 40.9% | 100.0% | 51.6% | 22.9% | 45.1% |
| White | 85.1% | 100.0% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 10.8% | 0.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 1.4% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 2.5% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 0.3% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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Teachers and Administrators - Level of Education

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

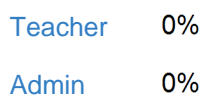
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 91.7% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 92.3% | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19 | 97.2% |



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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.



Arthur L. Johnson High School
(39-0850-005)
Grades Offered: 09-12
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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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Arthur L. Johnson High School
(39-0850-005)
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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 | 40.3% | 36.8% | 55.3% |
| Math Proficiency | 17.4% | 18.8% | 22.3% |
| ELA Growth | N | N | N |
| Math Growth | N | N | N |
| 4-Year Graduation Rate† | 96.8% | 95.0% | 98.4% |
| 5-Year Graduation Rate† | 96.8% | 97.8% | 97.0% |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 5.2% | 5.2% | 5.2% |

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



Arthur L. Johnson High School

(39-0850-005)

Grades Offered: 09-12

2018-2019

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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



Highlights:

- ALJ utilizes a block schedule to offer over 200 courses including 26 AP courses, 25 Honors classes and diverse electives ie. pre-medical studies, Tomorrow's Teachers, and Fashion design.
- ALJ offers over 30 clubs and activities, award winning Marching band, 23 athletic programs and 31 teams.
- AP Capstone allowing our students the experience of research over the span of two years in an area of interest, Multivariable Calculus through John Hopkins Univ., and our Union County College Courses.



Mission, Vision, Theme:

The mission statement at Arthur L. Johnson High School is: To ensure that all students demonstrate college and career readiness through a shared commitment to community partnerships, intellectual growth, and character development. To assist the school with achieving our mission statement the school community has adopted the theme "Find Your FOCUS at ALJ", with FOCUS being the acronym for Future, Opportunity, Character, Unity, and Success.



Awards, Recognition, Accomplishments:

Arthur L. Johnson High School is an accredited member of the Middle States Association of Colleges and Secondary Schools. The school has been recognized by Newsweek magazine as a Top American Public High School, by College Board as a District of the Year for success on Advanced Placement exams and as one of America's Best High Schools "That Challenge Their Student to Excellence" as reported by the Washington Post. Civics Unplugged is a course that was identified by the NJEA in a Classroom closeup spotlight. In 2018-19, ALJ was identified as a NJ State School of Character. In 2019, ALJ was awarded the Seal of Biliteracy.






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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>26 AP Courses, 25 Honors classes, diverse electives, Dual enrollment, Behavioral Development classes, Mindfulness space, Shared time students with Vo-technical schools, Virtual courses.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Arthur L. Johnson High School offers interscholastic sports teams for both boys and girls. These teams are governed not only by district rules and regulations, but also by the rules of the New Jersey State Interscholastic Athletic Association (NJSIAA). In addition, Arthur L. Johnson High School is a member of the Union County Conference. Student athletes must adhere to the rules of sportsmanship and eligibility for both the NJSIAA and the Union County Conference. Student athletes must respect and show good sportsmanship toward their teammates, opponents, coaches, game officials, and fans.</p> |
|  <p>Clubs and Activities:</p> | <p>Arthur L. Johnson High School offers over 36 clubs, activities outside the normal classroom. These activities are a very important part of student life at the high school. It is hoped that all students participate in extracurricular activities as these activities contribute to a student's well-rounded education and enhances the learning environment. Some clubs do have standards which must first be met prior to participating and others have constitutions/criteria associated with the clubs.</p> |



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Staff and Professional Learning:

Professional development is important because education is an ever growing, ever changing field. This means that teachers must be lifelong learners in order to teach each new group of students. Professional development not only allows teachers to learn new teaching styles, techniques, and tips, but also interact with educators from other areas in order to improve their own teaching. Professional development can be seen in many forms ie: workshops, peer observing, small group setting, faculty meeting, webinars, turn-key and mentoring.



Postsecondary Information:

Arthur L. Johnson High School students have an impressive record of academic achievement in the classroom. Arthur L. Johnson students continue to excel beyond many of their peers on the SAT and ACT as well as on the Advanced Placement tests offered by the College Board. Students at ALJ are able to choose from 26 Honor and AP courses over a broad range of subject areas. 99.3% of current seniors have a passing score on the alternative assessments required for graduation 100% of performance targets met in the area of Academic Achievement and Graduation and Post Secondary Achievement 87.3% of the Graduating Class of 2016 are attending post secondary institutions with an additional 3.4% serving in the military. Colleges recent ALJ Students have been accepted to include Cornell, University of Pennsylvania, NJIT, Rutgers, Stevens Institute, University of Delaware, Villanova, Drexel, Ithaca, University of Virginia, Marist, and Rice



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Student Supports and Services:

Clark Public Schools provides interventions to meet the individual needs of its students who may be struggling in school or who have a disability. Identified students may be entitled to intervention services through I&RS, Special Education and Related Services, or a 504 Plan.



Student Health and Wellness:

Speakers, grade level workshops and a mindfulness room have been designed to help students at Arthur L. Johnson High School with personal anxieties. The mindfulness space will encourage students to take a moment in time to be reflective and to take a breath. A counselor is present within this space to help any student with a personal challenge. Guidance and Health classes also help with the healthy mind, body and soul initiative. Yoga classes and outside Yoga instructors help our students and staff become more mindful. Training from Lifelines will be infused into our Health classes to help identify teens who are struggling.



Parent and Community Involvement:

Arthur L. Johnson has an active PTA group that involves our teachers and administrators. They meet on a weekly basis for fundraising ideas, scholarships and school support. The parents will participate and run various fundraisers for senior scholarships and Project Graduation. Genesis is our parent portal which allows our parents a window into our school and their child's academic progress. Parents can log onto Genesis from home or by going on to our website. Our school works closely with our Alumni Association and Hall of Fame organization. The bond between the school and community is meshed as programs such as Veteran's day and Memorial day take place with community members in and outside the high school.





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| | |
|--|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> |
|  <p>School Safety:</p> | <p>Security personnel greet our visitors on a appointment only entrance. Visitors must show I.D. and must have an appointment to gain access to the high school. Two monthly drills take place as local police monitor and make suggestions for improvement. Security cameras adorn the inside and outside of our building. Classrooms have special tape indications for lockdown drills. Doors and classrooms are properly labeled for a drill. Lock blocks and fire doors help ensure the safety of our school community in a fastidious manner. Walkie talkies transmit to security team and the local police.</p> |



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Other Information

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Carl H. Kumpf School
(39-0850-035)
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 as the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:

**Carl H. Kumpf School**

(39-0850-035)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Union |
| District | Clark Township Public School District |
| Principal Name | Mr. Richard Delmonaco |
| Address | 59 MILDRED TERRACE CLARK, NJ 07066 |
| Phone Number | 732-381-0400 |
| Email Address | rdelmonaco@clarkschools.org |
| Website | http://chk.clarkschools.org/ |
| Facebook | https://www.facebook.com/kumpf/ |
| Twitter | https://www.instagram.com/kumpftv/ |



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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 | 168 | 144 | 179 |
| 7 | 168 | 169 | 145 |
| 8 | 168 | 166 | 175 |
| Total | 504 | 479 | 499 |

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 | 50.4% | 50.1% | 49.3% |
| Male | 49.6% | 49.9% | 50.7% |
| Economically Disadvantaged Students | 6.3% | 5.2% | 2.6% |
| Students with Disabilities | 15.7% | 15.2% | 15.8% |
| English Learners | 0.2% | 0.2% | 0.0% |
| Homeless Students | 0.0% | 0.0% | 0.0% |
| Students in Foster Care | 0.0% | 0.0% | 0.0% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.4% | 0.2% | 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 | 86.9% | 86.6% | 85.0% |
| Hispanic | 7.5% | 9.0% | 10.6% |
| Black or African American | 1.2% | 1.0% | 1.6% |
| Asian | 4.0% | 2.9% | 2.4% |
| 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 | 0.4% | 0.4% | 0.4% |

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 | 86.4% |
| Spanish | 4.0% |
| Portuguese | 3.4% |
| Polish | 2.6% |
| Other Languages | 3.6% |

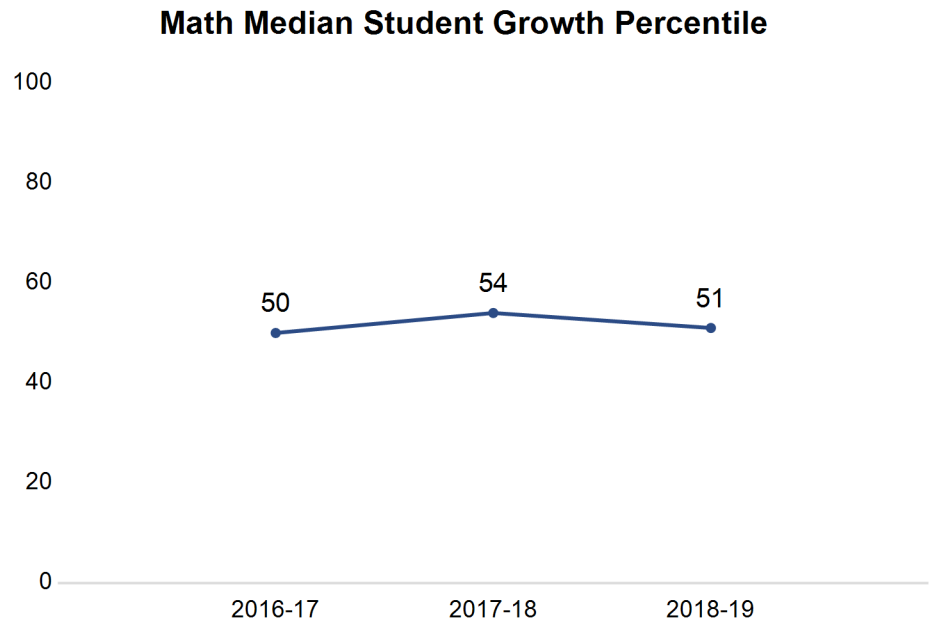
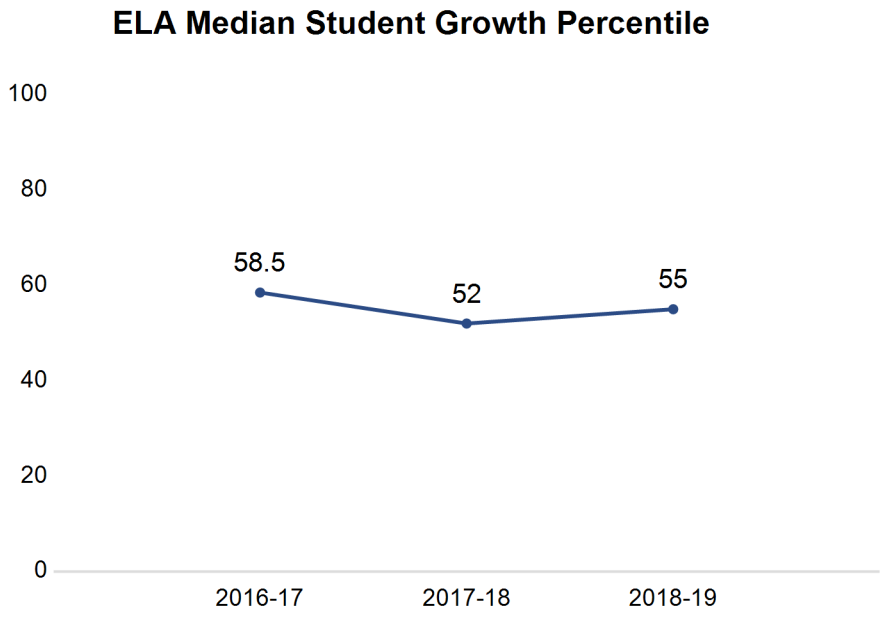


Carl H. Kumpf School
 (39-0850-035)
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Student Growth Trends and Progress

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



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| Median Student Growth Percentile | 58.5 | 52 | 55 | 50 | 54 | 51 |
| Met Standard (40-59.5)? | Met Standard | Met Standard | Met Standard | Met Standard | Met Standard | Met Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40-59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40-59.5) |
|---|--------------------|----------------------|-----------------------|-----------------------------|---------------------|-----------------------|------------------------|------------------------------|
| Schoolwide | 55 | 59 | 50 | Met Standard | 51 | 54 | 50 | Met Standard |
| White | 55 | 59 | 50 | Met Standard | 51 | 54 | 52 | Met Standard |
| Hispanic | 61 | 61 | 49 | Exceeds Standard | 57 | 52 | 47 | Met Standard |
| Black or African American | * | * | 45 | ** | * | * | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 64 | 57.5 | 59 | ** | * | 61.5 | 60 | ** |
| American Indian or Alaska Native | N | N | 56 | ** | N | N | 51.5 | ** |
| Two or More Races | * | * | 49 | ** | * | * | 52 | ** |
| Female | 58.5 | 62 | 53 | N | 48 | 53 | 50 | N |
| Male | 52.5 | 56 | 47 | N | 54 | 54.5 | 51 | N |
| Economically Disadvantaged Students | 54 | 63.5 | 48 | ** | * | 59 | 46 | ** |
| Students with Disabilities | 38 | 44 | 43 | Not Met | 53.5 | 56 | 45 | Met Standard |
| English Learners | N | N | 52 | ** | N | * | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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

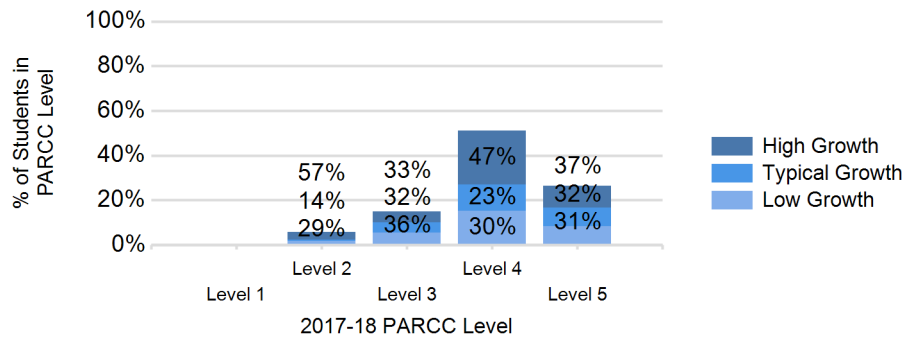
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

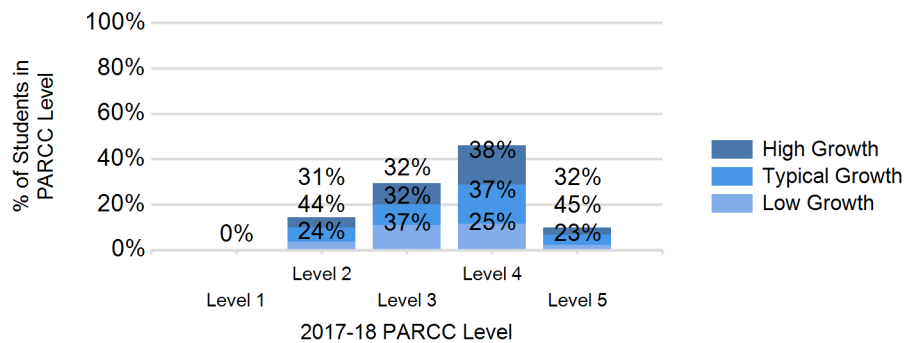
Student Growth by Performance Level

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

ELA



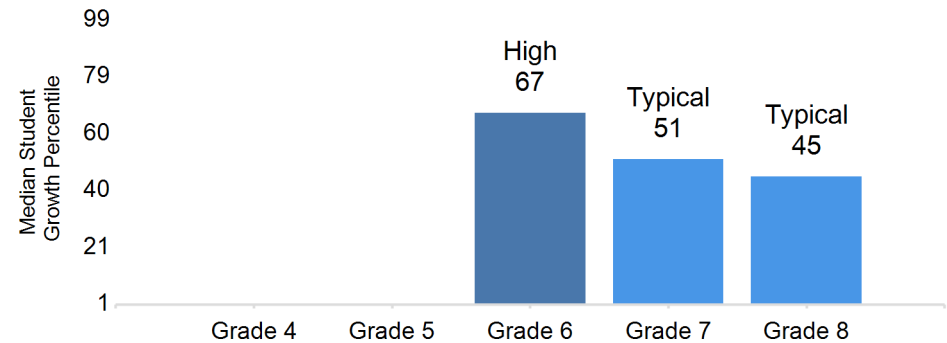
Math



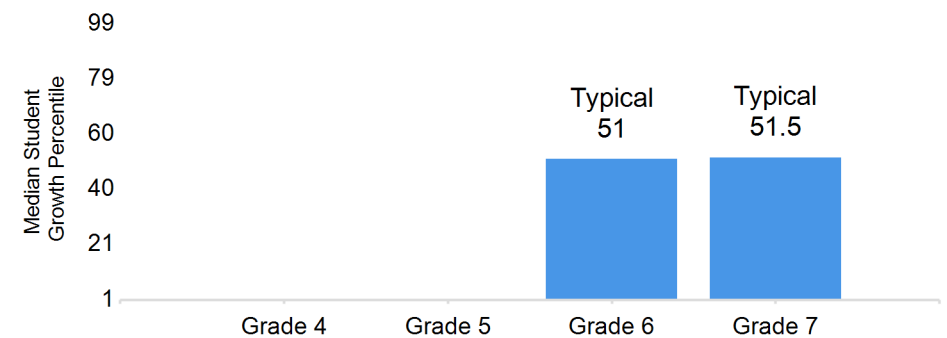
Student Growth by Grade

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

ELA



Math





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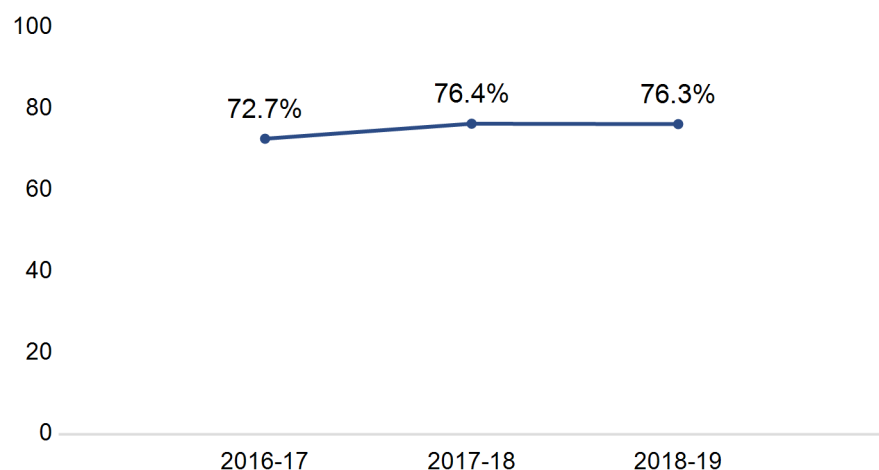
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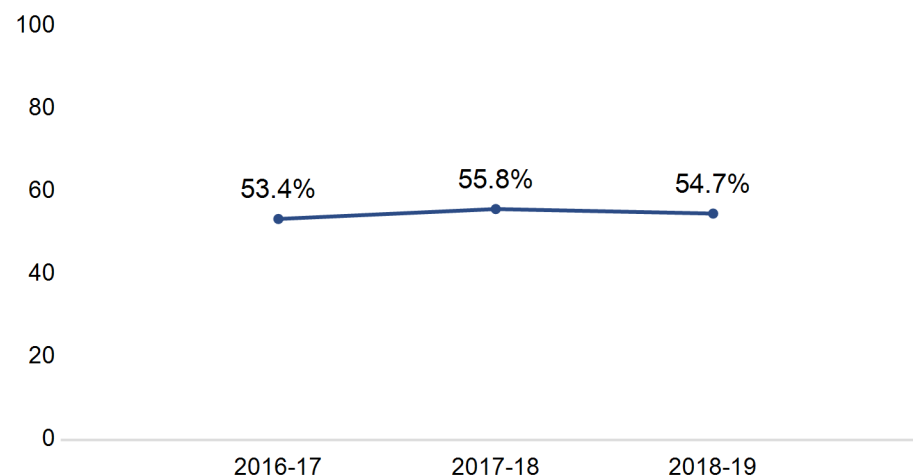
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | 99.2% | 99.2% | 99.6% | 99.2% | 99.2% | 99.4% |
| Proficiency Rate for Federal Accountability | 72.7% | 76.4% | 76.3% | 53.4% | 55.8% | 54.7% |
| Annual Target | 62.4% | 63.3% | 64.3% | 51.7% | 53.2% | 54.7% |
| Met Annual Target? | Met Target | Met Target | Met Target | Met Target | Met Target | Met Target |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



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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 | 502 | 99.6 | 76.3 | 68.1 | 57.9 | 76.3 | 64.3 | Met Target |
| White | 426 | 99.5 | 76.3 | 67.8 | 66.9 | 76.3 | 64.4 | Met Target |
| Hispanic | 54 | 100.0 | 75.9 | * | 43.9 | 75.9 | 61.6 | Met Target |
| Black or African American | * | * | * | * | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 100.0 | 91.7 | 76.3 | 82.9 | 91.7 | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 245 | 99.2 | 83.3 | 75.9 | 64.8 | 83.3 | | |
| Male | 257 | 100.0 | 69.6 | 60.7 | 51.3 | 69.6 | | |
| Economically Disadvantaged Students | 14 | 100.0 | 64.3 | * | 40.0 | 64.3 | ** | ** |
| Non-Economically Disadvantaged Students | 488 | 99.6 | 76.6 | * | 67.9 | 76.6 | | |
| Students with Disabilities | 83 | 100.0 | 31.3 | 27.4 | 22.7 | 31.3 | 26 | Met Target |
| Students without Disabilities | 419 | 99.5 | 85.2 | 76.4 | 65.1 | 85.2 | | |
| English Learners | N | N | N | * | 29.3 | N | ** | ** |
| Non-English Learners | 502 | 99.6 | 76.3 | * | 60.6 | 76.3 | | |
| Homeless Students | N | N | N | N | 29.1 | N | | |
| Students In Foster Care | N | N | N | N | 27.6 | N | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.

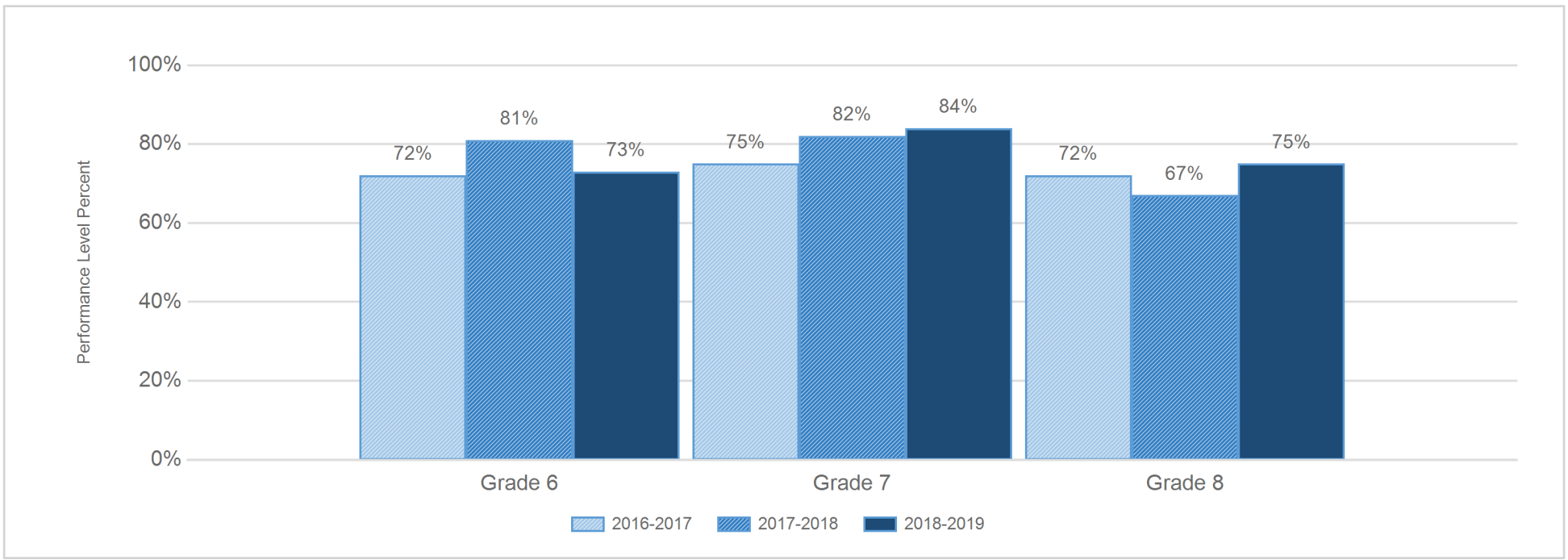


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English Language Arts Assessment - Performance Trends

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





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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 | 177 | 770 | 770 | 754 | * | * | 18% | 43% | 30% | 73% | 56% |
| White | 146 | 769 | 769 | 762 | * | * | 16% | 46% | 27% | 73% | 65% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 43% |
| Black or African American | N | N | N | 738 | N | N | N | N | N | N | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 780 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Two or More Races | N | N | N | 760 | N | N | N | N | N | N | 64% |
| Female | 82 | 777 | 777 | 762 | * | * | 13% | 44% | 35% | 79% | 64% |
| Male | 95 | 765 | 765 | 748 | * | * | 21% | 42% | 25% | 67% | 48% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Non-Economically Disadvantaged Students | * | * | * | 763 | * | * | * | * | * | * | 67% |
| Students with Disabilities | 33 | 727 | 727 | 722 | * | * | * | * | * | 18% | 19% |
| Students without Disabilities | 144 | 780 | 780 | 761 | * | * | * | * | * | 85% | 64% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 177 | 770 | 770 | 756 | * | * | 18% | 43% | 30% | 73% | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 27% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 753 | N | N | N | N | N | N | 54% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25% |



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English Language Arts Assessment - Performance by Grade: Grade 7

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 144 | 782 | 782 | 761 | * | * | 12% | 40% | 44% | 84% | 63% |
| White | 126 | 781 | 781 | 769 | * | * | 13% | 42% | 41% | 83% | 72% |
| Hispanic | 12 | 783 | 783 | 747 | 0% | * | 0% | * | * | 92% | 50% |
| Black or African American | * | * | * | 741 | * | * | * | * | * | * | 43% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 790 | * | * | * | * | * | * | 87% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65% |
| Two or More Races | * | * | * | 768 | * | * | * | * | * | * | 68% |
| Female | 71 | 791 | 791 | 769 | * | * | * | * | * | 96% | 71% |
| Male | 73 | 772 | 772 | 753 | * | * | * | * | * | 73% | 55% |
| Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 45% |
| Non-Economically Disadvantaged Students | * | * | * | 771 | * | * | * | * | * | * | 73% |
| Students with Disabilities | 15 | 749 | 749 | 720 | * | * | * | * | * | 47% | 22% |
| Students without Disabilities | 129 | 785 | 785 | 769 | * | * | * | * | * | 88% | 71% |
| English Learners | N | N | N | 706 | N | N | N | N | N | N | 12% |
| Non-English Learners | 144 | 782 | 782 | 763 | * | * | 12% | 40% | 44% | 84% | 65% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 34% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 758 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31% |



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English Language Arts Assessment - Performance by Grade: Grade 8

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met / Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|--|---|
| Schoolwide | 174 | 778 | 778 | 762 | * | * | 16% | 35% | 40% | 75% | 63% |
| White | 149 | 780 | 780 | 770 | * | * | 17% | 33% | 42% | 74% | 72% |
| Hispanic | 14 | 778 | 778 | 747 | 0% | 0% | * | * | * | 79% | 49% |
| Black or African American | * | * | * | 741 | * | * | * | * | * | * | 43% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 794 | * | * | * | * | * | * | 88% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Two or More Races | * | * | * | 769 | * | * | * | * | * | * | 69% |
| Female | 89 | 787 | 787 | 771 | * | * | * | 28% | 51% | 79% | 71% |
| Male | 85 | 770 | 770 | 753 | * | * | * | 42% | 28% | 71% | 55% |
| Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 45% |
| Non-Economically Disadvantaged Students | * | * | * | 772 | * | * | * | * | * | * | 72% |
| Students with Disabilities | 28 | 736 | 736 | 721 | * | * | * | * | * | 36% | 22% |
| Students without Disabilities | 146 | 786 | 786 | 770 | * | * | * | * | * | 82% | 71% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | 12% |
| Non-English Learners | 174 | 778 | 778 | 764 | * | * | 16% | 35% | 40% | 75% | 65% |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 31% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 32% |
| Military-Connected Students | N | N | N | 760 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27% |



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Mathematics Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 501 | 99.4 | 54.7 | 50.5 | 44.5 | 54.7 | 54.7 | Met Target |
| White | 425 | 99.3 | 54.8 | 51.0 | 54.1 | 54.8 | 54.5 | Met Target |
| Hispanic | 54 | 100.0 | 53.7 | * | 28.8 | 53.7 | 52.1 | Met Target |
| Black or African American | * | * | * | * | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 100.0 | 66.7 | 64.1 | 76.5 | 66.7 | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 245 | 99.2 | 54.3 | 49.3 | 44.9 | 54.3 | | |
| Male | 256 | 99.6 | 55.1 | 51.7 | 44.2 | 55.1 | | |
| Economically Disadvantaged Students | 14 | 100.0 | 50.0 | * | 26.3 | 50.0 | ** | ** |
| Non-Economically Disadvantaged Students | 487 | 99.4 | 54.8 | * | 54.9 | 54.8 | | |
| Students with Disabilities | 82 | 98.8 | 18.3 | * | 17.4 | 18.3 | 21.8 | Met Target† |
| Students without Disabilities | 419 | 99.5 | 61.8 | * | 50.0 | 61.8 | | |
| English Learners | N | N | N | * | 25.0 | N | ** | ** |
| Non-English Learners | 501 | 99.4 | 54.7 | * | 46.5 | 54.7 | | |
| Homeless Students | N | N | N | N | 17.1 | N | | |
| Students In Foster Care | N | N | N | N | 17.1 | N | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



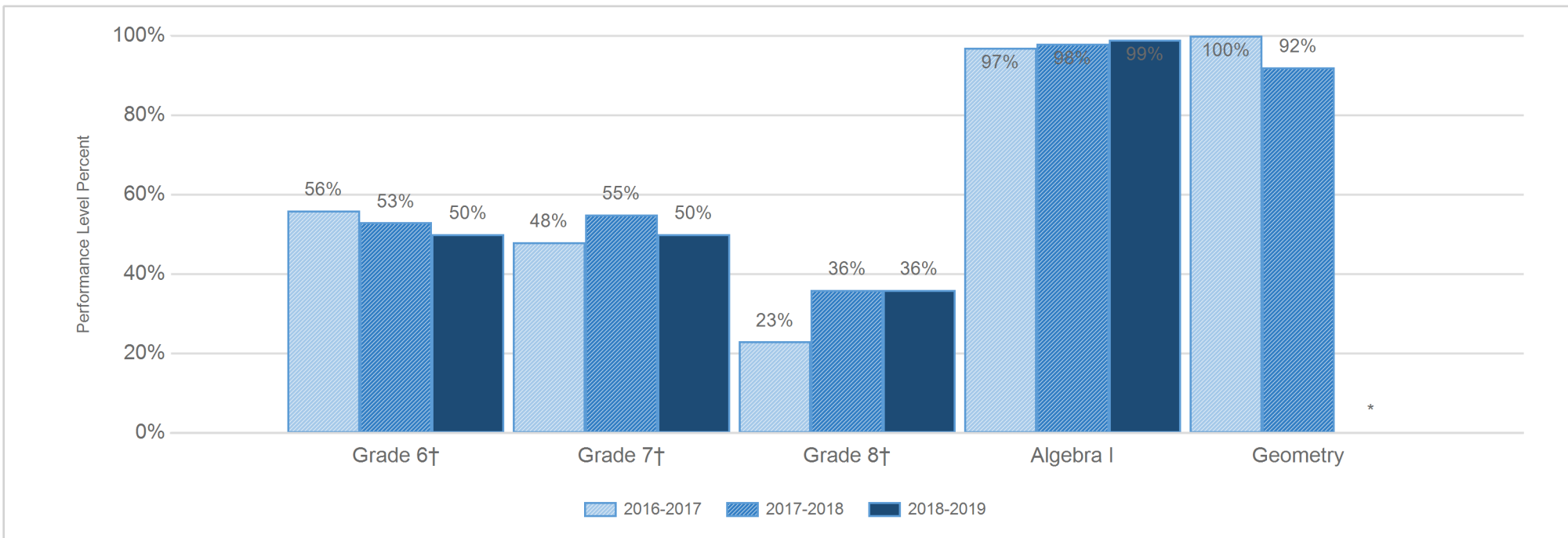
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 176 | 749 | 749 | 741 | * | 17% | 30% | * | * | 50% | 41% |
| White | 145 | 748 | 748 | 749 | * | 17% | 30% | * | * | 50% | 51% |
| Hispanic | * | * | * | 729 | * | * | * | * | * | * | 24% |
| Black or African American | N | N | N | 722 | N | N | N | N | N | N | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 769 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 738 | N | N | N | N | N | N | 37% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 82 | 746 | 746 | 742 | * | 17% | 32% | * | * | 45% | 42% |
| Male | 94 | 751 | 751 | 740 | * | 17% | 28% | * | * | 54% | 40% |
| Economically Disadvantaged Students | * | * | * | 726 | * | * | * | * | * | * | 21% |
| Non-Economically Disadvantaged Students | * | * | * | 750 | * | * | * | * | * | * | 53% |
| Students with Disabilities | 32 | 728 | 728 | 716 | * | 44% | 38% | * | * | 13% | 12% |
| Students without Disabilities | 144 | 753 | 753 | 746 | * | 11% | 28% | * | * | 58% | 46% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | * |
| Non-English Learners | 176 | 749 | 749 | 743 | * | 17% | 30% | * | * | 50% | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20% |



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 132 | 751 | 751 | 744 | * | 11% | 37% | * | * | 50% | 42% |
| White | 116 | 751 | 751 | 751 | * | 13% | 36% | * | * | 50% | 53% |
| Hispanic | 11 | 751 | 751 | 733 | 0% | 0% | * | * | * | 36% | 26% |
| Black or African American | * | * | * | 727 | * | * | * | * | * | * | 21% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 768 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43% |
| Two or More Races | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Female | 63 | 753 | 753 | 744 | * | * | 35% | * | * | 52% | 42% |
| Male | 69 | 750 | 750 | 743 | * | * | 39% | * | * | 48% | 42% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 24% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Students with Disabilities | 15 | 729 | 729 | 718 | * | * | * | * | * | 20% | 13% |
| Students without Disabilities | 117 | 754 | 754 | 749 | * | * | * | * | * | 54% | 48% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 10% |
| Non-English Learners | 132 | 751 | 751 | 745 | * | 11% | 37% | * | * | 50% | 44% |
| Homeless Students | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 720 | N | N | N | N | N | N | 11% |
| Military-Connected Students | N | N | N | 746 | N | N | N | N | N | N | 44% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12% |



Carl H. Kumpf School
(39-0850-035)
Grades Offered: 06-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 102 | 737 | 737 | 728 | 12% | 21% | 31% | * | * | 36% | 29% |
| White | 86 | 736 | 736 | 737 | 12% | 22% | 30% | * | * | 36% | 38% |
| Hispanic | * | * | * | 722 | * | * | * | * | * | * | 22% |
| Black or African American | * | * | * | 714 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29% |
| Two or More Races | N | N | N | 730 | N | N | N | N | N | N | 31% |
| Female | 50 | 739 | 739 | 731 | * | * | 40% | * | * | 34% | 31% |
| Male | 52 | 734 | 734 | 726 | * | * | 23% | * | * | 38% | 27% |
| Economically Disadvantaged Students | * | * | * | 719 | * | * | * | * | * | * | 20% |
| Non-Economically Disadvantaged Students | * | * | * | 735 | * | * | * | * | * | * | 36% |
| Students with Disabilities | 27 | 723 | 723 | 707 | * | * | * | * | * | 26% | 10% |
| Students without Disabilities | 75 | 742 | 742 | 734 | * | * | * | * | * | 40% | 35% |
| English Learners | N | N | N | 706 | N | N | N | N | N | N | 10% |
| Non-English Learners | 102 | 737 | 737 | 730 | 12% | 21% | 31% | * | * | 36% | 30% |
| Homeless Students | N | N | N | 709 | N | N | N | N | N | N | 12% |
| Students in Foster Care | N | N | N | 709 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 735 | N | N | N | N | N | N | 32% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16% |



Carl H. Kumpf School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 77 | 791 | 754 | 744 | 0% | 0% | * | * | * | 99% | 42% |
| White | 69 | 791 | 754 | 752 | 0% | 0% | * | * | * | 99% | 53% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | N | N | * | 725 | N | N | N | N | N | N | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 752 | * | * | * | * | * | * | 51% |
| Female | 43 | 788 | 754 | 745 | 0% | 0% | * | * | * | 98% | 44% |
| Male | 34 | 795 | 753 | 743 | 0% | 0% | * | * | * | 100% | 41% |
| Economically Disadvantaged Students | * | * | 747 | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | 754 | 752 | * | * | * | * | * | * | 52% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 77 | 791 | 754 | 745 | 0% | 0% | * | * | * | 99% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 11% |
| Military-Connected Students | N | N | N | 744 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12% |



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Mathematics Assessment - Performance by Test: Geometry

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | * | * | 727 | 737 | * | * | * | * | * | * | 35% |
| White | * | * | * | 743 | * | * | * | * | * | * | 43% |
| Hispanic | * | * | * | 724 | * | * | * | * | * | * | 17% |
| Black or African American | N | N | * | 720 | N | N | N | N | N | N | 14% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | * | 762 | N | N | N | N | N | N | 70% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 37% |
| Two or More Races | N | N | N | 745 | N | N | N | N | N | N | 46% |
| Female | * | * | * | 738 | * | * | * | * | * | * | 36% |
| Male | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Economically Disadvantaged Students | N | N | 725 | 722 | N | N | N | N | N | N | 16% |
| Non-Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 43% |
| Students with Disabilities | N | N | 701 | 712 | N | N | N | N | N | N | * |
| Students without Disabilities | * | * | * | 741 | * | * | * | * | * | * | * |
| English Learners | N | N | * | 708 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | * | 738 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 739 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 711 | N | N | N | N | N | N | 19% |



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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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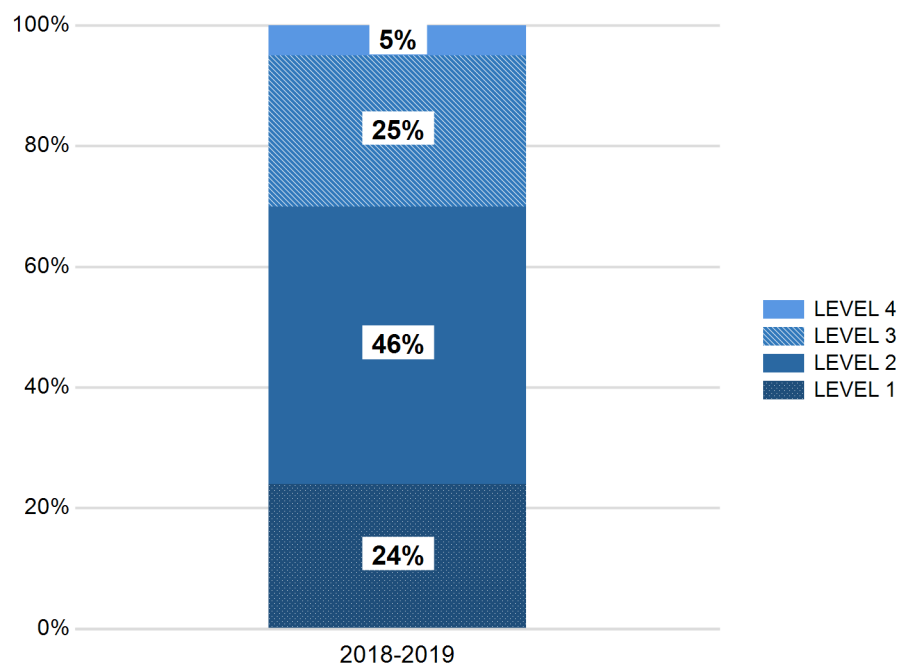
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 24 | 46 | 25 | 5 |
| White | 25 | 46 | 24 | 5 |
| Hispanic | 21 | 36 | 36 | 7 |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | * | * |
| Female | 26 | 45 | 24 | 6 |
| Male | 22 | 47 | 26 | 5 |
| Economically Disadvantaged Students | * | * | * | * |
| Non-Economically Disadvantaged Students | * | * | * | * |
| Students with Disabilities | 57 | 32 | 11 | 0 |
| Students without Disabilities | 18 | 49 | 27 | 6 |
| English Learners | N | N | N | N |
| Non-English Learners | 24 | 46 | 25 | 5 |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|-------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 182 |
| 7 | 13 | 0 | 133 |
| 8 | 65 | 7 | 104 |
| Total | 78 | 7 | 419 |

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 | 180 | 0 | 180 | 0 | 0 | 0 | 0 |
| 7 | 74 | 0 | 69 | 0 | 0 | 0 | 0 |
| 8 | 100 | 0 | 75 | 0 | 0 | 0 | 0 |
| Total | 354 | 0 | 324 | 0 | 0 | 0 | 0 |



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Report Key:

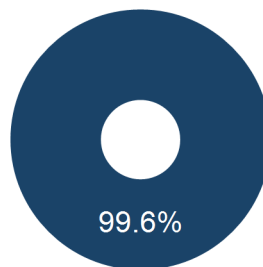
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Visual and Performing Arts – Course Participation

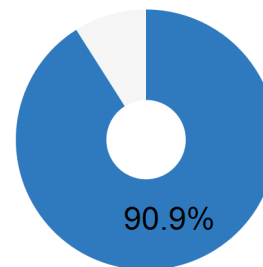
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

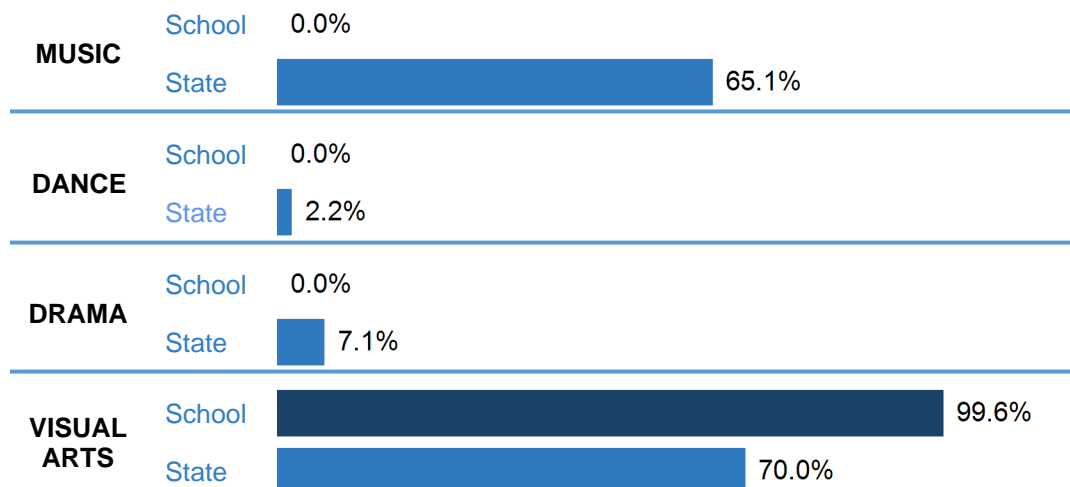


School



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.

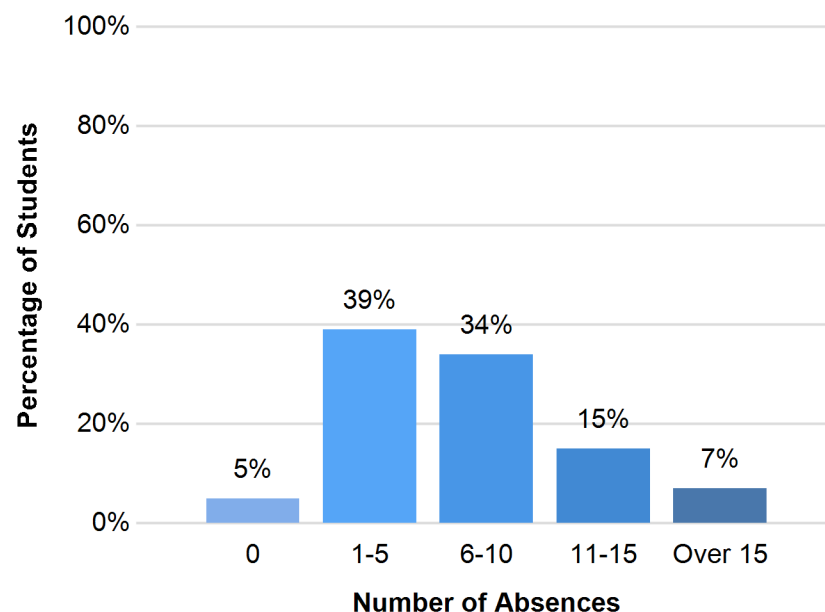
Chronic Absenteeism

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 | 20 | 4.0 | 9.1 | Met |
| White | 18 | 4.2 | 9.1 | Met |
| Hispanic | 2 | 3.8 | 9.1 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | 0 | 0 | ** | ** |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | ** | ** |
| Female | 10 | 4.0 | | |
| Male | 10 | 3.9 | | |
| Economically Disadvantaged Students | 1 | 7.7 | ** | ** |
| Students with Disabilities | 5 | 6.0 | 9.1 | Met |
| English Learners | N | N | N | N |
| 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.





Carl H. Kumpf School
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 2018-2019

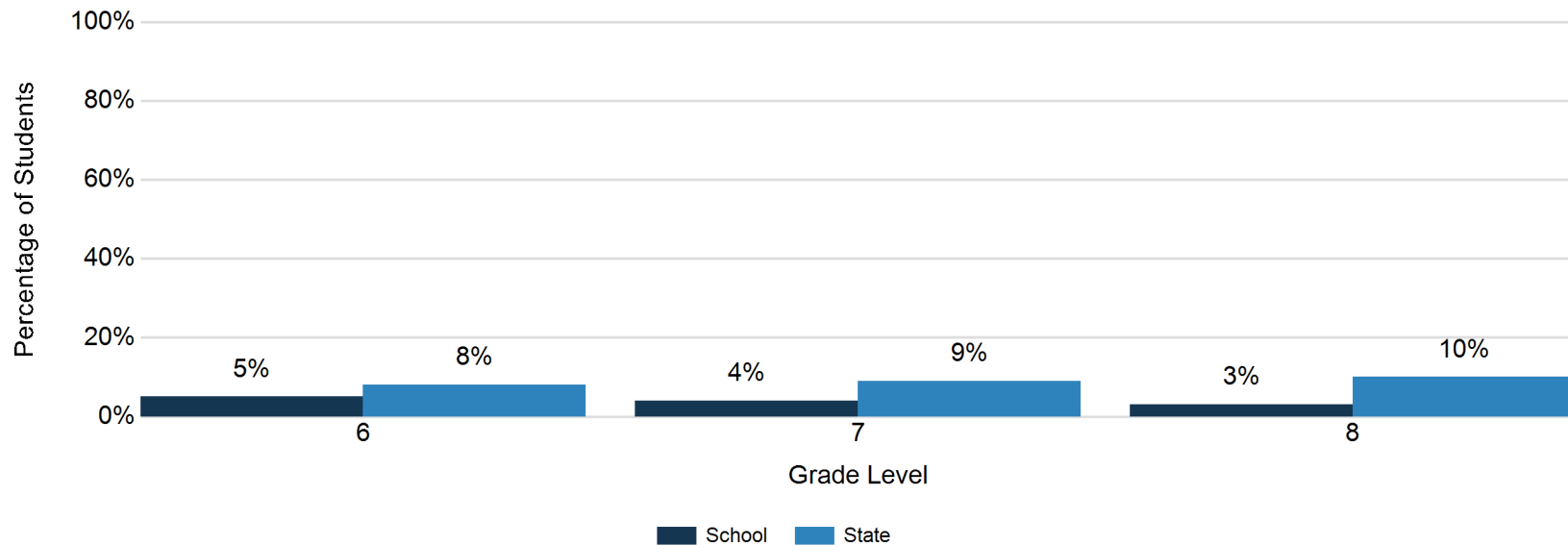
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 3 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 1 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 5 |
| Incidents Per 100 Students Enrolled | 1.00 |

Police Notifications

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

| Incident Type | Incidents Reported to Police |
|--|------------------------------|
| Violence | 3 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 1 |
| 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 | 1 | 1 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 1 | 1 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| No Identified Nature | 0 | | 0 |

Student Disciplinary Removals

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

| Removal Type | Number of Students | Percent of Students |
|------------------------------------|--------------------|---------------------|
| In-School Suspensions | * | * |
| Out-of-School Suspensions | 30 | 6.0% |
| Any Suspension | 34 | 6.8% |
| Removal to other education program | 0 | 0.0% |
| Expulsion | 0 | 0.0% |
| Arrest | 0 | 0.0% |

| School Days Missed due to Out-of-School Suspensions |
|---|
| 86 |

**Carl H. Kumpf School**

(39-0850-035)

Grades Offered: 06-08

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 | 8:05 AM |
| Typical End Time | 2:42 PM |
| Length of School Day | 6 Hrs 37 Mins |
| Full Time - Instructional Time | 5 Hrs 30 Mins |
| Shared Time - Instructional Time | 5 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 | 4.2:1 |



Carl H. Kumpf School
(39-0850-035)
Grades Offered: 06-08
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 – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 43 | 118,214 |
| Average years experience in public schools | 11.2 | 12.1 |
| Average years experience in district | 9.6 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 74.4% | 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 | 14 | 9,530 |
| Average years experience in public schools | 14.6 | 16.0 |
| Average years experience in district | 11.3 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 64.3% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 12:1 | 12:1 |
| Students to Administrators | 250:1 | 159:1 |
| Teachers to Administrators | 22:1 | 13:1 |
| Students to Librarians/Media Specialists | | 2232:1 |
| Students to Nurses | | 446:1 |
| Students to Counselors | | 319:1 |
| Students to Child Study Team Members | | 372:1 |



Carl H. Kumpf School
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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 | 49.3% | 76.7% | 100.0% | 48.4% | 77.1% | 54.9% |
| Male | 50.7% | 23.3% | 0.0% | 51.6% | 22.9% | 45.1% |
| White | 85.0% | 97.7% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 10.6% | 2.3% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 1.6% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 2.4% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 0.4% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



Carl H. Kumpf School
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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 91.7% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 92.3% | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19 | 96.7% |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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



Carl H. Kumpf 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 | 72.7% | 76.4% | 76.3% |
| Math Proficiency | 53.4% | 55.8% | 54.7% |
| ELA Growth | 58 | 52 | 55 |
| Math Growth | 50 | 54 | 51 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | N |
| Chronic Absenteeism | 1.6% | 2.3% | 4.0% |

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



Carl H. Kumpf School
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2018-2019

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:

- Carl H. Kumpf Middle School has been re-designated by the National Forum to Accelerate Middle-Grades Reform as a Schools to Watch recipient.
- Carl H. Kumpf Middle School offers an extensive after school enrichment program including TV broadcasting, Coding for Cougars, Science Club, School Play, Drama Club, Student Council
- Kumpf School's "Club Carl" program is designed to create a positive school environment using positive behavior reward principles.



Mission, Vision, Theme:

Carl H. Kumpf School exists to serve the unique academic, social, and emotional needs of students during a period of significant cognitive growth, and as they mature into adolescence.



Awards, Recognition, Accomplishments:

National Forum to Accelerate Middle-Grades Reform Schools to Watch Re-Designation



Carl H. Kumpf School

(39-0850-035)

Grades Offered: 06-08

2018-2019

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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Students have a block of Mathematics, Language Arts Literacy each day. Students are exposed to both Italian and Spanish during their middle school years and also receive multimedia/technology and art instruction each year.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys), Soccer (Boys & Girls), Softball (Girls)</p> |
|  <p>Clubs and Activities:</p> | <p>Over 20 clubs and activities are available to students to participate. Some of the more popular activities are the school play, Builder's Club, Aquatics Club, Track and Field, and Coding for Cougars.</p> |




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| | |
|--|--|
|  <p>Parent and Community Involvement:</p> | <p>There exists a strong Parent/Community culture at Kumpf Middle School. Band and Choir students perform for the community throughout the year. The Builder's Club, Student Council, and NJHS students participate in many charitable endeavors each school year.</p> |
|--|--|



Clark Preschool Annex
(39-0850-300)
Grades Offered: PK-PK
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Clark Preschool Annex
(39-0850-300)
Grades Offered: PK-PK
2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Union |
| District | Clark Township Public School District |
| Principal Name | Mrs. Shirley Bergin |
| Address | 430 Westfield Ave Clark, NJ 07066 |
| Phone Number | 732-428-8408 |
| Email Address | sbergin@clarkschools.org |
| Website | http://preschool.clarkschools.org/ |



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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 | 65 | 64 | 32 |
| Total | 71 | 74 | 32 |

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 | 39.4% | 36.5% | 25.0% |
| Male | 60.6% | 63.5% | 75.0% |
| Economically Disadvantaged Students | 0.0% | 0.0% | 3.1% |
| Students with Disabilities | 45.1% | 47.3% | 96.9% |
| English Learners | 0.0% | 0.0% | 0.0% |
| Homeless Students | 0.0% | 0.0% | 0.0% |
| 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 | 74.6% | 81.1% | 81.3% |
| Hispanic | 18.3% | 17.6% | 15.6% |
| Black or African American | 0.0% | 0.0% | 0.0% |
| Asian | 7.0% | 1.4% | 3.1% |
| 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% | 0.0% | 0.0% |

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 | 31 | 16 | 21 |
| PK - Full Day | 34 | 48 | 11 |

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 | 96.9% |
| Polish | 3.1% |



Clark Preschool Annex
(39-0850-300)
Grades Offered: PK-PK
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.

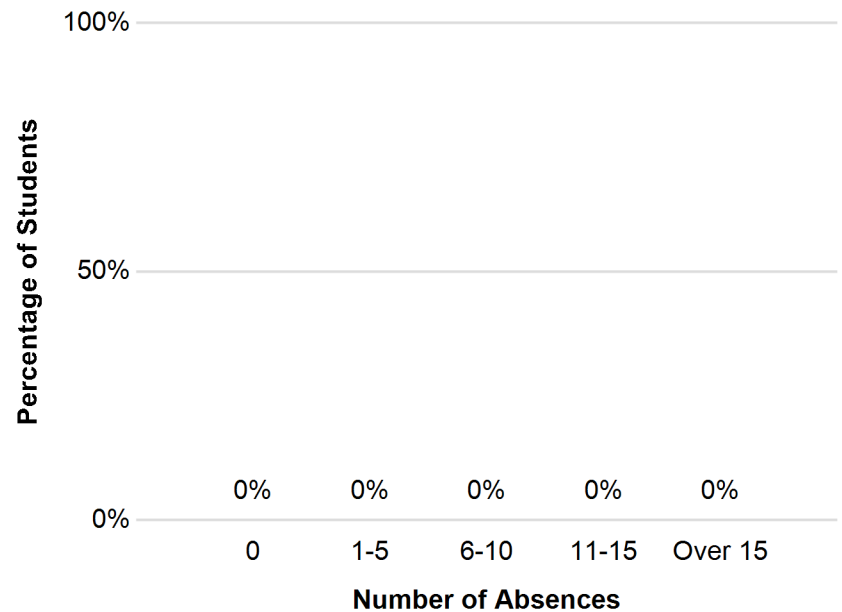
Chronic Absenteeism

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.





Clark Preschool Annex
(39-0850-300)
Grades Offered: PK-PK
2018-2019

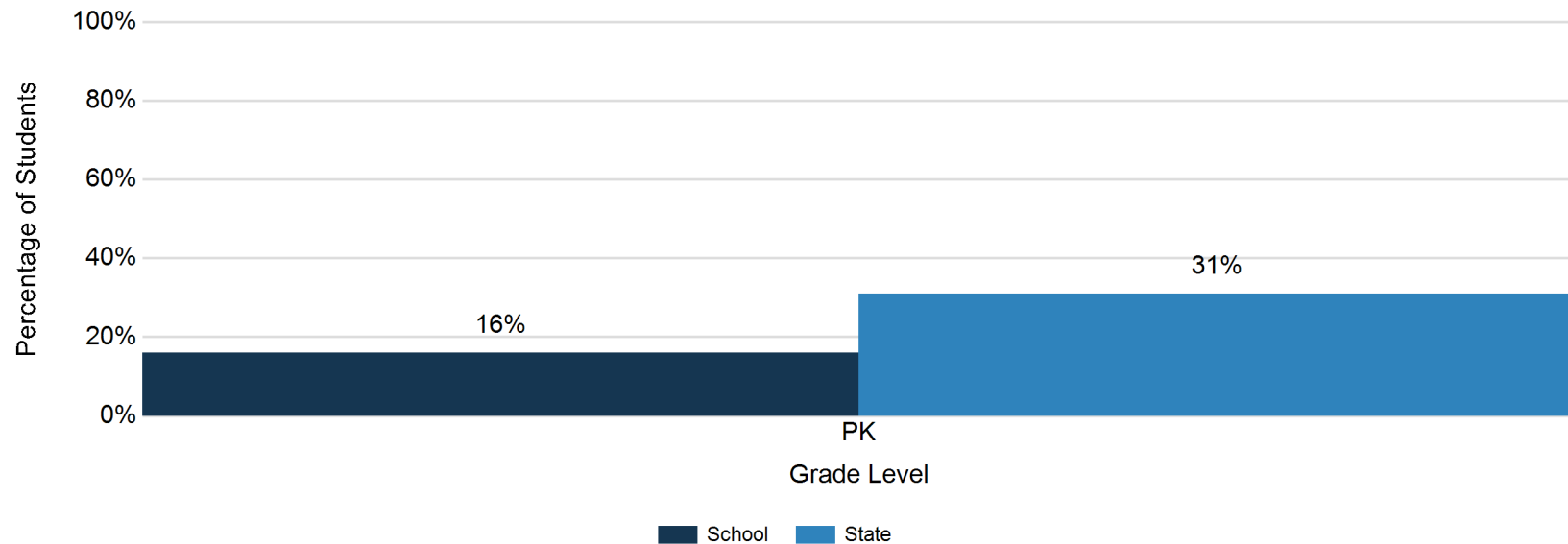
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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.





Clark Preschool Annex
(39-0850-300)
Grades Offered: PK-PK
2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 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 |



Clark Preschool Annex
(39-0850-300)
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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 | 9:00 AM |
| Typical End Time | 3:15 PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 4 Hrs 0 Mins |
| Shared Time - Instructional Time | 4 Hrs. 0 Mins. |

Device Ratios

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

| School Year | Student to Device Ratio |
|-------------|-------------------------|
| 2018-19 | 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | N | 118,214 |
| Average years experience in public schools | N | 12.1 |
| Average years experience in district | N | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | N | 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 | 14 | 9,530 |
| Average years experience in public schools | 14.6 | 16.0 |
| Average years experience in district | 11.3 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 64.3% | 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 | N | 12:1 |
| Students to Administrators | N | 159:1 |
| Teachers to Administrators | N | 13:1 |
| Students to Librarians/Media Specialists | | 2232:1 |
| Students to Nurses | | 446:1 |
| Students to Counselors | | 319:1 |
| Students to Child Study Team Members | | 372:1 |



Clark Preschool Annex
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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 | N | N | N | 48.4% | 77.1% | 54.9% |
| Male | N | N | N | 51.6% | 22.9% | 45.1% |
| White | N | N | N | 42.4% | 83.6% | 77.4% |
| Hispanic | N | N | N | 29.9% | 7.3% | 7.2% |
| Asian | N | N | N | 10.2% | 2.0% | 1.1% |



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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher N

Admin N/A

Master's Degree

Teacher N

Admin N

Doctoral Degree

Teacher N

Admin N

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 | 91.7% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 92.3% | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19 | 95.3% |



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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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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 State of New Jersey recommended, Creative Curriculum, supplemented with Hand Writing Without Tears.
- Jammin' Jen Music Therapy visits monthly, walking trips to Clark Public Library, bussed trips to VRS & FKH for social integration and school assemblies, visits from community organizations.



Mission, Vision, Theme:

Our program encourages children to take risks and experiment while learning new concepts and skills in a nurturing environment. We further believe that play is the "work" of young children and that it provides the foundation for academic learning. The hybrid curriculum nurtures and challenges children daily in innovative and meaningful ways.





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| | |
|--|--|
|  <p>Before and After School Programs:</p> | <p>Before and After care is available.</p> |
|  <p>Staff and Professional Learning:</p> | <p>The staff were engaged in the following professional learning: CPR/First Aid, EpiPen Designee Training, GCN online training, CPI training, The Classroom Dojo, & Zones of Regulation. Staff also attended collaborative opportunities and professional learning communities to support the needs of their students; including Preschool/Kindergarten/ESY articulation meetings.</p> |





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| | |
|---|--|
|  <p>Student Health and Wellness:</p> | <p>A Certified School Nurse supports the Preschool providing daily health services, health education, and staff/parent inservices.</p> |
|  <p>Parent and Community Involvement:</p> | <p>The parents and community are involved in a multitude of activities throughout the school year including; Halloween parade, Thanksgiving feast, birthday celebrations, community helper month, field day, Holiday concert, and Graduation gatherings. The Preschool partners with UNICO, SONJ, Clark Recreation, Key Club, Special Olympics, and CALC to engage in activities and events throughout the school year. The parents have access to Genesis and Class Dojo for daily and special activities throughout the school year.</p> |



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Facilities:

The building was erected in 1950, originally as a school, and then became the Clark Preschool in 2009. Infrastructure upgrades were completed in 2014 featuring fresh paint in the classrooms and offices, and new carpet was installed throughout. Currently, the centrally air conditioned Preschool features two classrooms, a Sensory room, a dedicated room for Related Services: Speech, OT & PT, a three stalled children's bathroom, a secretary's office, as well as, a Special Services office that houses the Social Worker and Nurse.



School Safety:

Vital measures are taken to ensure student safety at all times, including; locked building, CCTV, remote computer monitoring, employee swipe cards, security aide supervising the door & hallway, strict procedures to enter/exit the building, visitors identified by ID. Additionally, the programs that maintain a safe school environment, include; monthly fire and crisis drills, parents & staff Handbooks, monthly security meetings with staff, preschool safety measures outside the classroom reviewed with staff, walkie-talkies' utilized when out of the building.



Frank K. Hehny
(39-0850-030)
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 with any questions about the reports

Notes from the New Jersey Department of Education:



Frank K. Hehny
(39-0850-030)
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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Union |
| District | Clark Township Public School District |
| Principal Name | Mrs. Shirley Bergin |
| Address | 590 RARITAN ROAD CLARK, NJ 07066 |
| Phone Number | 732-381-8100 |
| Email Address | sbergin@clarkschools.org |
| Website | http://frankkhehnlyschool.org |
| Facebook | https://www.facebook.com/FrankK.Hehny/ |



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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 | 74 | 77 | 78 |
| 1 | 87 | 78 | 82 |
| 2 | 93 | 89 | 79 |
| 3 | 100 | 99 | 98 |
| 4 | 100 | 100 | 99 |
| 5 | 86 | 103 | 101 |
| Total | 540 | 546 | 537 |

Enrollment Trends by Student Group

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

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 48.1% | 50.9% | 50.7% |
| Male | 51.9% | 49.1% | 49.3% |
| Economically Disadvantaged Students | 6.3% | 4.9% | 2.6% |
| Students with Disabilities | 13.7% | 13.2% | 12.5% |
| English Learners | 1.9% | 1.5% | 1.3% |
| Homeless Students | 0.0% | 0.0% | 0.0% |
| Students in Foster Care | 0.0% | 0.0% | 0.0% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.6% | 0.7% | 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 | 81.5% | 81.0% | 80.4% |
| Hispanic | 13.0% | 13.6% | 13.0% |
| Black or African American | 1.5% | 0.7% | 0.9% |
| Asian | 3.9% | 4.8% | 5.4% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.2% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0.2% | 0.0% | 0.0% |

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 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 74 | 77 | 78 |

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 | 87.5% |
| Spanish | 4.3% |
| Polish | 2.2% |
| Portuguese | 1.7% |
| Other Languages | 4.3% |



Frank K. Hehny
 (39-0850-030)
 Grades Offered: KG-05
 2018-2019

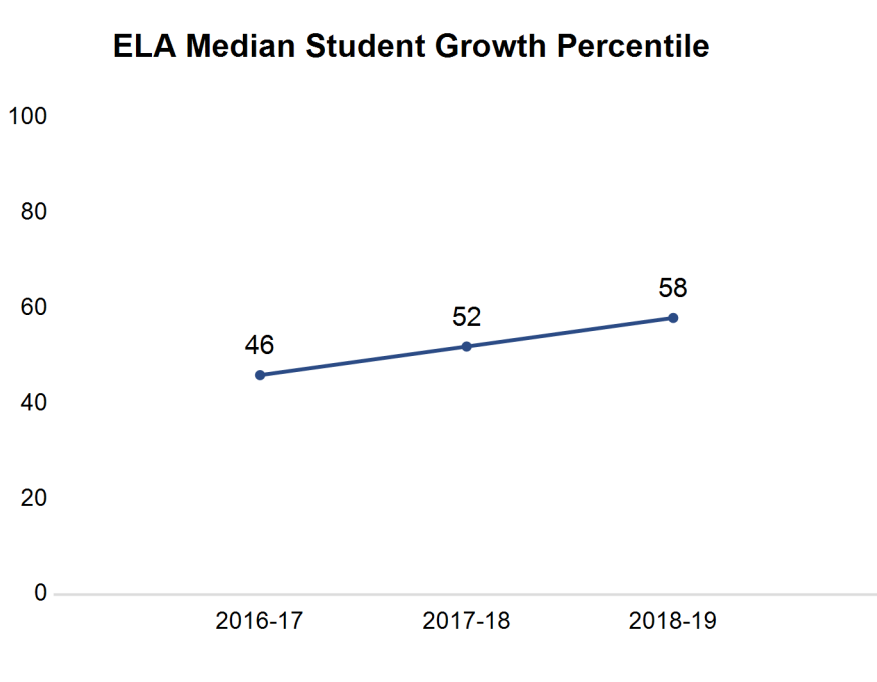
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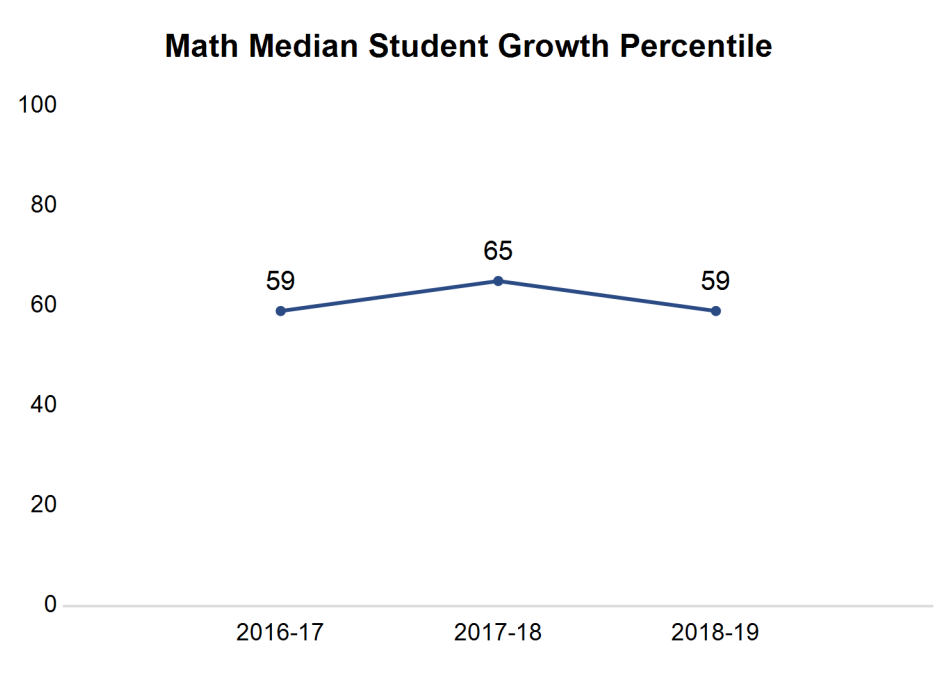
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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 | 46 | 52 | 58 | 59 | 65 | 59 |
| Met Standard (40-59.5)? | Met Standard | Met 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 | 58 | 59 | 50 | Met Standard | 59 | 54 | 50 | Met Standard |
| White | 58 | 59 | 50 | Met Standard | 59 | 54 | 52 | Met Standard |
| Hispanic | 55 | 61 | 49 | ** | 52 | 52 | 47 | ** |
| Black or African American | * | * | 45 | ** | * | * | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 57.5 | 59 | ** | * | 61.5 | 60 | ** |
| American Indian or Alaska Native | N | N | 56 | ** | N | N | 51.5 | ** |
| Two or More Races | N | * | 49 | ** | N | * | 52 | ** |
| Female | 58 | 62 | 53 | N | 58 | 53 | 50 | N |
| Male | 57 | 56 | 47 | N | 60 | 54.5 | 51 | N |
| Economically Disadvantaged Students | * | 63.5 | 48 | ** | * | 59 | 46 | ** |
| Students with Disabilities | 42 | 44 | 43 | ** | 51.5 | 56 | 45 | Met Standard |
| English Learners | N | N | 52 | ** | N | * | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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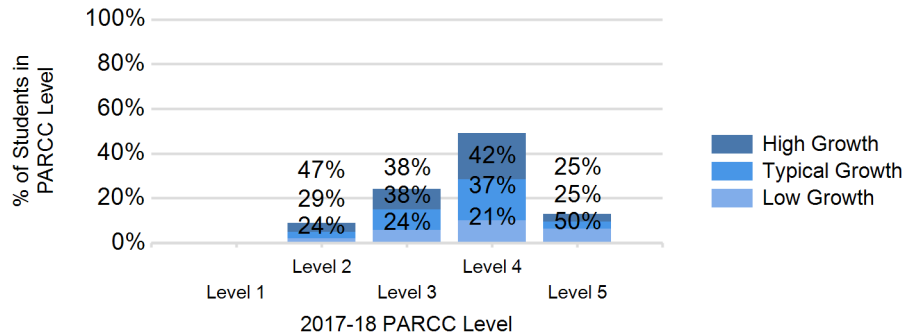
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

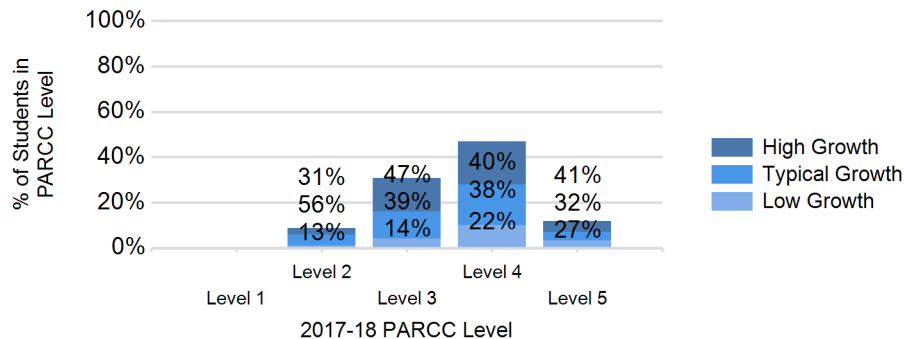
Student Growth by Performance Level

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

ELA



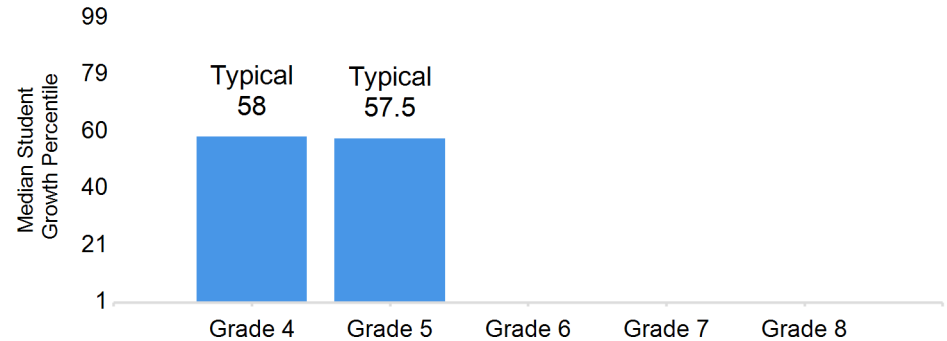
Math



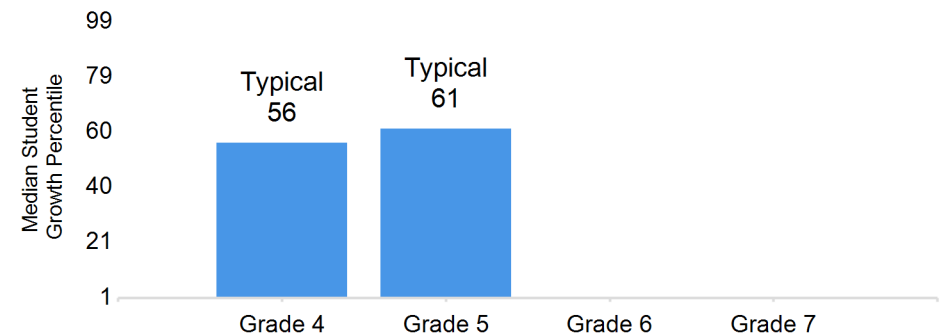
Student Growth by Grade

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

ELA



Math





Frank K. Hehny
(39-0850-030)
Grades Offered: KG-05
2018-2019

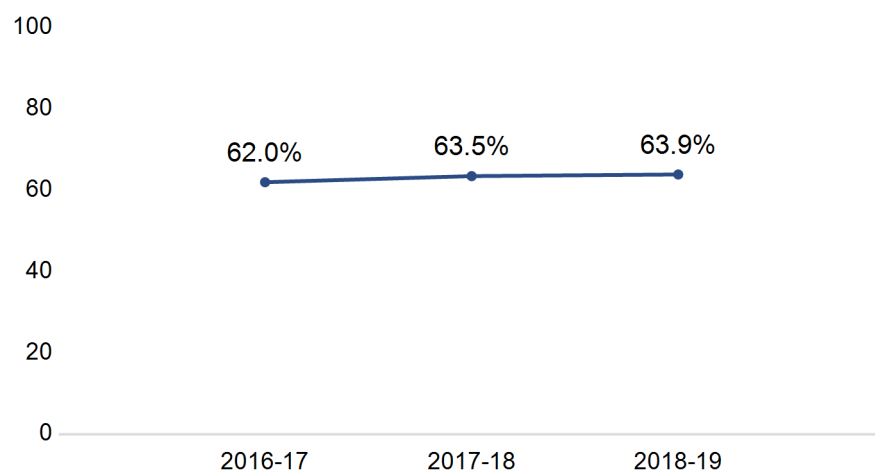
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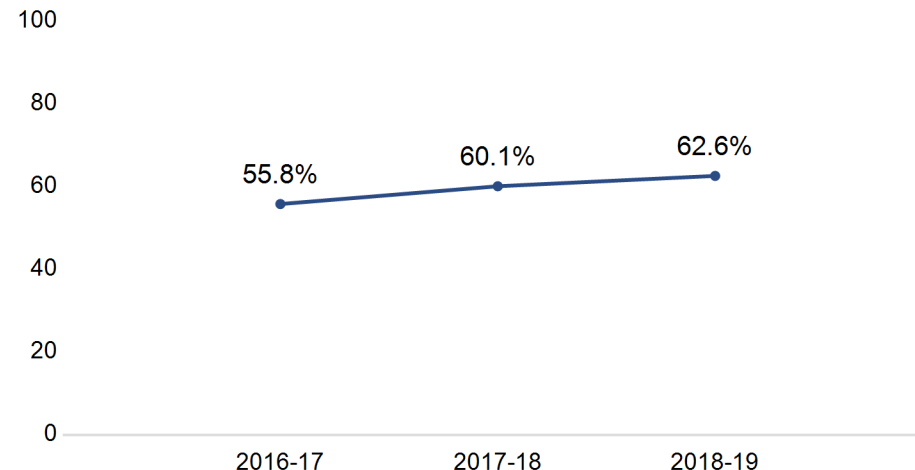
English Language Arts and Mathematics Performance Trends

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.

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 | 98.6% | 99.3% | 99.7% | 99.0% | 99.3% | 99.0% |
| Proficiency Rate for Federal Accountability | 62.0% | 63.5% | 63.9% | 55.8% | 60.1% | 62.6% |
| Annual Target | 63.0% | 63.9% | 64.8% | 66.1% | 66.9% | 67.6% |
| 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.



Frank K. Hehny
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Grades Offered: KG-05
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 | 296 | 99.7 | 63.9 | 68.1 | 57.9 | 63.9 | 64.8 | Met Target† |
| White | 244 | 99.6 | 63.5 | 67.8 | 66.9 | 63.5 | 65.6 | Met Target† |
| Hispanic | 36 | 100.0 | 58.3 | * | 43.9 | 58.3 | 54.5 | Met Target |
| Black or African American | * | * | * | * | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 76.3 | 82.9 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 56.0 | N | ** | ** |
| Two or More Races | N | N | N | * | 64.4 | N | ** | ** |
| Female | 141 | 100.0 | 68.1 | 75.9 | 64.8 | 68.1 | | |
| Male | 155 | 99.4 | 60.0 | 60.7 | 51.3 | 60.0 | | |
| Economically Disadvantaged Students | * | * | * | * | 40.0 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 67.9 | * | | |
| Students with Disabilities | 39 | 100.0 | 25.6 | 27.4 | 22.7 | 25.6 | 34.8 | Met Target† |
| Students without Disabilities | 257 | 99.6 | 69.6 | 76.4 | 65.1 | 69.6 | | |
| English Learners | N | N | N | * | 29.3 | N | ** | ** |
| Non-English Learners | 296 | 99.7 | 63.9 | * | 60.6 | 63.9 | | |
| Homeless Students | N | N | N | N | 29.1 | N | | |
| Students In Foster Care | N | N | N | N | 27.6 | N | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



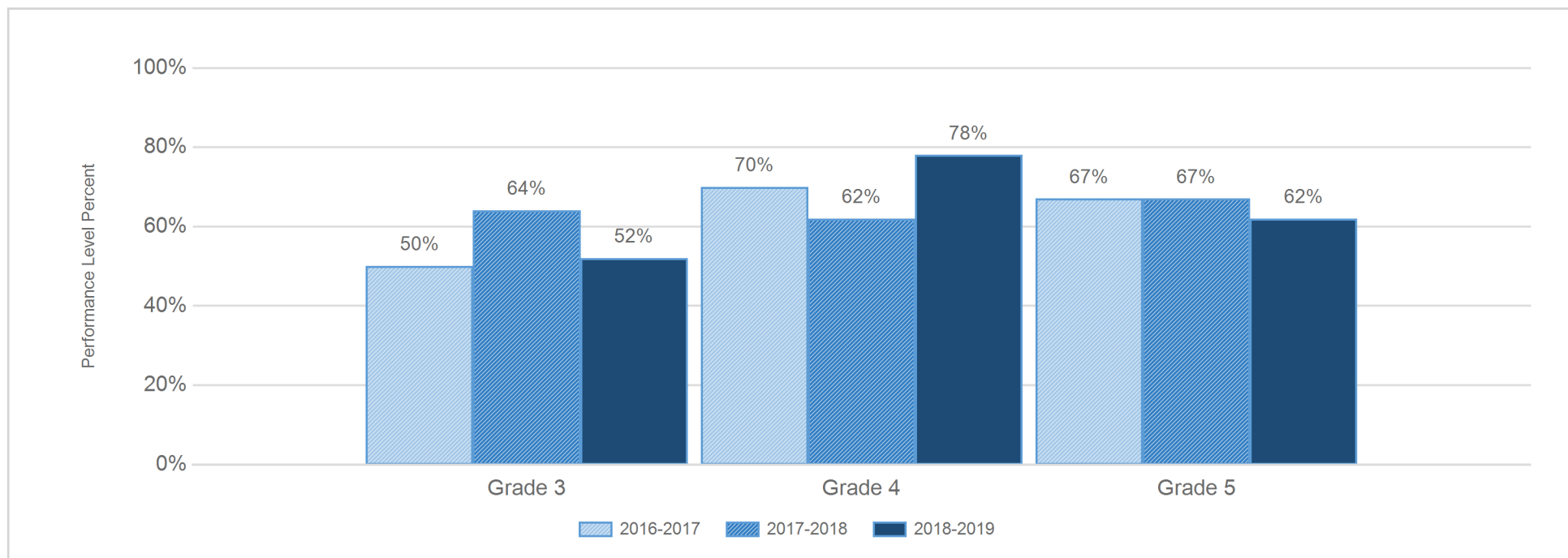
Frank K. Hehny
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Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





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Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 92 | 750 | 752 | 748 | * | 16% | 26% | * | * | 52% | 50% |
| White | 72 | 750 | 752 | 757 | * | 15% | 28% | * | * | 51% | 60% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 36% |
| Black or African American | N | N | N | 731 | N | N | N | N | N | N | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 773 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 756 | N | N | N | N | N | N | 58% |
| Female | 39 | 749 | 754 | 753 | * | * | 28% | * | * | 51% | 55% |
| Male | 53 | 750 | 749 | 743 | * | * | 25% | * | * | 53% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 61% |
| Students with Disabilities | * | * | * | 719 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 754 | * | * | * | * | * | * | 56% |
| English Learners | N | N | N | 713 | N | N | N | N | N | N | 17% |
| Non-English Learners | 92 | 750 | 752 | 751 | * | 16% | 26% | * | * | 52% | 54% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 23% |
| Students in Foster Care | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Military-Connected Students | N | N | N | 752 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24% |



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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 | 97 | 764 | 769 | 755 | * | * | 10% | 58% | 21% | 78% | 57% |
| White | 86 | 763 | * | 763 | * | * | 12% | 57% | 20% | 77% | 67% |
| Hispanic | * | * | 773 | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 53% |
| Two or More Races | N | N | N | 762 | N | N | N | N | N | N | 64% |
| Female | 50 | 771 | 775 | 760 | * | * | * | * | * | 84% | 62% |
| Male | 47 | 757 | 762 | 750 | * | * | * | * | * | 72% | 53% |
| Economically Disadvantaged Students | N | N | * | 740 | N | N | N | N | N | N | 40% |
| Non-Economically Disadvantaged Students | 97 | 764 | * | 765 | * | * | 10% | 58% | 21% | 78% | 69% |
| Students with Disabilities | 10 | 715 | 728 | 725 | * | * | * | * | * | 20% | 25% |
| Students without Disabilities | 87 | 770 | 777 | 761 | * | * | * | * | * | 85% | 64% |
| English Learners | N | N | N | 720 | N | N | N | N | N | N | 17% |
| Non-English Learners | 97 | 764 | 769 | 758 | * | * | 10% | 58% | 21% | 78% | 60% |
| Homeless Students | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 58% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25% |



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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 | 97 | 758 | 767 | 756 | * | * | 27% | * | * | 62% | 58% |
| White | 78 | 758 | 767 | 764 | * | * | 27% | * | * | 62% | 68% |
| Hispanic | 11 | 747 | * | 743 | * | * | * | * | * | 55% | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 781 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52% |
| Two or More Races | N | N | N | 762 | N | N | N | N | N | N | 65% |
| Female | 48 | 763 | 773 | 761 | * | * | 29% | * | * | 67% | 64% |
| Male | 49 | 753 | 762 | 750 | * | * | 24% | * | * | 57% | 52% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 11 | 724 | 743 | 724 | * | * | * | * | * | 18% | 23% |
| Students without Disabilities | 86 | 762 | 771 | 762 | * | * | * | * | * | 67% | 65% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 11% |
| Non-English Learners | 97 | 758 | * | 758 | * | * | 27% | * | * | 62% | 60% |
| Homeless Students | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26% |



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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 | 294 | 99.0 | 62.6 | 50.5 | 44.5 | 62.6 | 67.6 | Not Met |
| White | 242 | 98.8 | 63.6 | 51.0 | 54.1 | 63.6 | 68.9 | Not Met |
| Hispanic | 36 | 100.0 | 50.0 | * | 28.8 | 50.0 | 57.6 | Met Target† |
| Black or African American | * | * | * | * | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 64.1 | 76.5 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 42.7 | N | ** | ** |
| Two or More Races | N | N | N | * | 53.3 | N | ** | ** |
| Female | 141 | 100.0 | 61.7 | 49.3 | 44.9 | 61.7 | | |
| Male | 153 | 98.1 | 63.4 | 51.7 | 44.2 | 63.4 | | |
| Economically Disadvantaged Students | * | * | * | * | 26.3 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.9 | * | | |
| Students with Disabilities | 39 | 100.0 | 33.3 | * | 17.4 | 33.3 | 41 | Met Target† |
| Students without Disabilities | 255 | 98.8 | 67.1 | * | 50.0 | 67.1 | | |
| English Learners | N | N | N | * | 25.0 | N | ** | ** |
| Non-English Learners | 294 | 99.0 | 62.6 | * | 46.5 | 62.6 | | |
| Homeless Students | N | N | N | N | 17.1 | N | | |
| Students In Foster Care | N | N | N | N | 17.1 | N | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



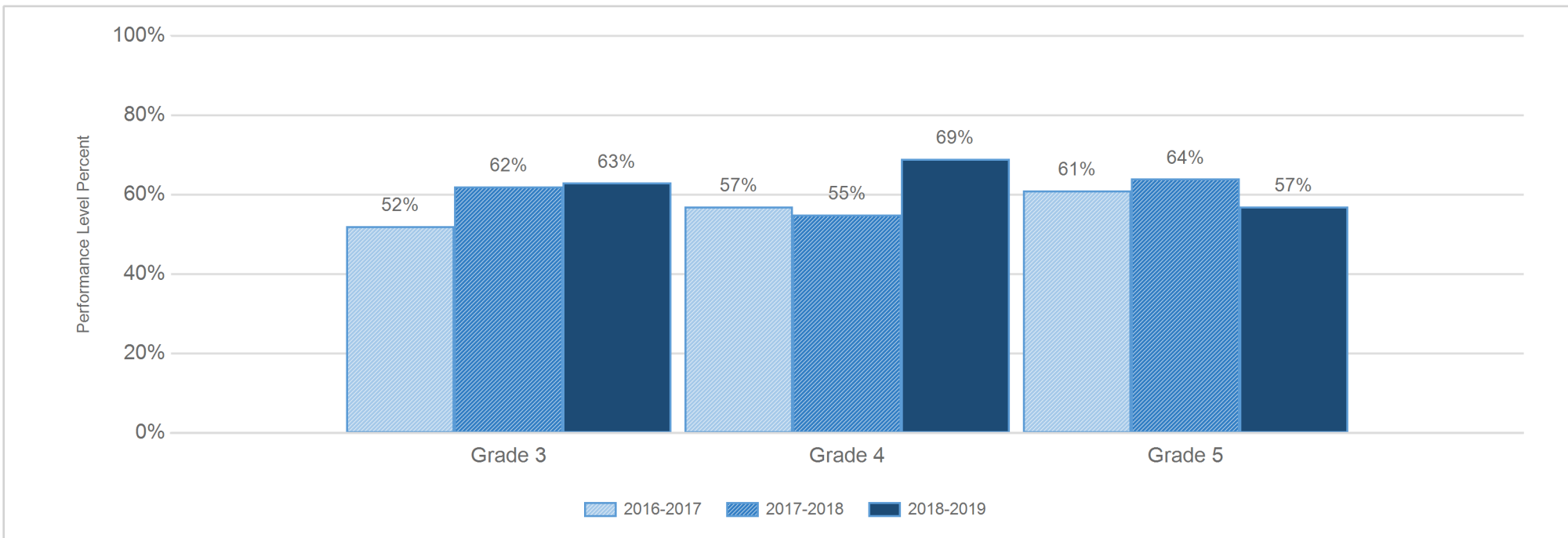
Frank K. Hehny
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Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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 | 92 | 756 | 759 | 752 | * | 11% | 24% | * | * | 63% | 55% |
| White | 72 | 757 | 760 | 760 | * | * | 24% | * | * | 65% | 66% |
| Hispanic | * | * | * | 739 | * | * | * | * | * | * | 40% |
| Black or African American | N | N | N | 735 | N | N | N | N | N | N | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 778 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 758 | N | N | N | N | N | N | 62% |
| Female | 39 | 749 | 757 | 751 | * | * | 31% | * | * | 51% | 54% |
| Male | 53 | 760 | 760 | 752 | * | * | 19% | * | * | 72% | 56% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 37% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 67% |
| Students with Disabilities | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Students without Disabilities | * | * | * | 756 | * | * | * | * | * | * | 60% |
| English Learners | N | N | N | 728 | N | N | N | N | N | N | 26% |
| Non-English Learners | 92 | 756 | 759 | 754 | * | 11% | 24% | * | * | 63% | 58% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 23% |
| Students in Foster Care | N | N | N | 725 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28% |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 98 | 759 | 759 | 749 | * | * | 21% | * | * | 69% | 51% |
| White | 87 | 758 | * | 757 | * | * | 24% | * | * | 67% | 62% |
| Hispanic | * | * | 755 | 737 | * | * | * | * | * | * | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 29% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 754 | N | N | N | N | N | N | 58% |
| Female | 50 | 759 | 758 | 749 | * | * | 20% | * | * | 72% | 50% |
| Male | 48 | 759 | 759 | 749 | * | * | 23% | * | * | 67% | 52% |
| Economically Disadvantaged Students | N | N | * | 734 | N | N | N | N | N | N | 32% |
| Non-Economically Disadvantaged Students | 98 | 759 | * | 759 | * | * | 21% | * | * | 69% | 63% |
| Students with Disabilities | 11 | 725 | 734 | 726 | * | * | 0% | * | * | 36% | 25% |
| Students without Disabilities | 87 | 763 | 764 | 754 | * | * | 24% | * | * | 74% | 56% |
| English Learners | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Non-English Learners | 98 | 759 | 759 | 751 | * | * | 21% | * | * | 69% | 54% |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 19% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16% |



Frank K. Hehny
(39-0850-030)
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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 95 | 758 | 762 | 747 | 0% | 13% | 31% | 42% | 15% | 57% | 47% |
| White | 76 | 758 | 763 | 755 | 0% | * | 29% | * | * | 61% | 58% |
| Hispanic | 11 | 739 | * | 735 | 0% | * | * | * | * | 27% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 23% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 753 | N | N | N | N | N | N | 55% |
| Female | 48 | 758 | 762 | 747 | 0% | * | 29% | * | * | 63% | 47% |
| Male | 47 | 758 | 762 | 747 | 0% | * | 32% | * | * | 51% | 47% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Students with Disabilities | 11 | 733 | 745 | 725 | 0% | * | * | * | * | 27% | 19% |
| Students without Disabilities | 84 | 761 | 765 | 752 | 0% | * | * | * | * | 61% | 52% |
| English Learners | N | N | * | 718 | N | N | N | N | N | N | 12% |
| Non-English Learners | 95 | 758 | * | 749 | 0% | 13% | 31% | 42% | 15% | 57% | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 17% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17% |



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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 | * | * | * |



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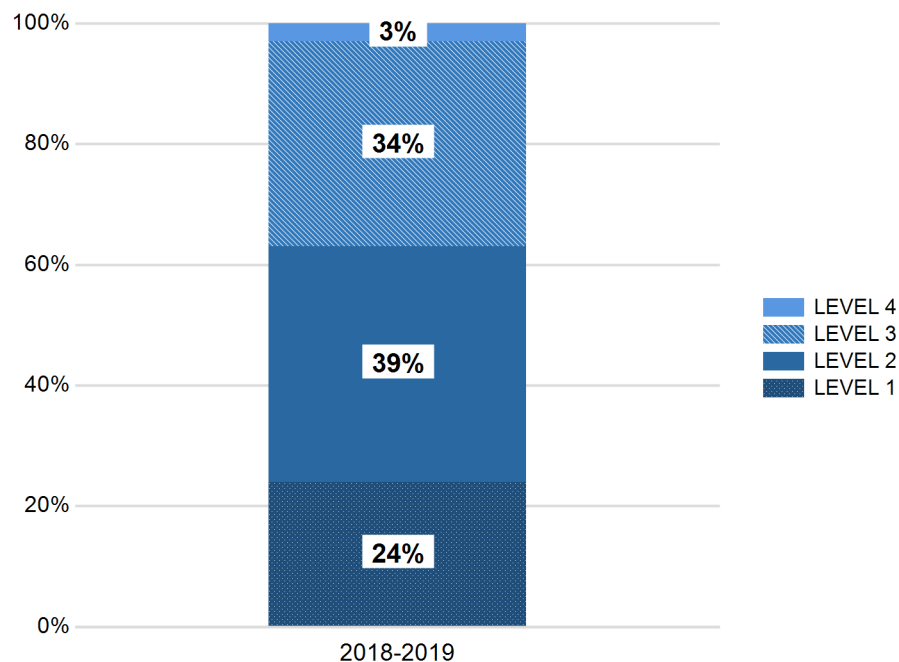
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 | 24 | 39 | 34 | 3 |
| White | 21 | 42 | 35 | 3 |
| Hispanic | 55 | 27 | 18 | 0 |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 27 | 42 | 29 | 2 |
| Male | 20 | 37 | 39 | 4 |
| Economically Disadvantaged Students | * | * | * | * |
| Non-Economically Disadvantaged Students | * | * | * | * |
| Students with Disabilities | 55 | 27 | 18 | 0 |
| Students without Disabilities | 20 | 41 | 36 | 3 |
| English Learners | N | N | N | N |
| Non-English Learners | 24 | 39 | 34 | 3 |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



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

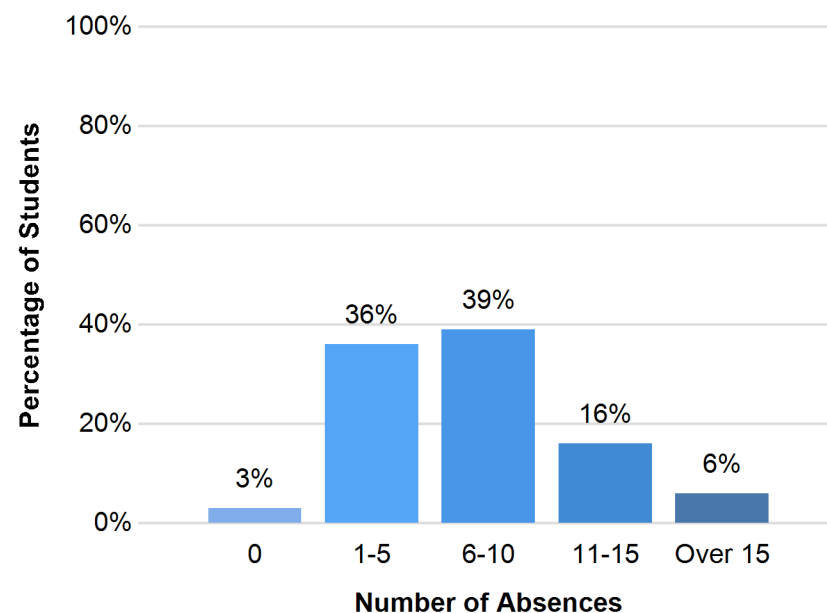
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|--|---------------|--------------------|
| Schoolwide | 16 | 3.0 | 8.9 | Met |
| White | 10 | 2.3 | 8.9 | Met |
| Hispanic | 5 | 7.0 | 8.9 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | * | * | 8.9 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 7 | 2.6 | | |
| Male | 9 | 3.4 | | |
| Economically Disadvantaged Students | 1 | 7.1 | ** | ** |
| Students with Disabilities | 2 | 3.0 | 8.9 | Met |
| English Learners | * | * | ** | ** |
| 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.





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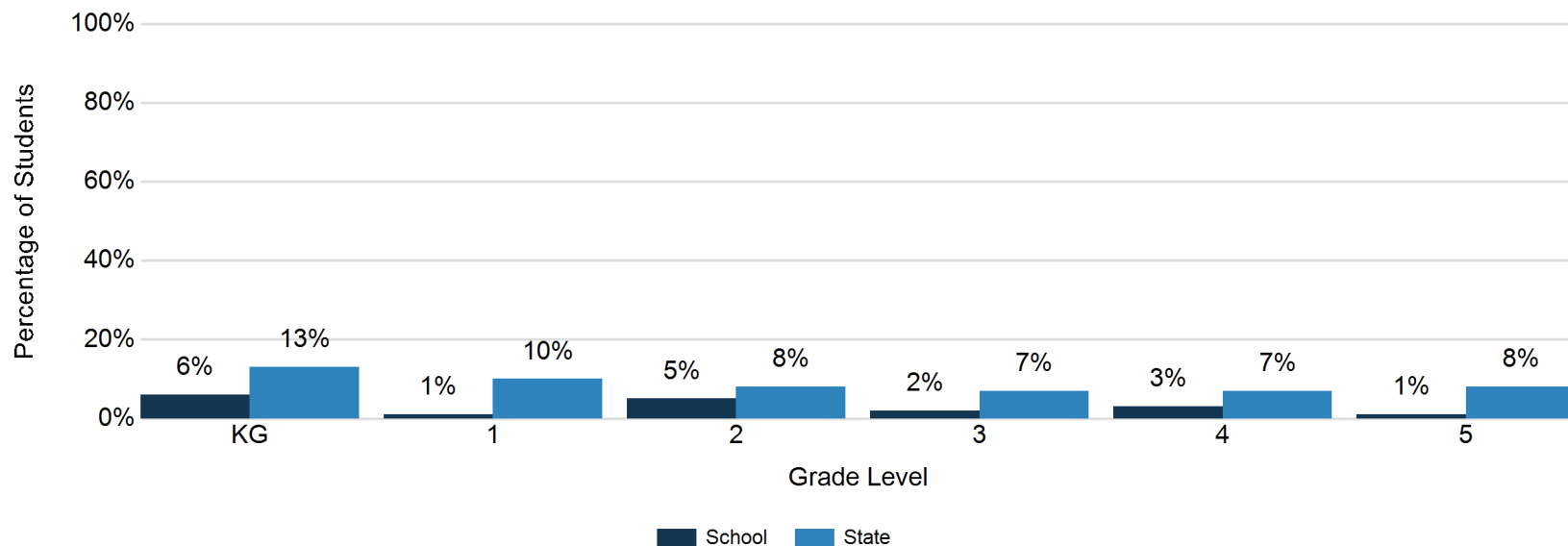
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 1 |
| Incidents Per 100 Students Enrolled | 0.19 |

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 | 0 | 1 | 1 |
| No Identified Nature | 2 | | 2 |

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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(39-0850-030)

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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 | 8:40 AM |
| Typical End Time | 2:55 PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 15 Mins |
| Shared Time - Instructional Time | 5 Hrs. 15 Mins. |

Device Ratios

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

| School Year | Student to Device Ratio |
|-------------|-------------------------|
| 2018-19 | 5.4:1 |



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 40 | 118,214 |
| Average years experience in public schools | 12.7 | 12.1 |
| Average years experience in district | 12.1 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 78.9% | 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 | 14 | 9,530 |
| Average years experience in public schools | 14.6 | 16.0 |
| Average years experience in district | 11.3 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 64.3% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 13:1 | 12:1 |
| Students to Administrators | 269:1 | 159:1 |
| Teachers to Administrators | 20:1 | 13:1 |
| Students to Librarians/Media Specialists | | 2232:1 |
| Students to Nurses | | 446:1 |
| Students to Counselors | | 319:1 |
| Students to Child Study Team Members | | 372:1 |



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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 | 50.7% | 95.0% | 100.0% | 48.4% | 77.1% | 54.9% |
| Male | 49.3% | 5.0% | 0.0% | 51.6% | 22.9% | 45.1% |
| White | 80.4% | 100.0% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 13.0% | 0.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 0.9% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 5.4% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.2% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 0.0% | 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 | 91.7% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 92.3% | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19 | 97.3% |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 62.0% | 63.5% | 63.9% |
| Math Proficiency | 55.8% | 60.1% | 62.6% |
| ELA Growth | 46 | 52 | 58 |
| Math Growth | 59 | 65 | 59 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 2.8% | 2.9% | 3.0% |

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



Frank K. Hehny
(39-0850-030)
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](#).

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

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



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School Narrative

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



Highlights:

- Hehny School “Opening Minds, Touching Hearts, and Believing in Our Future.” Acceptance & positive self-esteem lead to students’ success.
- A technology-integrated language arts program includes science & social studies learning. Math is taught with the EveryDay Math Program.
- The Hehny H.E.R.O.s, Buddy Class, K-Kids, and Mentor Links clubs, our P.R.I. D.E. initiative and a supportive PTA promote a safe and caring learning environment.



Mission, Vision, Theme:

Frank K. Hehny School believes in the education of the whole child. Our motto, “Opening Minds, Touching Hearts, and Believing in Our Future” is rooted in the belief that students’ success is directly related to feelings of acceptance and positive self-esteem. We have programs in place to promote a bully-free, caring learning environment that nurture the inspiration for academic excellence. They complement our strong academic programs, based on the NJ Student Learning Standards, rich in language arts literacy, math, and content area curriculums, and designed with the end in mind.



Awards, Recognition, Accomplishments:

The Frank K. Hehny PTA provided funds for materials for each grade level team and support services teams through a “Wishlist” Program. Hehny School qualified for the NJTSS ER Grant, becoming a member of the Cohort 3 literacy support program. Students have been recognized for their poetry, essays, and posters for various contests at the district, community, and county levels.





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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Language literacy, science, and social studies skills are developed within a comprehensive, technology-integrated language arts program through a literature-based anthology. Math instruction is facilitated with the Every Day Math Program spiraling approach. Academic enrichment programs provide differentiated learning for accelerated, at risk, and ESL learners. Other special programs include guidance, speech, computer, world language, art, music, and physical education lessons to promote an appreciation of the cultural arts, cultural diversity, good health, and good sportsmanship.</p> |
|  <p>Clubs and Activities:</p> | <p>Hehny School offers students art and music enrichment programs with recess clubs, including art, select chorus, and technology. There is a spring musical to showcase students' thespian talents. We hold a cultural diversity fair and an elementary science fair. A reading incentive program promotes a love of recreational reading. There are service learning groups as well, including recycling, and K-Kids initiatives. Safety patrols and student council are role models for students teaching them responsibility and good citizenship.</p> |





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| | |
|---|---|
|  <p>Before and After School Programs:</p> | <p>Parents have opportunity to enroll students in the before and aftercare programs. Counselors guide students through homework, offer games and art and craft projects, and promote physical activities. Students interact with grade level peers and share in a snack time and special programs or assemblies.</p> |
|  <p>Staff and Professional Learning:</p> | <p>We learn as a collaborative team. Professional development is a key component to keep abreast of current, effective instructional practices. Teachers participate in curriculum and instructional articulation, workshops, or data analysis of summative assessments. The district supports teachers' requests for outside professional development sessions. Curriculum representatives present workshops on district professional development days. Administrators are instructional leaders throughout the year and actively participate in new teacher orientation sessions.</p> |






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| | |
|--|---|
|  <p>Student Supports and Services:</p> | <p>At risk learner support includes ESL. Speech IEPs are implemented for at risk speech and language learners. An I&RS team meets monthly to provide interventions and strategies for teachers of struggling learners. Recommendations include ELA and math push-in and pullout support. An early morning ELA program is offered for students needing intensive support. Mainstream and inclusion programs are available for students with disabilities. A support team including a school nurse and counselor implement programs for 504 students and those identified with social emotional needs.</p> |
|  <p>Student Health and Wellness:</p> | <p>The Hehny HEROs Club spreads an anti-bullying message. The "Making a Difference" Recognition Program celebrates students for making a difference. The Buddy Class Program gives students' opportunities to work together and make new friendships. The "Morning Meeting" builds positive connections between classmates and teachers. The K-Kids Program is a service-learning program that teaches students to give back to the community. "Mentor Links," establishes newly formed social relationships between the special needs and general education population. Third grade teachers piloted an SEL program during class morning meetings.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Hehny School is so fortunate to have an active PTA. It sponsors assemblies, family events, and student activities to further promote our goals and to bridge the home to school connection. They contribute to school beautification projects by updating the stage sound system, the outside playground area, and staff room. They also purchased new shades for our all-purpose room, to name a few. It is one that makes a positive impact on the school community. The PTA also publicizes school activities and events in the media and keeps parents informed with a weekly electronic communiqué, the Loop!</p> |



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Other Information

Hehny School is a grade kindergarten through five school with 541 students enrolled with 25 homerooms, including two self-contained classes. Dedicated teachers and staff whose primary goal is to provide students with a quality education in a safe and caring environment prepare students to believe in themselves as lifelong learners and active, informed citizens. The principal welcomes students and staff and commemorates 9/11 at a Welcome Back Assembly. The local fire volunteers and police officers present assemblies to promote fire prevention and school violence awareness, respectively. Red Ribbon Week activities include a school-wide "Walk against Drugs" walk. The district Student Assistance Counselor delivers lessons to promote wellness with topics including making goals, anti-smoking and drug education, and Internet safety. Local veterans participate in a Veteran's Day celebration and a Memorial Day Tribute to fallen heroes. An after school 8-week robotics club is offered and a grade 3– 5 gifted and talented program. The recycling club sends "keep the community green" messages. The student council and K-Kids sponsor drives and fundraisers for the needy. The school counselor coordinates Week of Respect and anti-bully activities throughout the year including "Mix-t Up Day. The Hehny H.E.R.O.s and Buddy Class programs promote good character and building positive peer relationships. The school day includes daily specials and common teacher preps on a 6-day rotation. Incoming kindergarten students participate in an orientation program. "Move-up Day" on the last day of school gives all students the chance to meet their teachers for the upcoming school year. Parents are welcome to escort children to class on the first day, visit as guest readers and other special parent events. Parents are informed of programs and events through a monthly publication, an open-door policy, and a twenty-four-hour response to concerns.



Valley Road School
(39-0850-040)
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Valley Road School
(39-0850-040)
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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Union |
| District | Clark Township Public School District |
| Principal Name | Mr. Joseph Beltramba |
| Address | 150 VALLEY ROAD CLARK, NJ 07066 |
| Phone Number | 732-388-7900 |
| Email Address | jbeltramba@clarkschools.org |
| Website | http://vrs.clarkschools.org/ |
| Facebook | https://www.facebook.com/valleyroadschool |



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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 | 74 | 83 | 81 |
| 1 | 75 | 72 | 82 |
| 2 | 81 | 77 | 75 |
| 3 | 78 | 80 | 74 |
| 4 | 75 | 78 | 74 |
| 5 | 63 | 76 | 85 |
| Total | 446 | 466 | 471 |

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 | 51.1% | 51.1% | 51.2% |
| Male | 48.9% | 48.9% | 48.8% |
| Economically Disadvantaged Students | 7.0% | 4.5% | 3.6% |
| Students with Disabilities | 19.7% | 21.9% | 20.8% |
| English Learners | 0.4% | 0.6% | 1.1% |
| Homeless Students | 0.0% | 0.0% | 0.0% |
| 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 | 90.4% | 87.8% | 86.0% |
| Hispanic | 7.0% | 7.5% | 8.3% |
| Black or African American | 0.0% | 0.0% | 0.4% |
| Asian | 2.7% | 3.9% | 4.5% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.9% | 0.8% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0.0% | 0.0% | 0.0% |

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 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 74 | 83 | 81 |

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 | 92.8% |
| Polish | 3.0% |
| Spanish | 1.7% |
| Portuguese | 1.1% |
| Other Languages | 1.5% |



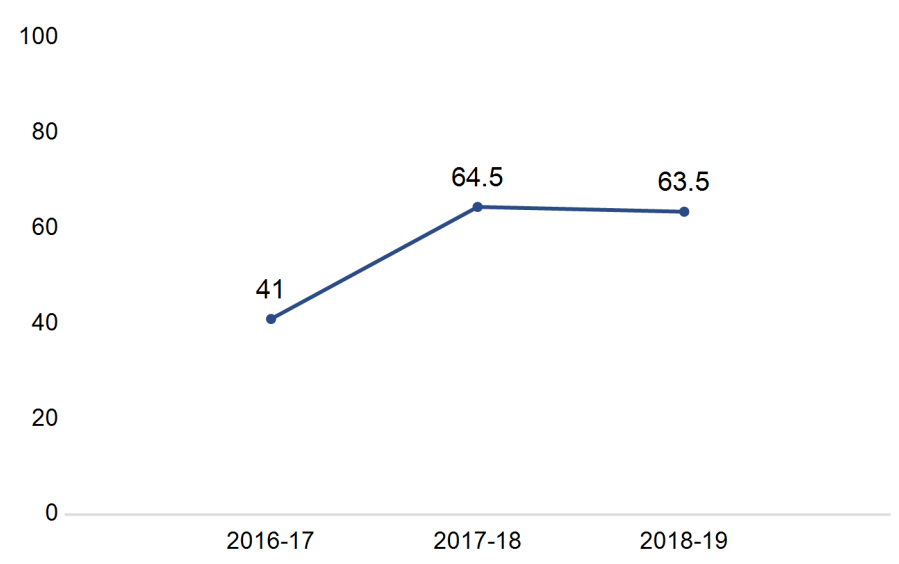
Valley Road School
 (39-0850-040)
 Grades Offered: KG-05
 2018-2019

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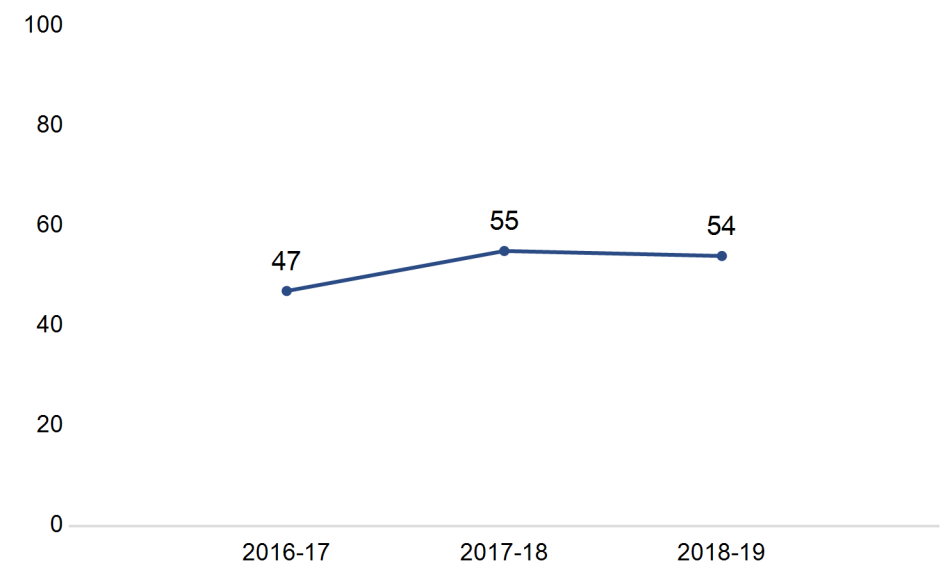
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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 | 41 | 64.5 | 63.5 | 47 | 55 | 54 |
| 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 | 63.5 | 59 | 50 | Exceeds Standard | 54 | 54 | 50 | Met Standard |
| White | 63 | 59 | 50 | Exceeds Standard | 55 | 54 | 52 | Met Standard |
| Hispanic | 81 | 61 | 49 | ** | 42.5 | 52 | 47 | ** |
| Black or African American | N | * | 45 | ** | N | * | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 57.5 | 59 | ** | * | 61.5 | 60 | ** |
| American Indian or Alaska Native | N | N | 56 | ** | N | N | 51.5 | ** |
| Two or More Races | N | * | 49 | ** | N | * | 52 | ** |
| Female | 67 | 62 | 53 | N | 55.5 | 53 | 50 | N |
| Male | 59 | 56 | 47 | N | 52 | 54.5 | 51 | N |
| Economically Disadvantaged Students | * | 63.5 | 48 | ** | * | 59 | 46 | ** |
| Students with Disabilities | 56.5 | 44 | 43 | Met Standard | 57.5 | 56 | 45 | Met Standard |
| English Learners | N | N | 52 | ** | * | * | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | N | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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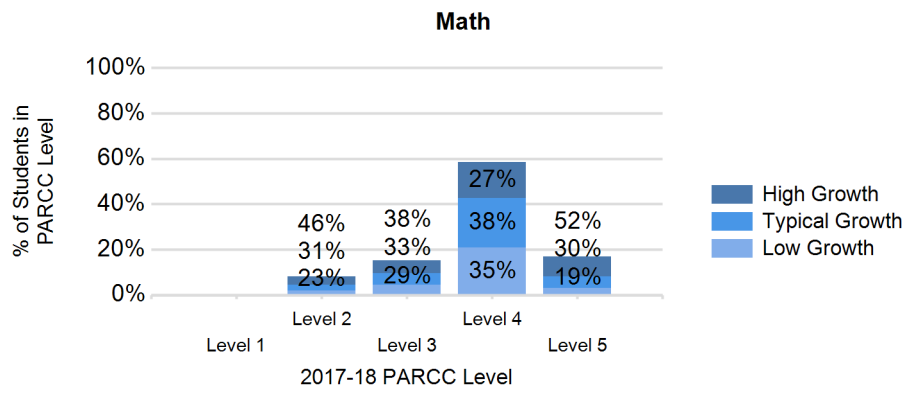
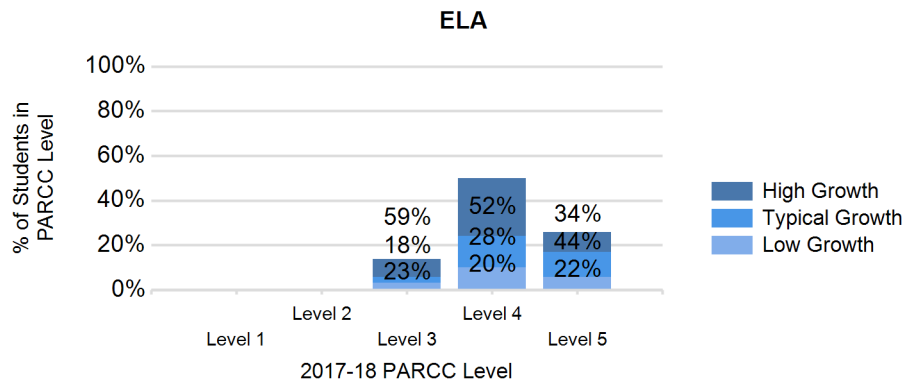
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

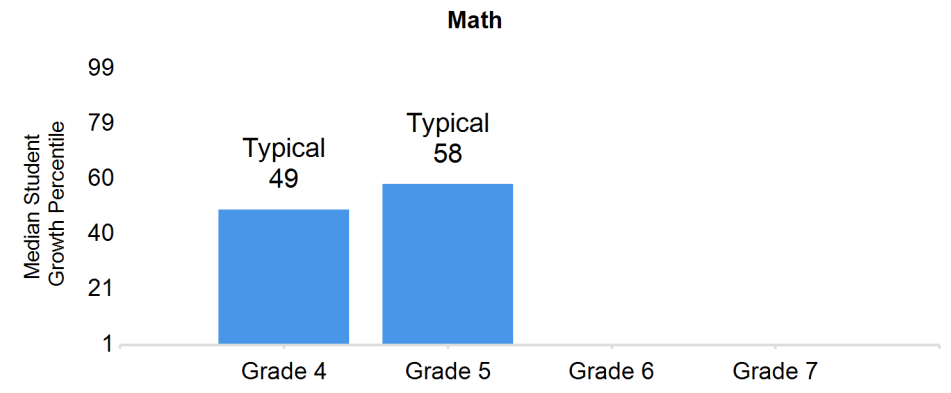
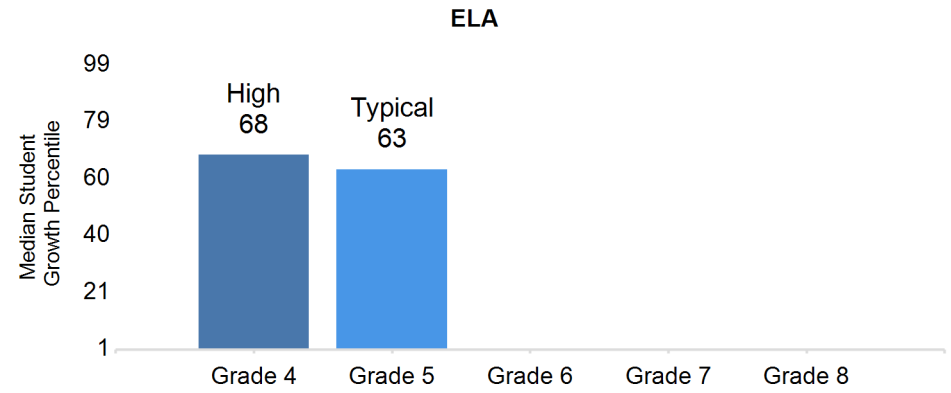
Student Growth by Performance Level

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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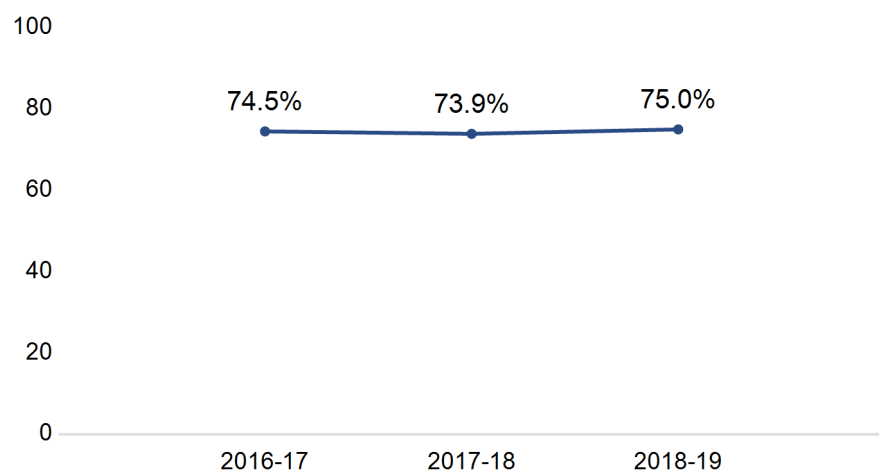
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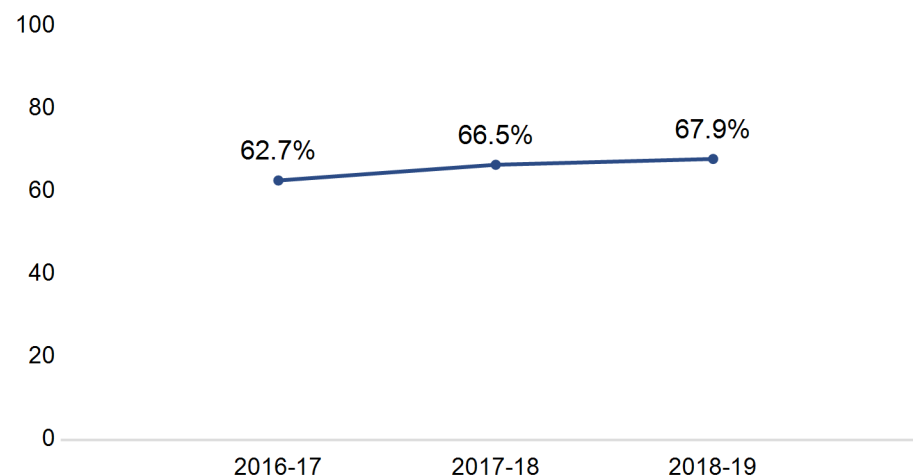
English Language Arts and Mathematics Performance Trends

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 | 98.6% | 99.6% | 99.6% | 98.6% | 99.6% | 99.6% |
| Proficiency Rate for Federal Accountability | 74.5% | 73.9% | 75.0% | 62.7% | 66.5% | 67.9% |
| Annual Target | 69.7% | 70.3% | 70.8% | 59.8% | 60.8% | 61.9% |
| Met Annual Target? | Met Target | Met Target | Met Target | Met Target | Met Target | Met Target |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



Valley Road School
(39-0850-040)
Grades Offered: KG-05
2018-2019

Report Key:

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

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 236 | 99.6 | 75.0 | 68.1 | 57.9 | 75.0 | 70.8 | Met Target |
| White | 215 | 99.5 | 74.4 | 67.8 | 66.9 | 74.4 | 71.6 | Met Target |
| Hispanic | * | * | * | * | 43.9 | * | ** | ** |
| Black or African American | N | N | N | * | 38.5 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 76.3 | 82.9 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 56.0 | N | ** | ** |
| Two or More Races | N | N | N | * | 64.4 | N | ** | ** |
| Female | 124 | 99.2 | 79.8 | 75.9 | 64.8 | 79.8 | | |
| Male | 112 | 100.0 | 69.6 | 60.7 | 51.3 | 69.6 | | |
| Economically Disadvantaged Students | 11 | 100.0 | 72.7 | * | 40.0 | 72.7 | ** | ** |
| Non-Economically Disadvantaged Students | 225 | 99.6 | 75.1 | * | 67.9 | 75.1 | | |
| Students with Disabilities | 53 | 98.1 | 41.5 | 27.4 | 22.7 | 41.5 | 48.5 | Met Target† |
| Students without Disabilities | 183 | 100.0 | 84.7 | 76.4 | 65.1 | 84.7 | | |
| English Learners | * | * | * | * | 29.3 | * | ** | ** |
| Non-English Learners | * | * | * | * | 60.6 | * | | |
| Homeless Students | N | N | N | N | 29.1 | N | | |
| Students In Foster Care | N | N | N | N | 27.6 | N | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



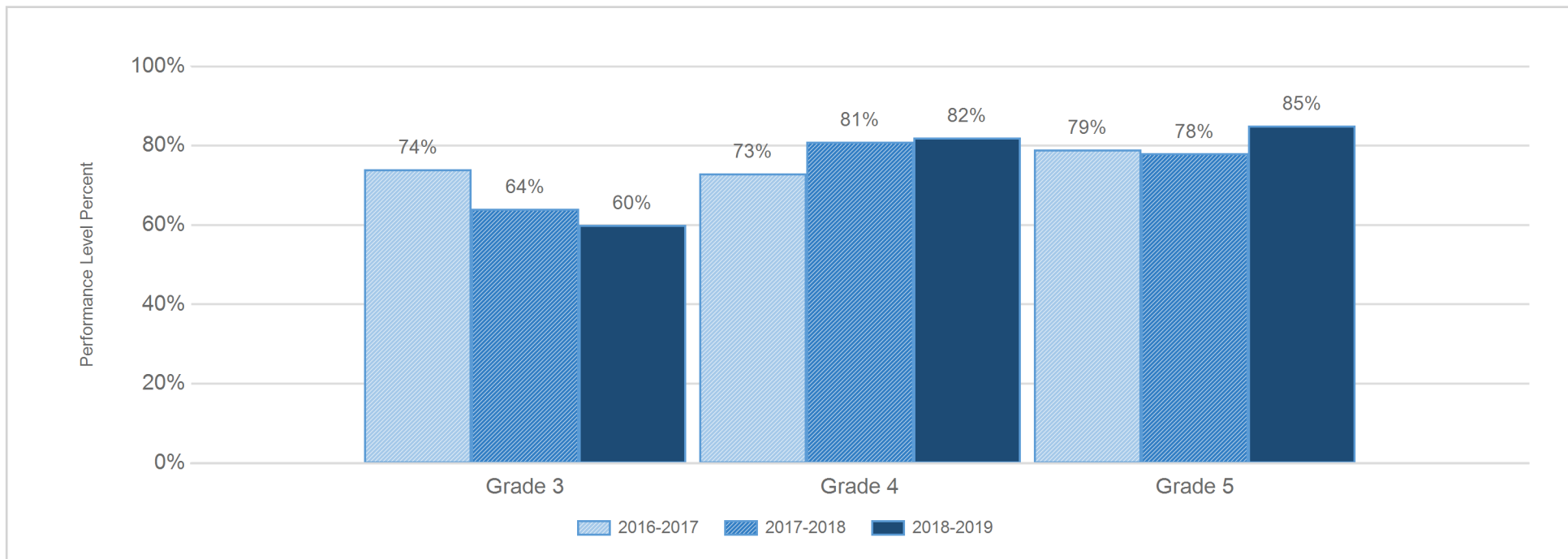
Valley Road School
 (39-0850-040)
 Grades Offered: KG-05
 2018-2019

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.





Valley Road School
(39-0850-040)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 75 | 754 | 752 | 748 | * | * | 23% | * | * | 60% | 50% |
| White | 69 | 754 | 752 | 757 | * | * | 23% | * | * | 58% | 60% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 36% |
| Black or African American | N | N | N | 731 | N | N | N | N | N | N | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 773 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 756 | N | N | N | N | N | N | 58% |
| Female | 44 | 758 | 754 | 753 | * | * | * | * | * | 64% | 55% |
| Male | 31 | 748 | 749 | 743 | * | * | * | * | * | 55% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 20 | 728 | * | 719 | * | * | * | * | * | 35% | 24% |
| Students without Disabilities | 55 | 764 | * | 754 | * | * | * | * | * | 69% | 56% |
| English Learners | N | N | N | 713 | N | N | N | N | N | N | 17% |
| Non-English Learners | 75 | 754 | 752 | 751 | * | * | 23% | * | * | 60% | 54% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 23% |
| Students in Foster Care | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Military-Connected Students | N | N | N | 752 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24% |



Valley Road School
(39-0850-040)
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 | 76 | 775 | 769 | 755 | * | * | * | 47% | 34% | 82% | 57% |
| White | * | * | * | 763 | * | * | * | * | * | * | 67% |
| Hispanic | * | * | 773 | 743 | * | * | * | * | * | * | 44% |
| Black or African American | N | N | * | 739 | N | N | N | N | N | N | 39% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | * | 779 | N | N | N | N | N | N | 82% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 53% |
| Two or More Races | N | N | N | 762 | N | N | N | N | N | N | 64% |
| Female | 39 | 781 | 775 | 760 | * | * | * | 56% | 33% | 90% | 62% |
| Male | 37 | 768 | 762 | 750 | * | * | * | 38% | 35% | 73% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 18 | 735 | 728 | 725 | * | * | * | * | * | 44% | 25% |
| Students without Disabilities | 58 | 787 | 777 | 761 | * | * | * | * | * | 93% | 64% |
| English Learners | N | N | N | 720 | N | N | N | N | N | N | 17% |
| Non-English Learners | 76 | 775 | 769 | 758 | * | * | * | 47% | 34% | 82% | 60% |
| Homeless Students | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 58% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25% |



Valley Road School
(39-0850-040)
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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 | 84 | 778 | 767 | 756 | * | * | 12% | 61% | 24% | 85% | 58% |
| White | 76 | 777 | 767 | 764 | * | * | * | 63% | 21% | 84% | 68% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | N | N | * | 739 | N | N | N | N | N | N | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 781 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52% |
| Two or More Races | N | N | N | 762 | N | N | N | N | N | N | 65% |
| Female | 43 | 784 | 773 | 761 | * | * | * | * | * | 86% | 64% |
| Male | 41 | 772 | 762 | 750 | * | * | * | * | * | 83% | 52% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 12 | 760 | 743 | 724 | * | * | * | * | * | 58% | 23% |
| Students without Disabilities | 72 | 781 | 771 | 762 | * | * | * | * | * | 89% | 65% |
| English Learners | * | * | * | 713 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26% |



Valley Road School
(39-0850-040)
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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 | 237 | 99.6 | 67.9 | 50.5 | 44.5 | 67.9 | 61.9 | Met Target |
| White | 215 | 99.5 | 68.4 | 51.0 | 54.1 | 68.4 | 62.1 | Met Target |
| Hispanic | * | * | * | * | 28.8 | * | ** | ** |
| Black or African American | N | N | N | * | 23.0 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 64.1 | 76.5 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 42.7 | N | ** | ** |
| Two or More Races | N | N | N | * | 53.3 | N | ** | ** |
| Female | 125 | 99.2 | 66.4 | 49.3 | 44.9 | 66.4 | | |
| Male | 112 | 100.0 | 69.6 | 51.7 | 44.2 | 69.6 | | |
| Economically Disadvantaged Students | 11 | 100.0 | 81.8 | * | 26.3 | 81.8 | ** | ** |
| Non-Economically Disadvantaged Students | 226 | 99.6 | 67.3 | * | 54.9 | 67.3 | | |
| Students with Disabilities | 53 | 98.1 | 43.4 | * | 17.4 | 43.4 | 38.4 | Met Target |
| Students without Disabilities | 184 | 100.0 | 75.0 | * | 50.0 | 75.0 | | |
| English Learners | * | * | * | * | 25.0 | * | ** | ** |
| Non-English Learners | * | * | * | * | 46.5 | * | | |
| Homeless Students | N | N | N | N | 17.1 | N | | |
| Students In Foster Care | N | N | N | N | 17.1 | N | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



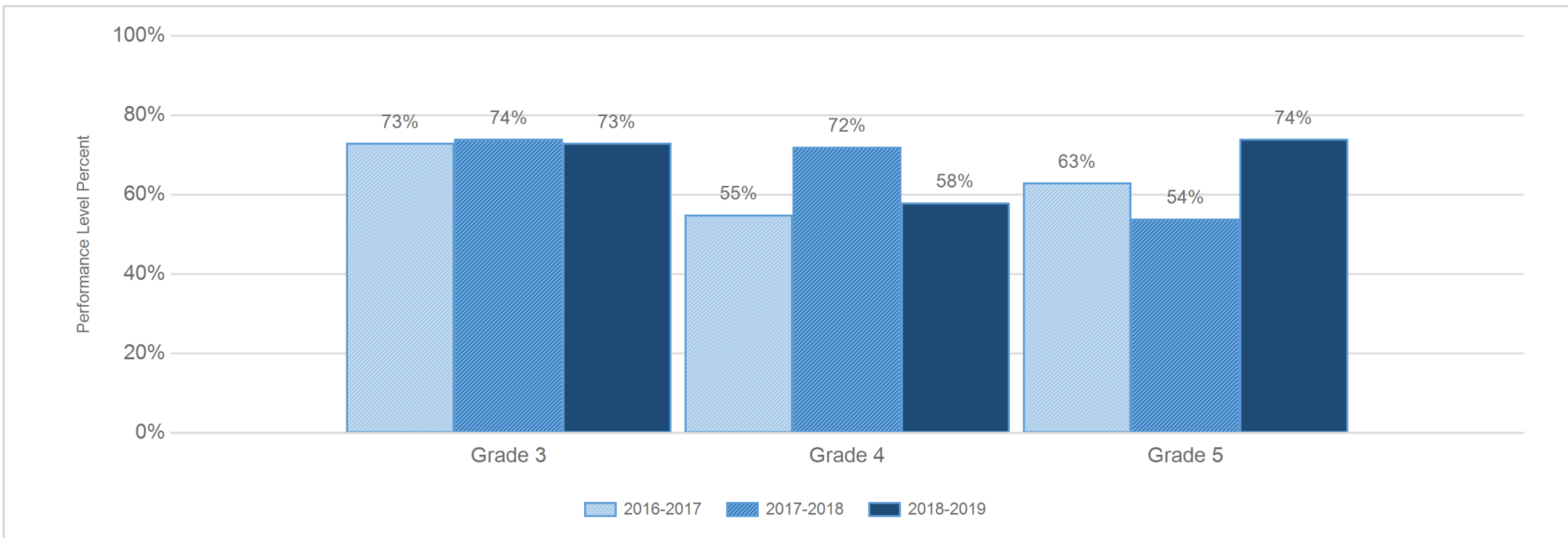
Valley Road School
(39-0850-040)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Valley Road School
(39-0850-040)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 75 | 763 | 759 | 752 | * | * | 23% | 59% | 15% | 73% | 55% |
| White | 69 | 762 | 760 | 760 | * | * | 23% | 57% | 16% | 72% | 66% |
| Hispanic | * | * | * | 739 | * | * | * | * | * | * | 40% |
| Black or African American | N | N | N | 735 | N | N | N | N | N | N | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 778 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 758 | N | N | N | N | N | N | 62% |
| Female | 44 | 764 | 757 | 751 | * | * | * | * | * | 73% | 54% |
| Male | 31 | 760 | 760 | 752 | * | * | * | * | * | 74% | 56% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 37% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 67% |
| Students with Disabilities | 20 | 747 | * | 731 | * | * | * | * | * | 50% | 31% |
| Students without Disabilities | 55 | 768 | * | 756 | * | * | * | * | * | 82% | 60% |
| English Learners | N | N | N | 728 | N | N | N | N | N | N | 26% |
| Non-English Learners | 75 | 763 | 759 | 754 | * | * | 23% | 59% | 15% | 73% | 58% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 23% |
| Students in Foster Care | N | N | N | 725 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28% |



Valley Road School
(39-0850-040)
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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 | 76 | 759 | 759 | 749 | * | * | 29% | * | * | 58% | 51% |
| White | * | * | * | 757 | * | * | * | * | * | * | 62% |
| Hispanic | * | * | 755 | 737 | * | * | * | * | * | * | 36% |
| Black or African American | N | N | * | 731 | N | N | N | N | N | N | 29% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | * | 776 | N | N | N | N | N | N | 82% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 754 | N | N | N | N | N | N | 58% |
| Female | 39 | 757 | 758 | 749 | * | * | * | * | * | 51% | 50% |
| Male | 37 | 760 | 759 | 749 | * | * | * | * | * | 65% | 52% |
| Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 18 | 739 | 734 | 726 | * | * | * | * | * | 33% | 25% |
| Students without Disabilities | 58 | 765 | 764 | 754 | * | * | * | * | * | 66% | 56% |
| English Learners | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Non-English Learners | 76 | 759 | 759 | 751 | * | * | 29% | * | * | 58% | 54% |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 19% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16% |



Valley Road School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 85 | 767 | 762 | 747 | * | * | 16% | 54% | 20% | 74% | 47% |
| White | 76 | 767 | 763 | 755 | * | * | 16% | 57% | 18% | 75% | 58% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | N | N | * | 729 | N | N | N | N | N | N | 23% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 753 | N | N | N | N | N | N | 55% |
| Female | 44 | 767 | 762 | 747 | * | * | * | * | * | 73% | 47% |
| Male | 41 | 767 | 762 | 747 | * | * | * | * | * | 76% | 47% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Students with Disabilities | 12 | 756 | 745 | 725 | * | * | * | * | * | 58% | 19% |
| Students without Disabilities | 73 | 769 | 765 | 752 | * | * | * | * | * | 77% | 52% |
| English Learners | * | * | * | 718 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 17% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17% |



Valley Road School
(39-0850-040)
Grades Offered: KG-05
2018-2019

Report Key:

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DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | * | * |
| 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 | * | * | * |
| 3-4 | N | N | N |
| 5 or more | N | N | N |



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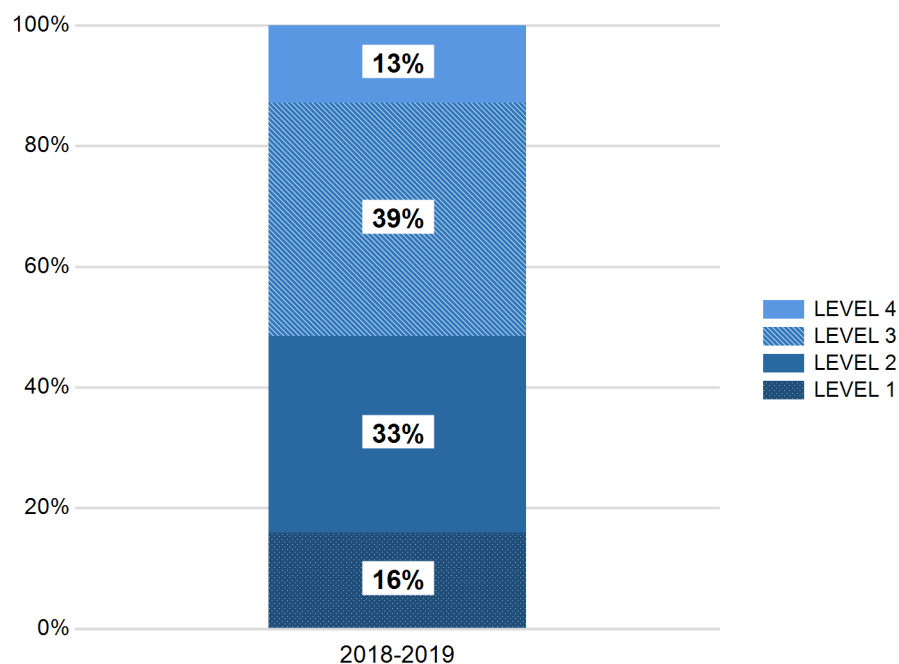
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 | 16 | 33 | 39 | 13 |
| White | 15 | 35 | 39 | 12 |
| Hispanic | * | * | * | * |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 16 | 33 | 35 | 16 |
| Male | 15 | 33 | 43 | 10 |
| Economically Disadvantaged Students | * | * | * | * |
| Non-Economically Disadvantaged Students | * | * | * | * |
| Students with Disabilities | 33 | 33 | 25 | 8 |
| Students without Disabilities | 13 | 32 | 41 | 14 |
| English Learners | * | * | * | * |
| Non-English Learners | * | * | * | * |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



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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.

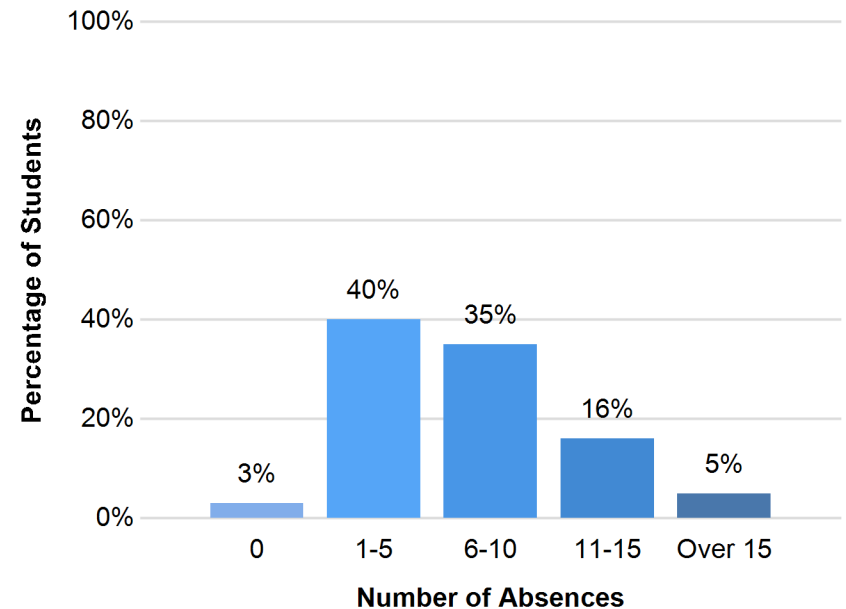
Chronic Absenteeism

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 | 14 | 2.9 | 8.9 | Met |
| White | 12 | 2.9 | 8.9 | Met |
| Hispanic | 1 | 2.5 | 8.9 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | * | * | 8.9 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 9 | 3.7 | | |
| Male | 5 | 2.2 | | |
| Economically Disadvantaged Students | 1 | 5.9 | ** | ** |
| Students with Disabilities | 2 | 2.0 | 8.9 | Met |
| English Learners | * | * | ** | ** |
| 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.





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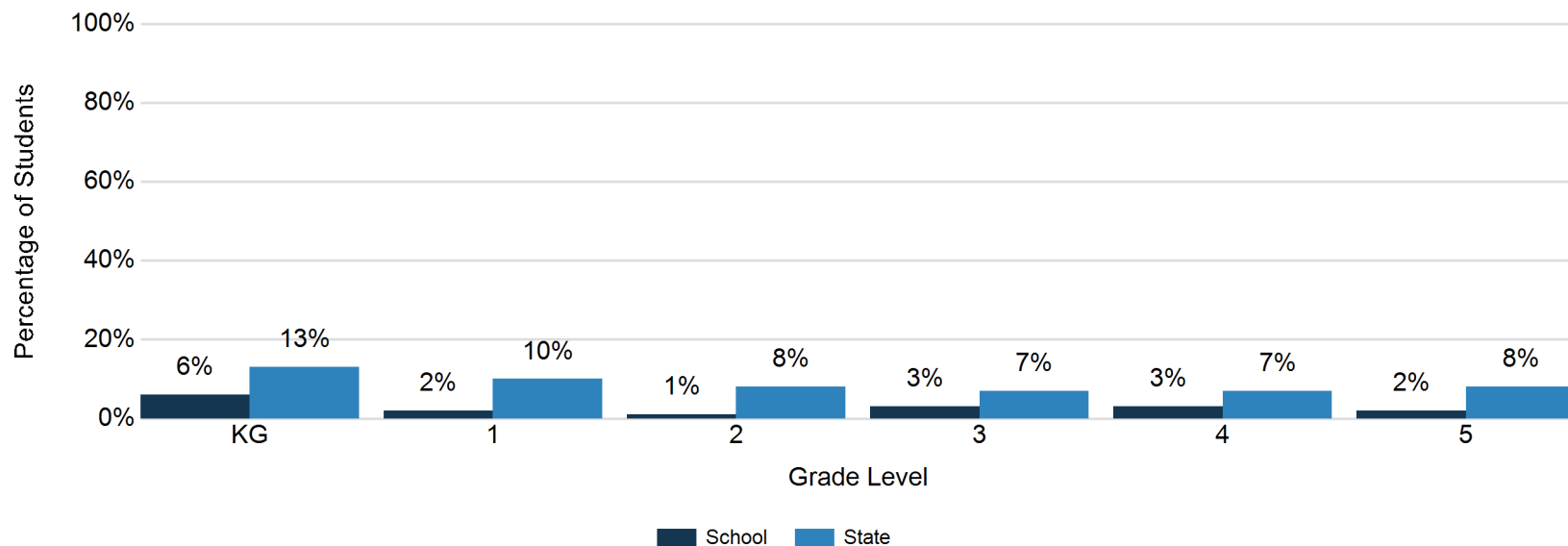
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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 | 8:40 AM |
| Typical End Time | 2:55 PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 15 Mins |
| Shared Time - Instructional Time | 5 Hrs. 15 Mins. |

Device Ratios

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

| School Year | Student to Device Ratio |
|-------------|-------------------------|
| 2018-19 | 2.9:1 |



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 35 | 118,214 |
| Average years experience in public schools | 14.2 | 12.1 |
| Average years experience in district | 13.1 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 88.6% | 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 | 14 | 9,530 |
| Average years experience in public schools | 14.6 | 16.0 |
| Average years experience in district | 11.3 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 64.3% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 13:1 | 12:1 |
| Students to Administrators | 471:1 | 159:1 |
| Teachers to Administrators | 35:1 | 13:1 |
| Students to Librarians/Media Specialists | | 2232:1 |
| Students to Nurses | | 446:1 |
| Students to Counselors | | 319:1 |
| Students to Child Study Team Members | | 372:1 |



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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 | 51.2% | 88.6% | 0.0% | 48.4% | 77.1% | 54.9% |
| Male | 48.8% | 11.4% | 100.0% | 51.6% | 22.9% | 45.1% |
| White | 86.0% | 100.0% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 8.3% | 0.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 0.4% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 4.5% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.8% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 0.0% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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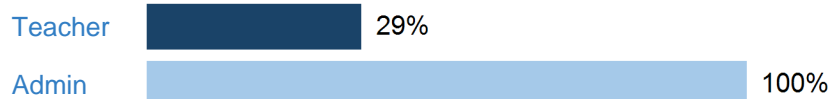
Teachers and Administrators - Level of Education

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 | 91.7% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 92.3% | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19 | 97.2% |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 74.5% | 73.9% | 75.0% |
| Math Proficiency | 62.7% | 66.5% | 67.9% |
| ELA Growth | 41 | 64 | 64 |
| Math Growth | 47 | 55 | 54 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 3.3% | 3.4% | 2.9% |

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



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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 | No |
| White | Met Target | Met Target | Exceeds Standard | Met Standard | n/a | Met | No |
| Hispanic | ** | ** | ** | ** | n/a | Met | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | ** | ** | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | Met Target† | Met Target | Met Standard | Met Standard | n/a | Met | No |
| English Learners | ** | ** | ** | ** | ** | ** | No |

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



Valley Road School
(39-0850-040)
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

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:

- A successful school wide reading incentive program.
- Community service is a focus.
- Diversity is celebrated in classes and school wide. Multiple sides to issues and that each side has good points is discussed. We also teach current events and history from multiple perspectives.



Mission, Vision, Theme:

To build upon a solid elementary school curriculum a knowledge, understanding, and appreciation of the world. To achieve an enhanced communication between all members of the Valley Road educational community and the Township of Clark, which will result in a better understanding and sense of community "ownership" of the school, its goals, and program. To promote a positive and safe school climate



Awards, Recognition, Accomplishments:

We have Teacher of the Year winners each year. Over the last four years we have had three teachers receive an Exemplary Teachers award from the State of NJ. Several of our teachers have received grants for educational materials. One of our teachers has started a summer social studies camp with the assistance of other staff members from the district and community members. The principal was selected as the NJ American Legion NJ Educator of the Year in 2018. One of our staff members was County Teacher of Year.



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Clubs and Activities:

There is Robotics for grade 5 students. For the community minded child there is K-Kids a club based on the Kiwanis Clubs. This group does community service projects. Mentor – mentee group has older students assisting younger students. Buddy classes have a younger and older class pair up for special activities. Office helpers assist with the school’s needs. For drama we have the school play. The play also allows for some to try their skill as stage crew and stage sound. There is also a yearly Variety Show and a Safety Patrol group.





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| | |
|---|---|
|  <p>Before and After School Programs:</p> | <p>There is a District childcare program at the school. It serves students after school and before school.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Dedicated teachers, staff and administrators; students who are excited and energetic about learning and parents who are committed to supporting our school all work together to create a caring and responsible learning environment. Our instruction and curriculum support the New Jersey Learning Standards, which provides children with a quality education</p> |






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| | |
|--|--|
|  <p>Student Supports and Services:</p> | <p>Emotional and social growth of our students results from a deliberate effort to promote respect and responsibility. Our school nurse, guidance counselor, special area teachers, and special education professionals also demonstrate a commitment to making a difference in the lives of our students. Together with the classroom teachers these important school professionals continued to implement programs that build positive social skills and self-esteem. Programs such as student council, safety patrol, peer leaders, DARE, Guidance lessons, Healthy Living, K-Kids and the Buddy Program have been held. Character education is reinforced weekly through classroom meetings and a student/teacher/parent created code of conduct. The PRIDE/PBIS Committee and PRIDE Bully Prevention Program have also reinforced character building and the acceptance of others. The mentioned groups and staff members encourage various forms of Community Service. We use PBIS type systems to recognize positive behaviors.</p> |
|  <p>Student Health and Wellness:</p> | <p>Students had Healthy Living classes as well as being taught health, safety and fitness in the classrooms. PE was offered twice per week to each class in grade 1-5 and one time per week in kindergarten. Guidance classes are offered each month. We had Wellness consultants visit each month to work with classes on a rotating basis.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Valley Road School prides itself on its collaborative relationship between home and school. The newsletter and website keep parents informed. The staff has developed classroom and school-wide discipline procedures designed to provide students with a safe environment. The PTA is an active group that collaborates closely with the school. It is committed to supporting all facets of our curriculum through a variety of initiatives. It includes two very active and influential committees of parents and teachers who sponsor programs that reinforce learning. The Reading Committee and the Cultural Arts Committee play instrumental roles in providing students with a well-rounded education through programs, special events and assemblies that enrich our instruction. The enthusiasm and dedication of the PTA, parents and teachers working together, "makes a difference" and prepares our students to be good citizens in the 21st century.</p> |



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Facilities:

We have a gym with a stage that is utilized for Physical Education classes and school assemblies. There is an air-conditioned cafeteria for lunch periods and small assembly gatherings. We have been using a driveway and parking lot that was built by the township, which assisted with traffic movement and created new parking. This driveway with special fencing improved the traffic parking, yet maintains the use of the field.



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Other Information

In the evenings, special reading events were held. For K-2 there was Story Time. The students come to school in pajamas and are read to by teachers/parents. For 3-5 students, Legends of the Courtyard had them go to a dark gym to hear scary stories then go through a scary courtyard. Another event for the older students is Mystery Night where they must solve a mystery by observation, discussion and reading clues. The younger students get to visit for Reading Café. The cafeteria is set up like a restaurant and grade 5 students, dressed as servers served books that parents read. Reading incentives are given monthly.