NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
Grades Offered: 06-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Mr. David Innocenzi
Address	901 WHITEHORSE HAMILTON SQ HAMILTON, NJ 08610-1426
Phone Number	609-631-4152
Email Address	dinnocenzi@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/866
Twitter	https://twitter.com/HTSD_Grice

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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	294	308	293
7	294	301	300
8	313	290	302
Total	901	899	895

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%	52.9%	50.1%
Male	48.9%	47.1%	49.9%
Economically Disadvantaged Students	44.7%	44.8%	43.4%
Students with Disabilities	18.8%	17.9%	18.3%
English Learners	3.1%	4.1%	6.5%
Homeless Students	0.0%	0.1%	0.0%
Students in Foster Care	0.3%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	42.4%	41.5%	39.2%
Hispanic	32.7%	34.8%	36.5%
Black or African American	18.0%	17.7%	17.1%
Asian	4.9%	4.3%	4.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.9%	1.7%	3.0%

Enrollment by Home Language

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

Home Language	% of Students
English	75.0%
Spanish	17.7%
Arabic	1.0%
Other Languages	6.4%

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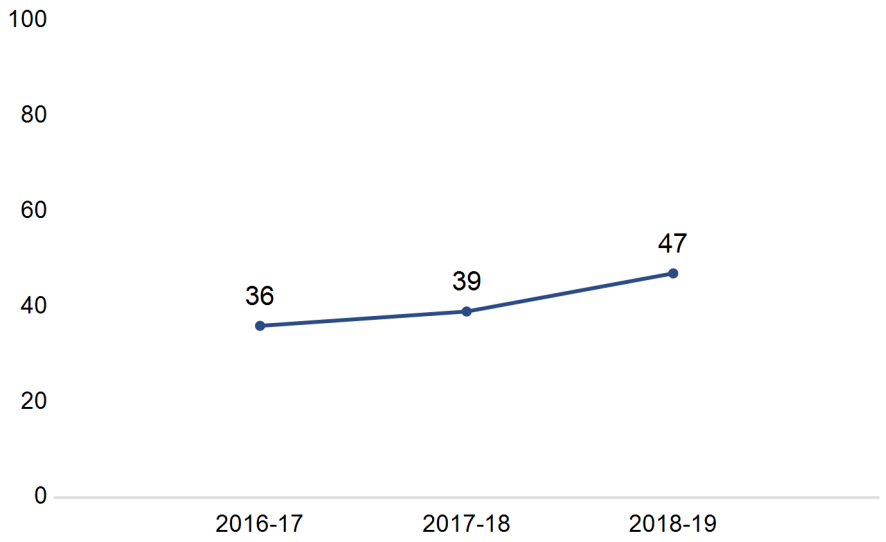
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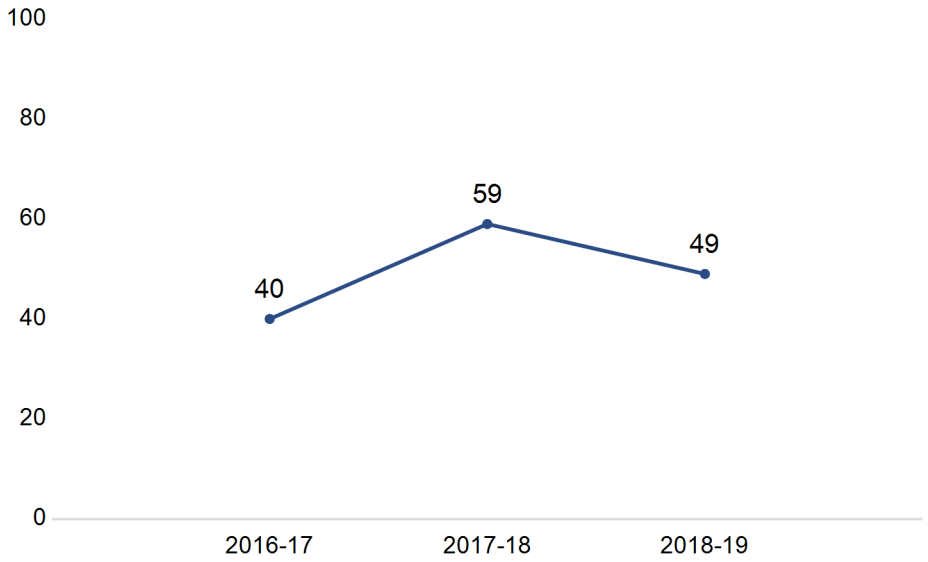
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	36	39	47	40	59	49
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	47	40	50	Met Standard	49	44	50	Met Standard
White	44	40	50	Met Standard	51	47	52	Met Standard
Hispanic	48	41	49	Met Standard	39.5	41	47	Not Met
Black or African American	45.5	36	45	Met Standard	51	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	60.5	56	59	Exceeds Standard	74.5	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	61.5	40.5	49	Exceeds Standard	68	42	52	**
Female	54	44	53	N	49	44	50	N
Male	37.5	36	47	N	49.5	45	51	N
Economically Disadvantaged Students	44	38	48	Met Standard	40	40	46	Met Standard
Students with Disabilities	44.5	39	43	Met Standard	47	43	45	Met Standard
English Learners	47.5	48	52	Met Standard	45	36	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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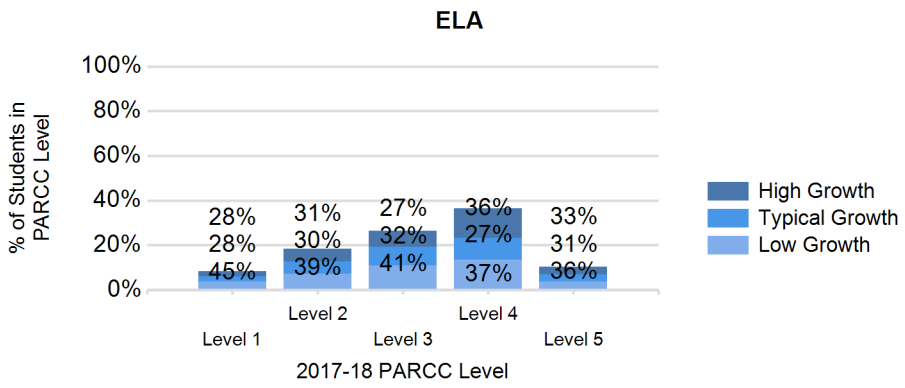
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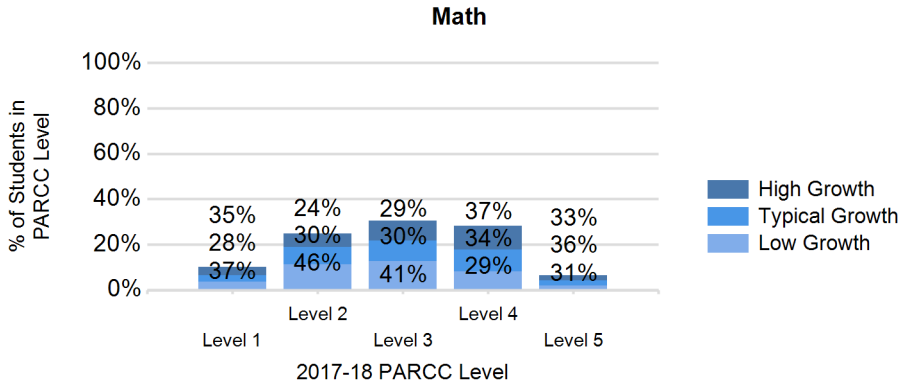
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Student Growth by Performance Level

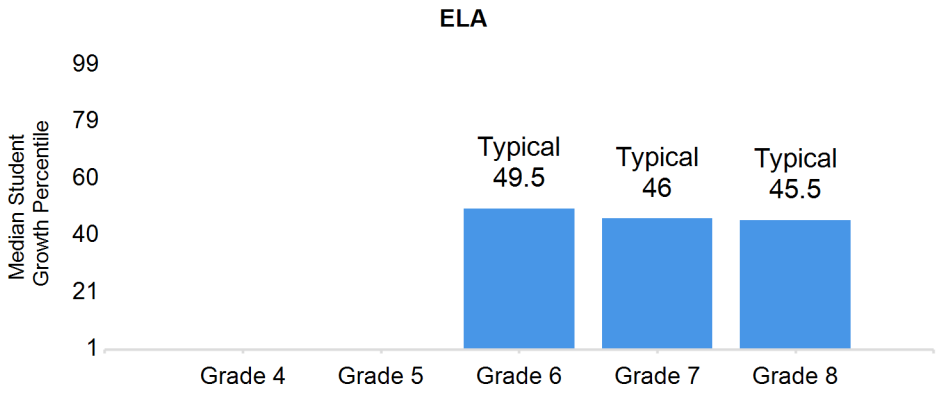
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

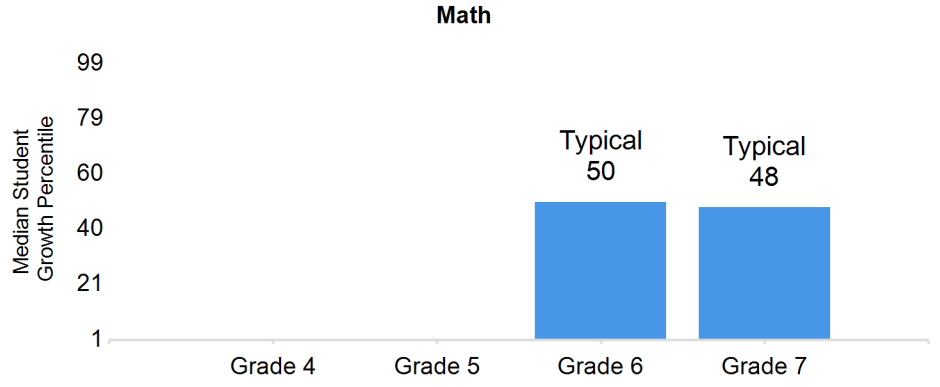




Student Growth by Grade

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





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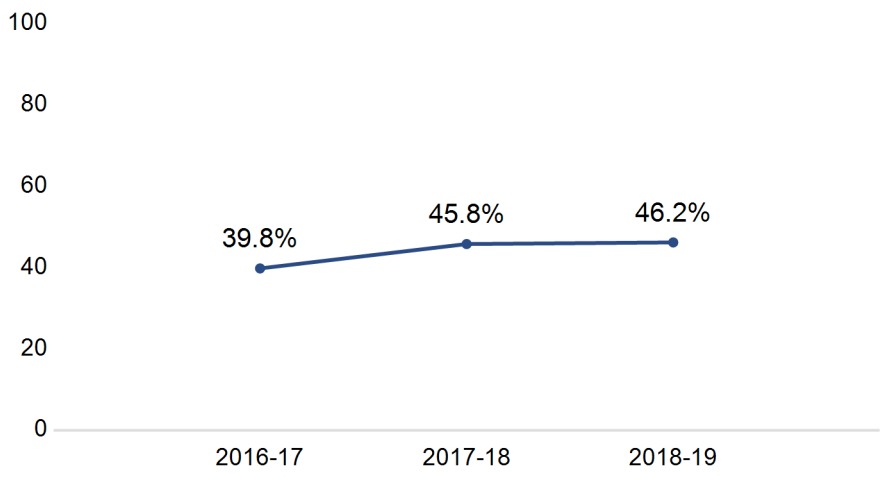
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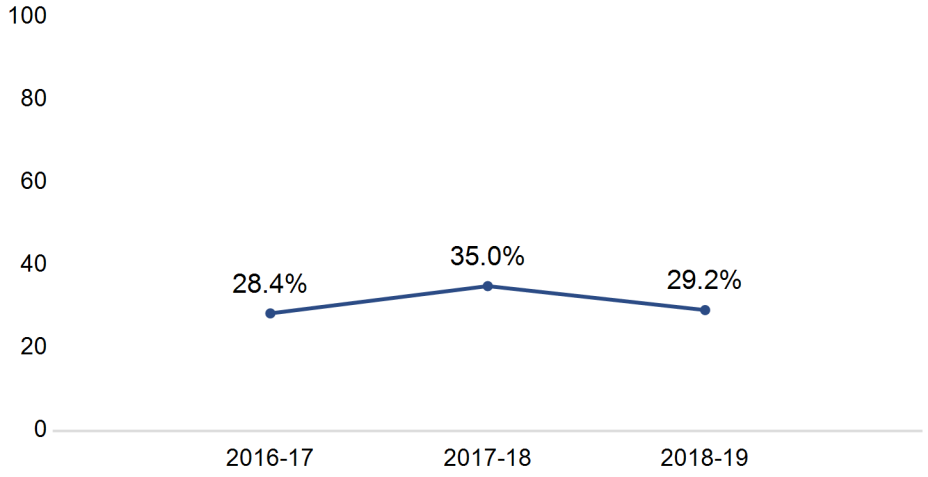
English Language Arts and Mathematics Performance Trends

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	98.1%	99.2%	99.2%	98.1%	99.2%	99.2%
Proficiency Rate for Federal Accountability	39.8%	45.8%	46.2%	28.4%	35.0%	29.2%
Annual Target	43.7%	45.6%	47.5%	31.3%	33.8%	36.4%
Met Annual Target?	Not Met	Met Target	Met Target†	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	878	99.2	46.2	44.9	57.9	46.2	47.5	Met Target†
White	358	98.6	52.0	*	66.9	52.0	54.9	Met Target†
Hispanic	307	99.7	42.7	36.2	43.9	42.7	35.5	Met Target
Black or African American	151	100.0	33.8	29.3	38.5	33.8	35.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	36	100.0	66.7	74.1	82.9	66.7	76.6	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	26	96.3	53.8	*	64.4	53.8	N	N
Female	435	99.3	58.6	54.3	64.8	58.6		
Male	443	99.1	34.1	36.4	51.3	34.1		
Economically Disadvantaged Students	371	99.0	35.3	32.0	40.0	35.3	37.2	Met Target†
Non-Economically Disadvantaged Students	507	99.4	54.2	52.5	67.9	54.2		
Students with Disabilities	169	98.3	16.0	14.3	22.7	16.0	17.9	Met Target†
Students without Disabilities	709	99.4	53.5	51.9	65.1	53.5		
English Learners	63	100.0	*	20.9	29.3	*	16.7	Not Met
Non-English Learners	815	99.2	*	46.8	60.6	*		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

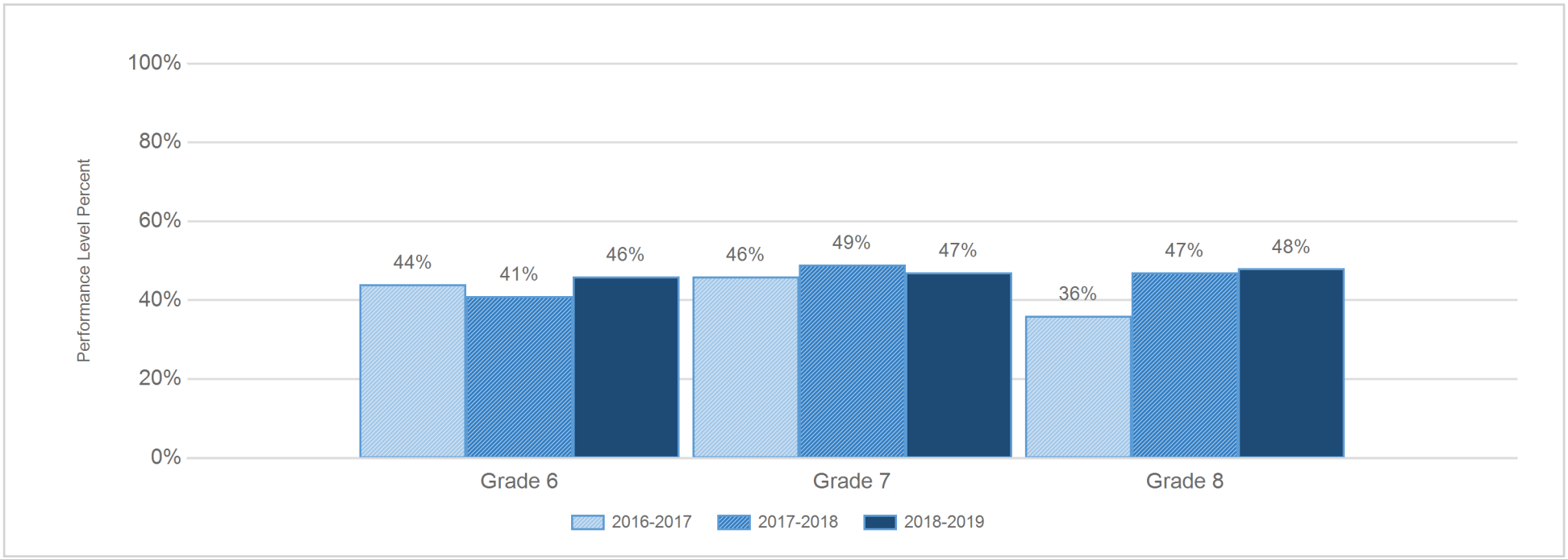
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English Language Arts Assessment - Performance Trends

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	285	748	743	754	9%	15%	29%	33%	13%	46%	56%
White	117	754	751	762	*	*	26%	37%	17%	54%	65%
Hispanic	101	739	737	743	14%	18%	29%	*	*	40%	43%
Black or African American	46	746	729	738	*	*	39%	*	*	35%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	753	760	*	*	*	*	*	*	64%
Female	129	754	751	762	9%	12%	24%	36%	19%	55%	64%
Male	156	742	736	748	10%	18%	34%	31%	7%	38%	48%
Economically Disadvantaged Students	121	735	732	740	*	*	28%	26%	8%	34%	39%
Non-Economically Disadvantaged Students	164	757	750	763	*	*	30%	39%	16%	55%	67%
Students with Disabilities	49	723	713	722	22%	33%	24%	*	*	20%	19%
Students without Disabilities	236	753	750	761	7%	11%	31%	*	*	51%	64%
English Learners	16	694	702	710	*	*	*	*	*	*	*
Non-English Learners	269	751	745	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	303	745	746	761	18%	14%	21%	28%	19%	47%	63%
White	133	745	755	769	20%	14%	17%	30%	19%	49%	72%
Hispanic	100	739	736	747	19%	20%	20%	24%	17%	41%	50%
Black or African American	52	744	732	741	19%	*	33%	*	*	44%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	751	768	*	*	*	*	*	*	68%
Female	152	758	758	769	9%	11%	22%	32%	27%	59%	71%
Male	151	731	736	753	28%	17%	20%	24%	11%	34%	55%
Economically Disadvantaged Students	121	734	730	743	25%	14%	26%	21%	13%	35%	45%
Non-Economically Disadvantaged Students	182	752	755	771	14%	14%	18%	32%	23%	54%	73%
Students with Disabilities	61	704	707	720	46%	28%	*	*	*	13%	22%
Students without Disabilities	242	755	755	769	12%	10%	*	*	*	55%	71%
English Learners	16	700	*	706	*	*	*	*	*	*	12%
Non-English Learners	287	747	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	292	748	745	762	12%	17%	23%	33%	16%	48%	63%
White	106	755	755	770	10%	13%	22%	32%	23%	55%	72%
Hispanic	111	744	739	747	12%	21%	20%	39%	9%	48%	49%
Black or African American	51	731	724	741	20%	25%	27%	*	*	27%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	743	769	*	*	*	*	*	*	69%
Female	157	762	757	771	8%	10%	18%	*	*	64%	71%
Male	135	731	733	753	17%	25%	27%	*	*	30%	55%
Economically Disadvantaged Students	132	738	732	743	16%	22%	23%	30%	9%	39%	45%
Non-Economically Disadvantaged Students	160	756	752	772	9%	13%	22%	35%	21%	56%	72%
Students with Disabilities	52	717	712	721	37%	23%	21%	*	*	19%	22%
Students without Disabilities	240	754	751	770	7%	16%	23%	*	*	55%	71%
English Learners	12	696	*	708	*	*	*	*	*	*	12%
Non-English Learners	280	750	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
Grades Offered: 06-08
2018-2019

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

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	887	99.2	29.2	32.7	44.5	29.2	36.4	Not Met
White	360	98.6	36.7	*	54.1	36.7	43.4	Not Met
Hispanic	314	99.7	20.7	22.5	28.8	20.7	26.7	Not Met
Black or African American	151	100.0	21.2	18.5	23.0	21.2	21.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	36	100.0	55.6	55.5	76.5	55.6	69.8	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	26	96.3	38.5	*	53.3	38.5	N	N
Female	437	99.3	32.0	33.8	44.9	32.0		
Male	450	99.1	26.4	31.7	44.2	26.4		
Economically Disadvantaged Students	380	99.0	18.4	*	26.3	18.4	27.6	Not Met
Non-Economically Disadvantaged Students	507	99.4	37.3	*	54.9	37.3		
Students with Disabilities	170	97.7	*	10.6	17.4	*	15.4	Not Met
Students without Disabilities	717	99.6	*	37.7	50.0	*		
English Learners	72	100.0	*	15.3	25.0	*	16.5	Not Met
Non-English Learners	815	99.2	*	34.2	46.5	*		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

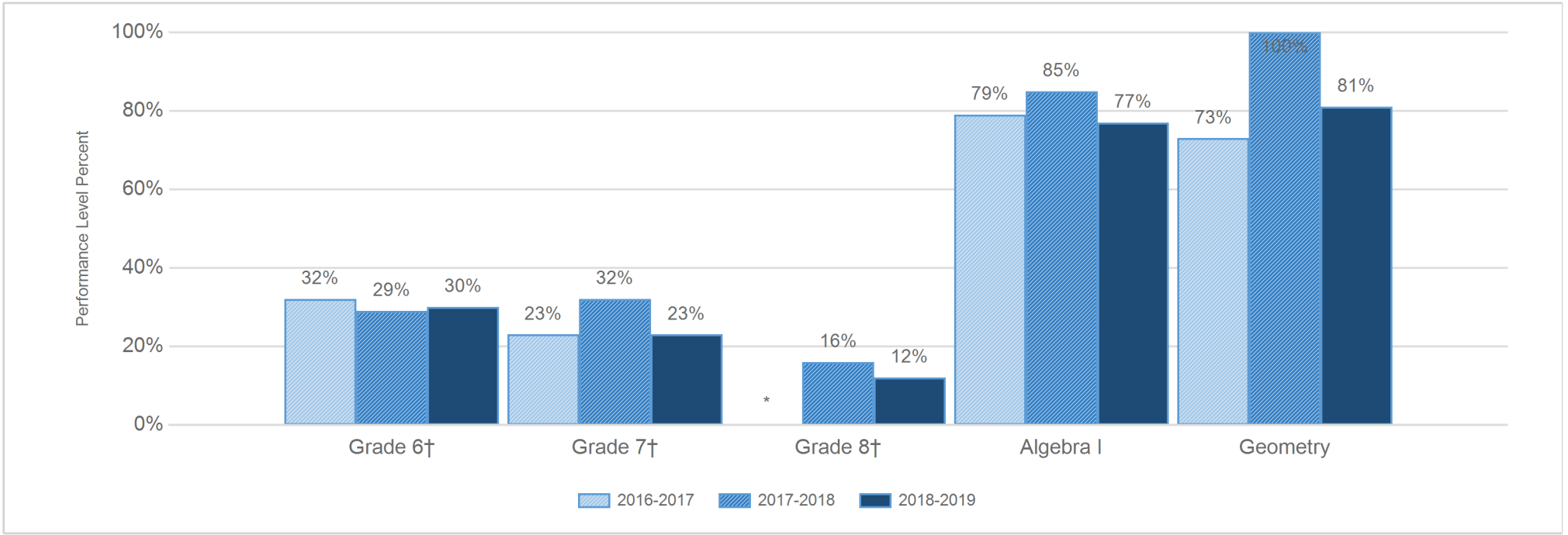
NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
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2018-2019

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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	287	734	735	741	14%	24%	32%	26%	4%	30%	41%
White	117	744	746	749	*	18%	38%	*	*	38%	51%
Hispanic	102	723	726	729	19%	30%	31%	20%	0%	20%	24%
Black or African American	47	728	719	722	23%	28%	*	*	*	30%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	740	747	*	*	*	*	*	*	48%
Female	129	735	736	742	15%	25%	27%	*	*	33%	42%
Male	158	733	733	740	13%	23%	35%	*	*	28%	40%
Economically Disadvantaged Students	122	721	722	726	24%	34%	24%	*	*	18%	21%
Non-Economically Disadvantaged Students	165	743	742	750	7%	16%	38%	*	*	39%	53%
Students with Disabilities	48	716	715	716	*	*	*	*	*	*	12%
Students without Disabilities	239	737	739	746	*	*	*	*	*	*	46%
English Learners	19	689	*	709	*	*	*	*	*	*	*
Non-English Learners	268	737	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
Grades Offered: 06-08
2018-2019

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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	288	731	736	744	13%	30%	34%	19%	3%	23%	42%
White	123	733	743	751	11%	26%	36%	*	*	27%	53%
Hispanic	100	727	729	733	14%	35%	35%	*	*	16%	26%
Black or African American	50	727	725	727	*	34%	26%	*	*	22%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	738	749	*	*	*	*	*	*	51%
Female	144	734	739	744	9%	31%	35%	*	*	24%	42%
Male	144	727	734	743	17%	29%	33%	*	*	22%	42%
Economically Disadvantaged Students	121	723	725	731	17%	37%	33%	*	*	12%	24%
Non-Economically Disadvantaged Students	167	736	742	751	10%	25%	35%	*	*	31%	53%
Students with Disabilities	62	709	715	718	*	*	*	*	*	*	13%
Students without Disabilities	226	737	741	749	*	*	*	*	*	*	48%
English Learners	22	713	*	716	*	*	*	*	*	*	10%
Non-English Learners	266	732	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	205	714	723	728	35%	28%	25%	12%	0%	12%	29%
White	62	720	730	737	29%	21%	29%	21%	0%	21%	38%
Hispanic	85	712	720	722	*	*	*	*	*	*	22%
Black or African American	47	706	714	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	734	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	727	730	*	*	*	*	*	*	31%
Female	101	716	724	731	35%	22%	31%	13%	0%	13%	31%
Male	104	712	721	726	36%	34%	20%	11%	0%	11%	27%
Economically Disadvantaged Students	108	708	717	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	97	720	727	735	*	*	*	*	*	*	36%
Students with Disabilities	50	697	702	707	*	*	*	*	*	*	10%
Students without Disabilities	155	719	728	734	*	*	*	*	*	*	35%
English Learners	14	696	*	706	*	*	*	*	*	*	10%
Non-English Learners	191	715	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	767	736	744	0%	*	18%	*	*	77%	42%
White	41	769	747	752	0%	*	*	*	*	73%	53%
Hispanic	29	764	*	728	0%	*	*	*	*	72%	24%
Black or African American	*	*	723	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	10	766	763	775	0%	0%	*	*	*	90%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	52	764	739	745	0%	*	*	*	*	77%	44%
Male	38	771	734	743	0%	*	*	*	*	76%	41%
Economically Disadvantaged Students	28	767	727	727	0%	*	*	*	*	79%	23%
Non-Economically Disadvantaged Students	62	767	742	752	0%	*	*	*	*	76%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	711	710	N	N	N	N	N	N	*
Non-English Learners	90	767	738	745	0%	*	18%	*	*	77%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	769	727	737	0%	0%	*	*	*	81%	35%
White	15	773	*	743	0%	0%	*	*	*	80%	43%
Hispanic	*	*	720	724	*	*	*	*	*	*	17%
Black or African American	N	N	716	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	730	738	*	*	*	*	*	*	36%
Male	*	*	724	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	720	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	730	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	21	769	*	741	0%	0%	*	*	*	81%	*
English Learners	N	N	706	708	N	N	N	N	N	N	*
Non-English Learners	21	769	728	738	0%	0%	*	*	*	81%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

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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	30.3%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	45	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

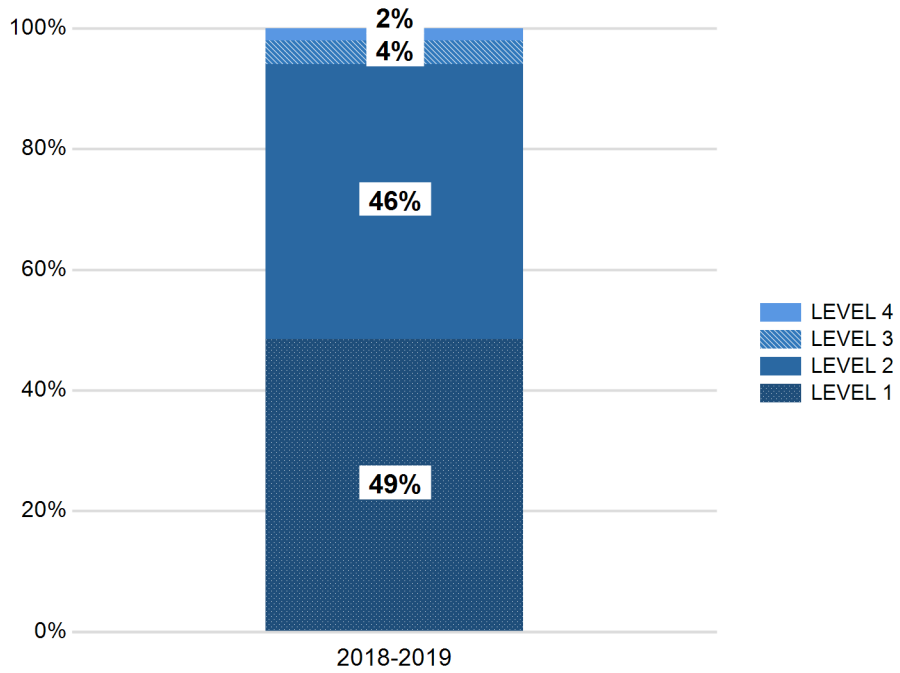
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	49	46	4	2
White	34	53	8	5
Hispanic	59	39	2	0
Black or African American	67	33	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	42	52	4	2
Male	57	39	3	1
Economically Disadvantaged Students	67	32	0	2
Non-Economically Disadvantaged Students	34	58	7	2
Students with Disabilities	77	21	2	0
Students without Disabilities	43	51	4	2
English Learners	87	13	0	0
Non-English Learners	47	47	4	2
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	293
7	21	0	279
8	69	21	212
Total	90	21	784

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	265	0	0	0	0	0	0
7	267	0	0	0	0	0	0
8	30	0	0	0	0	0	0
Total	562	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
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2018-2019

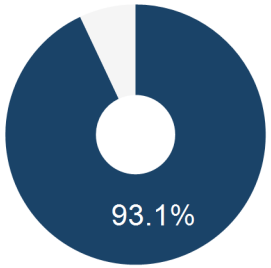
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Visual and Performing Arts – Course Participation

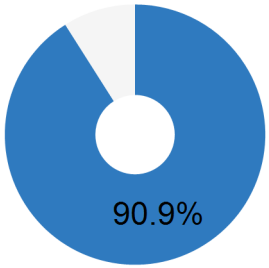
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

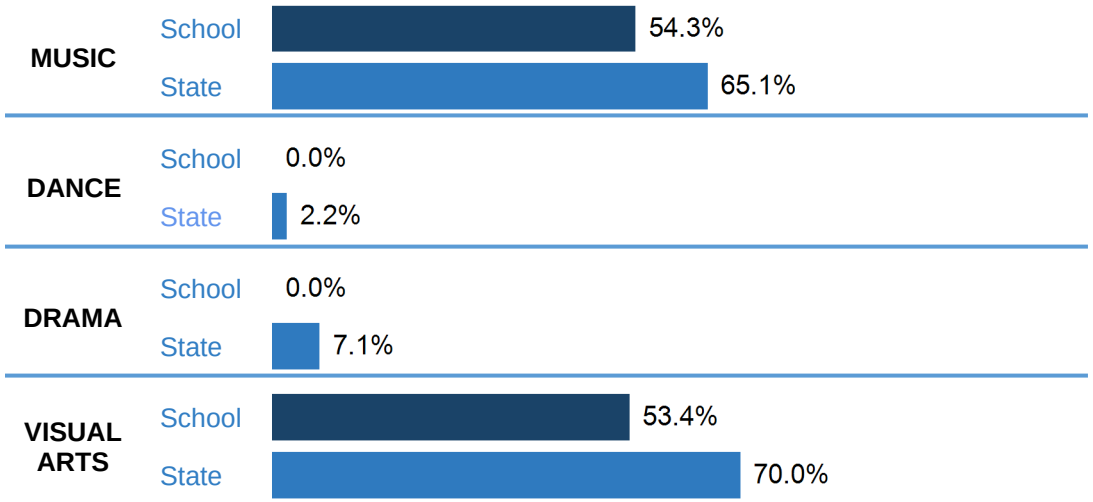


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
Grades Offered: 06-08
2018-2019

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

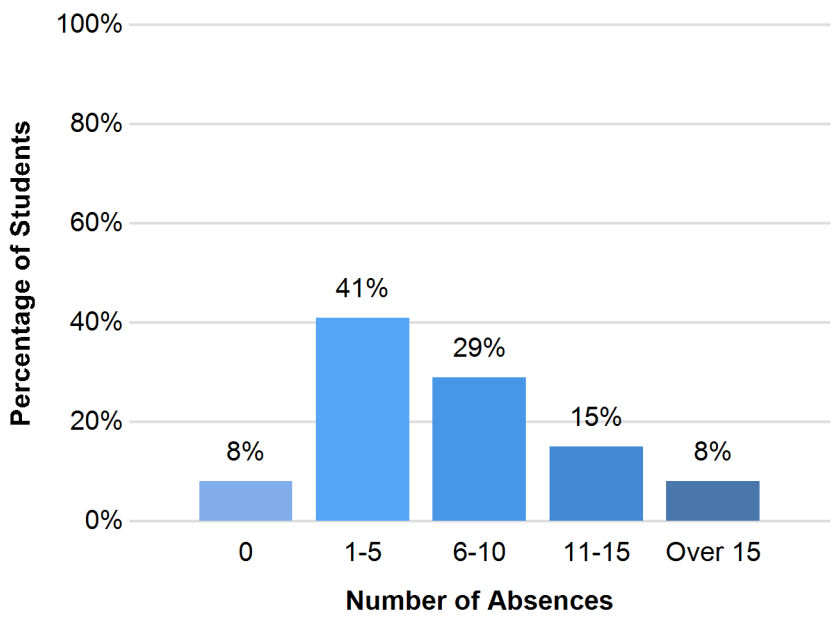
Chronic Absenteeism

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	57	6.3	9.1	Met
White	24	6.6	9.1	Met
Hispanic	19	5.8	9.1	Met
Black or African American	9	5.8	9.1	Met
Asian, Native Hawaiian, or Pacific	1	2.6	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	14.8	9.1	Not Met
Female	29	6.5		
Male	28	6.1		
Economically Disadvantaged Students	37	9.5	9.1	Not Met
Students with Disabilities	21	11.7	9.1	Not Met
English Learners	4	7.1	9.1	Met
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.



NJ SCHOOL PERFORMANCE REPORT

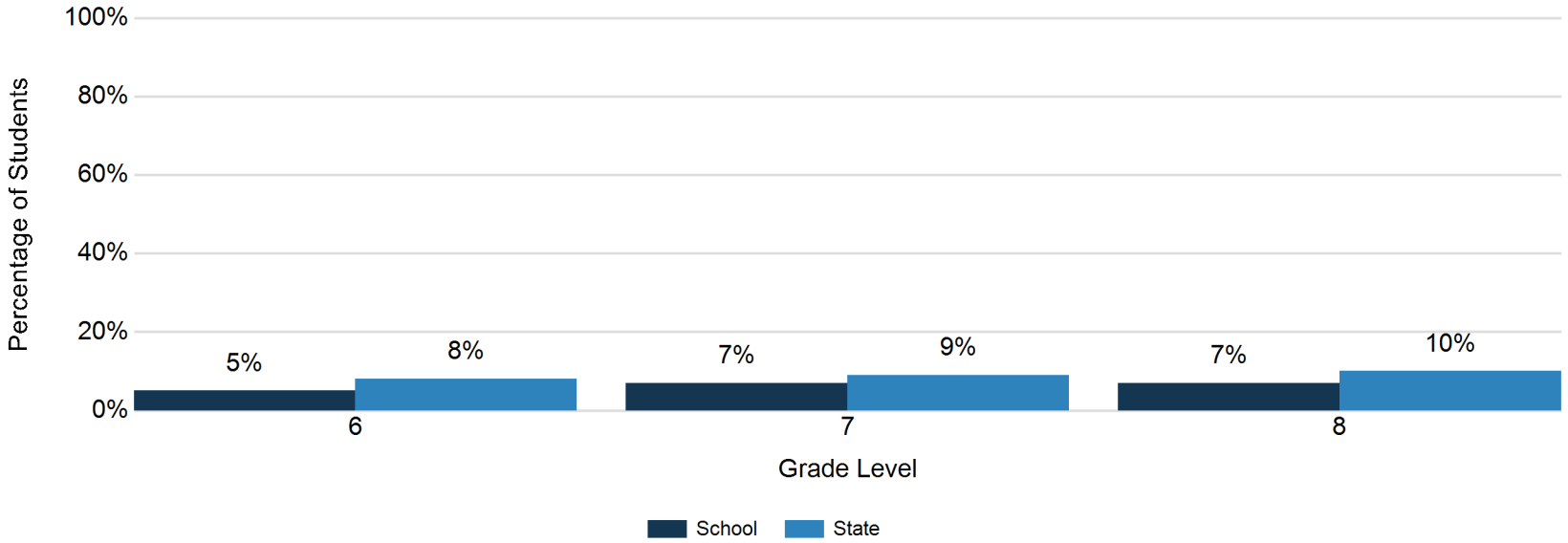
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Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	14
Weapons	0
Vandalism	1
Substances	9
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	3.46

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	6

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	2	2
No Identified Nature	5		5

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	101	11.3%
Out-of-School Suspensions	58	6.5%
Any Suspension	132	14.7%
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
180

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School Day

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

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

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.3:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	80	118,214
Average years experience in public schools	9.6	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	73.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	298:1	179:1
Teachers to Administrators	27:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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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	50.1%	80.0%	33.3%	48.4%	77.1%	54.9%
Male	49.9%	20.0%	66.7%	51.6%	22.9%	45.1%
White	39.2%	95.0%	66.7%	42.4%	83.6%	77.4%
Hispanic	36.5%	1.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.1%	2.5%	33.3%	15.0%	6.6%	13.9%
Asian	4.1%	1.3%	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	3.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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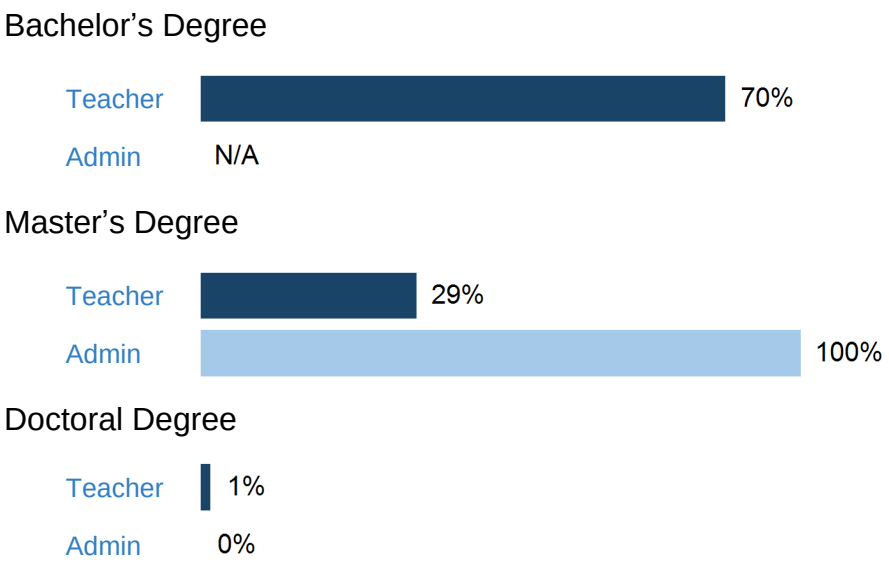
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Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	96.0%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.8%	45.8%	46.2%
Math Proficiency	28.4%	35.0%	29.2%
ELA Growth	36	39	47
Math Growth	40	59	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		40.0%	30.3%
Chronic Absenteeism	9.4%	7.3%	6.3%

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

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

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

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School Narrative

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

Highlights:	• Staff motivates students to develop the abilities to think critically, solve problems and communicate effectively. • Recognized by the State Student Government Association for the number of community service hours worked. • Recognized for College and Career Readiness Programs and Activities. Also recognized for holding a Saturday Resource Day for families.
Mission, Vision, Theme:	Grice Middle School's mission is to provide a physically and emotionally safe environment that promotes the success of all students as they progress from childhood to adolescence and ultimately become respectable, productive and responsible citizens of a changing world.
Awards, Recognition, Accomplishments:	Each month, six sixth garde students are recognized by the teaching staff and honored by the Principal as "Students of the Month". Also, selected eighth grade students are invited to an end of the year Academic Award Ceremony. They are honored for All A's (eighth grade and three years), Presidential Awards, Subject Awards, Perfect Attendance and an in house JoAnne Lindauer Award for overall character and academic achievement.

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Courses, Curriculum, Instruction:	The school day consists of nine 40-minute periods which include core subject areas and cycles of world language, art, music and technology. Core subjects have double periods for increased time on task.
Clubs and Activities:	Bright Club, Drama, Grice Gazette, Jazz Band, Red Cross Club, Stage Crew, Student Council, Yearbook Club and Dance Team

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Before and After School Programs:	STEM Club, Robotics Club, Drama Club, Dance Club, BRIGHT Club and Grice Gazette
Staff and Professional Learning:	All our professional staff members have attended in and out-of-district professional growth trainings workshops. Our teachers are well-trained in instructional theory, learning styles, thinking skills, cooperative learning, conflict resolution, and computer literacy.

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School Narrative

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Student Supports and Services:	After school tutoring, Focus - Homework Help, Community Tutoring, Push-In Program, Course Recovery Program, SAC Counselor, Guidance Staff and Red Cross
Student Health and Wellness:	Breakfast program
Parent and Community Involvement:	PTA

NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
Grades Offered: 06-08
2018-2019

Report Key:
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N No Data is available to display
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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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Annual survey by school climate committee.

NJ SCHOOL PERFORMANCE REPORT

Albert E Grice Middle School
(21-1950-070)
Grades Offered: 06-08
2018-2019

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School Narrative

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

Other Information	Grice has a Bright Club (Bully Resistance Intervention Grice Helping Teens) consisting of staff and students that design activities and programs promoting positive character.

NJ SCHOOL PERFORMANCE REPORT

Alexander Elementary School
(21-1950-085)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Alexander Elementary School
(21-1950-085)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Mr. Joseph Bookholdt
Address	20 ROBERT FROST DRIVE HAMILTON, NJ 08690-2331
Phone Number	609-631-4148
Email Address	jbookholdt@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/80
Twitter	https://twitter.com/HTSD_Alexander

NJ SCHOOL PERFORMANCE REPORT

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	55	57	54
1	37	59	63
2	55	45	59
3	47	59	51
4	61	43	62
5	53	64	51
Total	308	327	340

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	44.2%	42.2%	42.4%
Male	55.8%	57.8%	57.6%
Economically Disadvantaged Students	18.8%	19.3%	18.2%
Students with Disabilities	18.8%	18.0%	19.7%
English Learners	1.0%	2.4%	1.8%
Homeless Students	1.6%	0.6%	0.3%
Students in Foster Care	1.0%	0.6%	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	72.4%	69.7%	67.6%
Hispanic	11.7%	14.1%	15.9%
Black or African American	8.4%	8.9%	8.2%
Asian	2.6%	2.4%	3.5%
Native Hawaiian or Pacific Islander	0.3%	0.6%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.5%	4.3%	4.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	55	57	54

Enrollment by Home Language

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

Home Language	% of Students
English	89.7%
Spanish	3.8%
Arabic	1.8%
Creoles and pidgins, French-based	1.2%
Other Languages	3.5%

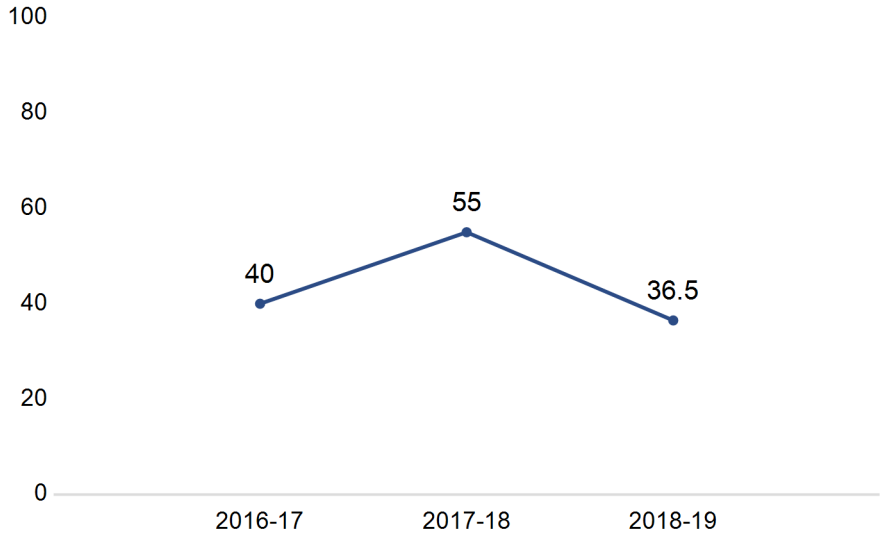
NJ SCHOOL PERFORMANCE REPORT

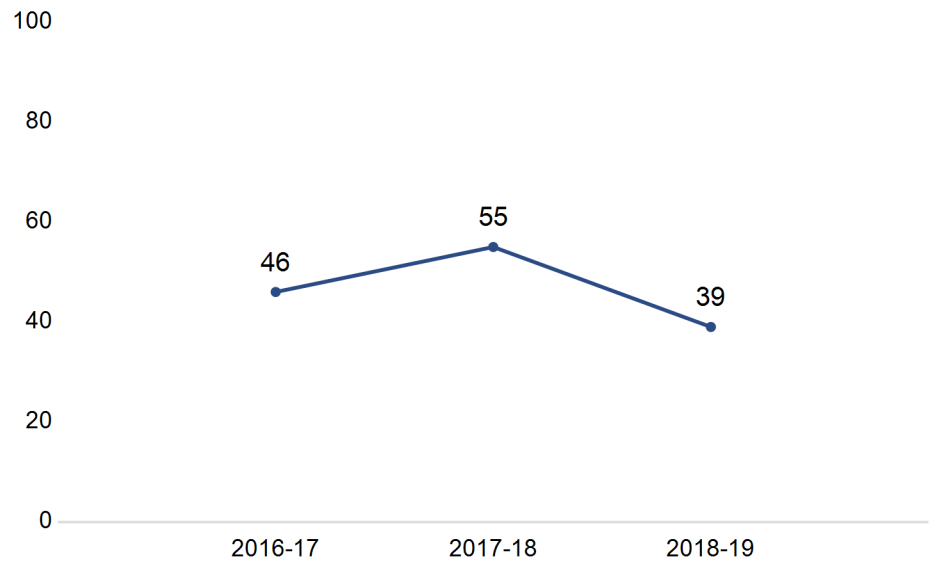
Alexander Elementary School
(21-1950-085)
Grades Offered: PK-05
2018-2019

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Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	40	55	36.5	46	55	39
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Alexander Elementary School
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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	36.5	40	50	Not Met	39	44	50	Not Met
White	37	40	50	Not Met	42	47	52	Met Standard
Hispanic	29	41	49	**	37	41	47	**
Black or African American	*	36	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	41	44	53	N	41	44	50	N
Male	31	36	47	N	37	45	51	N
Economically Disadvantaged Students	42	38	48	**	44	40	46	**
Students with Disabilities	32	39	43	**	32.5	43	45	**
English Learners	*	48	52	**	*	36	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

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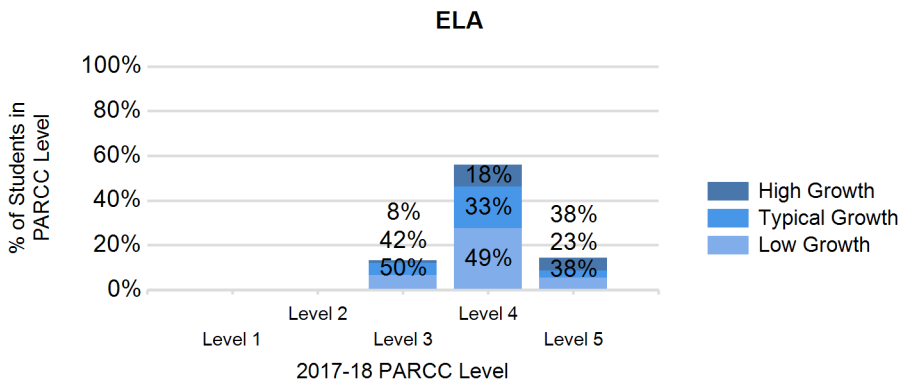
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

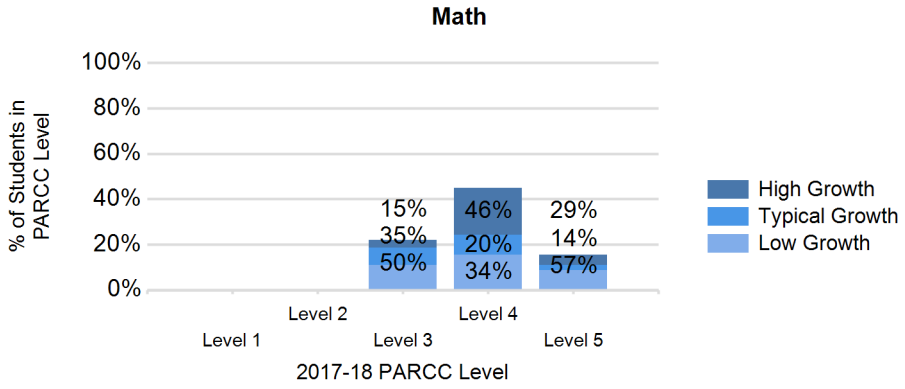
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

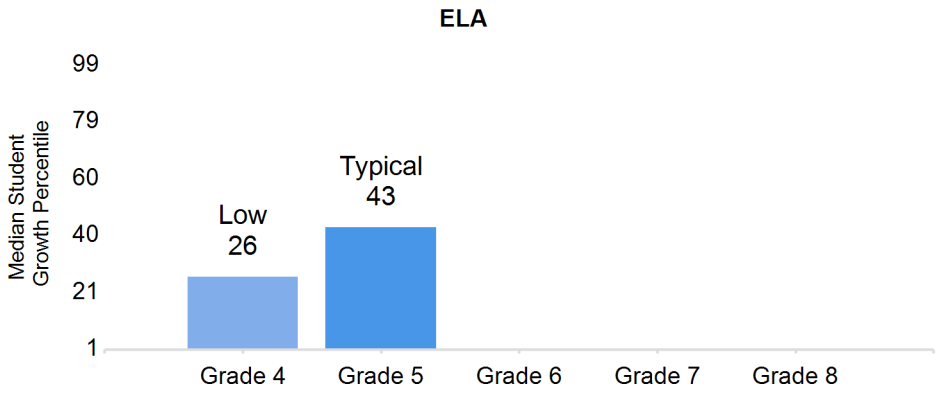
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

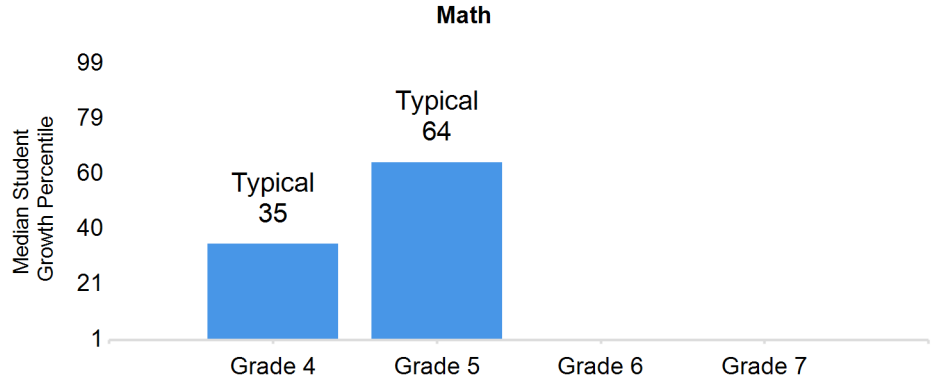




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

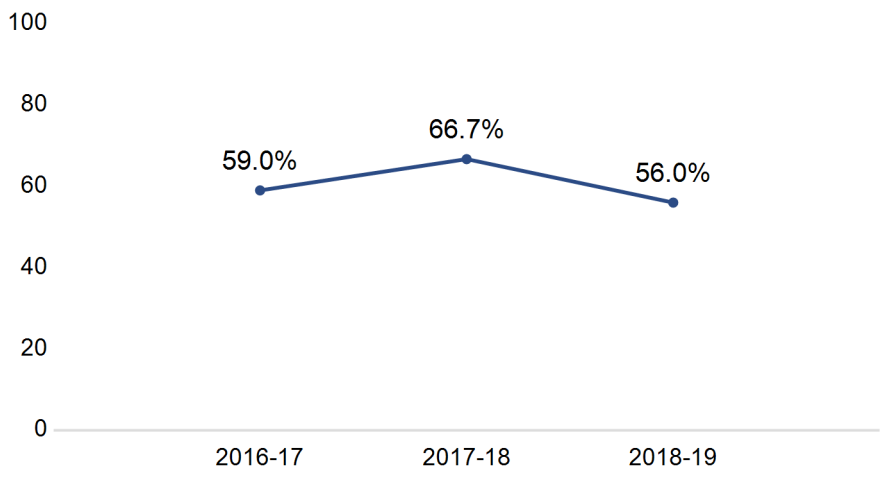
Alexander Elementary School
(21-1950-085)
Grades Offered: PK-05
2018-2019

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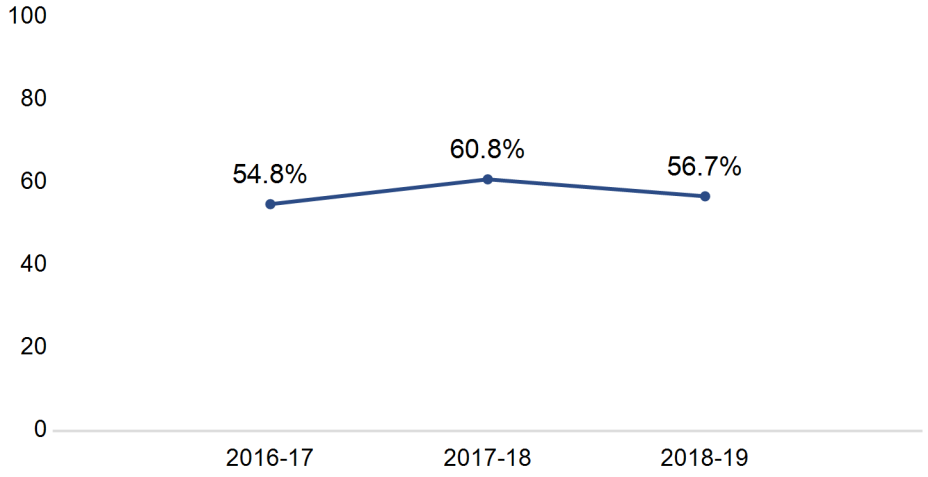
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.3%	100.0%	99.3%	99.3%	100.0%
Proficiency Rate for Federal Accountability	59.0%	66.7%	56.0%	54.8%	60.8%	56.7%
Annual Target	59.9%	60.9%	62.0%	62.7%	63.6%	64.5%
Met Annual Target?	Met Target†	Met Target	Met Target†	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	141	100.0	56.0	44.9	57.9	56.0	62	Met Target†
White	101	100.0	60.4	*	66.9	60.4	62.7	Met Target†
Hispanic	17	100.0	41.2	36.2	43.9	41.2	**	**
Black or African American	10	100.0	30.0	29.3	38.5	30.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	69	100.0	62.3	54.3	64.8	62.3		
Male	72	100.0	50.0	36.4	51.3	50.0		
Economically Disadvantaged Students	18	100.0	27.8	32.0	40.0	27.8	**	**
Non-Economically Disadvantaged Students	123	100.0	60.2	52.5	67.9	60.2		
Students with Disabilities	21	100.0	28.6	14.3	22.7	28.6	48.6	Not Met
Students without Disabilities	120	100.0	60.8	51.9	65.1	60.8		
English Learners	*	*	*	20.9	29.3	*	**	**
Non-English Learners	*	*	*	46.8	60.6	*		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

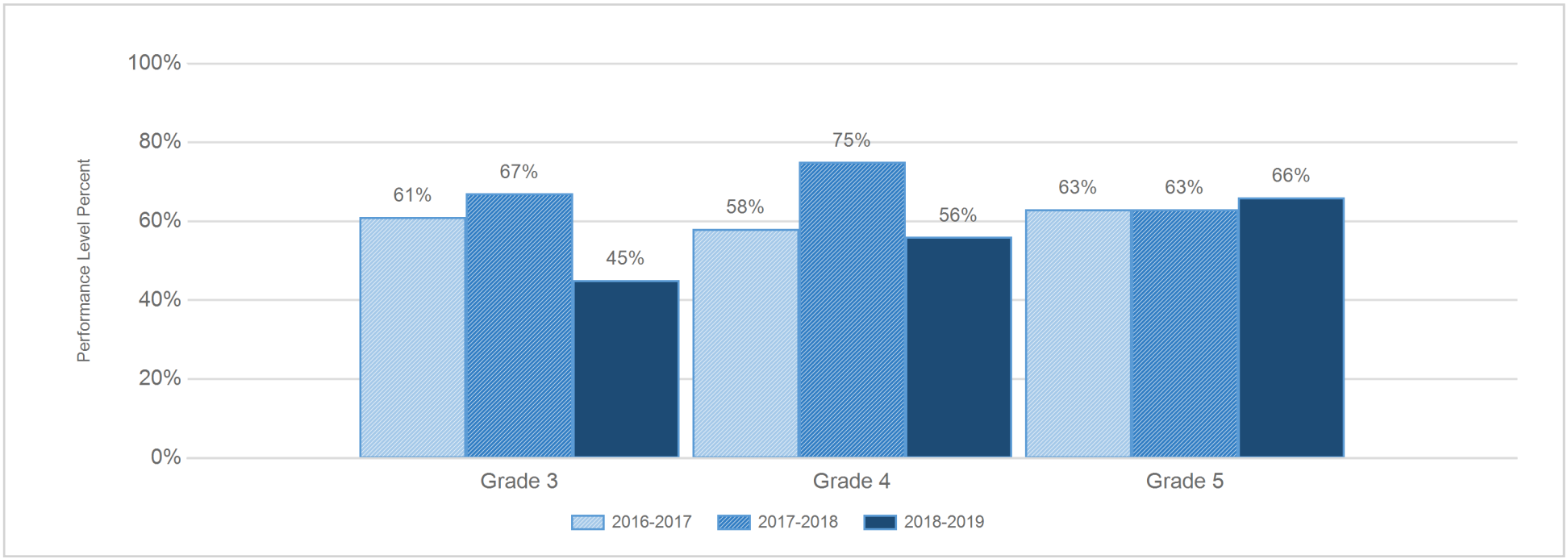
NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	745	742	748	*	*	34%	45%	0%	45%	50%
White	33	750	750	757	*	*	30%	52%	0%	52%	60%
Hispanic	*	*	733	734	*	*	*	*	*	*	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	25	743	747	753	*	*	*	40%	0%	40%	55%
Male	19	747	737	743	*	*	*	53%	0%	53%	46%
Economically Disadvantaged Students	*	*	732	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	748	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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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	55	749	746	755	*	20%	*	*	*	56%	57%
White	40	752	757	763	*	*	*	*	*	60%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	27	757	752	760	*	*	*	*	*	70%	62%
Male	28	742	742	750	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	755	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	761	*	*	*	*	*	*	64%
English Learners	N	N	712	720	N	N	N	N	N	N	17%
Non-English Learners	55	749	749	758	*	20%	*	*	*	56%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	761	749	756	*	*	*	*	*	66%	58%
White	27	769	760	764	0%	*	*	*	*	70%	68%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	17	777	757	761	*	*	*	*	*	82%	64%
Male	24	750	741	750	*	*	*	*	*	54%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	N	N	703	713	N	N	N	N	N	N	11%
Non-English Learners	41	761	751	758	*	*	*	*	*	66%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Alexander Elementary School
(21-1950-085)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	141	100.0	56.7	32.7	44.5	56.7	64.5	Not Met
White	101	100.0	58.4	*	54.1	58.4	65.5	Met Target†
Hispanic	17	100.0	52.9	22.5	28.8	52.9	**	**
Black or African American	10	100.0	20.0	18.5	23.0	20.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	69	100.0	55.1	33.8	44.9	55.1		
Male	72	100.0	58.3	31.7	44.2	58.3		
Economically Disadvantaged Students	18	100.0	33.3	*	26.3	33.3	**	**
Non-Economically Disadvantaged Students	123	100.0	60.2	*	54.9	60.2		
Students with Disabilities	21	100.0	19.0	10.6	17.4	19.0	44.6	Not Met
Students without Disabilities	120	100.0	63.3	37.7	50.0	63.3		
English Learners	*	*	*	15.3	25.0	*	**	**
Non-English Learners	*	*	*	34.2	46.5	*		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

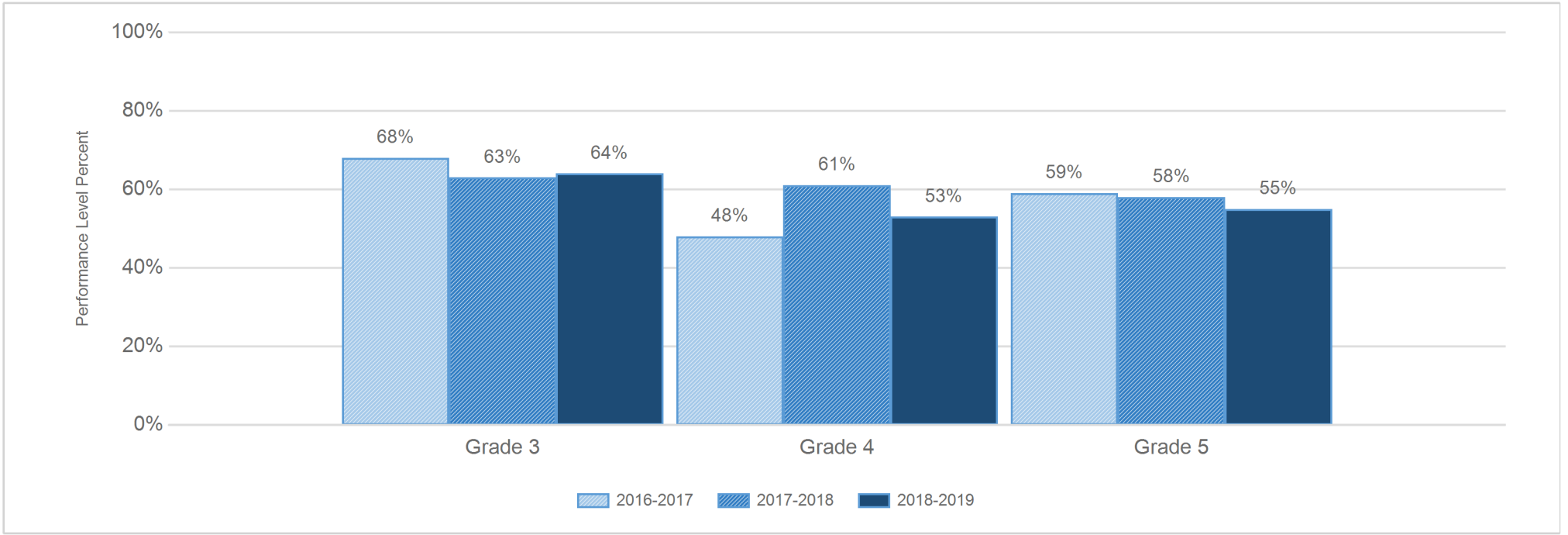
NJ SCHOOL PERFORMANCE REPORT

Alexander Elementary School
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Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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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	44	754	744	752	*	*	*	*	*	64%	55%
White	33	753	753	760	*	*	*	*	*	58%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	25	749	743	751	*	*	*	*	*	48%	54%
Male	19	760	745	752	*	*	*	*	*	84%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	749	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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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	55	746	737	749	*	*	24%	*	*	53%	51%
White	40	753	750	757	*	*	*	*	*	63%	62%
Hispanic	*	*	727	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	27	744	736	749	*	*	*	*	*	52%	50%
Male	28	748	739	749	*	*	*	*	*	54%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	746	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	N	N	706	722	N	N	N	N	N	N	18%
Non-English Learners	55	746	740	751	*	*	24%	*	*	53%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	755	740	747	*	*	24%	*	*	55%	47%
White	27	763	750	755	0%	*	*	*	*	56%	58%
Hispanic	*	*	731	735	*	*	*	*	*	*	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	17	767	742	747	*	*	*	*	*	71%	47%
Male	25	747	738	747	*	*	*	*	*	44%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	747	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	744	752	*	*	*	*	*	*	52%
English Learners	*	*	704	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

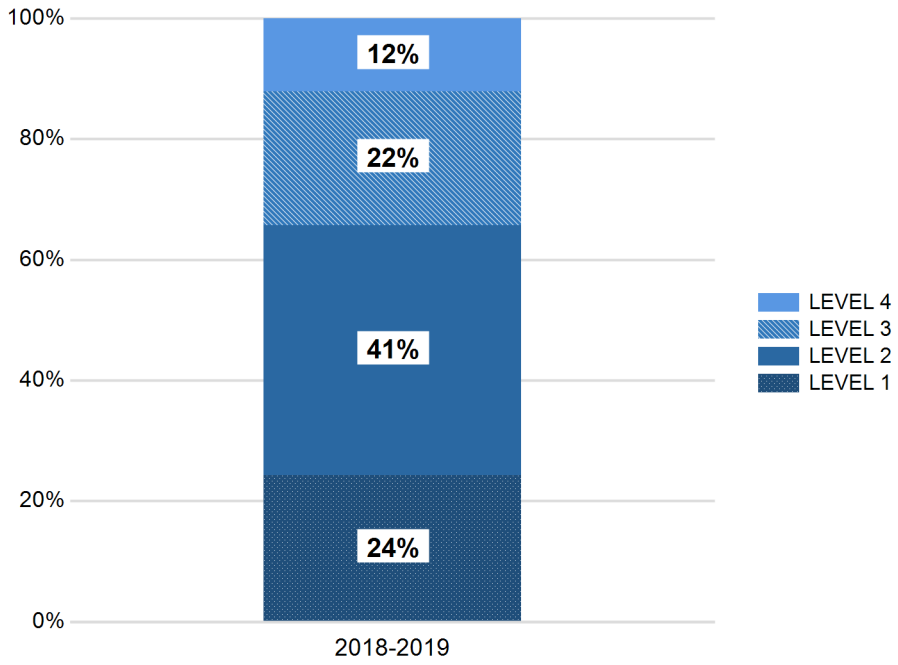
Alexander Elementary School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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	41	22	12
White	19	48	19	15
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	18	29	41	12
Male	29	50	8	13
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

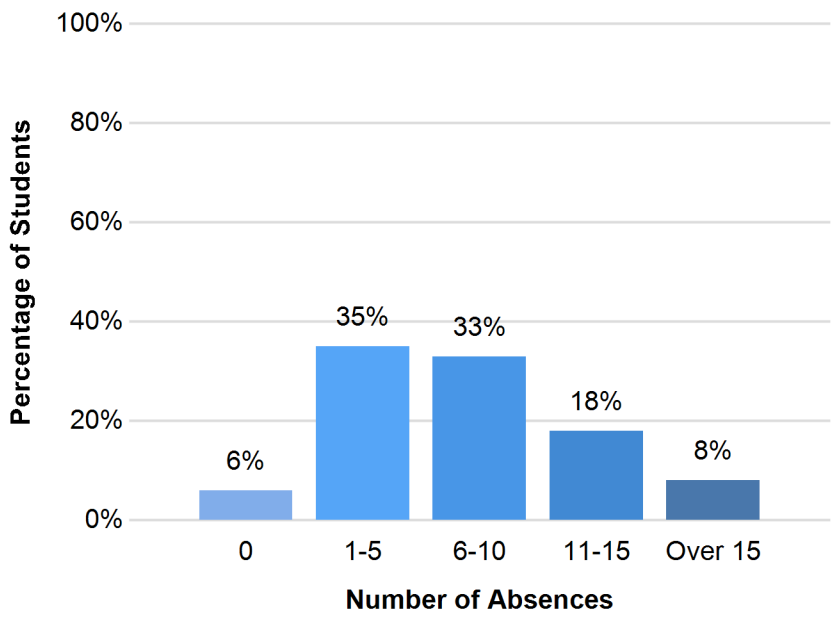
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	6.6	8.9	Met
White	11	4.8	8.9	Met
Hispanic	5	11.4	8.9	Not Met
Black or African American	4	21.1	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	8.3	**	**
Female	8	5.6		
Male	13	7.5		
Economically Disadvantaged Students	12	26.1	8.9	Not Met
Students with Disabilities	11	25.0	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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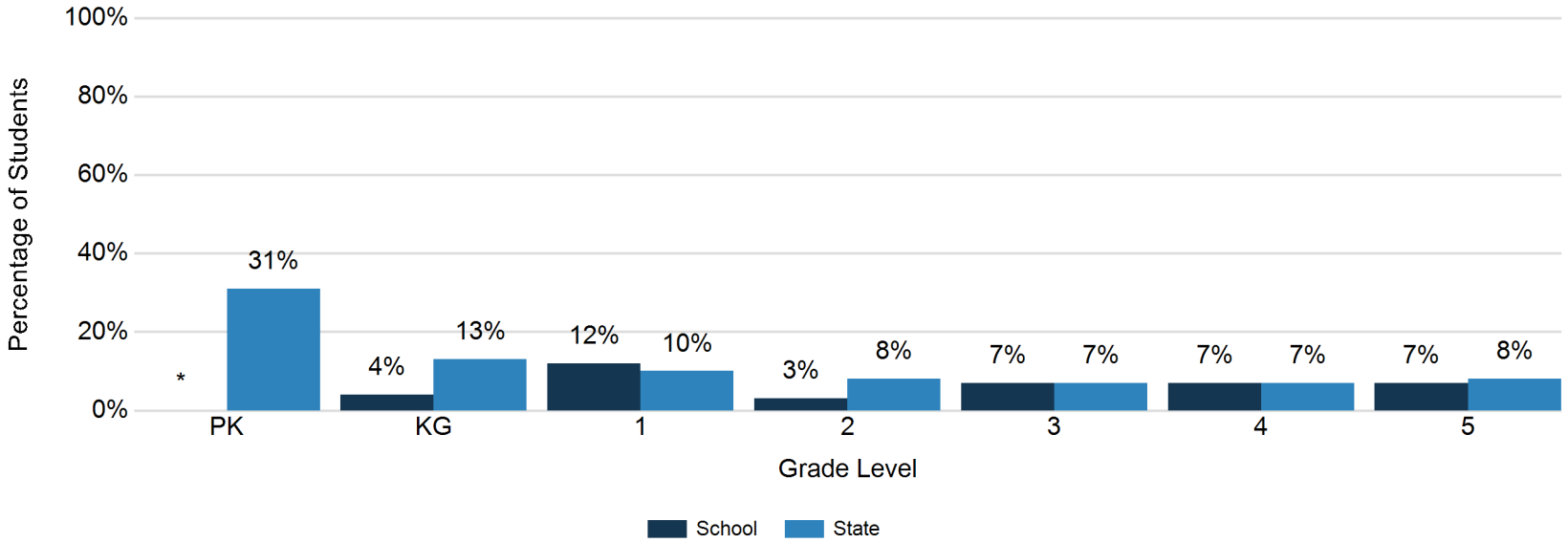
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Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.94

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	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	20	5.9%
Any Suspension	20	5.9%
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
156

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	12.9	10.8
Percentage of Teachers with 4 or more years experience in the district	81.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	340:1	179:1
Teachers to Administrators	32:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

NJ SCHOOL PERFORMANCE REPORT

Alexander Elementary School
(21-1950-085)
Grades Offered: PK-05
2018-2019

Report Key:
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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.4%	90.6%	0.0%	48.4%	77.1%	54.9%
Male	57.6%	9.4%	100.0%	51.6%	22.9%	45.1%
White	67.6%	93.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.2%	6.3%	0.0%	15.0%	6.6%	13.9%
Asian	3.5%	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	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.1%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

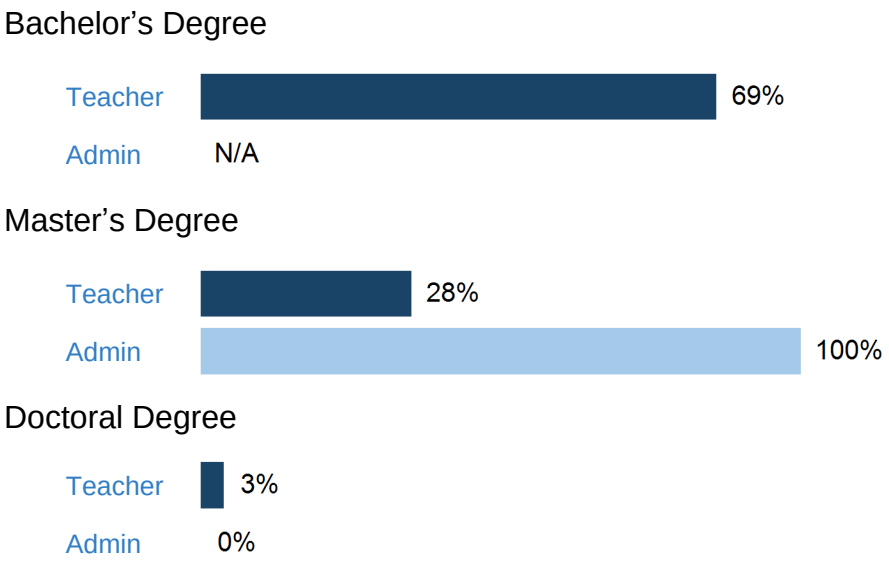
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Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.0%	66.7%	56.0%
Math Proficiency	54.8%	60.8%	56.7%
ELA Growth	40	55	36
Math Growth	46	55	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	10.0%	5.8%	6.6%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Guided math, balanced literacy, "Fundations" phonics program in the lower grades, Next Generation Science Standards. • Dedicated staff constantly seeking professional development to provide best practices in all areas of the curriculum. • Strong and highly involved PTA provides resources, fun, and engaging extra-curricular activities for students.
Mission, Vision, Theme:	“Success for All Students” is our mission at Alexander School and our student achievement is the result of a strong home/school partnership. A motivated and respected teaching staff provides quality instruction each day. Teachers at Alexander continuously expand their content knowledge and classroom strategies by taking advantage of numerous professional development opportunities, as well as working as a team to collaborate best practices.
Awards, Recognition, Accomplishments:	Alexander students receive Daily Math Fact awards, First in Math awards, as well as monthly Good Character awards, and monthly attendance awards. Many students have also received the Excellence Through Education Merit Award, the Mercer County Professional Counselor’s Association Caring Award, and the Kidsbridge Humanitarian Award, participating in ceremonies at TCNJ, MCCC, and Grice Middle School. Each year many students receive the President’s Award of Educational Excellence/Educational Achievement Certificate.

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Courses, Curriculum, Instruction:	Alexander provides a balanced literacy approach in ELA, which includes an advanced learning program, "ALPS", in grades 3-5 for students who qualify based on their achievement. Our guided math approach ensures that each student is making progress at their correct level and teachers are able to differentiate instruction to meet students' needs.
Clubs and Activities:	Alexander students participate in the following extra-curricular clubs and activites each year: Students Serving Students, Safety Patrols, Chorus, Band, Orchestra, Family STEM nights, as well as many other PTA sponsored functions.

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Before and After School Programs:	Alexander partners with the local YMCA to provide a Before and After Care Program that serves all grades, K-5.
Staff and Professional Learning:	Professional development includes teacher PLCs and building level collaboration combined with district level professional development offerings in all areas with a focus on technology. Alexander's teachers eagerly take part in new initiatives to remain current and deliver the best instruction possible so that students reach their full potential.

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Student Supports and Services:	Our Child Study Team works closely with students with disabilities to provide the proper programs and supports. ELL learners receive daily instruction/support. Diagnostic data is used to identify and assist struggling learners and provide basic skills instruction when needed.
Student Health and Wellness:	Alexander's school nurse oversees the health and wellness of all students. In collaboration with parents, students' needs are met daily. Alexander has a school breakfast program and students receive weekly instruction in Health/PE, as well as a daily 30 minute recess.
Parent and Community Involvement:	A highly motivated and involved PTA assists by providing resources and by planning memorable experiences that enrich our program. We are able to have many after school events and assembly programs because of our excellent PTA! Parents access an online portal to keep informed of school events and their children's progress.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers There is a yearly School Climate Survey used by the school which comes from the district. Students, staff, and parents are encouraged to participate. Additionally, there is a School Climate/Safety Team Committee that is composed of administration, staff, and parents. It meets four times a year to discuss how to continually enhance the school climate.
Facilities:	Alexander school has had many recent facility upgrades! The school has a new roof, new boiler, as well as new windows and exterior doors, all done in the last few years. Alexander recently has become ADA compliant with new student restrooms, exterior ramps, and new interior doors.

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Other Information	Alexander School's nurturing staff ensures that students grow not only academically, but socially, emotionally, and physically. Our elementary school students are provided with a comprehensive academic program that is delivered in a positive learning environment. Activities are often student led, with the teacher acting as a facilitator of the learning. Our aim is to educate the "whole child" by allowing each individual student to build on his or her own unique talents. Technology is certainly an integral part of instruction at Alexander School and each year we look to enhance what we can offer students by upgrading computer hardware, integrating new software, and ensuring that our teaching staff has the appropriate professional development. The goal is not to simply expose students to technology, but to have students use technology in their daily education to enhance their learning and improve the quality of their school work. Alexander School maintains an atmosphere of mutual respect that enables teachers to teach and students to learn. Our school's goals promote courteous conduct and stress the importance of working cooperatively. The children of Alexander School respect the rights of others and demonstrate an appreciation and acceptance of all cultures. Especially noteworthy is the fact that Alexander students enjoy school and are motivated to work very hard to make our school a better place for all!

NJ SCHOOL PERFORMANCE REPORT

Emily C. Reynolds Middle School
(21-1950-080)
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:

NJ SCHOOL PERFORMANCE REPORT

Emily C. Reynolds Middle School
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2018-2019

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School Contact Information

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

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Mrs. Patricia Landolfi-Collins
Address	2145 YARDVILLE HAMILTON SQ HAMILTON, NJ 08690
Phone Number	609-631-4162
Email Address	pcollins@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/910
Twitter	https://twitter.com/HTSD_Reynolds

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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	280	312	295
7	311	283	318
8	367	316	284
Total	958	911	897

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.0%	45.6%	46.5%
Male	53.0%	54.4%	53.5%
Economically Disadvantaged Students	27.0%	24.8%	27.0%
Students with Disabilities	16.0%	15.4%	16.4%
English Learners	1.3%	1.1%	2.7%
Homeless Students	0.4%	0.1%	0.1%
Students in Foster Care	0.2%	0.1%	0.3%
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	61.1%	61.4%	60.2%
Hispanic	18.7%	18.8%	21.9%
Black or African American	14.3%	13.4%	12.5%
Asian	3.5%	4.0%	3.2%
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	2.4%	2.5%	2.2%

Enrollment by Home Language

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

Home Language	% of Students
English	84.2%
Spanish	7.7%
Creoles and pidgins, French-based	1.3%
Creoles and pidgins, English	1.0%
Other Languages	5.8%

NJ SCHOOL PERFORMANCE REPORT

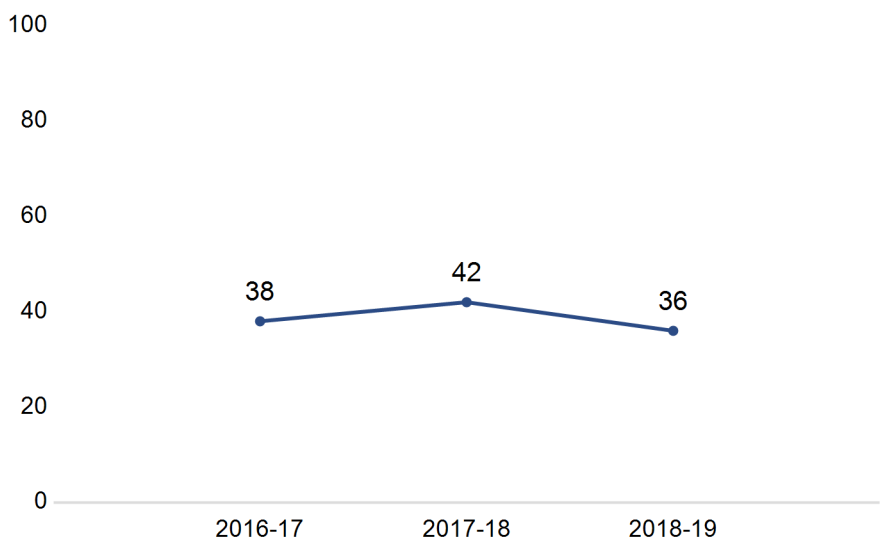
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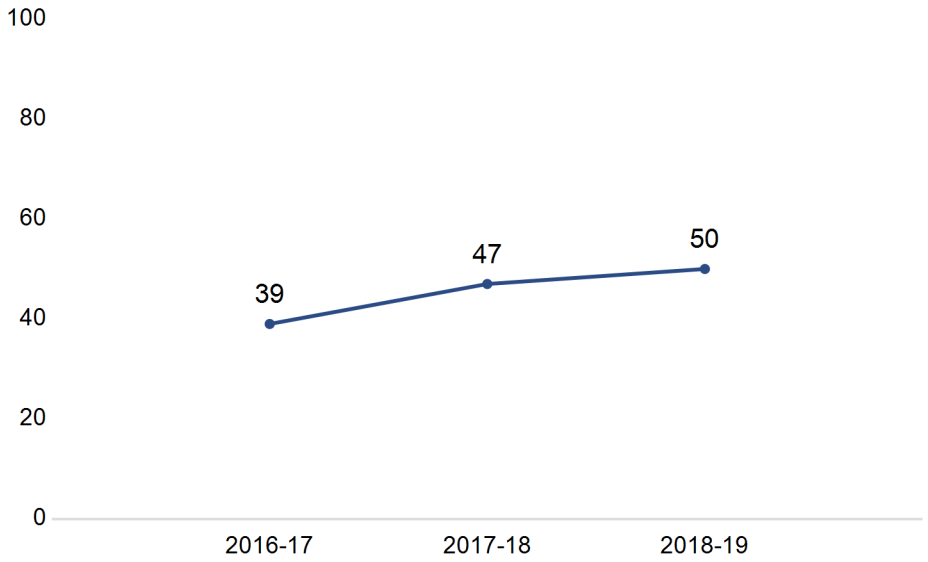
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	38	42	36	39	47	50
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Emily C. Reynolds Middle School
(21-1950-080)
Grades Offered: 06-08
2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	36	40	50	Not Met	50	44	50	Met Standard
White	35	40	50	Not Met	47	47	52	Met Standard
Hispanic	42	41	49	Met Standard	57	41	47	Met Standard
Black or African American	27	36	45	Not Met	47.5	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	53	56	59	Met Standard	51	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	30	40.5	49	**	50	42	52	**
Female	40	44	53	N	50.5	44	50	N
Male	33	36	47	N	48	45	51	N
Economically Disadvantaged Students	39	38	48	Not Met	49	40	46	Met Standard
Students with Disabilities	41	39	43	Met Standard	48.5	43	45	Met Standard
English Learners	60	48	52	Exceeds Standard	48	36	50	Met Standard
Homeless Students	*	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

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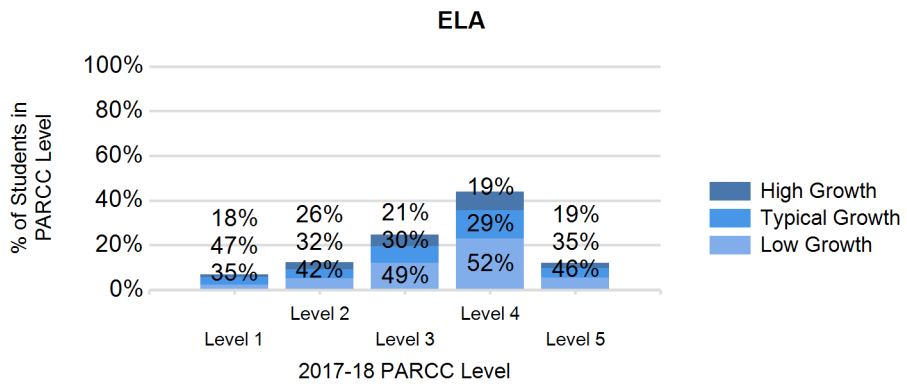
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

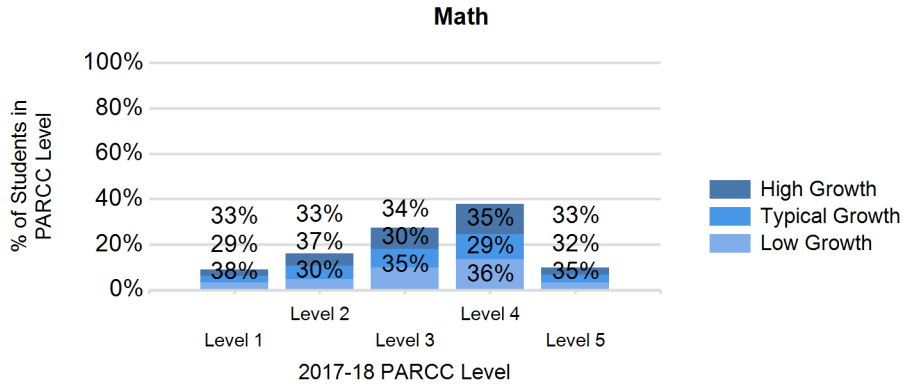
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

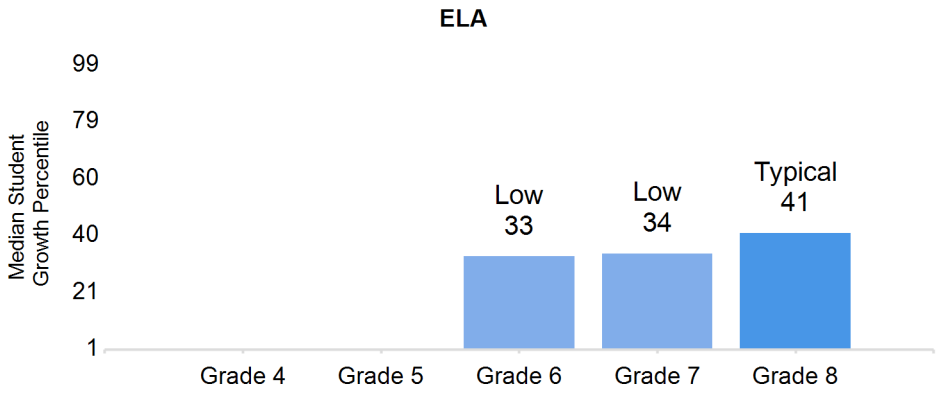
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

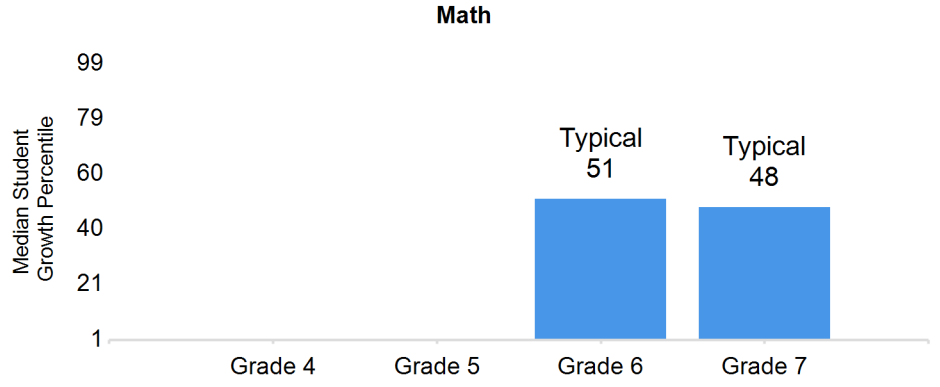




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

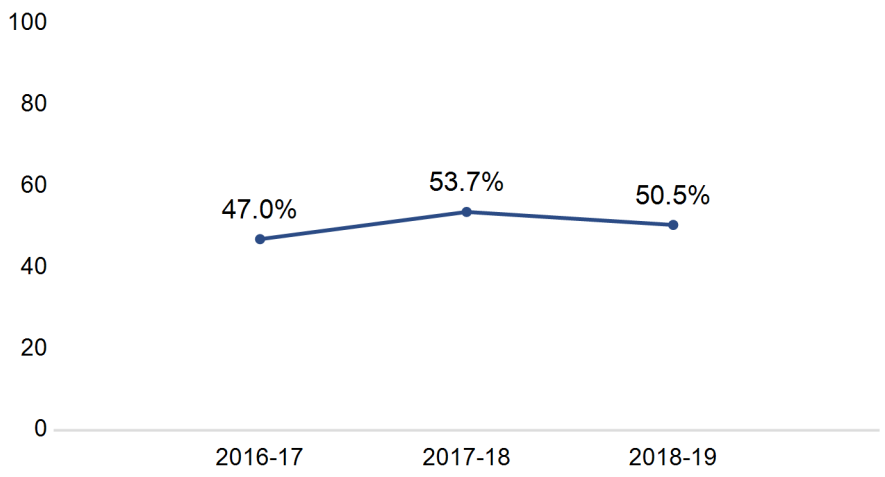
Emily C. Reynolds Middle School
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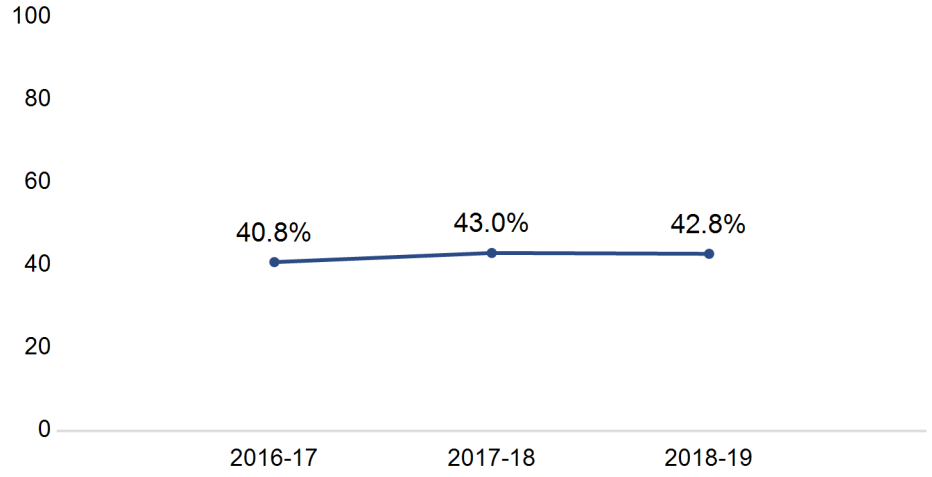
English Language Arts and Mathematics Performance Trends

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

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	98.3%	98.1%	99.2%	98.3%	98.1%	99.1%
Proficiency Rate for Federal Accountability	47.0%	53.7%	50.5%	40.8%	43.0%	42.8%
Annual Target	53.2%	54.6%	56.0%	42.9%	44.8%	46.8%
Met Annual Target?	Not Met	Met Target†	Not Met	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	874	99.2	50.5	44.9	57.9	50.5	56	Not Met
White	528	98.9	56.4	*	66.9	56.4	63.4	Not Met
Hispanic	187	99.5	46.5	36.2	43.9	46.5	47.2	Met Target†
Black or African American	110	100.0	19.1	29.3	38.5	19.1	31.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	100.0	79.3	74.1	82.9	79.3	55.9	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	20	100.0	60.0	*	64.4	60.0	55.8	Met Target
Female	414	99.5	61.8	54.3	64.8	61.8		
Male	460	98.9	40.2	36.4	51.3	40.2		
Economically Disadvantaged Students	228	100.0	33.8	32.0	40.0	33.8	37.1	Met Target†
Non-Economically Disadvantaged Students	646	98.9	56.3	52.5	67.9	56.3		
Students with Disabilities	147	98.0	17.0	14.3	22.7	17.0	22.5	Not Met
Students without Disabilities	727	99.5	57.2	51.9	65.1	57.2		
English Learners	40	100.0	35.0	20.9	29.3	35.0	34.4	Met Target
Non-English Learners	834	99.2	51.2	46.8	60.6	51.2		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

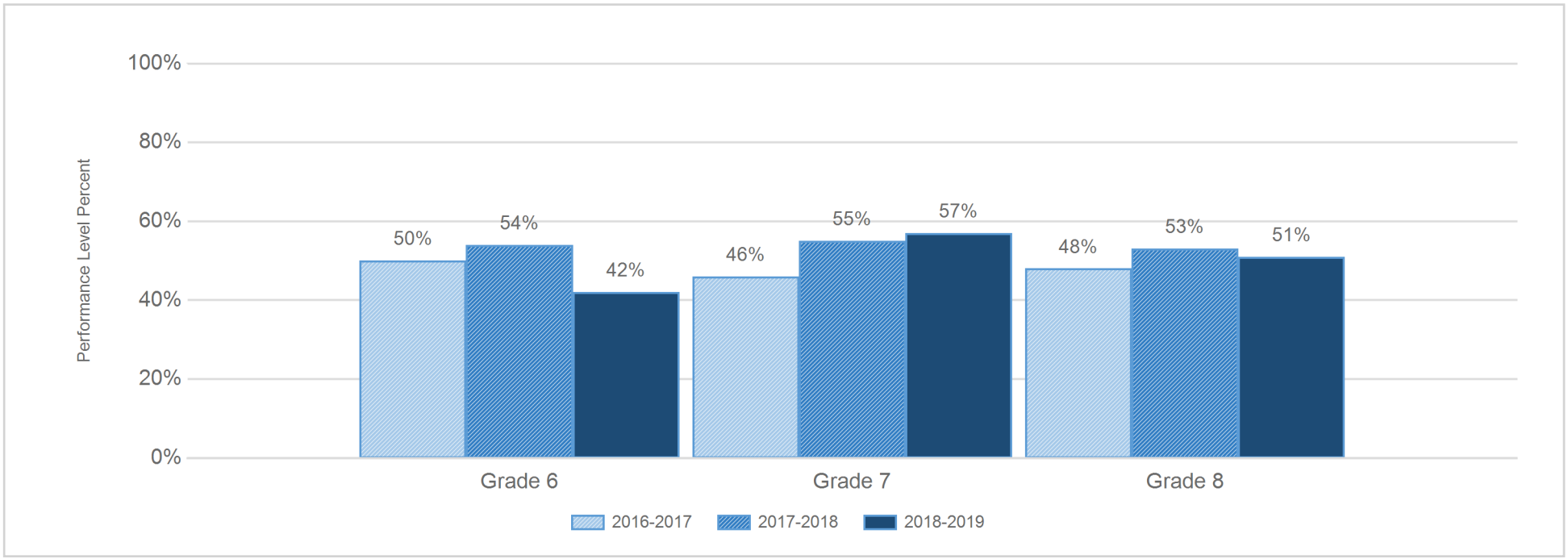
NJ SCHOOL PERFORMANCE REPORT

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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	289	744	743	754	10%	18%	30%	35%	7%	42%	56%
White	169	750	751	762	7%	14%	28%	43%	8%	51%	65%
Hispanic	71	740	737	743	*	21%	32%	*	*	38%	43%
Black or African American	39	720	729	738	26%	28%	36%	*	*	10%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	753	760	*	*	*	*	*	*	64%
Female	142	753	751	762	*	16%	28%	*	*	52%	64%
Male	147	735	736	748	*	20%	32%	*	*	33%	48%
Economically Disadvantaged Students	89	733	732	740	15%	22%	36%	*	*	27%	39%
Non-Economically Disadvantaged Students	200	749	750	763	8%	16%	28%	*	*	49%	67%
Students with Disabilities	48	712	713	722	35%	35%	*	*	*	10%	19%
Students without Disabilities	241	750	750	761	5%	15%	*	*	*	49%	64%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	745	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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(21-1950-080)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	308	752	746	761	10%	13%	20%	37%	20%	57%	63%
White	191	758	755	769	6%	9%	24%	36%	25%	61%	72%
Hispanic	62	744	736	747	16%	18%	*	*	*	55%	50%
Black or African American	35	727	732	741	*	29%	31%	*	*	23%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	751	768	*	*	*	*	*	*	68%
Female	141	763	758	769	*	*	15%	45%	26%	72%	71%
Male	167	742	736	753	*	*	25%	30%	15%	45%	55%
Economically Disadvantaged Students	70	733	730	743	23%	24%	14%	21%	17%	39%	45%
Non-Economically Disadvantaged Students	238	757	755	771	6%	9%	22%	42%	21%	63%	73%
Students with Disabilities	48	721	707	720	33%	*	21%	*	*	27%	22%
Students without Disabilities	260	758	755	769	5%	*	20%	*	*	63%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	277	750	745	762	11%	11%	27%	39%	12%	51%	63%
White	166	756	755	770	8%	8%	27%	42%	16%	57%	72%
Hispanic	57	741	739	747	18%	*	21%	*	*	46%	49%
Black or African American	35	733	724	741	*	*	43%	*	*	23%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	743	769	*	*	*	*	*	*	69%
Female	130	764	757	771	*	*	28%	*	*	62%	71%
Male	147	738	733	753	*	*	27%	*	*	41%	55%
Economically Disadvantaged Students	72	736	732	743	18%	15%	31%	*	*	36%	45%
Non-Economically Disadvantaged Students	205	755	752	772	8%	9%	26%	*	*	56%	72%
Students with Disabilities	41	712	712	721	41%	24%	24%	*	*	10%	22%
Students without Disabilities	236	757	751	770	6%	8%	28%	*	*	58%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

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	873	99.1	42.8	32.7	44.5	42.8	46.8	Not Met
White	527	98.7	49.9	*	54.1	49.9	52.5	Met Target†
Hispanic	187	99.5	33.2	22.5	28.8	33.2	33.5	Met Target†
Black or African American	110	100.0	17.3	18.5	23.0	17.3	31	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	100.0	69.0	55.5	76.5	69.0	53.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	20	100.0	50.0	*	53.3	50.0	51.5	Met Target†
Female	413	99.3	44.8	33.8	44.9	44.8		
Male	460	99.0	41.1	31.7	44.2	41.1		
Economically Disadvantaged Students	228	100.0	25.0	*	26.3	25.0	28.3	Met Target†
Non-Economically Disadvantaged Students	645	98.8	49.1	*	54.9	49.1		
Students with Disabilities	147	98.0	10.2	10.6	17.4	10.2	18.5	Not Met
Students without Disabilities	726	99.3	49.4	37.7	50.0	49.4		
English Learners	40	100.0	17.5	15.3	25.0	17.5	35.6	Not Met
Non-English Learners	833	99.1	44.1	34.2	46.5	44.1		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
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.

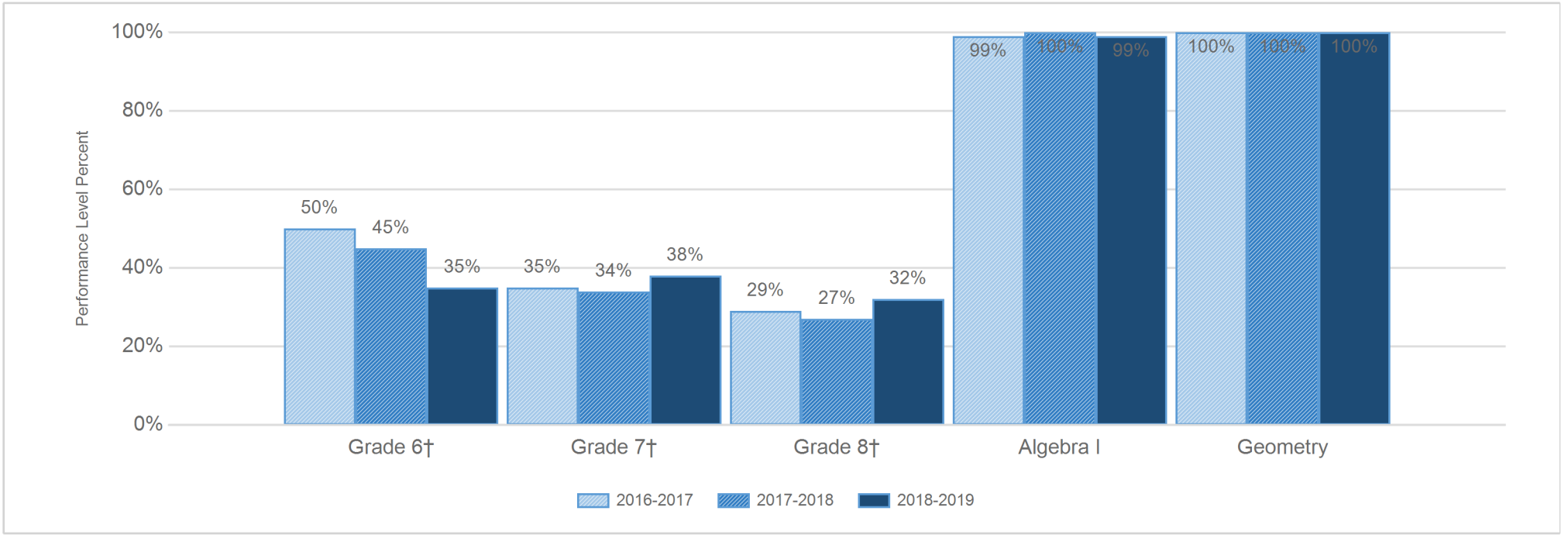
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Mathematics Assessment – Performance Trends

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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2018-2019

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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	289	738	735	741	10%	23%	32%	29%	6%	35%	41%
White	169	746	746	749	7%	18%	31%	36%	8%	44%	51%
Hispanic	71	731	726	729	*	31%	37%	*	*	24%	24%
Black or African American	39	713	719	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	740	747	*	*	*	*	*	*	48%
Female	142	741	736	742	*	22%	38%	*	*	35%	42%
Male	147	736	733	740	*	24%	27%	*	*	34%	40%
Economically Disadvantaged Students	89	725	722	726	18%	25%	39%	*	*	18%	21%
Non-Economically Disadvantaged Students	200	744	742	750	7%	23%	29%	*	*	42%	53%
Students with Disabilities	48	719	715	716	25%	40%	25%	*	*	10%	12%
Students without Disabilities	241	742	739	746	7%	20%	34%	*	*	39%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Emily C. Reynolds Middle School
(21-1950-080)
Grades Offered: 06-08
2018-2019

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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	284	743	736	744	9%	19%	33%	28%	11%	38%	42%
White	172	748	743	751	*	15%	37%	*	*	44%	53%
Hispanic	59	737	729	733	*	25%	27%	*	*	34%	26%
Black or African American	35	722	725	727	*	29%	34%	*	*	14%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	738	749	*	*	*	*	*	*	51%
Female	131	747	739	744	*	21%	34%	*	*	39%	42%
Male	153	740	734	743	*	18%	32%	*	*	38%	42%
Economically Disadvantaged Students	69	729	725	731	22%	26%	30%	*	*	22%	24%
Non-Economically Disadvantaged Students	215	747	742	751	5%	17%	34%	*	*	44%	53%
Students with Disabilities	48	722	715	718	21%	35%	29%	*	*	15%	13%
Students without Disabilities	236	747	741	749	7%	16%	34%	*	*	43%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Emily C. Reynolds Middle School
(21-1950-080)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	203	732	723	728	19%	24%	25%	*	*	32%	29%
White	107	734	730	737	20%	21%	24%	*	*	36%	38%
Hispanic	54	727	720	722	20%	31%	22%	26%	0%	26%	22%
Black or African American	30	727	714	714	*	*	37%	*	*	20%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	734	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	727	730	*	*	*	*	*	*	31%
Female	87	736	724	731	14%	25%	23%	*	*	38%	31%
Male	116	728	721	726	23%	22%	27%	*	*	28%	27%
Economically Disadvantaged Students	65	726	717	719	23%	31%	25%	*	*	22%	20%
Non-Economically Disadvantaged Students	138	734	727	735	17%	20%	25%	*	*	37%	36%
Students with Disabilities	40	706	702	707	*	*	*	*	*	*	10%
Students without Disabilities	163	738	728	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Emily C. Reynolds Middle School
(21-1950-080)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	787	736	744	0%	*	0%	*	*	99%	42%
White	56	788	747	752	0%	*	0%	*	*	98%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	723	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	35	789	739	745	0%	*	0%	*	*	100%	44%
Male	43	786	734	743	0%	*	0%	*	*	98%	41%
Economically Disadvantaged Students	12	783	727	727	0%	*	0%	*	*	100%	23%
Non-Economically Disadvantaged Students	66	788	742	752	0%	*	0%	*	*	98%	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	78	787	*	748	0%	*	0%	*	*	99%	47%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Emily C. Reynolds Middle School
(21-1950-080)
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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	787	727	737	0%	0%	0%	*	*	100%	35%
White	21	786	*	743	0%	0%	0%	*	*	100%	43%
Hispanic	*	*	720	724	*	*	*	*	*	*	17%
Black or African American	N	N	716	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	730	738	*	*	*	*	*	*	36%
Male	*	*	724	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	720	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	730	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	706	708	N	N	N	N	N	N	*
Non-English Learners	25	787	728	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	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	40.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

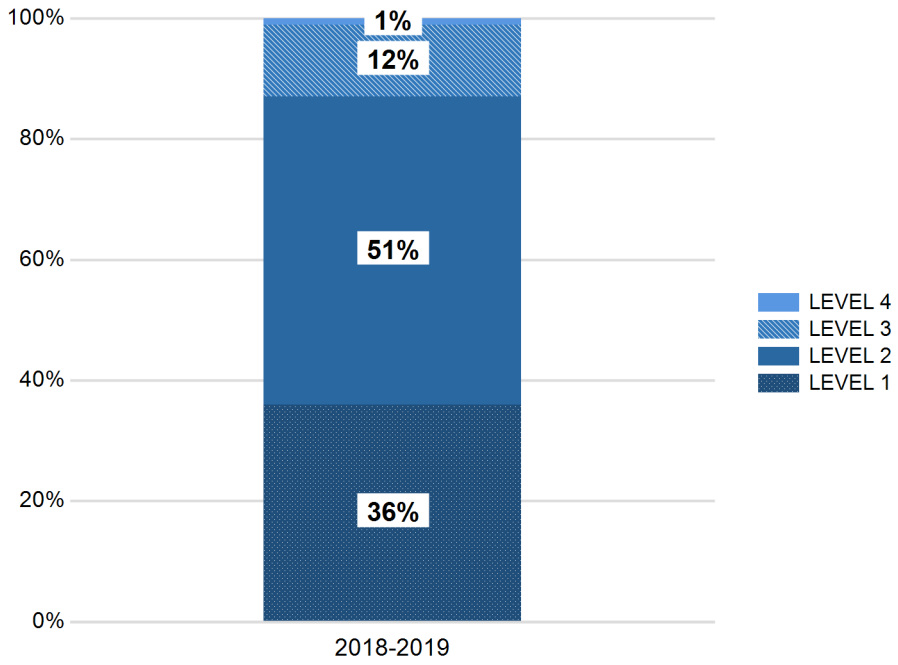
Emily C. Reynolds Middle School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science 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	36	51	12	1
White	30	55	14	1
Hispanic	51	40	10	0
Black or African American	46	49	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	57	13	1
Male	42	45	12	1
Economically Disadvantaged Students	47	48	5	0
Non-Economically Disadvantaged Students	32	52	15	1
Students with Disabilities	81	17	2	0
Students without Disabilities	28	57	14	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	295
7	24	0	294
8	55	25	204
Total	79	25	793

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	268	0	0	0	0	0	0
7	282	0	0	0	0	0	0
8	31	0	0	0	0	0	0
Total	581	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Emily C. Reynolds Middle School
(21-1950-080)
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2018-2019

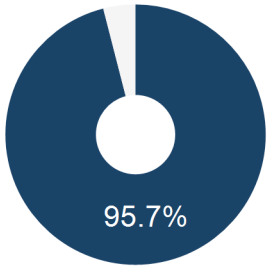
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Visual and Performing Arts – Course Participation

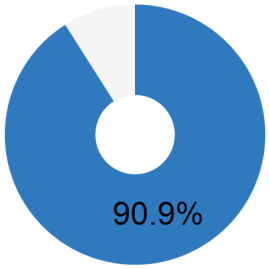
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

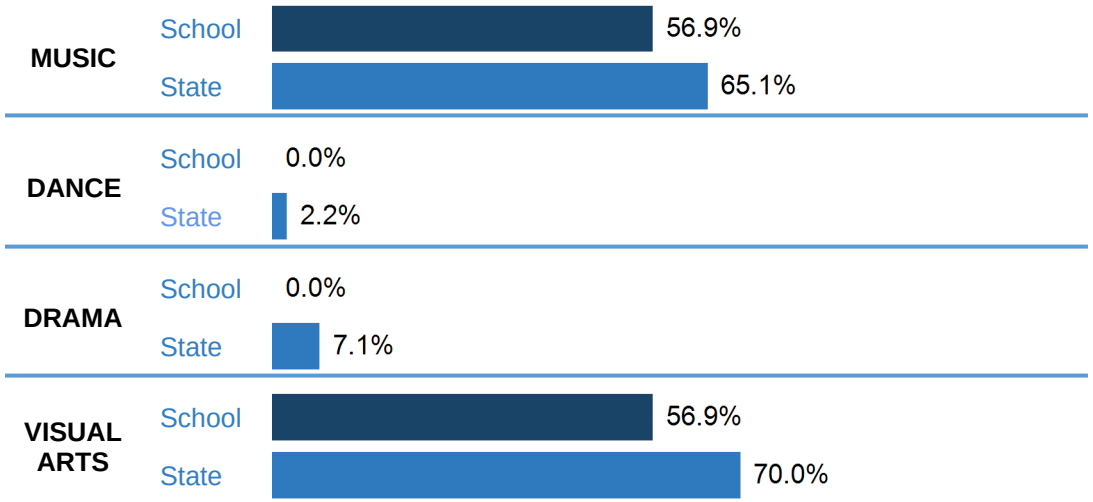


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

Emily C. Reynolds Middle School
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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.

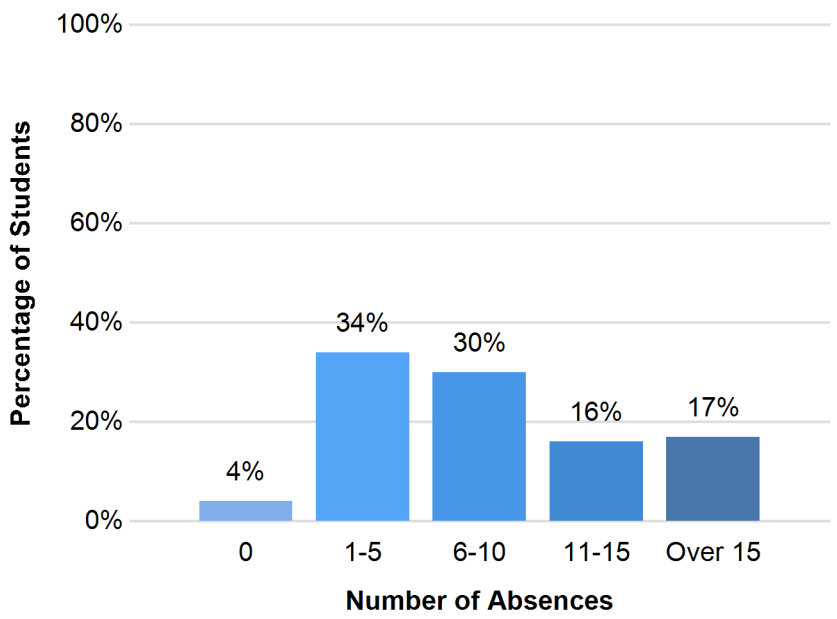
Chronic Absenteeism

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	101	11.3	9.1	Not Met
White	51	9.5	9.1	Not Met
Hispanic	28	14.5	9.1	Not Met
Black or African American	14	12.4	9.1	Not Met
Asian, Native Hawaiian, or Pacific	1	3.6	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	7	35.0	9.1	Not Met
Female	44	10.6		
Male	57	12.0		
Economically Disadvantaged Students	39	16.3	9.1	Not Met
Students with Disabilities	24	16.3	9.1	Not Met
English Learners	2	8.7	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

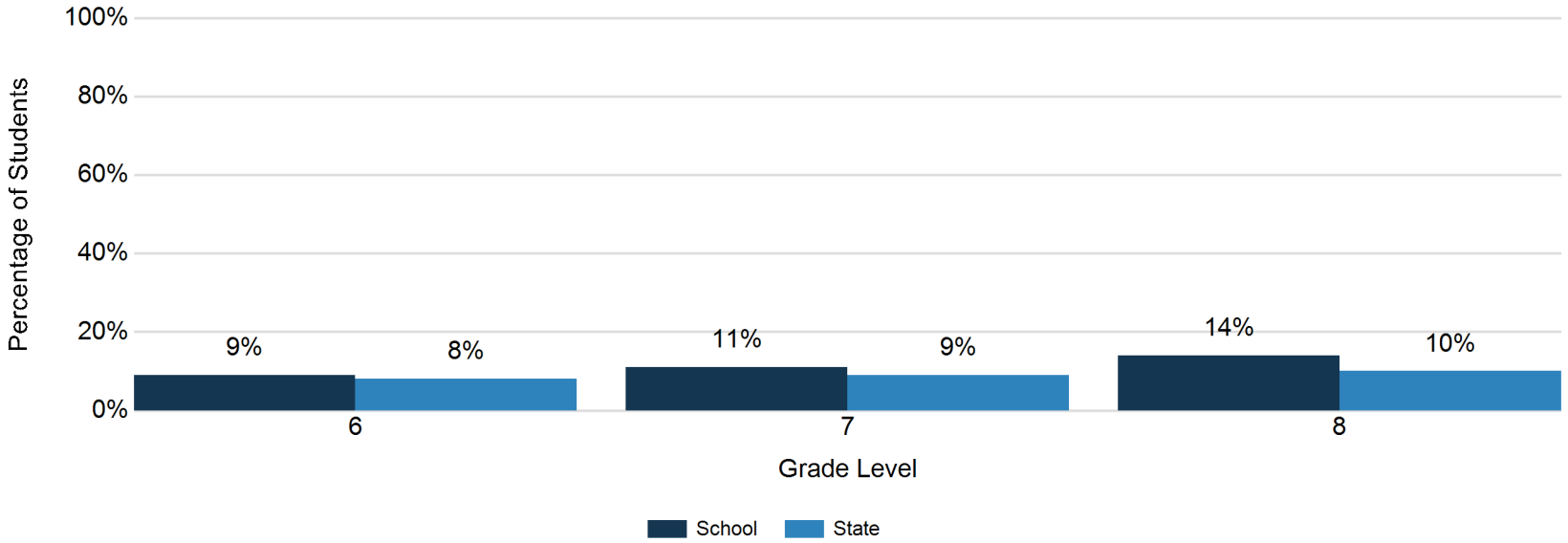
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Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	32
Weapons	1
Vandalism	4
Substances	7
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	50
Incidents Per 100 Students Enrolled	5.57

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	41	4.6%
Out-of-School Suspensions	57	6.4%
Any Suspension	76	8.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
208

NJ SCHOOL PERFORMANCE REPORT

Emily C. Reynolds Middle School
(21-1950-080)
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	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.5:1

NJ SCHOOL PERFORMANCE REPORT

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	79	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	77.2%	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	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	299:1	179:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.5%	78.5%	66.7%	48.4%	77.1%	54.9%
Male	53.5%	21.5%	33.3%	51.6%	22.9%	45.1%
White	60.2%	94.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	21.9%	1.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.5%	2.5%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	1.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.2%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

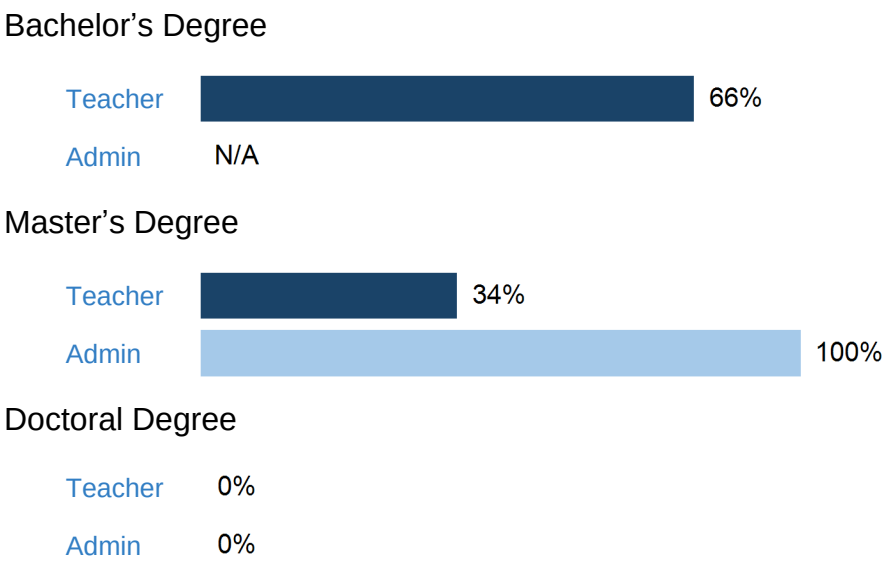
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2018-2019

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Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.8%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.0%	53.7%	50.5%
Math Proficiency	40.8%	43.0%	42.8%
ELA Growth	38	42	36
Math Growth	39	47	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	40.0%
Chronic Absenteeism	9.4%	12.9%	11.3%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Aviation Club: funded through a Grant to purchase simulation equipment to teach students how to fly. • Award Winning Vocal, Band and String participants: Music in the Parks. • RMS Yearly Drama Performance: Crew and Cast Recognition
Mission, Vision, Theme:	The mission of Reynolds Middle School is to provide for the optimum intellectual, social, physical and emotional growth for each student. This mission is backed by curricular goals, addressing student learning styles, providing a safe and nurturing environment as well as preparing our students for a successful high school experience. The staff and parents of Reynolds Middle School are committed to an educational program of excellence and growth for all students.
Awards, Recognition, Accomplishments:	Each month six students (two per grade) are recognized by the teaching staff and honored by the Principal as "Students of the Month". Also, selected eighth grade students are invited to an end of the year Academic Award Ceremony. They are honored for All A's (eighth grade and three years), Presidential Awards, Subject Awards, and an in house Don Simms Award for overall character and academic achievement.

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Courses, Curriculum, Instruction:	Three academic levels are offered in math and two in ELA. General courses are aligned to the NJSLS. Enriched levels address above level standards. Advanced enriched courses are offered that prepare students for HS Algebra I, and HS Honors Geometry. Students can take HS Spanish I in 8th grade. Math and ELA meet daily for 80 minutes, while science and SS meet for 80 minutes blocks every other day. Every student receives instruction in Health, PE, foreign language, technology and the arts.
Clubs and Activities:	Drama club - annual musical. Eagle's Eye newspaper and the Yearbook club students write articles and photograph the school year. Early Act – organizes clothing drives, Thanksgiving food baskets, and holiday toy drive. Student Council - fundraisers, school dances, and spirit days. Willow Tree - teens become advocates against alcohol and tobacco use. Aviation club - students interested in flying. STEM and Robotics' club - explore Science, Technology, Engineering, and Math through fun, hands-on activities. New 2019-2020 a Sports Club / Program has been organized for all students interested and eligible under the "In Good Standing" clause written under the District's Code of Conduct.

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Before and After School Programs:	School starts at 8:25. Students are permitted into the building at 8:00. Students are supervised from 8:00–8:15 in the auditorium, cafeteria or gymnasium. Students with teacher issued passes are permitted to classrooms for additional instructional help. Teachers are also available for additional help after school from 3:00-4:00. A one hour homework help opportunity runs once per week from Oct.- May. Tutoring is also offered twice per week from Jan.-May. Jazz band meets before school once per week.
Staff and Professional Learning:	Reynolds faculty consists of 3 Administrators, 78 teachers, 4 counselors, a child study team, and 18 assistants. Every school year the staff is placed into Professional Learning Communities to articulate standards in common subject areas, how to apply Best Practices into lesson plans, utilize Google Classroom and learn new strategies to engage students within the classroom. PLC's also incorporate a book study that aligns with student social and emotional learning. The district also provides PD days for all staff members to discuss data and learn about new educational trends.

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Student Supports and Services:	ESL supports students with cultural transitions and language acquisition. Options for Students with disabilities are: Self-contained classes - small group instructions. Resource room - ELA and Math with small group instruction. Inclusion classes are taught by a general education teacher and a special education teacher or a classroom assistant. Autistic program for middle school age students is a comprehensive program of life skills and academics.
Student Health and Wellness:	Breakfast is served at RMS for any student interested. Free / reduced lunch students are provided with breakfast from 8:00-8:20 am daily. During lunch, Healthy Living contests take place. Students have the opportunity to assess their healthy living knowledge and food choices. All grade levels receive a specific 45 day health curriculum. Sixth Grade: Changes in Adolescence, Seventh Grade: Life Style Decisions, Eighth Grade: Relationships. PE is also offered one full semester of the school year.
Parent and Community Involvement:	HTSD provides all parents with access to PowerSchool Parent Portal. This allows parents to keep track of daily attendance, grades, and stores all family demographic information. RMS has a very supportive PTA. The executive board holds meetings once a month to discuss and provide the students with class trip funding, fundraiser incentive shows, a sponsored Trenton Thunder baseball game in the spring, along with highlighting art and history classes during the annual Founder's Day celebration.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey is made available to all students, parents and staff members associated with RMS. The survey questionnaire links are provided to the above in June of each school year. Topics/questions ranging from strongly agree to strongly disagree include; school environment, safety, staff, curriculum, before and after school activities, and the overall school experience. The data is provided to the Administration to organize and utilized as a focus for the upcoming school year.
Facilities:	Reynolds Middle School was built in 1969. The most recent addition was D Hall allowing space for six classrooms. The science wing is located in C hall, while the Media Center, B107 & C7 are designated computer labs. The school grounds include landscaping donated by the PTA to accent the school's front sign, Joey's garden as well as Autistic courtyard. RMS does not have central air condition. Rather, AC is located in the science wing and specifically-assigned rooms for accommodations.

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School Narrative

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Other Information	Reynolds Middle School is in Mercer County, New Jersey. The school's campus consists of 27.9 acres and the students are housed in one building consisting of four wings. The current enrollment at Reynolds is approximately 1000 students. The bell schedule at RMS includes 9 forty-minute periods with 3 minute passing. Each classroom is equipped with a building fire escape map and emergency code procedures. Every month, fire and condition drills are conducted to ensure both staff and student safety. The building houses three computer labs and the media center provides the staff with over 18 computer carts including Chrome and HP Probooks. Every classroom is equipped with a SMARTboard or interactive board. The teachers at Reynolds Middle School utilize Google Classroom. Each student has received their own Google account in order to take part in different lesson planning activities from classroom to classroom. The teachers at Reynolds are evaluated using the Danielson Observation Model. All staff members are observed at least twice throughout the school year along with a Summative Evaluation Score in June. Reynolds Middle School houses the district's middle school Autistic population. The Autistic Program has grown to four special educational teachers and over 10 assistants providing education in both core and noncore subject areas, technology, physical education and health, as well as social skills. The students in the Autistic classroom have a garden/courtyard dedicated to them to care for and decorate throughout the school year; they also run a coffee club each morning, in the foyer of the school, for the staff as they arrive. Reynolds Middle School communicates to students and parents through various technological outlets: school website, teacher websites, teacher email blasts, administrative phone blasts, Facebook and Twitter. RMS also provides the community with daily weather updates through the Weather Bug Station.

NJ SCHOOL PERFORMANCE REPORT

George E. Wilson Elementary School
(21-1950-105)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

George E. Wilson Elementary School
(21-1950-105)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
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School Contact Information

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

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Mrs. Barbara Panfili
Address	600 Park Avenue HAMILTON, NJ 08610-5012
Phone Number	609-631-4169
Email Address	bpanfili@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/691
Twitter	https://twitter.com/HTSD_Wilson

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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	23	26	29
KG	61	58	60
1	58	60	62
2	76	60	59
3	75	74	62
4	65	81	81
5	63	71	91
Total	421	430	444

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	50.6%	51.2%	51.8%
Male	49.4%	48.8%	48.2%
Economically Disadvantaged Students	74.6%	76.7%	73.2%
Students with Disabilities	7.6%	7.4%	8.1%
English Learners	7.4%	9.8%	13.1%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.0%	9.5%	9.0%
Hispanic	54.9%	56.5%	61.5%
Black or African American	29.0%	26.7%	23.4%
Asian	3.1%	2.3%	2.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.8%	4.7%	3.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	23	26	29
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	61	58	60

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	50.5%
Spanish	43.2%
Creoles and pidgins, French-based	2.3%
Other Languages	4.1%

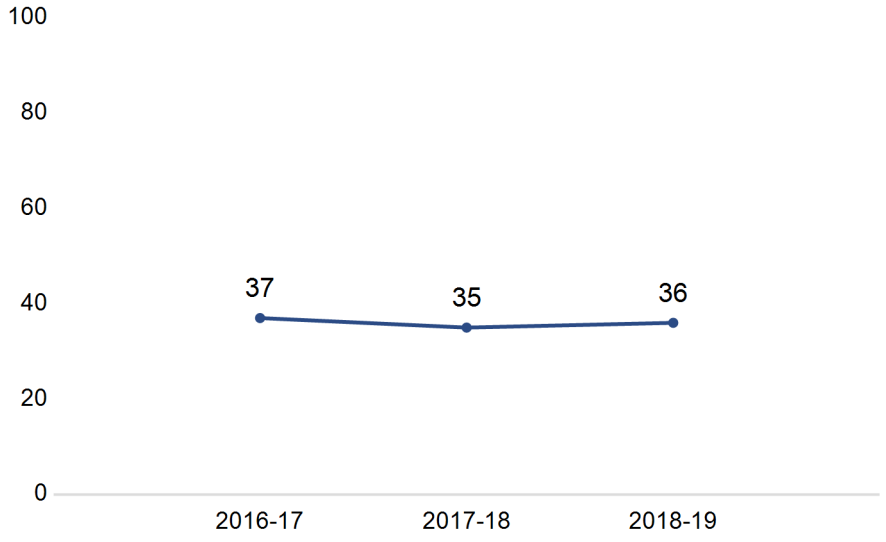
NJ SCHOOL PERFORMANCE REPORT

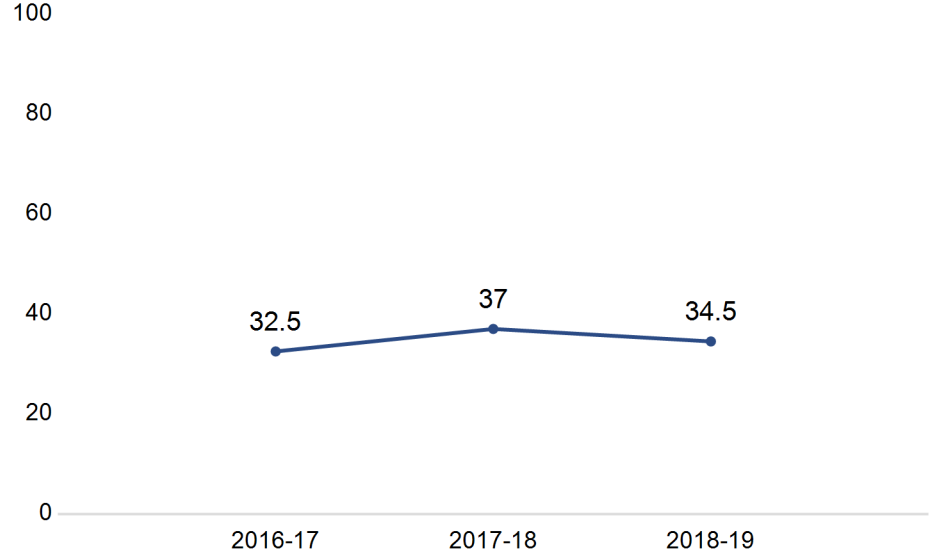
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Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	37	35	36	32.5	37	34.5
Met Standard (40-59.5)?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	36	40	50	Not Met	34.5	44	50	Not Met
White	31	40	50	**	35	47	52	**
Hispanic	35	41	49	Not Met	31	41	47	Not Met
Black or African American	44	36	45	Met Standard	54	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	36	44	53	N	31.5	44	50	N
Male	36	36	47	N	39	45	51	N
Economically Disadvantaged Students	36	38	48	Not Met	33	40	46	Not Met
Students with Disabilities	40	39	43	Met Standard	34	43	45	Not Met
English Learners	36	48	52	Not Met	30	36	50	Not Met
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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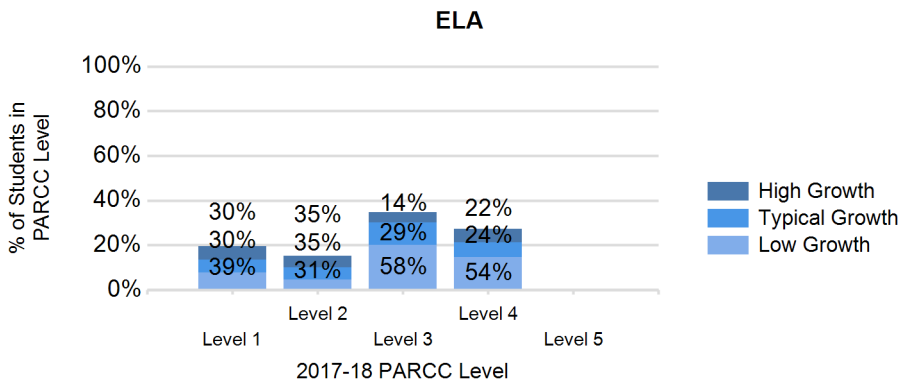
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

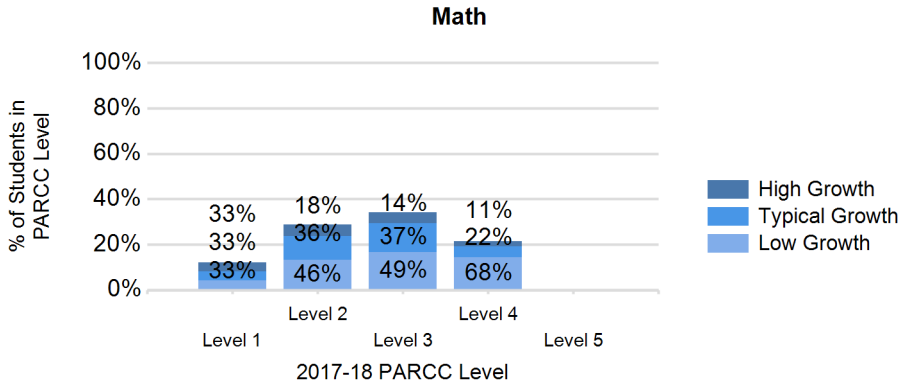
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

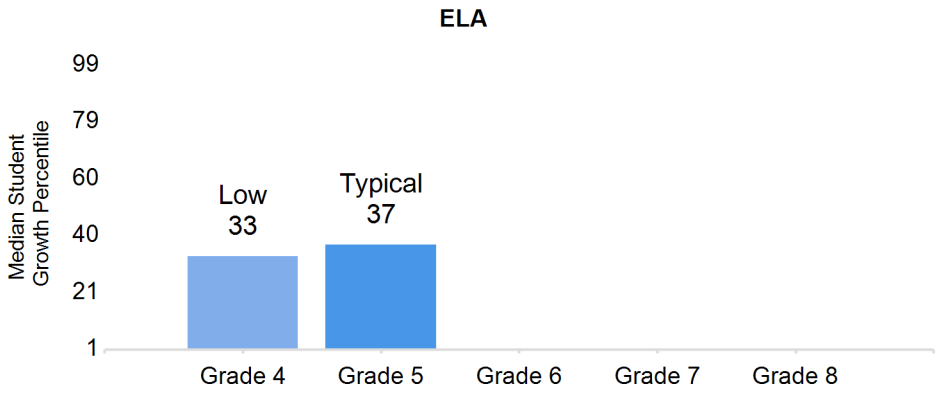
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

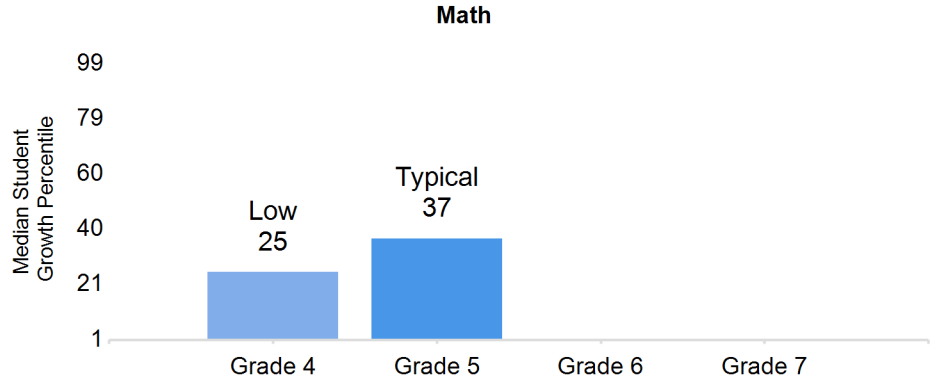




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

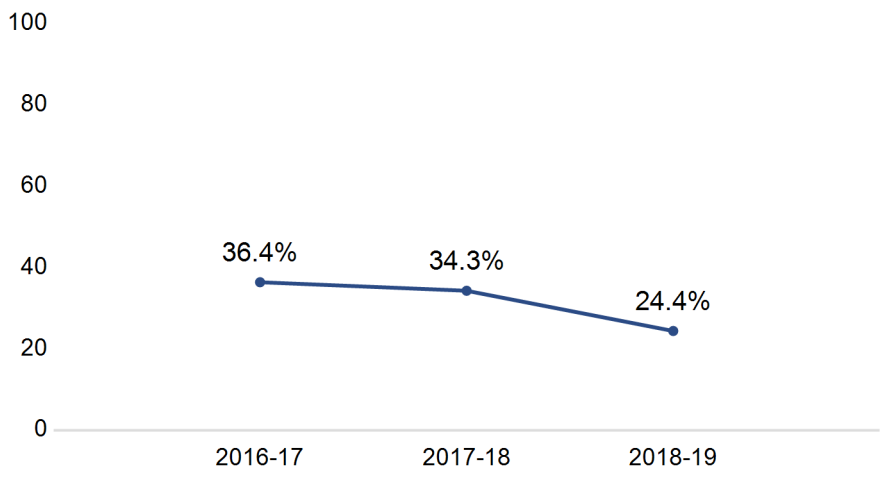
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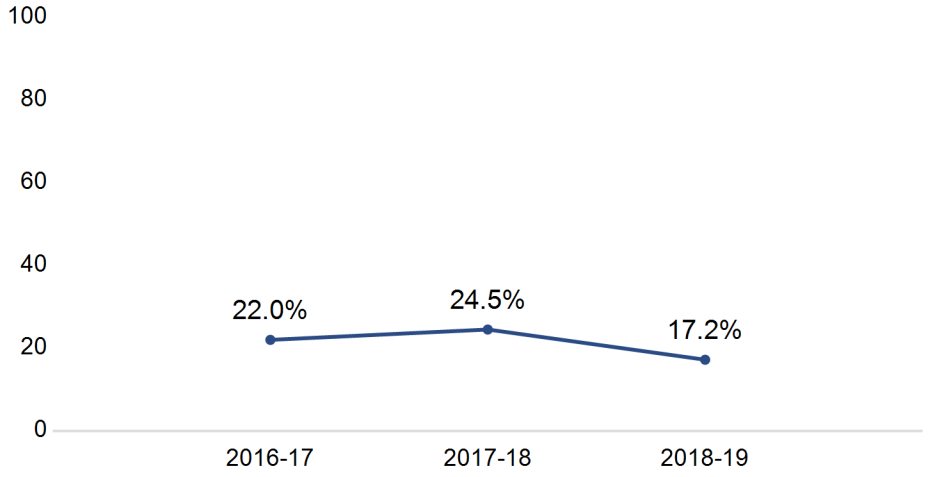
English Language Arts and Mathematics Performance Trends

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	98.7%	100.0%	98.8%	97.8%	100.0%	98.9%
Proficiency Rate for Federal Accountability	36.4%	34.3%	24.4%	22.0%	24.5%	17.2%
Annual Target	44.3%	46.2%	48.0%	33.3%	35.7%	38.2%
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	246	98.8	24.4	44.9	57.9	24.4	48	Not Met
White	24	96.0	16.7	*	66.9	16.7	39.5	Not Met
Hispanic	145	100.0	25.5	36.2	43.9	25.5	44.6	Not Met
Black or African American	60	98.4	20.0	29.3	38.5	20.0	46.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	121	100.0	27.3	54.3	64.8	27.3		
Male	125	97.7	21.6	36.4	51.3	21.6		
Economically Disadvantaged Students	173	98.9	22.5	32.0	40.0	22.5	45.7	Not Met
Non-Economically Disadvantaged Students	73	98.7	28.8	52.5	67.9	28.8		
Students with Disabilities	57	96.7	*	14.3	22.7	*	28.7	Not Met
Students without Disabilities	189	99.5	*	51.9	65.1	*		
English Learners	47	100.0	14.9	20.9	29.3	14.9	19.7	Met Target†
Non-English Learners	199	98.6	26.6	46.8	60.6	26.6		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

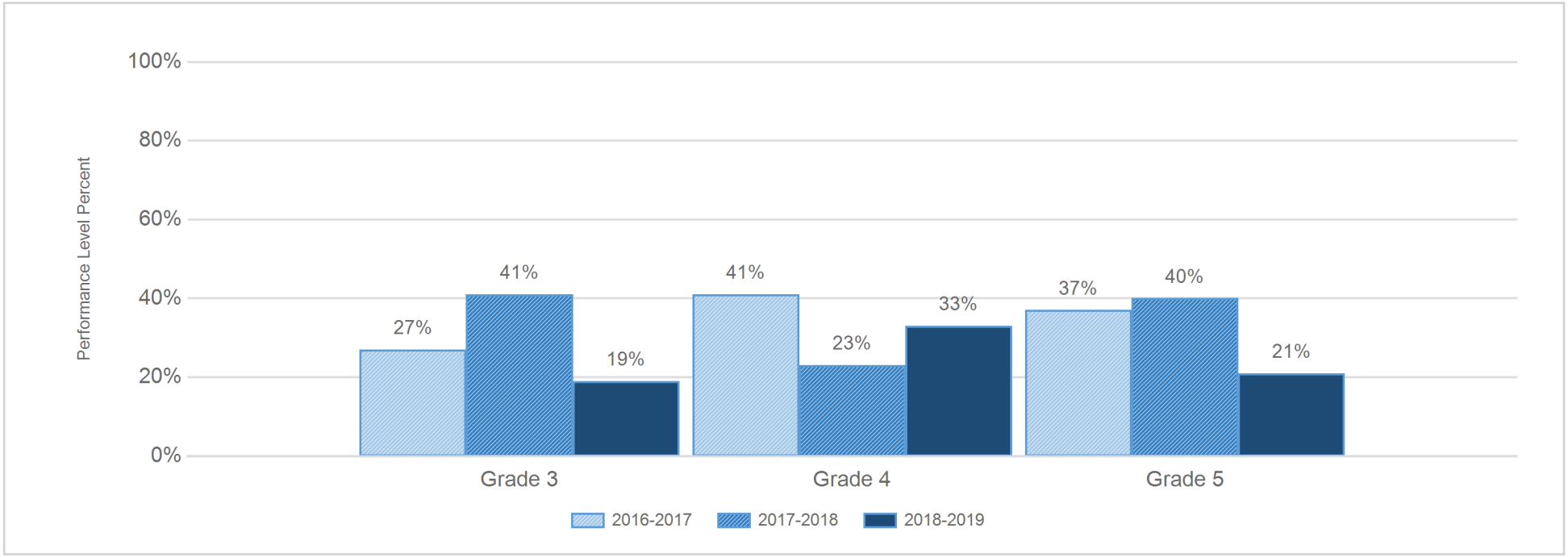
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English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	721	742	748	33%	18%	30%	19%	0%	19%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	43	720	733	734	33%	*	35%	*	*	19%	36%
Black or African American	14	724	733	731	*	*	*	*	*	21%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	35	723	747	753	31%	*	*	*	*	26%	55%
Male	32	718	737	743	34%	*	*	*	*	13%	46%
Economically Disadvantaged Students	47	717	732	731	*	*	*	*	*	17%	33%
Non-Economically Disadvantaged Students	20	731	748	759	*	*	*	*	*	25%	61%
Students with Disabilities	14	683	712	719	*	*	*	*	*	*	24%
Students without Disabilities	53	731	748	754	*	*	*	*	*	*	56%
English Learners	13	695	703	713	*	*	*	*	*	*	17%
Non-English Learners	54	727	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	735	746	755	15%	23%	29%	*	*	33%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	52	734	737	743	*	27%	27%	*	*	33%	44%
Black or African American	19	731	733	739	*	*	*	*	*	26%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	40	739	752	760	*	*	*	*	*	35%	62%
Male	44	732	742	750	*	*	*	*	*	32%	53%
Economically Disadvantaged Students	60	733	734	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	24	741	755	765	*	*	*	*	*	38%	69%
Students with Disabilities	15	709	718	725	*	*	*	*	*	*	25%
Students without Disabilities	69	741	753	761	*	*	*	*	*	*	64%
English Learners	*	*	712	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	94	730	749	756	13%	24%	41%	*	*	21%	58%
White	13	727	760	764	*	*	*	*	*	*	68%
Hispanic	52	726	739	743	19%	21%	35%	25%	0%	25%	44%
Black or African American	25	738	736	739	0%	*	56%	*	*	16%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	45	736	757	761	*	22%	44%	*	*	24%	64%
Male	49	725	741	750	*	27%	39%	*	*	18%	52%
Economically Disadvantaged Students	63	725	735	740	*	*	37%	*	*	19%	39%
Non-Economically Disadvantaged Students	31	741	758	766	*	*	52%	*	*	26%	69%
Students with Disabilities	21	710	720	724	*	*	*	*	*	*	23%
Students without Disabilities	73	736	755	762	*	*	*	*	*	*	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

George E. Wilson Elementary School
(21-1950-105)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	250	98.9	17.2	32.7	44.5	17.2	38.2	Not Met
White	24	96.0	12.5	*	54.1	12.5	21.5	Met Target†
Hispanic	149	100.0	13.4	22.5	28.8	13.4	36.4	Not Met
Black or African American	60	98.4	25.0	18.5	23.0	25.0	33.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	123	100.0	15.4	33.8	44.9	15.4		
Male	127	97.8	18.9	31.7	44.2	18.9		
Economically Disadvantaged Students	177	98.9	16.4	*	26.3	16.4	36.8	Not Met
Non-Economically Disadvantaged Students	73	98.7	19.2	*	54.9	19.2		
Students with Disabilities	57	96.7	*	10.6	17.4	*	21.3	Not Met
Students without Disabilities	193	99.5	*	37.7	50.0	*		
English Learners	51	100.0	11.8	15.3	25.0	11.8	19.7	Not Met
Non-English Learners	199	98.6	18.6	34.2	46.5	18.6		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

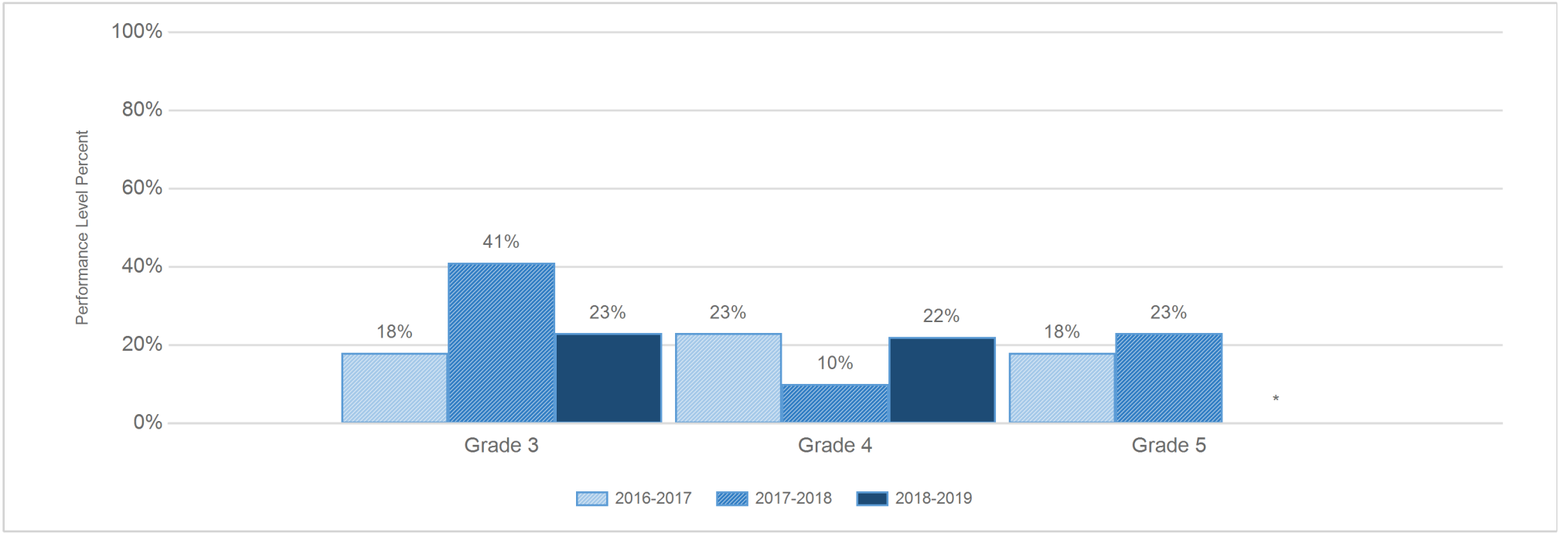
NJ SCHOOL PERFORMANCE REPORT

George E. Wilson Elementary School
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Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	725	744	752	23%	28%	26%	*	*	23%	55%
White	*	*	753	760	*	*	*	*	*	*	66%
Hispanic	45	719	735	739	29%	22%	29%	*	*	20%	40%
Black or African American	14	734	733	735	*	*	*	*	*	36%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	36	725	743	751	*	*	*	*	*	25%	54%
Male	33	724	745	752	*	*	*	*	*	21%	56%
Economically Disadvantaged Students	48	722	735	737	*	*	*	*	*	19%	37%
Non-Economically Disadvantaged Students	21	731	749	761	*	*	*	*	*	33%	67%
Students with Disabilities	14	693	720	731	*	*	*	*	*	*	31%
Students without Disabilities	55	733	749	756	*	*	*	*	*	*	60%
English Learners	15	705	717	728	*	*	*	*	*	*	26%
Non-English Learners	54	730	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	727	737	749	21%	26%	31%	*	*	22%	51%
White	*	*	750	757	*	*	*	*	*	*	62%
Hispanic	55	723	727	737	25%	25%	35%	*	*	15%	36%
Black or African American	19	728	725	731	*	*	*	*	*	37%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	40	724	736	749	*	25%	30%	*	*	23%	50%
Male	47	729	739	749	*	28%	32%	*	*	21%	52%
Economically Disadvantaged Students	61	727	726	734	*	*	*	*	*	23%	32%
Non-Economically Disadvantaged Students	26	727	746	759	*	*	*	*	*	19%	63%
Students with Disabilities	15	710	714	726	*	*	*	*	*	*	25%
Students without Disabilities	72	730	743	754	*	*	*	*	*	*	56%
English Learners	10	696	706	722	*	*	0%	*	*	10%	18%
Non-English Learners	77	731	740	751	*	*	35%	*	*	23%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	723	740	747	*	*	*	*	*	*	47%
White	13	719	750	755	*	*	*	*	*	*	58%
Hispanic	57	720	731	735	*	*	*	*	*	*	30%
Black or African American	25	728	726	729	0%	48%	*	*	*	16%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	48	720	742	747	*	*	*	*	*	*	47%
Male	51	725	738	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	68	720	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	31	728	747	757	*	*	*	*	*	*	59%
Students with Disabilities	21	712	718	725	*	*	*	*	*	*	19%
Students without Disabilities	78	726	744	752	*	*	*	*	*	*	52%
English Learners	14	705	704	718	*	*	*	*	*	*	12%
Non-English Learners	85	726	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	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	44.1%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	42	*	*
3-4	14	71.4%	28.6%
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

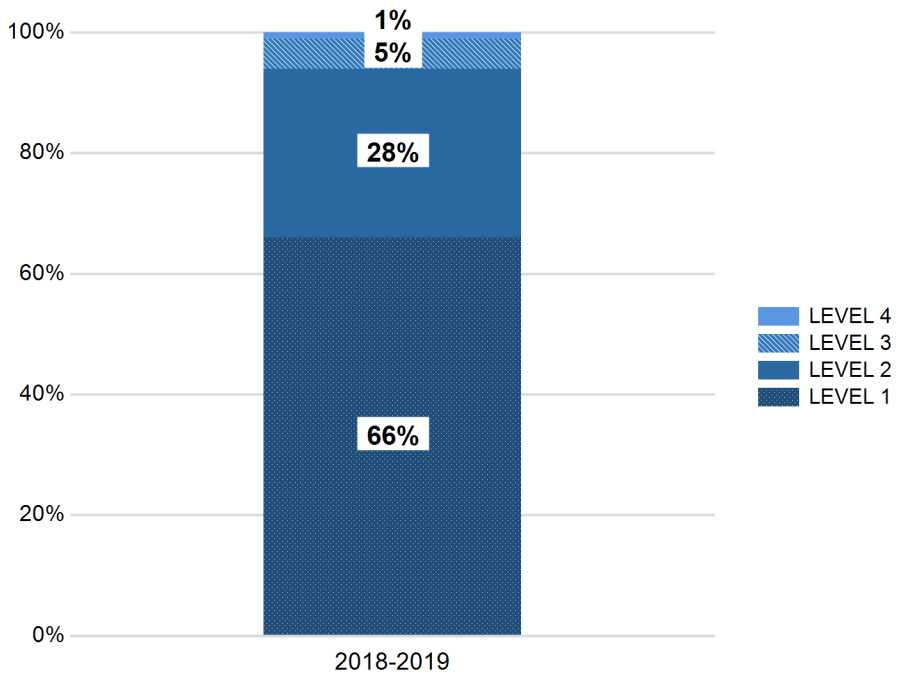
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	66	28	5	1
White	69	23	8	0
Hispanic	67	30	4	0
Black or African American	64	28	8	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	67	31	2	0
Male	65	25	8	2
Economically Disadvantaged Students	72	24	4	0
Non-Economically Disadvantaged Students	53	38	6	3
Students with Disabilities	90	10	0	0
Students without Disabilities	59	33	6	1
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.

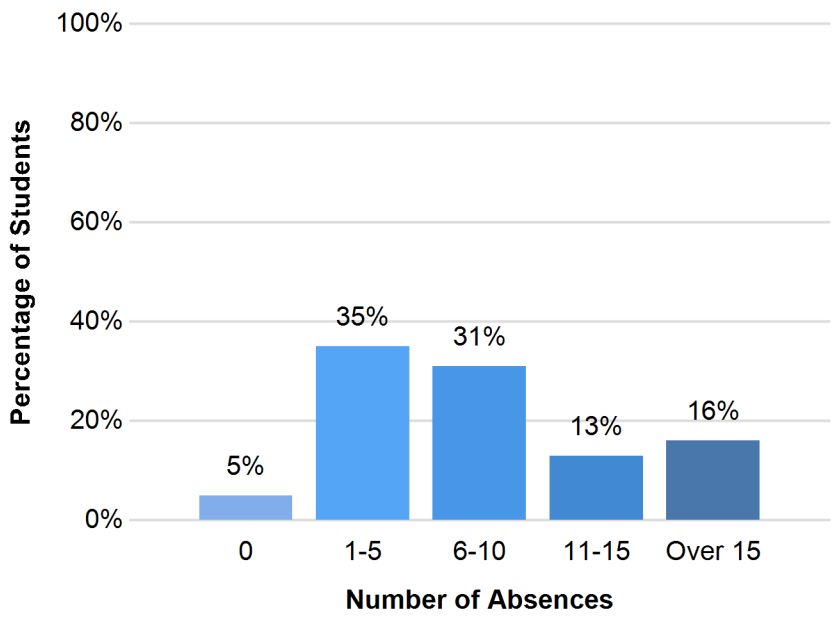
Chronic Absenteeism

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	59	13.0	8.9	Not Met
White	13	31.7	8.9	Not Met
Hispanic	29	10.6	8.9	Not Met
Black or African American	13	11.8	8.9	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	20.0	8.9	Not Met
Female	24	10.7		
Male	35	15.2		
Economically Disadvantaged Students	49	14.2	8.9	Not Met
Students with Disabilities	14	16.9	8.9	Not Met
English Learners	6	10.3	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

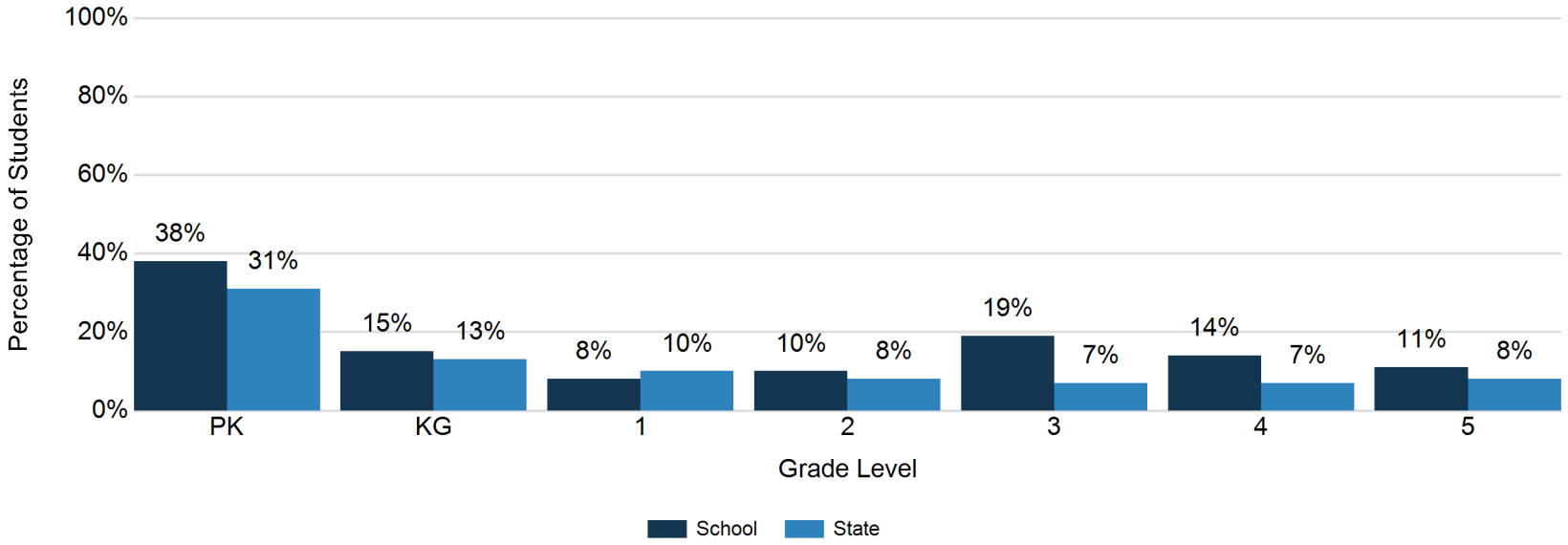
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Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	3
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.48

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	3
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
13

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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	1.2:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	9.1	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	81.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	444:1	179:1
Teachers to Administrators	38:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

NJ SCHOOL PERFORMANCE REPORT

George E. Wilson Elementary School
(21-1950-105)
Grades Offered: PK-05
2018-2019

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.8%	92.1%	100.0%	48.4%	77.1%	54.9%
Male	48.2%	7.9%	0.0%	51.6%	22.9%	45.1%
White	9.0%	92.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	61.5%	2.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.4%	2.6%	0.0%	15.0%	6.6%	13.9%
Asian	2.3%	2.6%	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	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

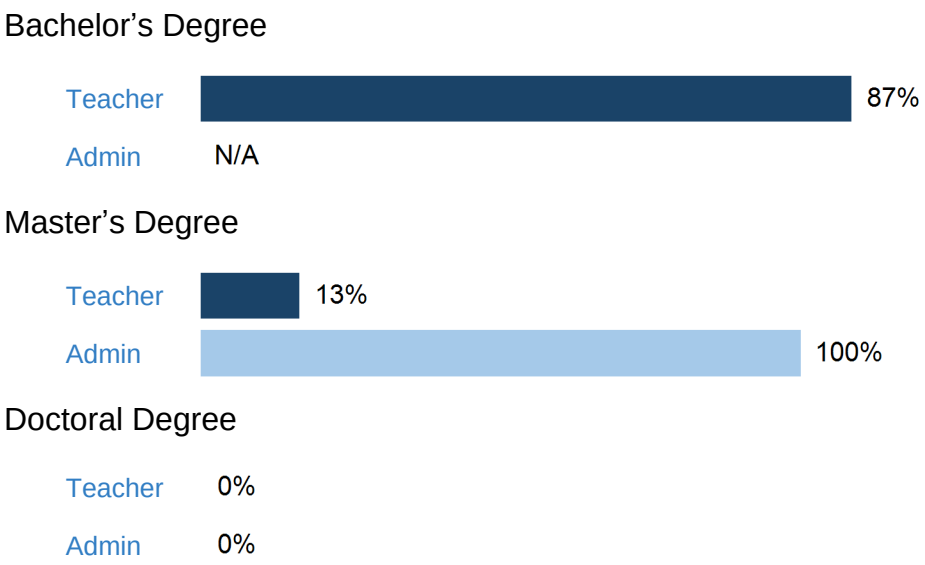
George E. Wilson Elementary School
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Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.9%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Consistently Underperforming Student Group (TSI)
Year Eligible to Exit Status	2021
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	Consistently Underperforming Student Group (TSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.4%	34.3%	24.4%
Math Proficiency	22.0%	24.5%	17.2%
ELA Growth	37	35	36
Math Growth	32	37	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		48.1%	44.1%
Chronic Absenteeism	7.7%	8.4%	13.0%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Wilson was awarded a 5 year All Kids Thrive Grant in partnership with Young Audiences of NJ through the Princeton Area Community Foundation to combat chronic absenteeism through Arts Integration. • Wilson is part of the All Kids Thrive Grant in partnership with FEA through the Princeton Area Community Foundation to combat chronic absenteeism through SEL and the CAR Framework • Students at Wilson Elementary are greeted each day by dedicated teachers and staff who provide a safe environment conducive to learning.
Mission, Vision, Theme:	As a school community, we believe that our mission is to widen the views of our students to see all possibilities and to create functioning citizens who are equipped with the necessary tools to be successful in all aspects of life. We believe that it is critical for students to mature cognitively, socially, and morally. We recognize that it is essential to empower all students to become life-long learners with both the tools and motivation to achieve success.
Awards, Recognition, Accomplishments:	Recognition includes: Promising Practices Award, Hamilton Educational Foundation Grants, Young Audiences Creative Consultants Grant, Princeton Area Community Foundation's All Kids Thrive Grant (S and D levels). Educational Leaders as Scholars Arts Integration Teaching Artists Scholarship,

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Courses, Curriculum, Instruction:	Wilson Elementary prides itself in providing daily instruction in Reading, Writing, Math Social Studies, and Science. Our program also includes Art, Health & PE, Library, Spanish, Vocal & Instrumental Music, Speech, Guidance, & ALPS Enrichment. The intervention supports include Basic Skills, Title I, Reading Recovery, Special Education, & ESL.
Clubs and Activities:	Clubs & activities include: Student to Student Mentoring Program, Early Act Jr Division of Rotary, Safety Patrols, Big Brothers, Big Sisters, Art Club, Chorus, Vocal & Instrumental Concerts, Student Talent Show, 4H, Campfire USA

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Before and After School Programs:	Various Tutoring Programs, CYO Before School & After School Childcare Program Grades K - 5, Creative Arts Lab Family Engagement Nights, Family Fun Academic Learning Events and Programs, PreK-5 Assembly Programs and Workshops targeting chronic absenteeism and at risk students, Homework Help through partnership with Grice Middle School, our community church, and local community center.
Staff and Professional Learning:	Our staff participates in ongoing professional development opportunities both in- and outside of the district. Most recently they have completed training in Orton Gillingham, Reading Recovery, Fundations, iReady, CAR Framework, Study Island, Nurtured Heart Approach, Trauma Informed Practices, Sheltered English Instruction, Whole Brain Teaching, Affirmative Action, Chronic Absenteeism, Google Apps for Education, NJSLS Data Analysis, and CPR.

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Student Supports and Services:	Student Support Services includes: ALPS Enrichment Program, High-Intensity ESL, Reading Recovery, Basic Skills & Title I instruction & interventions, 504 planning and accommodations, the I&RS process, monthly Guidance lessons & target groups. We have also created partnerships with local providers, organizations and agencies such as Big Brothers Big Sisters Program, CAP Program, KIDS on the Block Program, Kidsbridge, Camp Fire, Safety Town, Officer Friendly, 4H, Young Audiences, Mercer Street Friends, Send Hunger Packing.
Student Health and Wellness:	Programs include: daily breakfast, Send Hunger Packing initiative, Hamilton Ed Foundation Grants, CPR, CPI and EPI Pen training, Dental Health Awareness Training, Physical Education & Health instruction two times per week, daily recess, vision and hearing screenings along with partnerships (Hamilton Township Health Department, CYO, Campfire Girls USA, and CAP).
Parent and Community Involvement:	Wilson's PTA is dedicated to supporting students and staff by working with the administration. Community Partnerships and events include Young Audiences, Robbinsville & Hamilton Rotary Clubs, 4H, Camp Fire, First Book, Bridge of Books, Sunshine Foundation, CYO, John O. Wilson Center, St. Phillips Baptist Church, ETE organization, Project ROBIN, Real Men Read, food & clothing drives, PTA, Nottingham High School, Hamilton High West, and Grice Middle School.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Culture & Climate Survey is given to students, parents, teachers , and administration. The information from the surveys is used to research, plan & implement ways to improve student-teacher- parent relationships, learning conditions, & overall school environment.
Facilities:	Our 420 students are greeted each day by dedicated teachers and staff. The 42 year old building includes ADA compliant access including: bathrooms, playgrounds, handicapped elevator lift for stage, sink and counter handicapped accessibility. Building improvements include: visitor management system, main door vestibule, improved outside security lighting, & keyless entry.
School Safety:	Security and fire drills are conducted as per DOE regulations. Collaboration between the district's School Safety Coordinator and the Principal is ongoing.

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Technology and STEM:	Wilson Elementary students and staff have access to a wide range of technological to enhance learning experiences such as SmartBoards, Ladybug document cameras, Chromebooks, and tablets.
Early Childhood Education:	Our school is home to one of the district's half-day Title 1 PreK programs.

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Other Information	Wilson is the largest out of 17 elementary schools in the district with 420 students from PreK to 5th grade. Our diverse population speaks over 28 languages and represents close to 40 countries. Our principal along with district approved translators and interpreters provide support for our Spanish-specking families through PowerSchool Parent Portal help sessions, robo-calls, Twitter, newsletters, and parent-teacher conferences, family events, and school-related meetings. Many staff members have advanced degrees or are pursuing them and our classroom assistants have teaching certificates or 60 credits. The Principal & staff members serve on the the District Community Relations Committee to address equity & diversity issues. Wilson is fortunate to have a dedicated Title I Instructional Coach, Title I Climate & Culture Specialist, ESL teacher and Reading Recovery Specialist along with 17 Orton Gillingham certified staff members.

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Greenwood Elementary School
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Ms. Nicole Dickens-Simon
Address	2069 GREENWOOD AVENUE HAMILTON, NJ 08609-2328
Phone Number	609-631-4151
Email Address	ndickens-simon@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/122
Twitter	https://twitter.com/HTSD_Greenwood

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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	0	0	0
KG	41	40	39
1	38	36	40
2	36	35	40
3	41	44	37
4	36	48	45
5	40	45	48
Total	232	248	249

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.1%	48.8%	48.2%
Male	53.9%	51.2%	51.8%
Economically Disadvantaged Students	85.3%	83.5%	81.9%
Students with Disabilities	11.6%	11.3%	9.6%
English Learners	11.6%	10.9%	13.7%
Homeless Students	0.4%	0.8%	0.8%
Students in Foster Care	0.4%	0.0%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.4%	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	3.4%	3.6%	3.6%
Hispanic	42.2%	43.1%	43.0%
Black or African American	48.7%	48.4%	48.6%
Asian	0.9%	0.8%	0.8%
Native Hawaiian or Pacific Islander	0.9%	0.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.9%	3.6%	4.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	41	40	39

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	63.5%
Spanish	24.1%
Creoles and pidgins, French-based	5.2%
Haitian	2.8%
Twi	1.6%
Other Languages	2.8%

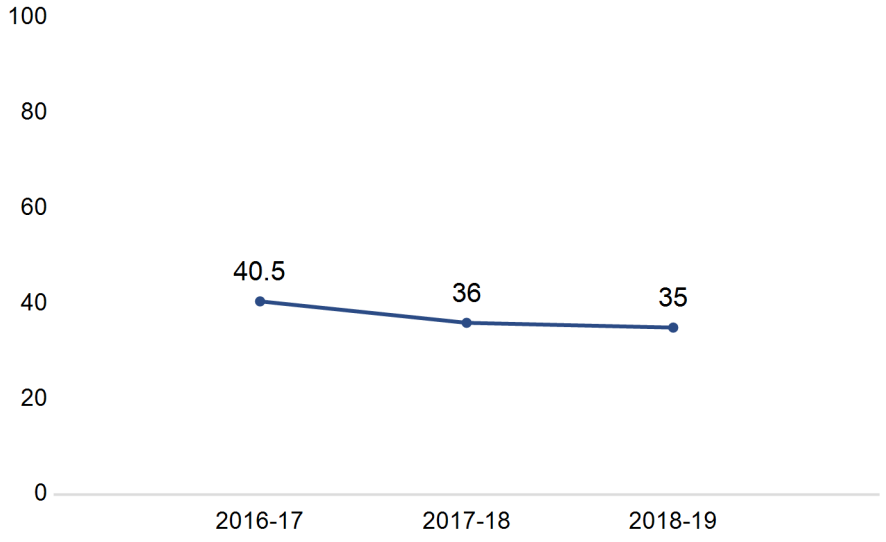
NJ SCHOOL PERFORMANCE REPORT

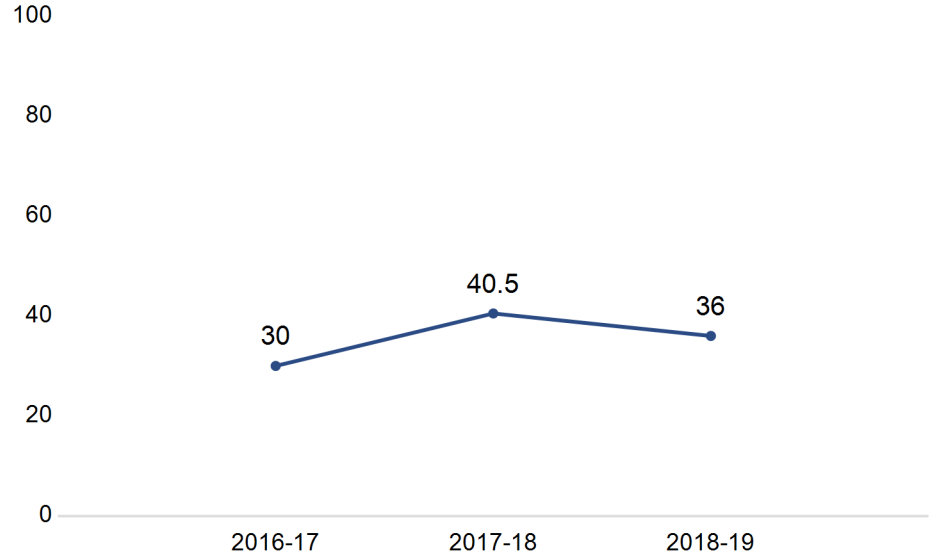
Greenwood Elementary School
(21-1950-110)
Grades Offered: PK-05
2018-2019

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

Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	40.5	36	35	30	40.5	36
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	35	40	50	Not Met	36	44	50	Not Met
White	*	40	50	**	*	47	52	**
Hispanic	29	41	49	Not Met	38	41	47	Not Met
Black or African American	35	36	45	Not Met	35	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	43	44	53	N	40	44	50	N
Male	28	36	47	N	35	45	51	N
Economically Disadvantaged Students	37.5	38	48	Not Met	36	40	46	Not Met
Students with Disabilities	45	39	43	**	35.5	43	45	**
English Learners	48	48	52	**	43	36	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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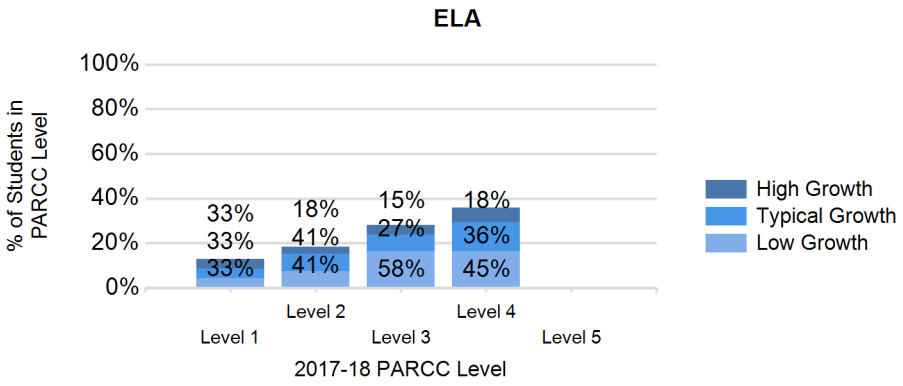
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

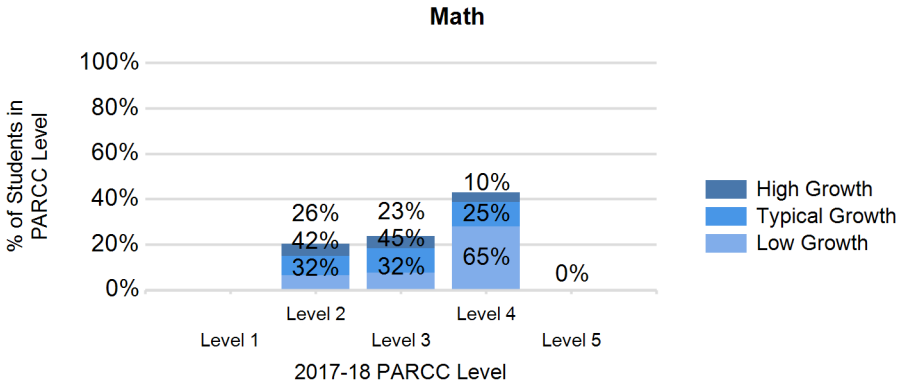
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

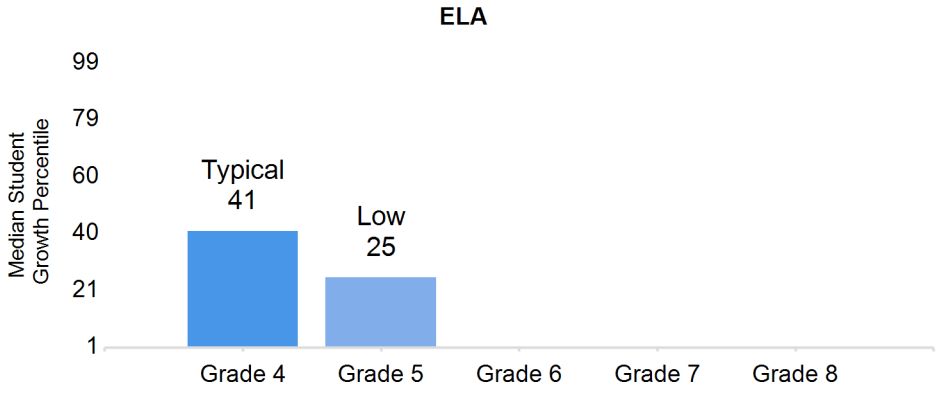
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

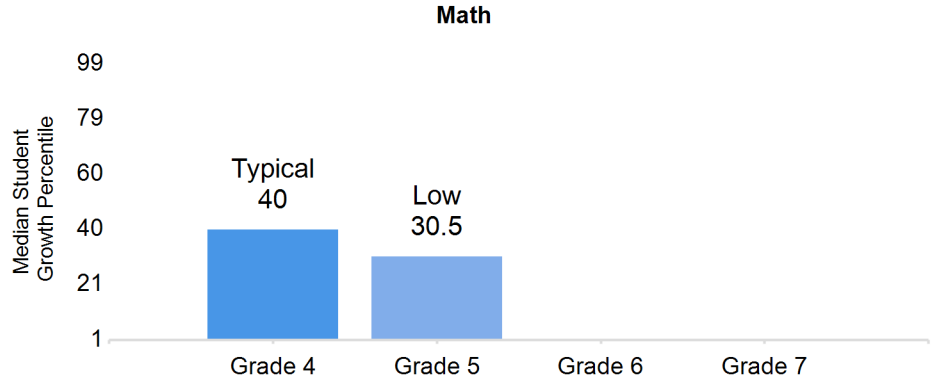




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

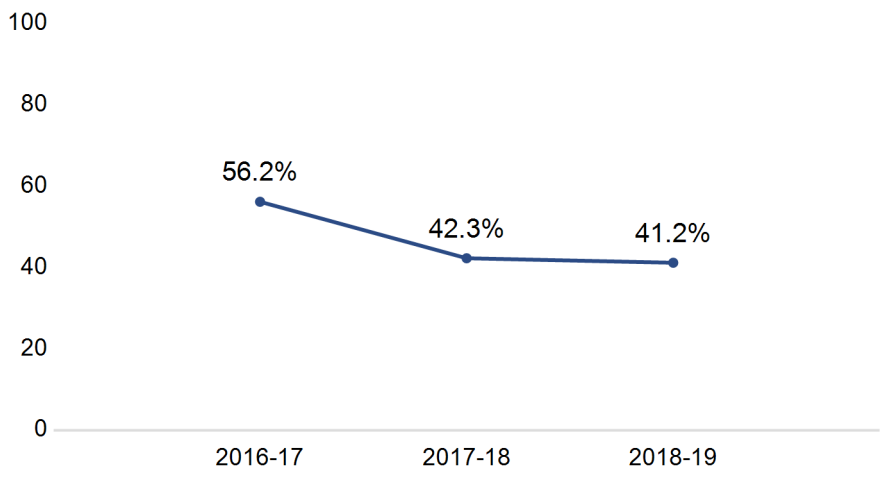
Greenwood Elementary School
(21-1950-110)
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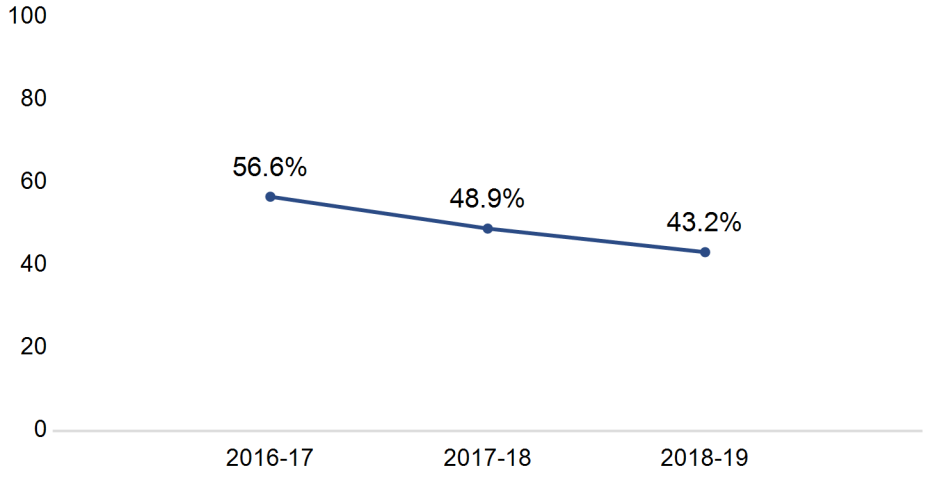
English Language Arts and Mathematics Performance Trends

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	100.0%	98.6%	99.3%	100.0%	98.6%	99.3%
Proficiency Rate for Federal Accountability	56.2%	42.3%	41.2%	56.6%	48.9%	43.2%
Annual Target	47.6%	49.3%	51.0%	56.2%	57.4%	58.7%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	131	99.3	41.2	44.9	57.9	41.2	51	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	54	98.3	38.9	36.2	43.9	38.9	52.4	Not Met
Black or African American	68	100.0	44.1	29.3	38.5	44.1	48.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	60	100.0	48.3	54.3	64.8	48.3		
Male	71	98.7	35.2	36.4	51.3	35.2		
Economically Disadvantaged Students	106	99.1	43.4	32.0	40.0	43.4	49.4	Met Target†
Non-Economically Disadvantaged Students	25	100.0	32.0	52.5	67.9	32.0		
Students with Disabilities	29	96.8	20.7	14.3	22.7	20.7	29.9	Met Target†
Students without Disabilities	102	100.0	47.1	51.9	65.1	47.1		
English Learners	23	96.4	34.8	20.9	29.3	34.8	27.8	Met Target
Non-English Learners	108	100.0	42.6	46.8	60.6	42.6		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

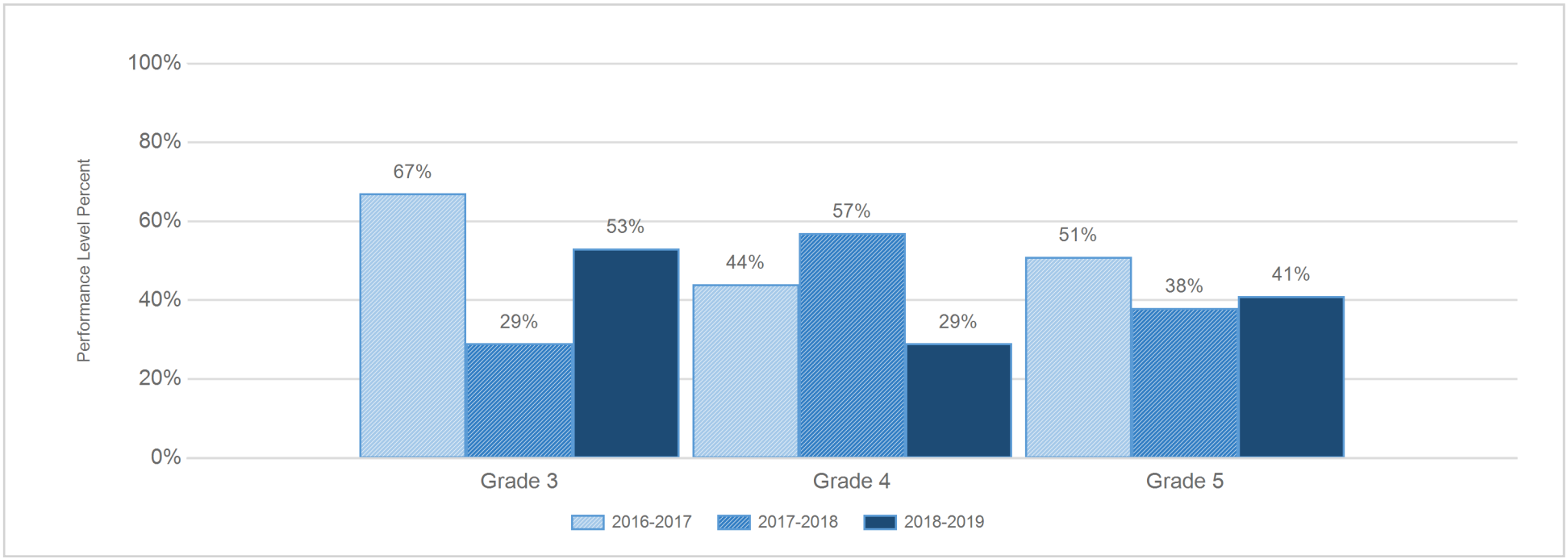
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English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	749	742	748	*	0%	31%	*	*	53%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	15	737	733	734	*	0%	*	*	*	47%	36%
Black or African American	16	759	733	731	*	0%	*	*	*	69%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	17	753	747	753	*	0%	*	*	*	59%	55%
Male	19	744	737	743	*	0%	*	*	*	47%	46%
Economically Disadvantaged Students	*	*	732	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	748	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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	51	730	746	755	*	31%	22%	*	*	29%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	26	732	737	743	*	*	*	*	*	35%	44%
Black or African American	22	724	733	739	*	*	*	*	*	23%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	23	737	752	760	*	*	*	*	*	39%	62%
Male	28	725	742	750	*	*	*	*	*	21%	53%
Economically Disadvantaged Students	39	730	734	740	*	*	*	*	*	31%	40%
Non-Economically Disadvantaged Students	12	732	755	765	*	*	*	*	*	25%	69%
Students with Disabilities	14	713	718	725	*	*	*	*	*	*	25%
Students without Disabilities	37	737	753	761	*	*	*	*	*	*	64%
English Learners	*	*	712	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	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	51	741	749	756	*	24%	31%	*	*	41%	58%
White	N	N	760	764	N	N	N	N	N	N	68%
Hispanic	16	740	739	743	*	*	*	*	*	38%	44%
Black or African American	33	741	736	739	0%	*	*	42%	0%	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	22	748	757	761	*	*	*	*	*	50%	64%
Male	29	735	741	750	*	*	*	*	*	34%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	132	99.3	43.2	32.7	44.5	43.2	58.7	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	54	98.3	50.0	22.5	28.8	50.0	62.4	Not Met
Black or African American	69	100.0	37.7	18.5	23.0	37.7	55.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	60	100.0	46.7	33.8	44.9	46.7		
Male	72	98.7	40.3	31.7	44.2	40.3		
Economically Disadvantaged Students	107	99.1	44.9	*	26.3	44.9	58.7	Not Met
Non-Economically Disadvantaged Students	25	100.0	36.0	*	54.9	36.0		
Students with Disabilities	29	96.8	24.1	10.6	17.4	24.1	25.4	Met Target†
Students without Disabilities	103	100.0	48.5	37.7	50.0	48.5		
English Learners	24	96.6	45.8	15.3	25.0	45.8	37	Met Target
Non-English Learners	108	100.0	42.6	34.2	46.5	42.6		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
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.

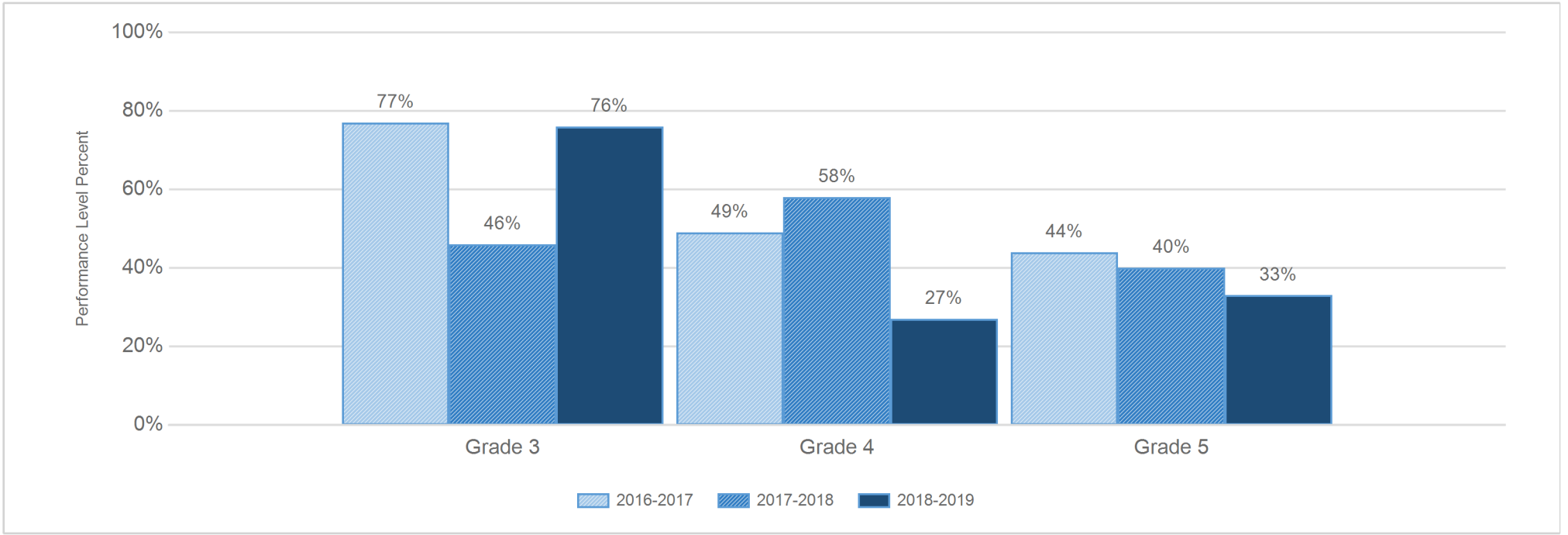
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Mathematics Assessment – Performance Trends

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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Greenwood Elementary School
(21-1950-110)
Grades Offered: PK-05
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	763	744	752	*	*	*	*	*	76%	55%
White	*	*	753	760	*	*	*	*	*	*	66%
Hispanic	15	758	735	739	*	*	*	*	*	73%	40%
Black or African American	17	768	733	735	0%	*	*	*	*	76%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	17	765	743	751	*	*	*	*	*	82%	54%
Male	20	762	745	752	*	*	*	*	*	70%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	749	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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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	51	734	737	749	*	*	35%	27%	0%	27%	51%
White	*	*	750	757	*	*	*	*	*	*	62%
Hispanic	26	736	727	737	*	*	*	*	*	35%	36%
Black or African American	22	729	725	731	*	*	*	*	*	18%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	23	736	736	749	*	*	*	*	*	35%	50%
Male	28	732	739	749	*	*	*	*	*	21%	52%
Economically Disadvantaged Students	39	733	726	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	12	736	746	759	*	*	*	*	*	33%	63%
Students with Disabilities	14	714	714	726	*	*	*	*	*	*	25%
Students without Disabilities	37	741	743	754	*	*	*	*	*	*	56%
English Learners	*	*	706	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	740	740	747	*	20%	41%	*	*	33%	47%
White	N	N	750	755	N	N	N	N	N	N	58%
Hispanic	16	748	731	735	*	*	*	*	*	50%	30%
Black or African American	33	738	726	729	*	*	52%	*	*	27%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	22	743	742	747	*	*	50%	*	*	32%	47%
Male	29	739	738	747	*	*	34%	*	*	34%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	747	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	744	752	*	*	*	*	*	*	52%
English Learners	*	*	704	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	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	N	N
5	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	73.3%	**	**

† 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	21	*	*
3-4	*	*	*
5 or more	*	*	*

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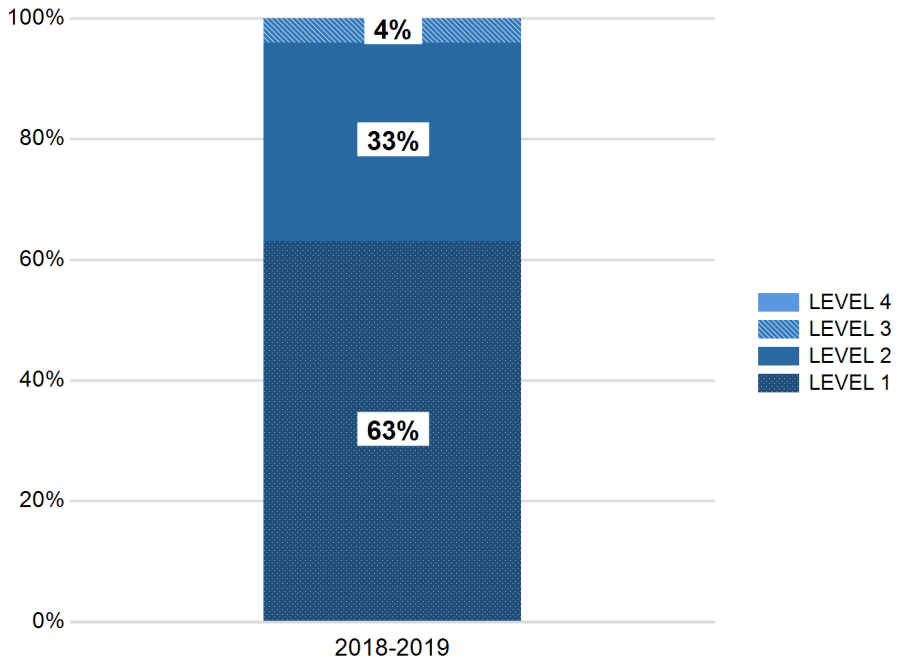
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	63	33	4	0
White	N	N	N	N
Hispanic	50	38	13	0
Black or African American	67	33	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	68	32	0	0
Male	59	34	7	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

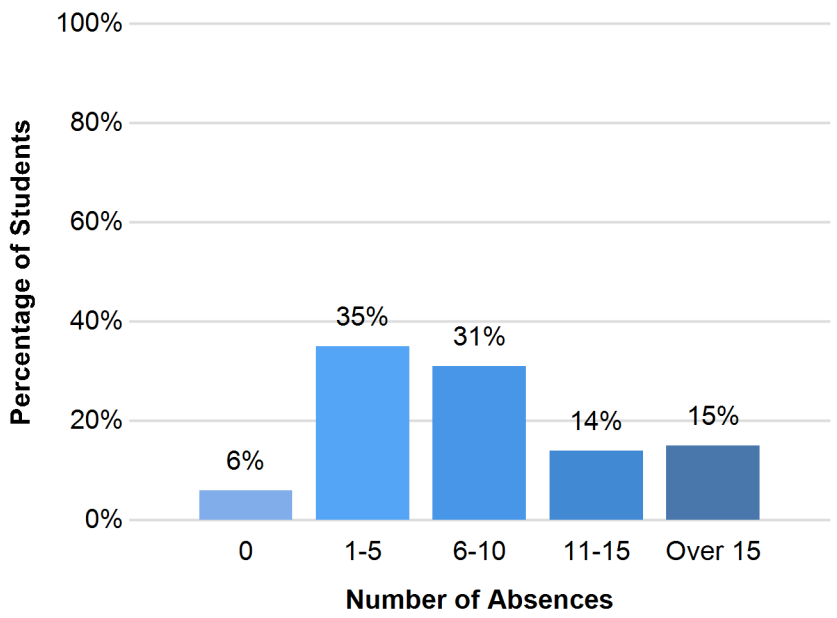
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	36	13.4	8.9	Not Met
White	*	*	**	**
Hispanic	16	13.8	8.9	Not Met
Black or African American	15	11.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	40.0	**	**
Female	18	14.5		
Male	18	12.5		
Economically Disadvantaged Students	29	13.4	8.9	Not Met
Students with Disabilities	8	17.0	8.9	Not Met
English Learners	4	10.5	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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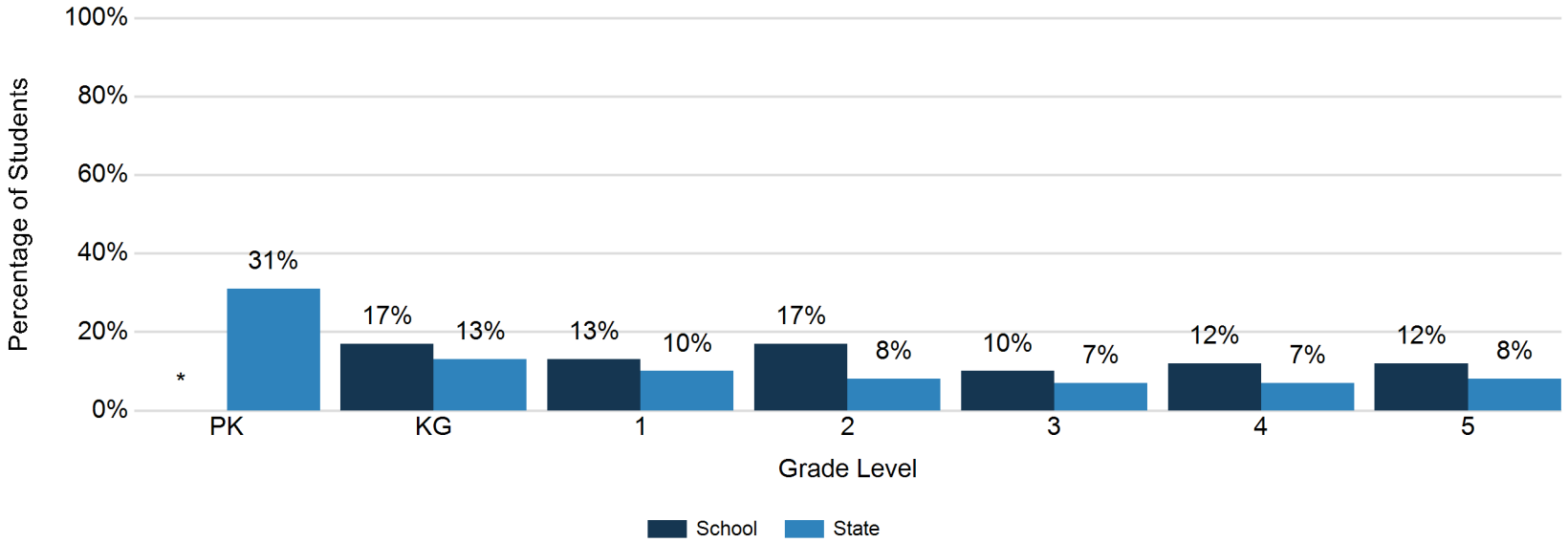
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Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.20

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
14

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	75.9%	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	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	9:1	12:1
Students to Administrators	249:1	179:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.2%	72.4%	100.0%	48.4%	77.1%	54.9%
Male	51.8%	27.6%	0.0%	51.6%	22.9%	45.1%
White	3.6%	79.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	43.0%	3.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	48.6%	6.9%	100.0%	15.0%	6.6%	13.9%
Asian	0.8%	10.3%	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	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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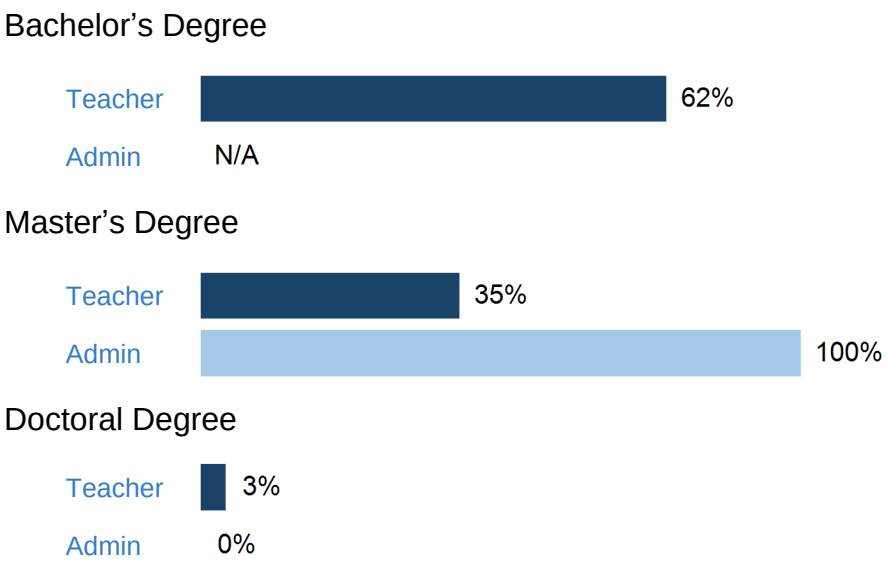
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Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	96.5%

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Per-Pupil Expenditures by Source

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Greenwood Elementary School
(21-1950-110)
Grades Offered: PK-05
2018-2019

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

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

ESSA Accountability Status

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

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

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

NJ SCHOOL PERFORMANCE REPORT

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.2%	42.3%	41.2%
Math Proficiency	56.6%	48.9%	43.2%
ELA Growth	40	36	35
Math Growth	30	40	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		68.8%	73.3%
Chronic Absenteeism	6.4%	7.3%	13.4%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Greenwood is a NJ/ National School of Character & a Renaissance School. Students and staff are guided by six core values: respect, trustworthiness, perseverance, empathy, responsibility, & integrity. • Member of the Rutgers School Climate Transformation Project, has been awarded a 2019 Promising Practice Award, NJEA HIPP grant and Hamilton Education Foundation grant, NJPSA All Kids Thrive grant. • Every classroom has a Smart Board; Greenwood students will have one-to-one computer access by spring 2020;
Mission, Vision, Theme:	Greenwood Elementary School Mission Statement The mission and purpose of Greenwood Elementary School is to ensure that our student body is well-educated, individual creativity is nurtured, kindness and personal well-being arefostered, and a love of learning is established. We value and celebrate the unique qualities of each, individual child. Greenwood's school environment is one in which all learners will havethe opportunity to succeed and excel through our Core Values: Responsibility, Respect, Perseverance, Integrity, Empathy and Trustworthiness.
Awards, Recognition, Accomplishments:	Greenwood Elementary School has been recognized as a 2019-2024 State and National School of Character and has won a 2019-2020 Promising Practice Award; Greenwood is the recipient of the following grants: Hamilton Education Foundation Grant, Healthy U Grant, All Kids Thrive Grant, Bridges of Books, several Scholastic Book Grants, and the NJEA HIPP Grant; Partnered with Rutgers School Climate Transformation Project - Cohort III. Greenwood was recently featured bby Kidsbridge Tolerance Center for consistently demonstrating the six core values.

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Courses, Curriculum, Instruction:	School Wide - ALPS - ESL - Guided Reading - Guided Math - Fundations - First In Math - Raz Kids - Basic Skills - Title I Services - STEAM - Orchestra - Vocal Music - Art - Physical Education - Instrumental Music - Character Education - Renaissance - Study Island - FOSS Science - iReady - Connected Action Roadmap
Clubs and Activities:	Safety Patrol, Food Poverty Service Learning Project, 3rd-5th Grade Student Advisory Committee, Broncos Dance Club, Broncos L.E.A.D., Renaissance, Healthy U, K-5 Math Bucket Filling Challenge, Student-of-the-Month, Caught You Caring, Staff-Faculty Award, School Climate Transformation Project, K-5 Perfect Attendance Principal's Lunch, ESL Tutoring ELA/Math Tutoring For Success, T.D. Bank Financial Workshop, Kidsbridge workshops, 4H Workshops, 5th Grade Leadership Series, Nottingham High School Coding Club, Nottingham Future Educators Teacher Helpers, K-5 Family Nights, Parent Events/Academies, Chronically Absent Teacher/Student Buddies, Moving With Math.

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Before and After School Programs:	CYO Program provides Before Care and After Care
Staff and Professional Learning:	Connected Action Roadmap consultant support - Monthly data meetings - Professional Learning Community meetings - Weekly provision of professional updates - Monthly faculty meetings - Quarterly district wide professional development days - Opportunities for off-site learning - Guest speakers for faculty members - Peer observations

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Student Supports and Services:	ESL - ALPS - Basic Skills - Title I Services - Resource Room - Physical Therapy - Speech - School Culture and Climate Specialist - Intervention and Referral Services - Child Study Team
Student Health and Wellness:	New Jersey Free Fresh Fruit and Vegetable Program - Mercer Street Friends Send Hunger Packing Program - K-5 Yoga Program
Parent and Community Involvement:	Parent Teacher Association - Title I Stakeholders - R.O.B.I.N. volunteers (retired volunteers) - 10 Parent/Family Events

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

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Technology and STEM:	Curriculum: STEAM Grades 2 and 3: Monthly Coding Workshop Family Events: K-5 STEM Nights (4) School: 10 computer carts Smart Board in each classroom

NJ SCHOOL PERFORMANCE REPORT

Hamilton East - Steinert
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Hamilton East - Steinert
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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	Mercer
District	Hamilton Township Public School District
Principal Name	Mr. Nate Webber
Address	2900 KLOCKNER ROAD HAMILTON, NJ 08690
Phone Number	609-631-4150
Email Address	nwebber@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/1053
Twitter	https://twitter.com/HTSD_Steinert

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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	311	316	359
10	316	311	314
11	292	296	305
12	296	291	282
Total	1,215	1,214	1,260

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.7%	47.7%	45.4%
Male	52.3%	52.3%	54.6%
Economically Disadvantaged Students	12.1%	10.2%	15.4%
Students with Disabilities	12.7%	12.7%	13.7%
English Learners	0.5%	1.2%	1.7%
Homeless Students	0.0%	0.4%	0.1%
Students in Foster Care	0.2%	0.3%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	78.5%	76.9%	72.4%
Hispanic	8.6%	9.9%	12.8%
Black or African American	5.6%	6.2%	8.6%
Asian	4.9%	4.6%	4.6%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	2.2%	2.3%	1.6%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,178	1,172	1,214
Shared Time Students	73	82	91
Full Time Equivalent	1,215	1,213	1,260

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	91.3%
Spanish	3.7%
Other Languages	5.0%

NJ SCHOOL PERFORMANCE REPORT

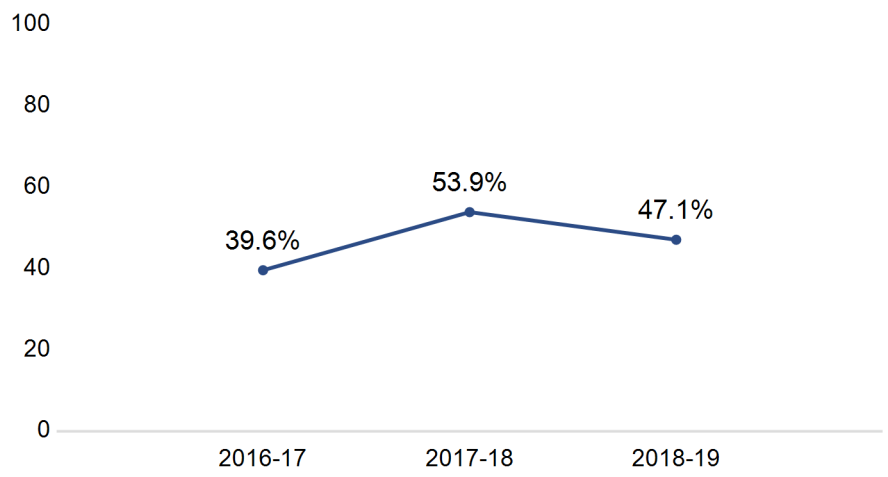
Hamilton East - Steinert
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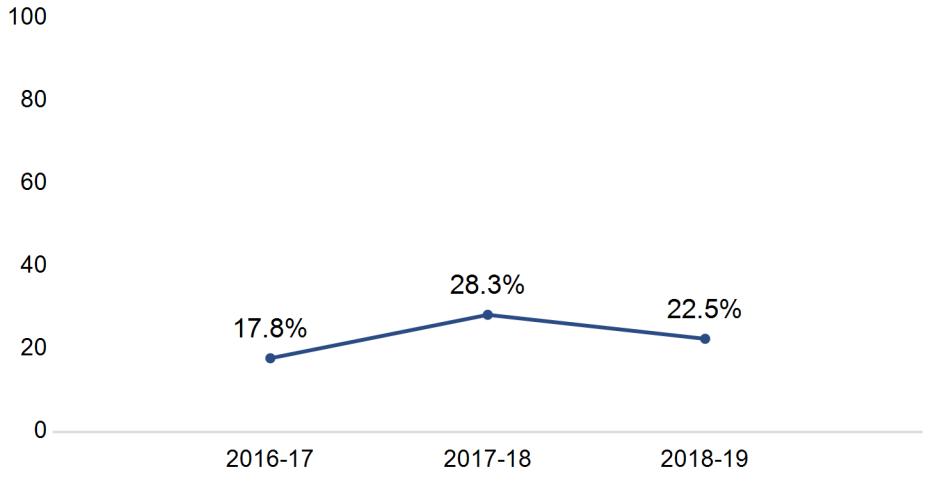
English Language Arts and Mathematics Performance Trends

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	96.1%	98.9%	99.0%	95.5%	98.7%	98.6%
Proficiency Rate for Federal Accountability	39.6%	53.9%	47.1%	17.8%	28.3%	22.5%
Annual Target	35.5%	37.9%	40.2%	14.7%	18.2%	21.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	654	99.0	47.1	44.9	57.9	47.1	40.2	Met Target
White	451	99.1	52.5	*	66.9	52.5	41.4	Met Target
Hispanic	101	98.1	24.8	36.2	43.9	24.8	27.6	Met Target†
Black or African American	67	98.7	25.4	29.3	38.5	25.4	33.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	74.2	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	300	99.7	54.7	54.3	64.8	54.7		
Male	354	98.4	40.7	36.4	51.3	40.7		
Economically Disadvantaged Students	123	96.2	31.7	32.0	40.0	31.7	33.7	Met Target†
Non-Economically Disadvantaged Students	531	99.6	50.7	52.5	67.9	50.7		
Students with Disabilities	103	95.5	*	14.3	22.7	*	19.3	Not Met
Students without Disabilities	551	99.6	*	51.9	65.1	*		
English Learners	*	*	*	20.9	29.3	*	**	**
Non-English Learners	*	*	*	46.8	60.6	*		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
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.

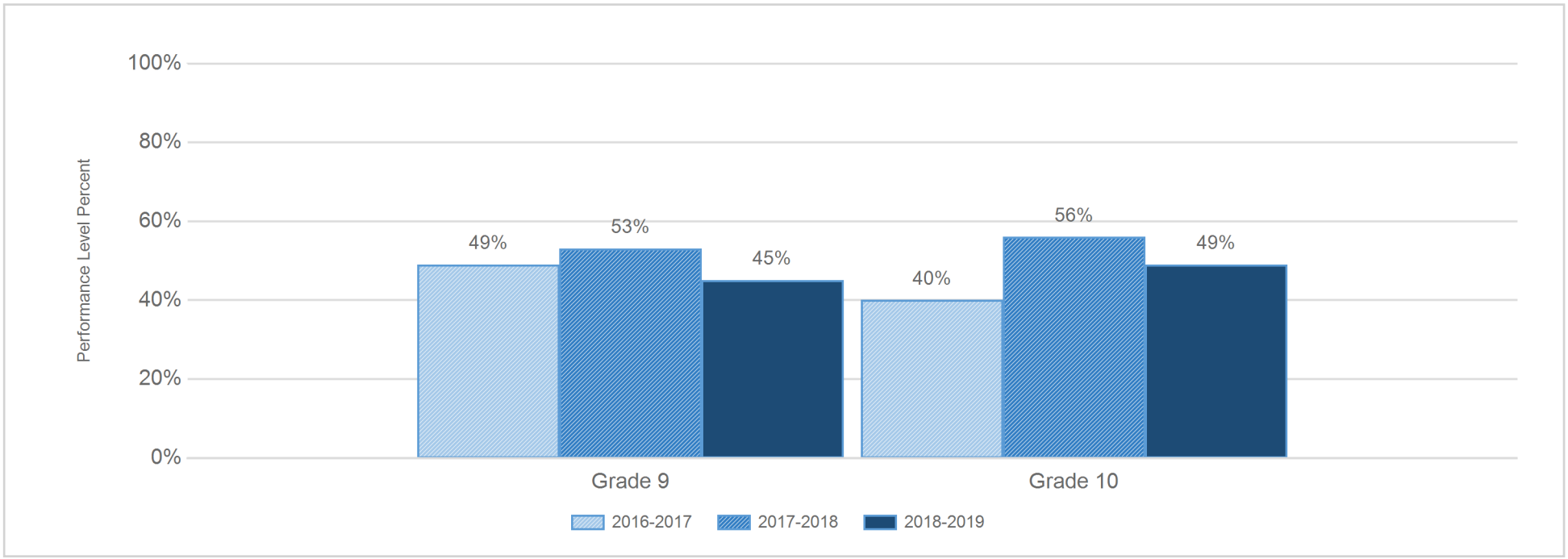
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English Language Arts Assessment - Performance Trends

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	350	744	740	753	9%	17%	29%	35%	9%	45%	56%
White	221	751	750	762	6%	14%	25%	45%	10%	55%	65%
Hispanic	60	729	730	737	*	27%	43%	*	*	17%	40%
Black or African American	52	725	727	732	*	25%	35%	*	*	23%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	156	751	750	760	*	*	27%	40%	14%	54%	63%
Male	194	739	732	746	*	*	31%	31%	6%	37%	49%
Economically Disadvantaged Students	82	729	728	734	18%	24%	30%	*	*	27%	36%
Non-Economically Disadvantaged Students	268	749	747	762	6%	15%	29%	*	*	50%	65%
Students with Disabilities	53	715	705	717	*	*	*	*	*	*	17%
Students without Disabilities	297	749	748	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Hamilton East - Steinert
(21-1950-050)
Grades Offered: 09-12
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	315	747	735	757	14%	14%	23%	34%	15%	49%	58%
White	231	750	746	767	13%	14%	23%	33%	17%	50%	67%
Hispanic	44	730	725	738	*	*	30%	34%	0%	34%	43%
Black or African American	23	729	715	733	*	*	*	*	*	30%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	743	766	*	*	*	*	*	*	65%
Female	149	754	746	766	11%	11%	23%	38%	17%	54%	66%
Male	166	741	726	749	16%	17%	22%	31%	13%	44%	51%
Economically Disadvantaged Students	45	729	723	735	27%	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	270	750	741	767	12%	*	*	*	*	50%	67%
Students with Disabilities	51	706	696	711	*	*	*	*	*	*	19%
Students without Disabilities	264	755	744	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	623	98.6	22.5	32.7	44.5	22.5	21.6	Met Target
White	428	99.1	26.2	*	54.1	26.2	21.3	Met Target
Hispanic	96	96.1	11.5	22.5	28.8	11.5	19.5	Not Met
Black or African American	65	98.6	*	18.5	23.0	*	16.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	39.3	55.5	76.5	39.3	60.1	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	285	99.3	22.5	33.8	44.9	22.5		
Male	338	98.0	22.5	31.7	44.2	22.5		
Economically Disadvantaged Students	124	96.2	13.7	*	26.3	13.7	19.7	Not Met
Non-Economically Disadvantaged Students	499	99.2	24.6	*	54.9	24.6		
Students with Disabilities	99	93.6	*	10.6	17.4	*	8	Not Met
Students without Disabilities	524	99.6	*	37.7	50.0	*		
English Learners	11	100.0	*	15.3	25.0	*	**	**
Non-English Learners	612	98.6	*	34.2	46.5	*		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

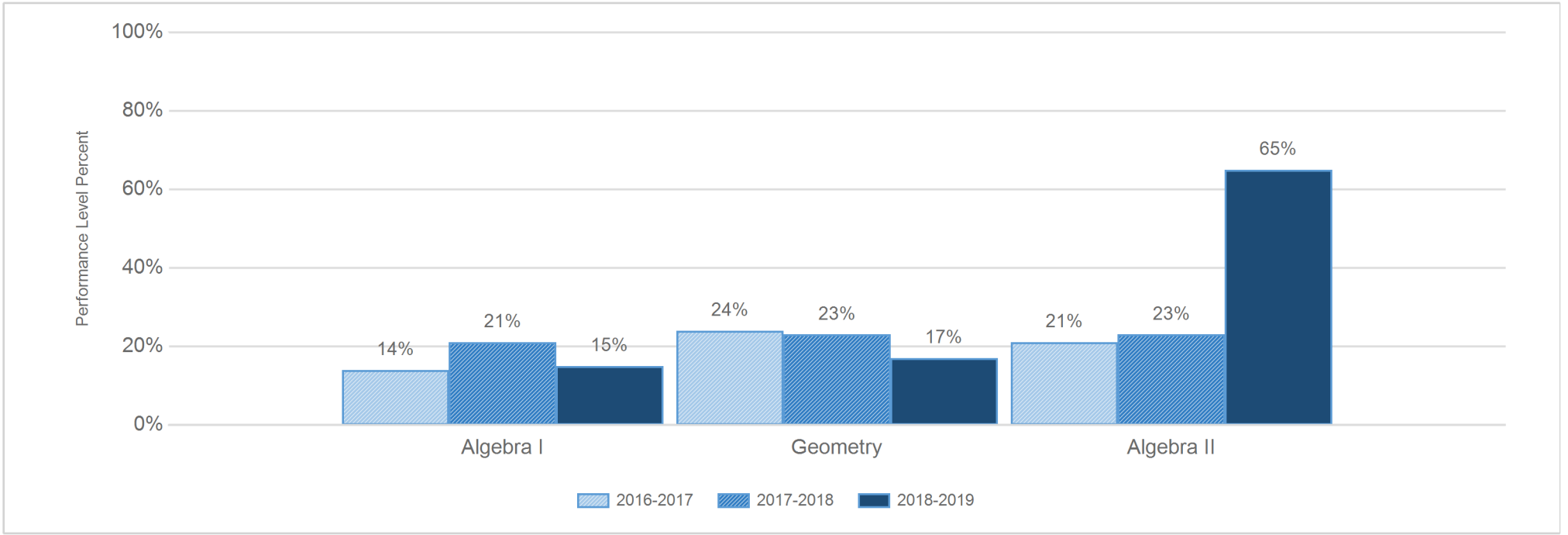
NJ SCHOOL PERFORMANCE REPORT

Hamilton East - Steinert
(21-1950-050)
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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	261	724	736	744	12%	41%	32%	15%	0%	15%	42%
White	150	729	747	752	9%	35%	36%	19%	0%	19%	53%
Hispanic	53	720	*	728	*	*	*	*	*	*	24%
Black or African American	48	710	723	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	115	725	739	745	12%	39%	34%	15%	0%	15%	44%
Male	146	724	734	743	12%	43%	30%	14%	0%	14%	41%
Economically Disadvantaged Students	77	718	727	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	184	727	742	752	*	*	*	*	*	*	52%
Students with Disabilities	54	714	*	717	*	*	*	*	*	*	12%
Students without Disabilities	207	727	*	748	*	*	*	*	*	*	47%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Hamilton East - Steinert
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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	288	726	727	737	11%	30%	42%	17%	0%	17%	35%
White	211	728	*	743	9%	28%	45%	18%	0%	18%	43%
Hispanic	42	720	720	724	*	36%	31%	*	*	14%	17%
Black or African American	19	714	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	136	726	730	738	13%	29%	40%	18%	0%	18%	36%
Male	152	726	724	736	11%	30%	43%	17%	0%	17%	34%
Economically Disadvantaged Students	41	722	720	722	*	29%	44%	*	*	10%	16%
Non-Economically Disadvantaged Students	247	727	730	743	*	30%	41%	*	*	19%	43%
Students with Disabilities	47	707	*	712	*	*	*	*	*	*	*
Students without Disabilities	241	730	*	741	*	*	*	*	*	*	*
English Learners	*	*	706	708	*	*	*	*	*	*	*
Non-English Learners	*	*	728	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	761	753	755	*	*	24%	*	*	65%	58%
White	69	764	755	758	*	*	22%	*	*	68%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	40	757	750	752	*	*	*	*	*	60%	55%
Male	45	766	756	758	*	*	*	*	*	69%	62%
Economically Disadvantaged Students	10	760	745	729	*	*	*	*	*	70%	32%
Non-Economically Disadvantaged Students	75	762	755	761	*	*	*	*	*	64%	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	85	761	*	756	*	*	24%	*	*	65%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	85	761	753	755	*	*	24%	*	*	65%	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	71.4%	**	**

† 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	12	83.3%	16.7%
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

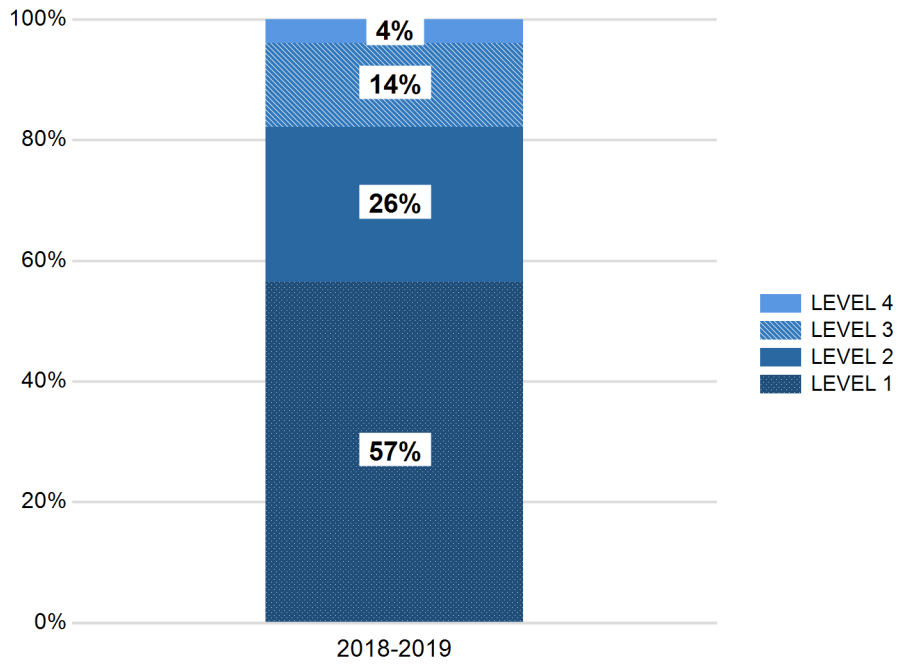
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	57	26	14	4
White	53	27	16	3
Hispanic	76	18	3	3
Black or African American	71	18	6	6
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	56	26	16	3
Male	57	26	12	5
Economically Disadvantaged Students	83	10	3	3
Non-Economically Disadvantaged Students	54	28	15	4
Students with Disabilities	88	8	0	4
Students without Disabilities	54	28	15	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	91.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	72.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	15.3%	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	484	476	Grade 10: 430 Grade 11: 460	68%	61%
PSAT 10/NMSQT - Math	479	477	Grade 10: 480 Grade 11: 510	42%	43%
SAT - Reading and Writing	544	539	480	78%	70%
SAT - Math	547	541	530	56%	53%
ACT - Reading	24	25	22	72%	66%
ACT - English	22	24	18	81%	81%
ACT - Math	23	24	22	58%	65%
ACT - Science	21	24	23	49%	57%

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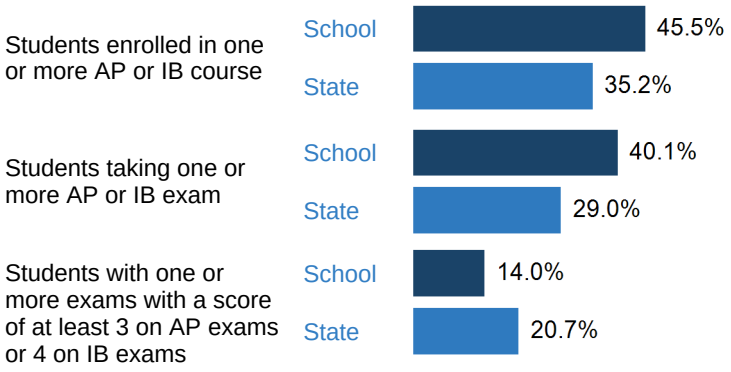
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

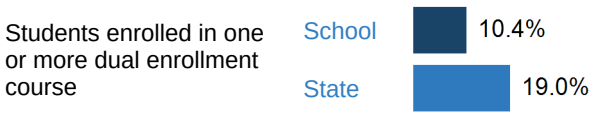
AP/IB Coursework – Participation and Performance

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	27	25
AP Calculus AB	40	39
AP Calculus BC	12	12
AP Chemistry	14	13
AP Chinese Language and Culture	0	1
AP Computer Science A	4	4
AP Computer Science Principles	0	15
AP English Language and Composition	109	105
AP English Literature and Composition	26	23
AP Environmental Science	64	57
AP European History	8	9
AP German Language and Culture	1	1
AP Music Theory	6	6
AP Physics 1	80	60
AP Physics 2	0	15
AP Psychology	78	75

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	14	14
AP Statistics	10	10
AP Studio Art—Drawing Portfolio	13	3
AP Studio Art—Three-Demensional	1	1
AP Studio Art—Two-Demensional	0	9
AP U.S. Government and Politics	18	17
AP U.S. History	83	80
Total Exams taken		594
Exams with scores of at least 3 on AP exams or 4 on IB exams		184

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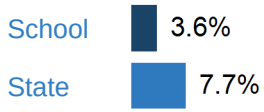
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

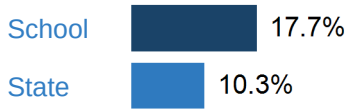
Career and Technical Education Participation

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)



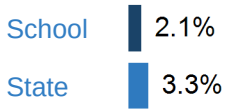
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	3.6%	17.7%	7.7%	10.3%
White	3.4%	19.6%	6.1%	9.6%
Hispanic	*	13.0%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	19.8%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	2.3%	18.0%	7.3%	10.6%
Male	4.7%	17.4%	8.0%	10.1%
Economically Disadvantaged Students	*	8.8%	10.4%	11.8%
Students with Disabilities	*	14.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	17	15	15
Arts, AV Technology & Communications	*		
Business Management & Administration	46	*	*
Finance	35		
Health Science	*	*	*
Hospitality & Tourism	*		
Human Services	11	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	161		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	13		
Total (All Clusters)	298	24	24

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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	235	76	30	0	0	0	126
10	7	212	58	25	0	1	2
11	3	20	165	80	25	2	15
12	0	0	12	71	42	39	65
Total	245	308	265	176	67	42	208
Enrolled in AP/IB Course					52	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	97	0	0	11	1	250
10	228	72	0	3	10	3
11	20	147	0	86	56	47
12	20	6	0	44	30	110
Total	365	225	0	144	97	410
Enrolled in AP/IB Course	27	14		64	80	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	11	345	0	0	0	6
10	4	308	0	0	1	27
11	269	26	0	67	53	40
12	3	29	0	114	38	80
Total	287	708	0	181	92	153
Enrolled in AP/IB Course	0	83	0	78		26
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	177	32	44	15	24	0	0
10	189	16	57	5	25	0	0
11	120	23	42	4	22	0	0
12	45	2	24	0	10	0	0
Total	531	73	167	24	81	0	0
Enrolled in AP/IB Course	14	0	0	0	1	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	149	21	60	4	29	0	0

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	3	0	0	0	0	0
11	6	0	0	0	0	0
12	12	0	0	0	0	0
Total	21	0	0	0	0	0
Enrolled in AP/IB Course	4		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Arabic	*
Chinese	*
German	*
Polish	*
Spanish	*
Total	10

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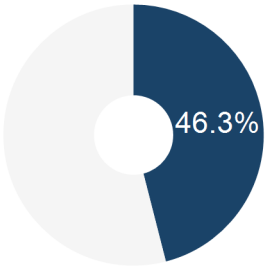
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Visual and Performing Arts – Course Participation

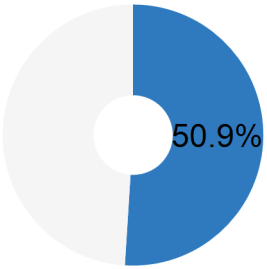
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

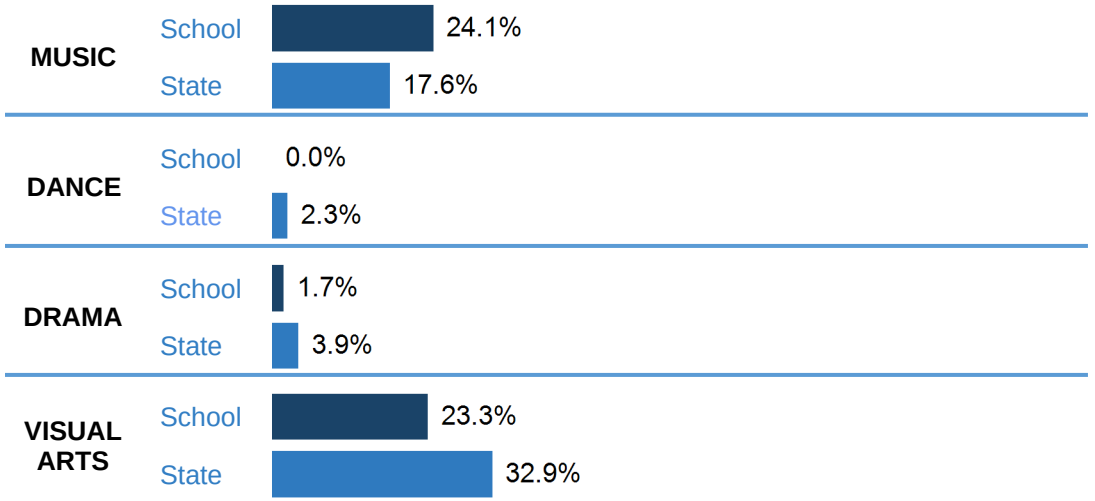


School



State

Students enrolled in one or more classes by discipline:



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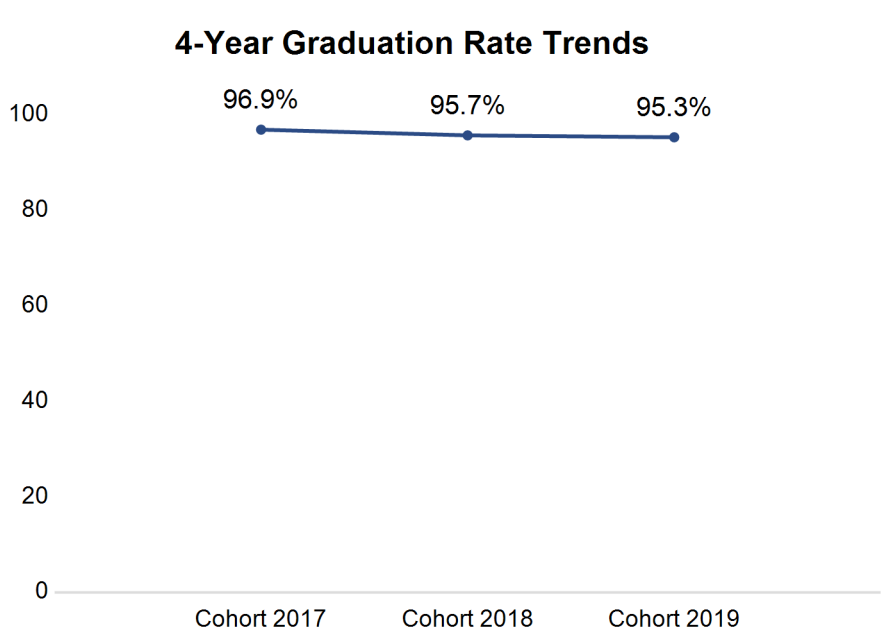
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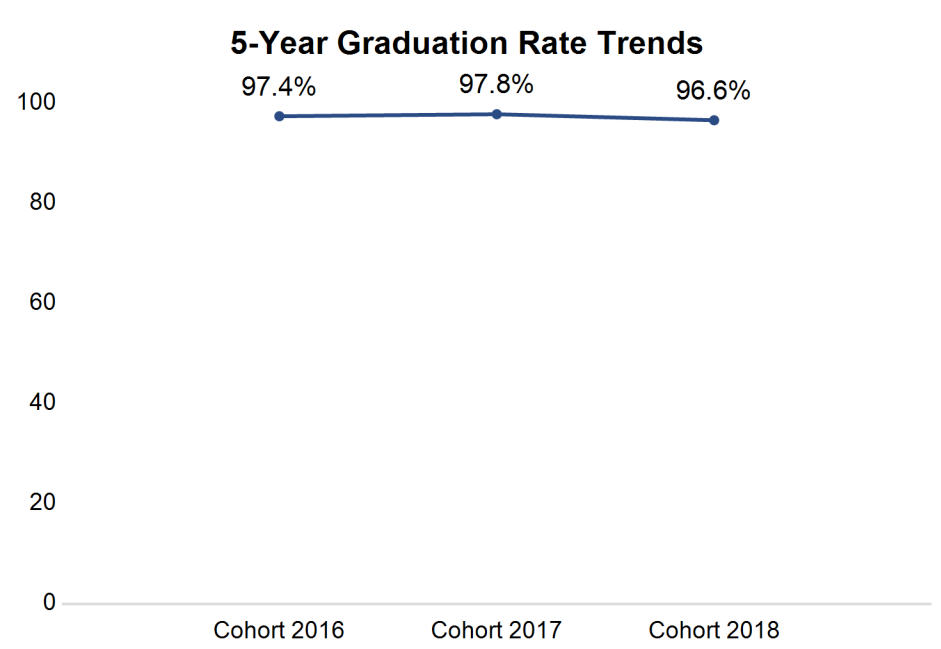
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

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	96.9%	95.7%	95.3%	97.4%	97.8%	96.6%
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

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	95.3%	90.6%	96.6%	92.5%	95.7%	N	Met Goal	97.8%	N	Met Goal
White	96.4%	94.9%	96.8%	95.9%	95.7%	N	Met Goal	99.2%	N	Met Goal
Hispanic	84.6%	84.5%	100.0%	87.3%	100.0%	N	Met Goal	89.3%	94.6%	Not Met
Black or African American	90.5%	83.3%	85.7%	87.1%	85.7%	87.3%	Not Met	*	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	100.0%	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.9%	92.8%	95.8%	94.4%	95.8%			97.4%		
Male	94.2%	88.5%	97.5%	90.8%	95.6%			98.3%		
Economically Disadvantaged Students	92.3%	84.0%	95.9%	87.3%	91.8%	92.2%	Not Met	94.6%	89.1%	Met Target
Students with Disabilities	86.0%	79.2%	87.2%	83.8%	83.0%	83.2%	Not Met	95.3%	N	Met Goal
English Learners	*	75.4%	*	80.1%	*	**	**	85.7%	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	61.4%	58.2%
Substitute Competency Test	31.7%	26.5%
Portfolio Appeals Process	0.3%	6.5%
Alternate Requirements specified in IEP	6.5%	8.8%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

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

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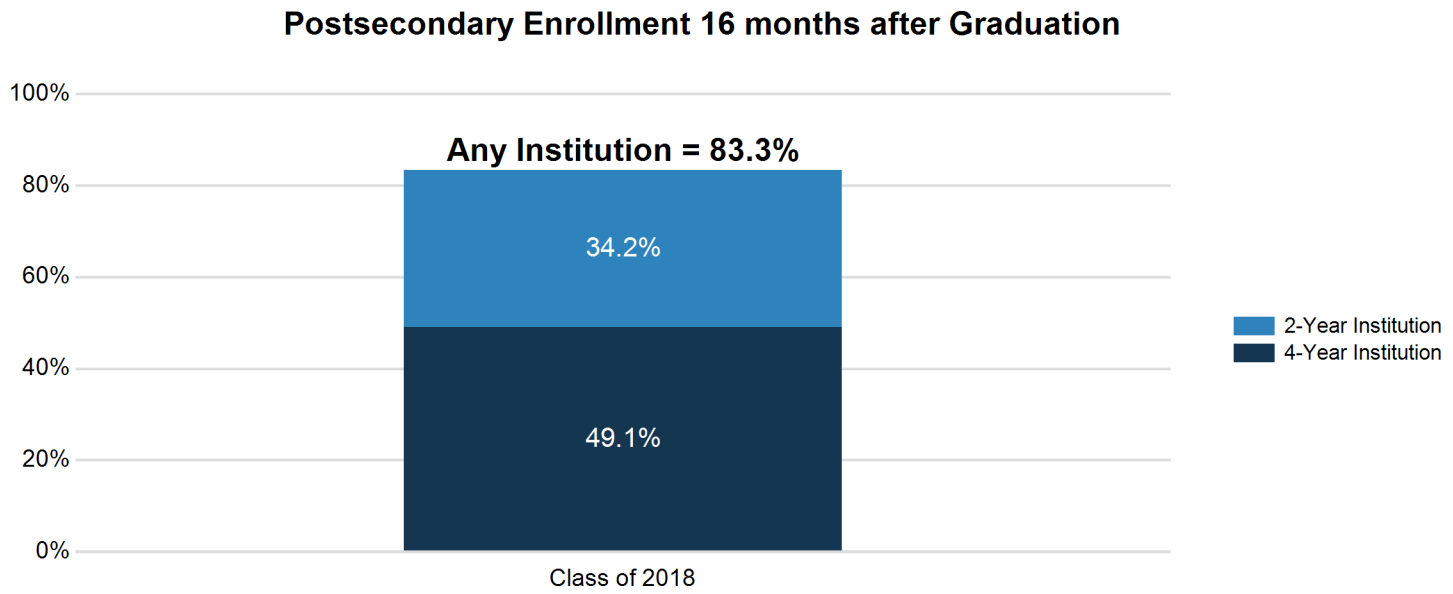
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	34.2%
% Enrolled in 4-Year Institution	49.1%
% Enrolled in Any Postsecondary Institution	83.2%

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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	77.7%	45.2%	54.8%
White	77.4%	48.4%	51.6%
Hispanic	68.2%	33.3%	66.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	58.3%	47.6%	52.4%
Students with Disabilities	55.8%	75%	25%
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	83.2%	41.1%	58.9%	71.5%	28.5%	71.9%	28.1%
White	81.6%	39.7%	60.3%	70.4%	29.6%	71.4%	28.6%
Hispanic	88.5%	65.2%	34.8%	78.3%	21.7%	82.6%	17.4%
Black or African American	85%	41.2%	58.8%	82.4%	17.6%	64.7%	35.3%
Asian, Native Hawaiian, or Pacific Islander	94.1%	18.8%	81.3%	68.8%	31.3%	75%	25%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72%	61.1%	38.9%	94.4%	5.6%	94.4%	5.6%
Students with Disabilities	57.1%	75%	25%	90%	10%	85%	15%
English Learners	*	*	*	*	*	*	*

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

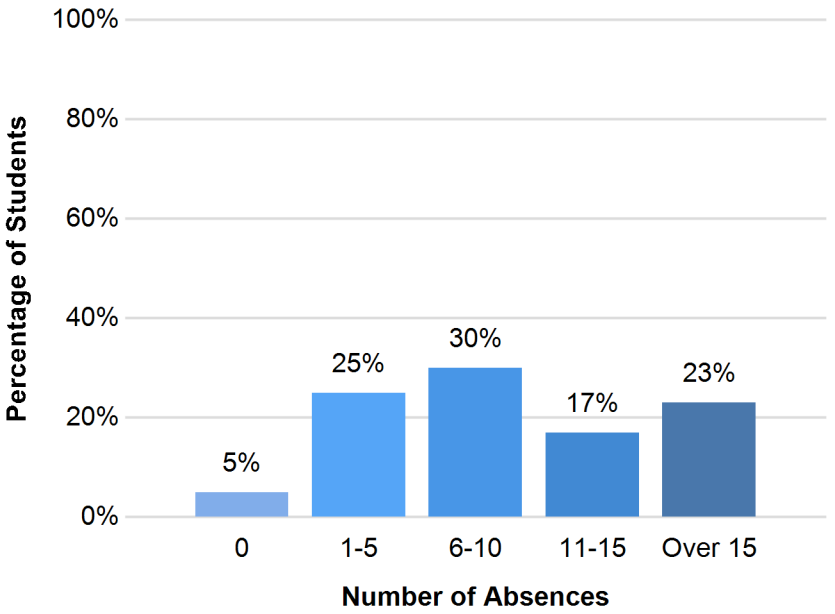
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	247	18.6	14.2	Not Met
White	181	18.8	14.2	Not Met
Hispanic	35	21.0	14.2	Not Met
Black or African American	23	20.2	14.2	Not Met
Asian, Native Hawaiian, or Pacific	5	8.5	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	13.0	14.2	Met
Female	119	20.1		
Male	128	17.5		
Economically Disadvantaged Students	58	28.2	14.2	Not Met
Students with Disabilities	44	21.2	14.2	Not Met
English Learners	5	23.8	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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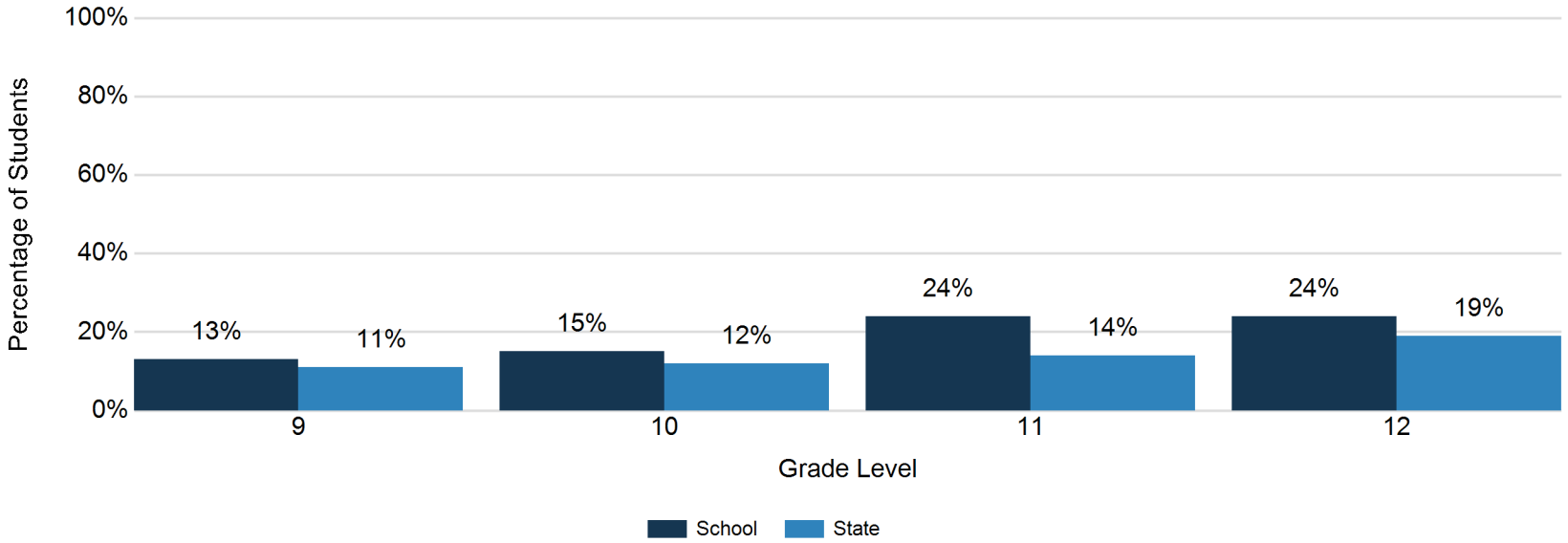
Hamilton East - Steinert
(21-1950-050)
Grades Offered: 09-12
2018-2019

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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.

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	27
Weapons	0
Vandalism	6
Substances	13
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	50
Incidents Per 100 Students Enrolled	3.97

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	9
Weapons	0
Vandalism	4
Substances	11
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	23	1.8%
Out-of-School Suspensions	58	4.6%
Any Suspension	67	5.3%
Removal to other education program	*	*
Expulsion	*	*
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
282

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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	2:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 42 Mins
Shared Time - Instructional Time	5 Hrs. 42 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	1.2:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	106	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	84.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	252:1	179:1
Teachers to Administrators	21:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.4%	55.7%	20.0%	48.4%	77.1%	54.9%
Male	54.6%	44.3%	80.0%	51.6%	22.9%	45.1%
White	72.4%	95.3%	80.0%	42.4%	83.6%	77.4%
Hispanic	12.8%	1.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.6%	0.9%	20.0%	15.0%	6.6%	13.9%
Asian	4.6%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.1%	0.2%	0.2%

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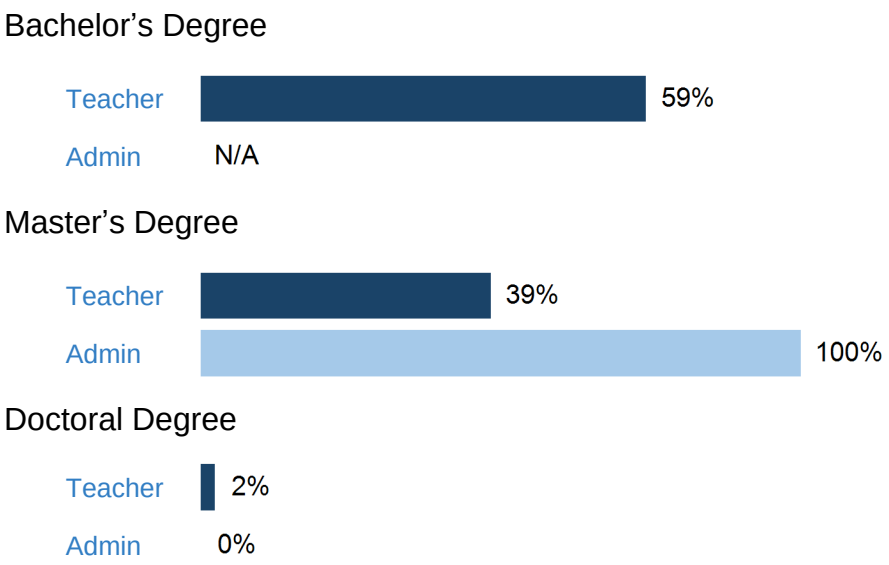
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Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.8%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.6%	53.9%	47.1%
Math Proficiency	17.8%	28.3%	22.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.9%	95.7%	95.3%
5-Year Graduation Rate†	97.4%	97.8%	96.6%
Progress toward English Language Proficiency		*	71.4%
Chronic Absenteeism	16.1%	18.9%	18.6%

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

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Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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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:	• Steinert Pride - Positive, Responsible, Involved, Determined, Empathetic • Homecoming Pep Rally, Spirit Week, Week of Respect, Service Projects • Steinert High School has 45 Athletic Teams and approximately 75 clubs to help students participate in School Activities
Mission, Vision, Theme:	Our school motto states that education is a partnership between students, parents, teachers, administrators & other community members working together to promote the finest education possible for our students. Each day we try to live this motto, challenging the pupils to prepare themselves for a meaningful & productive future. Steinert Pride - Positive, Responsible, Involved, Determined, Empathetic. We Believe! We Inspire! We Teach! We are Steinert!
Awards, Recognition, Accomplishments:	Mr. Stephen Ryan was named Governor Teacher of the year and Ms. Ann Wilmot was named Educational service professional of the year.

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Courses, Curriculum, Instruction:	Steinert offers 15 honors & 18 AP courses. In addition to traditional textbooks, Science & Math texts offer on-line access. 12th grade students may enroll in a Dual English program in conjunction w/Mercer County Community College. This course carries college weight/credit. Students can also receive additional support & remediation through enrollment on-line through APEX learning. Teacher websites are available for students to access assignments. Additional support - Khan Academy & Tutors.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) Baseball - Patriot Division - Champion; Softball - Patriot Division - Champion; Boy's Lacrosse - Patriot Division Champions, NJSIAA - Individual Bowling Champion.
Clubs and Activities:	Anime, Art, Baking, Book, Dance, Cheer, Color Guard, DECA, French, German, Italian, Latin, & Spanish Clubs, GALRE, Innovation Lab, Instrumental Music/Band, Jazz Band, Key Club, Marching Unit, Military Liaison, Literary Magazine, National Honor Society, Newspaper, Peer Leadership, Orchestra/Strings, Robotics, School Show, Science National Honor Society, Step Team, Student Government, Vocal/Choir, Work Program, Yearbook

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Before and After School Programs:	Key Club, Girl Up, Math club, Mock Trial Team, Mosaic/Diversity Club, Movie Club, Junior & Senior Class Advisor, Photography, Ping Pong Club, Public Speaking & Debate, Science Club, Ski Club, Spartan Songwriters & Storytellers, Talent Show, Teacher Club After School program in the Library: Four days a week: Tutoring, Research etc.
Staff and Professional Learning:	The faculty and administration continue to avail themselves to in-house and out-of-district professional development. Professional learning also focuses on graduation rate and NJSLA.
Postsecondary Information:	4-Year colleges and universities - 51%, 2-year colleges - 31%, Employment - 5%, Vocational/Professional Training - 4%, Military - 3%, Undecided/alternate plans - 6%

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School Narrative

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

Student Supports and Services:	NHS Tutoring, Unified Sports, Self Contained Classes, 504 Plans, Substance Abuse Counseling, Coord with Comm of the Blind, Study Skills/Resource Classes, Behavior Intervention Plans, Classroom Modifications/Student Accommodations, Guidance/CST Counseling & Evaluations, VoTech, Military Liaison, CCTV-Blind/Visually Impaired students, FM Systems, Sign Language Interpreters, Travel Training/Access Link, Structured Learning Experiences in the Community.
Student Health and Wellness:	Hamilton AP Week. Freshman & Sophomores: Dec 3 - 8 2018. Juniors & Seniors: March 18-22, 2019. NFM Teen Driving Program: Sophomores, October 12, 2018. Steinert Blood Drive: Seniors - May 2019
Parent and Community Involvement:	PTSA Meetings once a month, College Fair, Back to School Night, Online Backpack, School Messenger Message System. After Prom meetings once a month, Power School Parent Portal - access to Attendance/Grades, Hamilton NEWS - a joint club between all three high schools.

NJ SCHOOL PERFORMANCE REPORT

Hamilton East - Steinert
(21-1950-050)
Grades Offered: 09-12
2018-2019

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School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers This survey asks students, faculty and parents about the school, faculty, administration and the general climate. Once a year, via shared drive.
Facilities:	Built in 1969. 100 New Univents, 4 new boilers and 2 hot water heaters. New freezer and walk-in refrigerator. Student painted mural on the wall of one of our entrances highlighting the Steinert Pride Mission statement.
School Safety:	Steinert regularly performs fire and school safety drills. We currently have 3 campus security monitors and a full time police school resource officer in the building. The faculty engages in discussions about best practices related to safety. The building is monitored by cameras and a guest management system is used for visitors.

NJ SCHOOL PERFORMANCE REPORT

Hamilton East - Steinert
(21-1950-050)
Grades Offered: 09-12
2018-2019

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School Narrative

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Technology and STEM:	Math Club - Members participate in the National Math Test

NJ SCHOOL PERFORMANCE REPORT

Hamilton East - Steinert
(21-1950-050)
Grades Offered: 09-12
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.

Other Information	School day structure - Nine 40 min periods beginning at 7:50, dismissal is at 2:30. Student safety plan - 3 campus monitors and a student resource officer from the local police department on staff everyday. Assigned, numbered student parking - 350 spaces available. All exterior doors locked at all times with video/intercom system to verify identity of individuals entering the building. Technology - 8 laptop carts / 8 chromebook carts.

NJ SCHOOL PERFORMANCE REPORT

Hamilton North - Nottingham
(21-1950-055)
Grades Offered: 09-12
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Hamilton North - Nottingham
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Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Mr. Frank Ragazzo
Address	1055 KLOCKNER ROAD HAMILTON, NJ 08619-3046
Phone Number	609-631-4161
Email Address	fragazzo@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/North
Twitter	https://twitter.com/HTSD_Nottingham

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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	293	321	264
10	325	264	293
11	311	307	251
12	310	303	289
Total	1,239	1,195	1,097

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.5%	47.6%	47.0%
Male	50.5%	52.4%	53.0%
Economically Disadvantaged Students	48.7%	42.1%	42.4%
Students with Disabilities	16.2%	15.8%	15.5%
English Learners	3.2%	4.3%	5.7%
Homeless Students	0.3%	0.5%	0.3%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	32.5%	32.4%	29.9%
Hispanic	28.9%	29.3%	33.5%
Black or African American	32.5%	31.8%	29.7%
Asian	3.7%	3.8%	4.5%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.0%
American Indian or Alaska Native	0.1%	0.2%	0.2%
Two or More Races	1.9%	2.3%	2.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,197	1,151	1,050
Shared Time Students	83	88	93
Full Time Equivalent	1,239	1,195	1,097

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	73.8%
Spanish	16.1%
Haitian	1.8%
Creoles and pidgins, French-based	1.6%
Creoles and pidgins, English	1.0%
Other Languages	5.7%

NJ SCHOOL PERFORMANCE REPORT

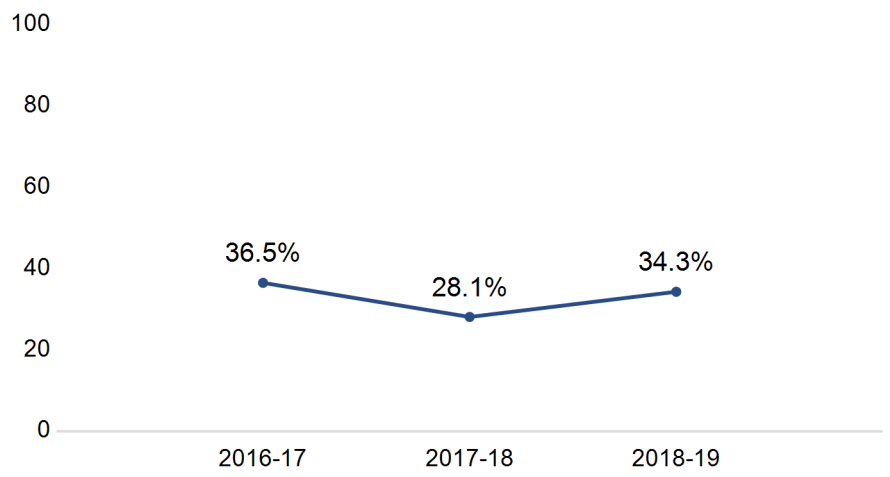
Hamilton North - Nottingham
(21-1950-055)
Grades Offered: 09-12
2018-2019

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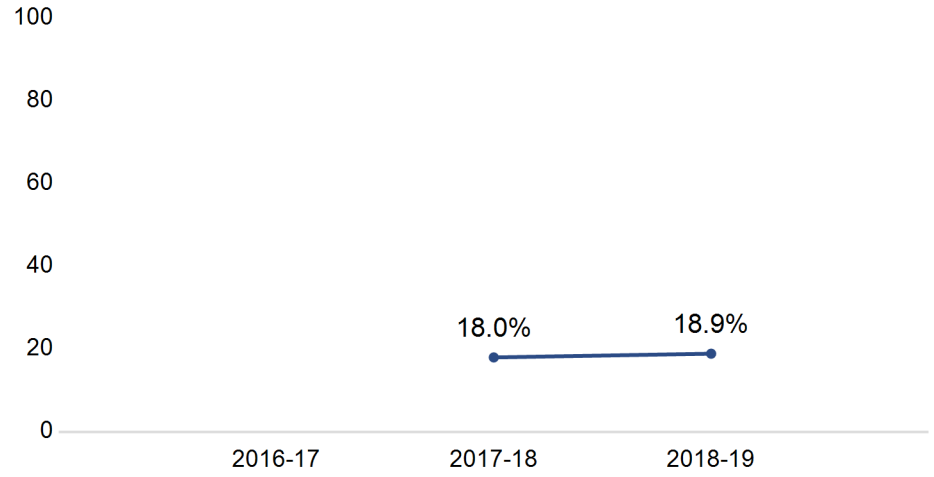
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



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	92.0%	96.6%	97.8%	90.0%	96.3%	98.2%
Proficiency Rate for Federal Accountability	36.5%	28.1%	34.3%	*	18.0%	18.9%
Annual Target	41.9%	43.9%	45.9%	16.5%	19.9%	23.2%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Hamilton North - Nottingham
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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	530	97.8	34.3	44.9	57.9	34.3	45.9	Not Met
White	152	97.5	46.1	*	66.9	46.1	56	Not Met
Hispanic	189	99.0	30.2	36.2	43.9	30.2	33.8	Met Target†
Black or African American	150	97.5	22.7	29.3	38.5	22.7	37.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	93.3	66.7	74.1	82.9	66.7	43.5	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	233	98.8	44.6	54.3	64.8	44.6		
Male	297	97.1	26.3	36.4	51.3	26.3		
Economically Disadvantaged Students	234	97.6	23.1	32.0	40.0	23.1	34.6	Not Met
Non-Economically Disadvantaged Students	296	98.0	43.2	52.5	67.9	43.2		
Students with Disabilities	102	94.5	*	14.3	22.7	*	20.2	Not Met
Students without Disabilities	428	98.7	*	51.9	65.1	*		
English Learners	32	97.3	*	20.9	29.3	*	11.4	Not Met
Non-English Learners	498	97.9	*	46.8	60.6	*		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
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.

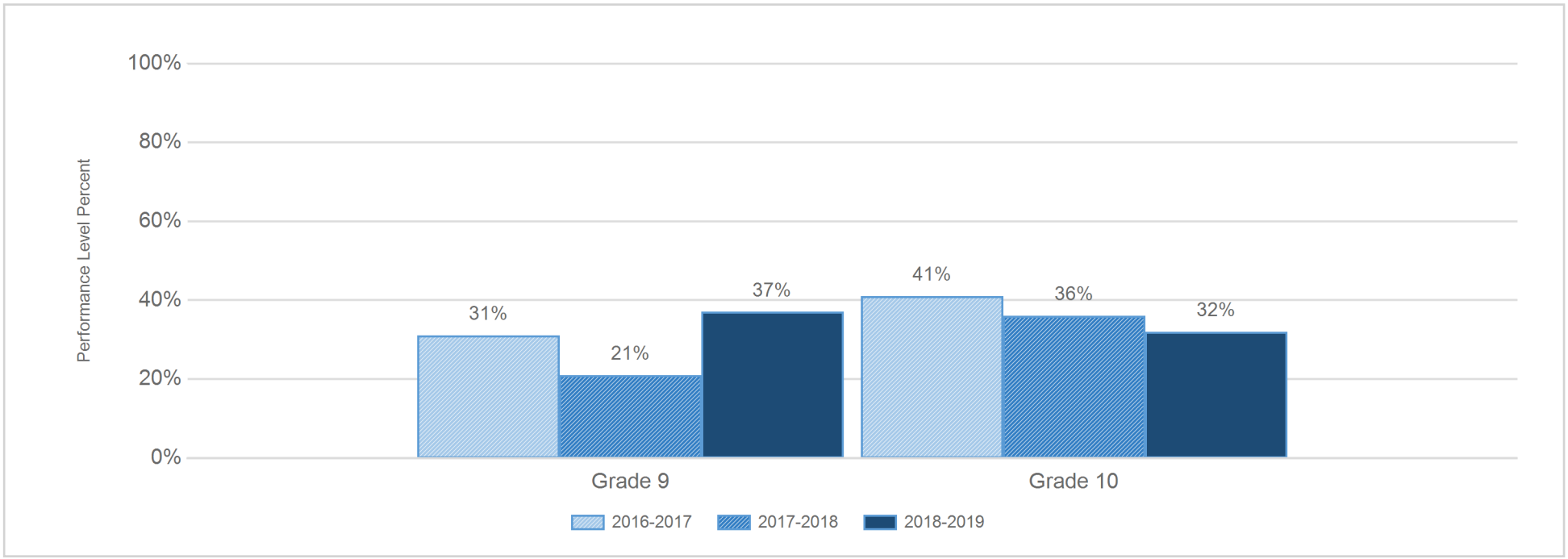
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English Language Arts Assessment - Performance Trends

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	257	733	740	753	20%	18%	26%	32%	5%	37%	56%
White	68	752	750	762	*	18%	25%	*	*	53%	65%
Hispanic	98	728	730	737	24%	15%	26%	*	*	35%	40%
Black or African American	74	717	727	732	30%	24%	26%	*	*	20%	33%
Asian, Native Hawaiian, or Pacific Islander	11	776	774	783	0%	0%	*	*	*	82%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	122	741	750	760	11%	15%	30%	*	*	43%	63%
Male	135	726	732	746	27%	20%	21%	*	*	31%	49%
Economically Disadvantaged Students	122	720	728	734	25%	24%	30%	*	*	21%	36%
Non-Economically Disadvantaged Students	135	745	747	762	15%	12%	22%	*	*	51%	65%
Students with Disabilities	50	698	705	717	*	*	*	*	*	*	17%
Students without Disabilities	207	742	748	760	*	*	*	*	*	*	63%
English Learners	16	687	*	693	*	*	*	*	*	*	*
Non-English Learners	241	736	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	728	735	757	26%	21%	22%	24%	8%	32%	58%
White	85	740	746	767	16%	18%	25%	*	*	41%	67%
Hispanic	95	727	725	738	22%	27%	25%	*	*	25%	43%
Black or African American	80	712	715	733	43%	16%	18%	*	*	24%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	743	766	*	*	*	*	*	*	65%
Female	119	742	746	766	16%	19%	21%	*	*	44%	66%
Male	163	718	726	749	33%	22%	22%	*	*	23%	51%
Economically Disadvantaged Students	117	723	723	735	27%	24%	23%	*	*	26%	40%
Non-Economically Disadvantaged Students	165	731	741	767	25%	19%	21%	*	*	36%	67%
Students with Disabilities	50	690	696	711	*	*	*	*	*	*	19%
Students without Disabilities	232	736	744	765	*	*	*	*	*	*	65%
English Learners	14	691	*	687	*	*	*	*	*	*	*
Non-English Learners	268	730	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	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	528	98.2	18.9	32.7	44.5	18.9	23.2	Not Met
White	147	97.4	32.0	*	54.1	32.0	30.7	Met Target
Hispanic	196	100.0	13.8	22.5	28.8	13.8	19.2	Not Met
Black or African American	149	96.9	10.1	18.5	23.0	10.1	15.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	26	100.0	34.6	55.5	76.5	34.6	41.1	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	229	98.3	20.1	33.8	44.9	20.1		
Male	299	98.1	18.1	31.7	44.2	18.1		
Economically Disadvantaged Students	238	97.6	*	*	26.3	*	16.8	Not Met
Non-Economically Disadvantaged Students	290	98.7	*	*	54.9	*		
Students with Disabilities	97	94.2	*	10.6	17.4	*	17.3	Not Met
Students without Disabilities	431	99.1	*	37.7	50.0	*		
English Learners	34	100.0	*	15.3	25.0	*	11.4	Not Met
Non-English Learners	494	98.1	*	34.2	46.5	*		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

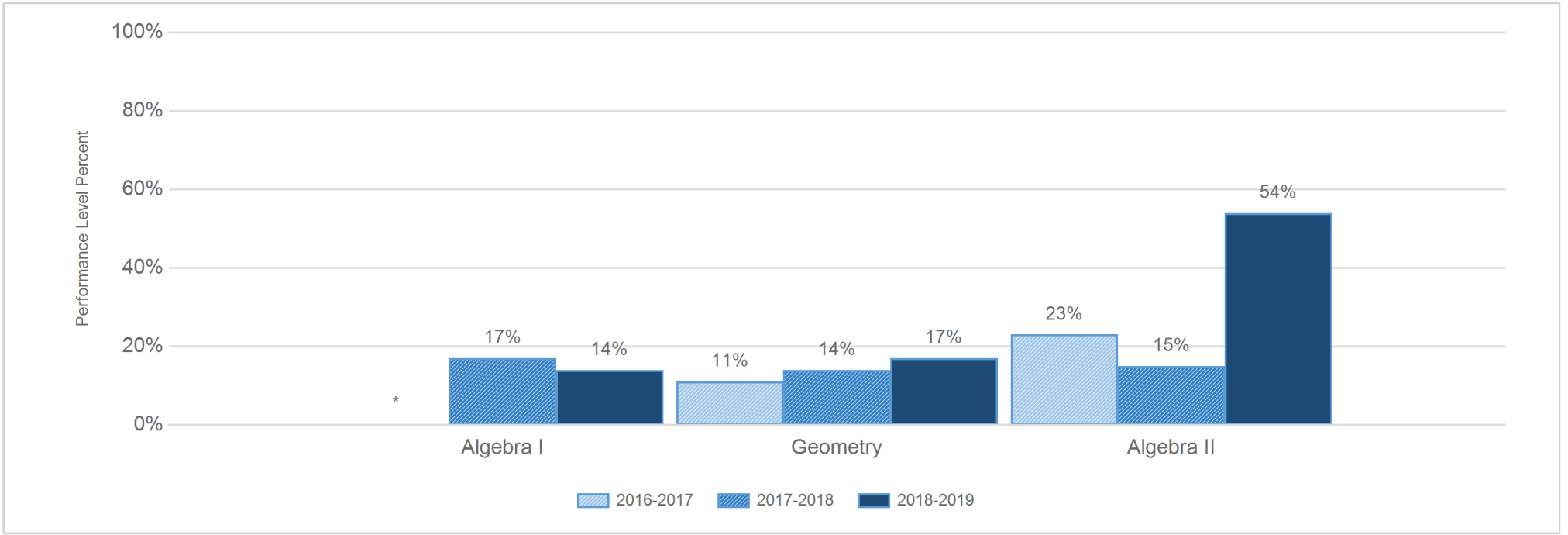
NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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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	250	721	736	744	14%	43%	29%	14%	0%	14%	42%
White	49	725	747	752	*	39%	33%	*	*	20%	53%
Hispanic	107	721	*	728	17%	41%	28%	14%	0%	14%	24%
Black or African American	82	718	723	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	112	723	739	745	13%	39%	33%	15%	0%	15%	44%
Male	138	720	734	743	15%	46%	26%	12%	0%	12%	41%
Economically Disadvantaged Students	133	719	727	727	13%	49%	29%	10%	0%	10%	23%
Non-Economically Disadvantaged Students	117	724	742	752	15%	37%	30%	18%	0%	18%	52%
Students with Disabilities	48	702	*	717	*	*	*	*	*	*	12%
Students without Disabilities	202	726	*	748	*	*	*	*	*	*	47%
English Learners	26	707	711	710	*	*	*	*	*	*	*
Non-English Learners	224	723	738	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Hamilton North - Nottingham
(21-1950-055)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	723	727	737	19%	32%	32%	17%	0%	17%	35%
White	75	734	*	743	*	29%	37%	*	*	28%	43%
Hispanic	83	718	720	724	19%	41%	29%	*	*	11%	17%
Black or African American	68	714	716	720	35%	22%	31%	*	*	12%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	99	724	730	738	17%	29%	38%	15%	0%	15%	36%
Male	147	722	724	736	20%	33%	28%	19%	0%	19%	34%
Economically Disadvantaged Students	98	719	720	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	148	726	730	743	*	*	*	*	*	*	43%
Students with Disabilities	45	703	*	712	*	*	*	*	*	*	*
Students without Disabilities	201	727	*	741	*	*	*	*	*	*	*
English Learners	*	*	706	708	*	*	*	*	*	*	*
Non-English Learners	*	*	728	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

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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	46	750	753	755	*	*	26%	*	*	54%	58%
White	24	761	755	758	0%	*	*	*	*	71%	62%
Hispanic	12	727	*	731	*	*	*	*	*	33%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	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	27	753	750	752	*	*	*	*	*	56%	55%
Male	19	746	756	758	*	*	*	*	*	53%	62%
Economically Disadvantaged Students	12	726	745	729	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	34	759	755	761	*	*	*	*	*	65%	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	46	750	753	755	*	*	26%	*	*	54%	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	41.5%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	28	89.3%	10.7%
3-4	20	85.0%	15.0%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

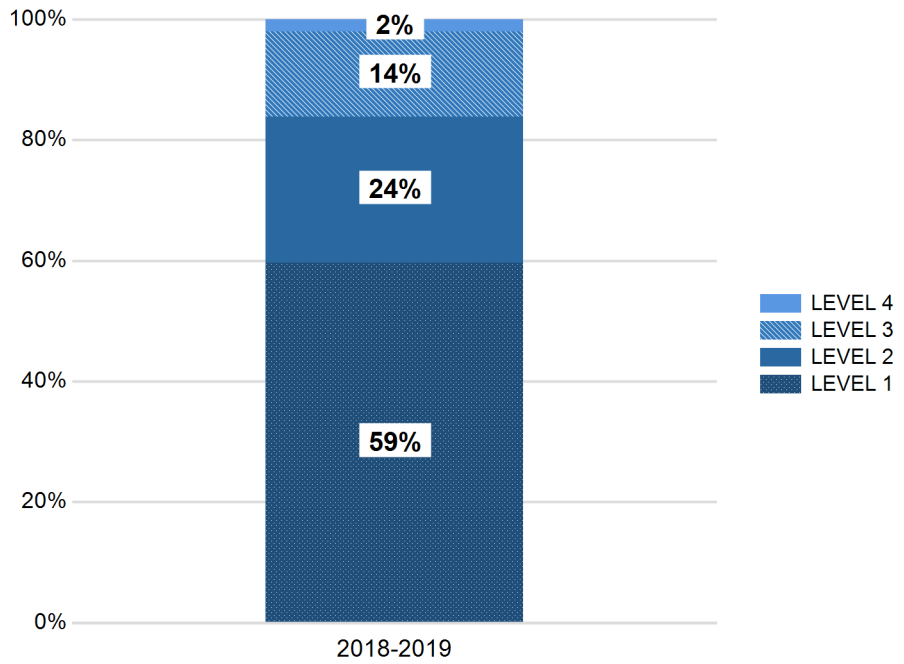
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	59	24	14	2
White	39	31	24	6
Hispanic	61	27	12	0
Black or African American	78	15	7	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	58	28	13	2
Male	60	21	16	3
Economically Disadvantaged Students	71	18	9	2
Non-Economically Disadvantaged Students	51	28	18	3
Students with Disabilities	90	5	5	0
Students without Disabilities	53	28	16	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	59.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	12.5%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	439	476	Grade 10: 430 Grade 11: 460	48%	61%
PSAT 10/NMSQT - Math	435	477	Grade 10: 480 Grade 11: 510	26%	43%
SAT - Reading and Writing	512	539	480	66%	70%
SAT - Math	507	541	530	36%	53%
ACT - Reading	21	25	22	47%	66%
ACT - English	21	24	18	61%	81%
ACT - Math	22	24	22	53%	65%
ACT - Science	20	24	23	33%	57%

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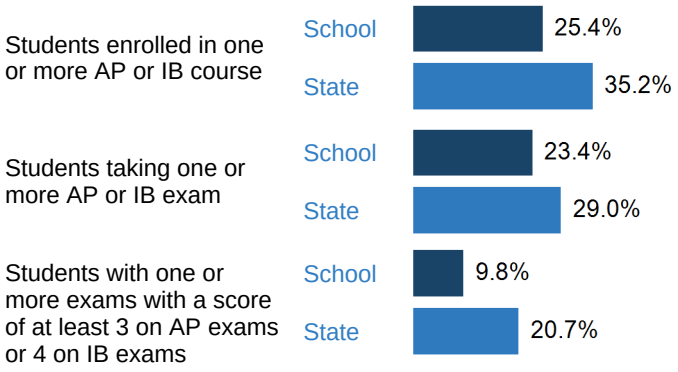
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

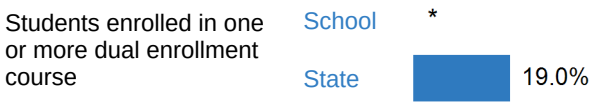
AP/IB Coursework – Participation and Performance

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	10	11
AP Calculus AB	14	14
AP Calculus BC	8	6
AP Chemistry	13	13
AP Computer Science A	7	5
AP Computer Science Principles	0	9
AP English Language and Composition	7	14
AP English Literature and Composition	10	10
AP Environmental Science	11	11
AP European History	8	8
AP French Language and Culture	3	2
AP Music Theory	2	2
AP Physics 1	58	44
AP Physics 2	0	7
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	1

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	32	29
AP Spanish Language	18	18
AP Statistics	22	18
AP Studio Art—Drawing Portfolio	1	1
AP U.S. Government and Politics	12	12
AP U.S. History	45	45
Total Exams taken		282
Exams with scores of at least 3 on AP exams or 4 on IB exams		87

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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 theNJDOE's Career and Technical Education website.

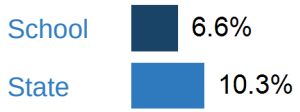
Career and Technical Education Participation

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)



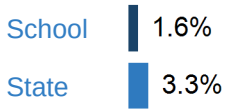
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



NJ SCHOOL PERFORMANCE REPORT

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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	6.4%	6.6%	7.7%	10.3%
White	5.8%	7.6%	6.1%	9.6%
Hispanic	5.7%	6.7%	10.3%	11.3%
Black or African American	7.4%	4.9%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	6.8%	7.0%	7.3%	10.6%
Male	6.0%	6.3%	8.0%	10.1%
Economically Disadvantaged Students	6.7%	5.7%	10.4%	11.8%
Students with Disabilities	*	10.3%	6.6%	9.2%
English Learners	*	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	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	*	10	10
Arts, AV Technology & Communications	*		
Business Management & Administration	75	*	*
Finance	*		
Health Science	15	*	*
Hospitality & Tourism	*		
Human Services	14	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	25		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	12		
Total (All Clusters)	182	27	27

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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	203	37	11	0	0	0	130
10	39	201	38	5	0	0	7
11	9	28	124	38	9	4	45
12	0	8	17	46	30	36	141
Total	251	274	190	89	39	40	323
Enrolled in AP/IB Course					22	22	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	56	0	0	1	0	205
10	238	38	0	7	0	17
11	24	147	0	49	36	20
12	16	15	0	32	36	55
Total	334	200	0	89	72	297
Enrolled in AP/IB Course	10	13		11	58	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	5	255	0	0	1	7
10	14	280	0	14	4	26
11	187	51	0	43	30	27
12	9	50	0	94	39	86
Total	215	636	0	151	74	146
Enrolled in AP/IB Course	0	45	0	32		19
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	141	40	10	2	7	0	0
10	203	39	12	5	3	0	0
11	109	18	3	1	6	0	0
12	61	17	5	1	2	0	0
Total	514	114	30	9	18	0	0
Enrolled in AP/IB Course	18	3	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	97	21	5	1	8	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	N	N	N	N	N	N
10	3	0	0	0	0	0
11	5	0	0	0	0	0
12	9	0	0	0	0	0
Total	17	0	0	0	0	0
Enrolled in AP/IB Course	7		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
French	*
Spanish	25
Total	30

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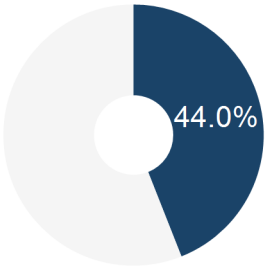
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Visual and Performing Arts – Course Participation

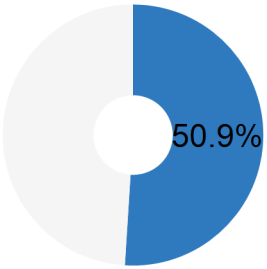
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

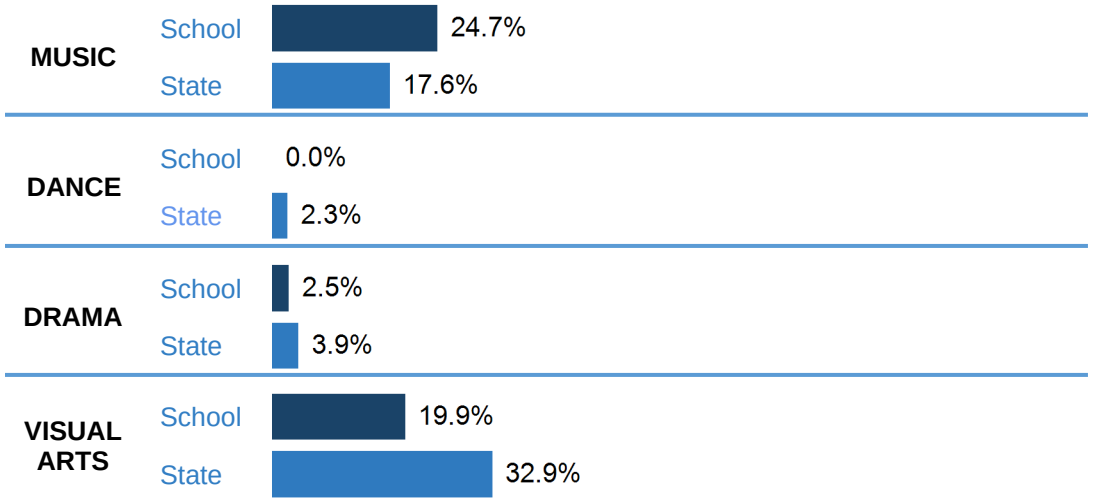


School



State

Students enrolled in one or more classes by discipline:



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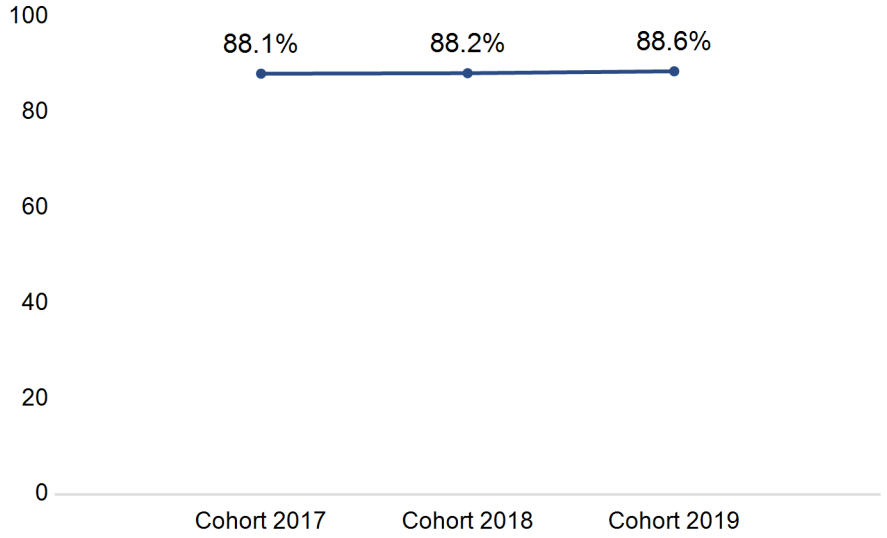
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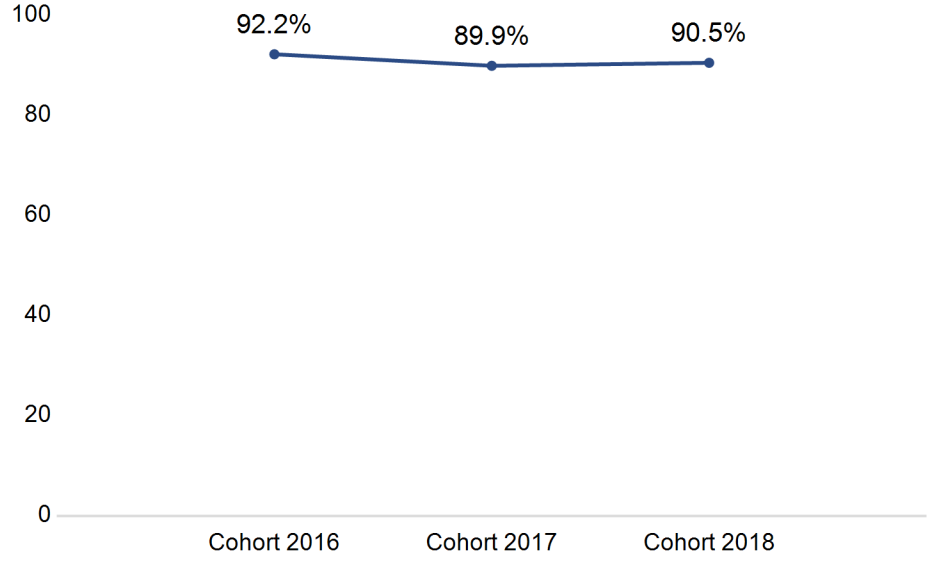
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

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	88.1%	88.2%	88.6%	92.2%	89.9%	90.5%
Annual Target	89.4%	89.7%		90.6%	90.9%	
Met Annual Target?	Not Met	Not Met		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	88.6%	90.6%	90.5%	92.5%	88.2%	89.7%	Not Met	89.9%	90.9%	Not Met
White	91.8%	94.9%	96.1%	95.9%	96.1%	N	Met Goal	88.2%	91.6%	Not Met
Hispanic	88.5%	84.5%	84.2%	87.3%	81.2%	91.9%	Not Met	87.3%	91.1%	Not Met
Black or African American	85.0%	83.3%	91.1%	87.1%	86.8%	88.8%	Not Met	92.9%	88.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	90.0%	96.9%	94.7%	97.8%	89.5%	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	72.7%	94.2%	72.7%	**	**	*	**	**
Female	93.6%	92.8%	93.4%	94.4%	91.8%			92.5%		
Male	83.9%	88.5%	87.8%	90.8%	84.7%			87.6%		
Economically Disadvantaged Students	88.5%	84.0%	89.7%	87.3%	86.2%	89.8%	Not Met	87.3%	86.5%	Met Target
Students with Disabilities	74.6%	79.2%	88.9%	83.8%	87.3%	73.4%	Met Target	86.2%	84.2%	Met Target
English Learners	85.7%	75.4%	66.7%	80.1%	61.1%	**	**	90.5%	N	N
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			*		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	57.5%	45.0%
Substitute Competency Test	23.9%	35.5%
Portfolio Appeals Process	6.3%	6.3%
Alternate Requirements specified in IEP	11.9%	12.9%
Unknown	0.3%	0.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.7%	1.2%
2017-2018	1.3%	1.2%
2016-2017	1.6%	1.1%

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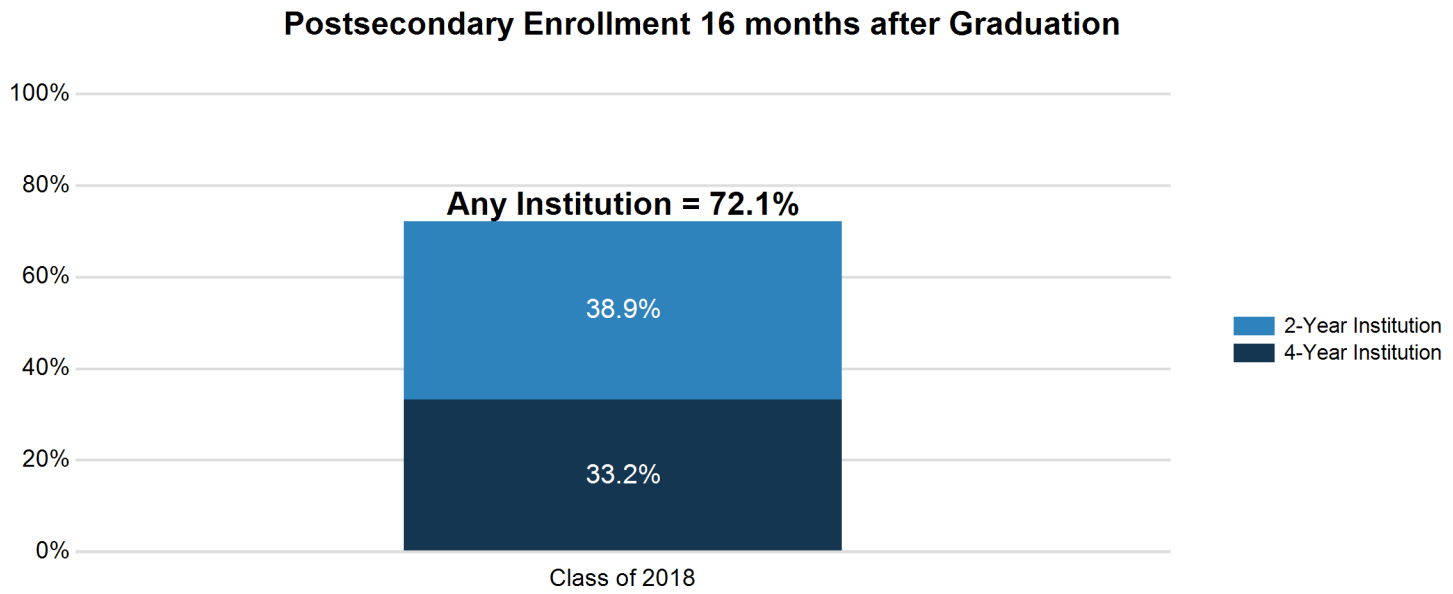
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	38.9%
% Enrolled in 4-Year Institution	33.2%
% Enrolled in Any Postsecondary Institution	72.1%

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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	69.6%	54.6%	45.4%
White	68.5%	53.9%	46.1%
Hispanic	68.9%	53.5%	46.5%
Black or African American	67.4%	56.3%	43.8%
Asian, Native Hawaiian, or Pacific Islander	100%	70%	30%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	72.5%	52.9%	47.1%
Students with Disabilities	52.2%	91.7%	8.3%
English Learners	58.3%	57.1%	42.9%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	72.1%	53.9%	46.1%	79.8%	20.2%	75.3%	24.7%
White	80.5%	44.4%	55.6%	81.8%	18.2%	76.8%	23.2%
Hispanic	65.6%	64.4%	35.6%	76.3%	23.7%	84.7%	15.3%
Black or African American	67.7%	61.2%	38.8%	82.1%	17.9%	68.7%	31.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	65.7%	60.6%	39.4%	78.9%	21.1%	76.1%	23.9%
Students with Disabilities	50%	88.5%	11.5%	96.2%	3.8%	92.3%	7.7%
English Learners	*	*	*	*	*	*	*

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

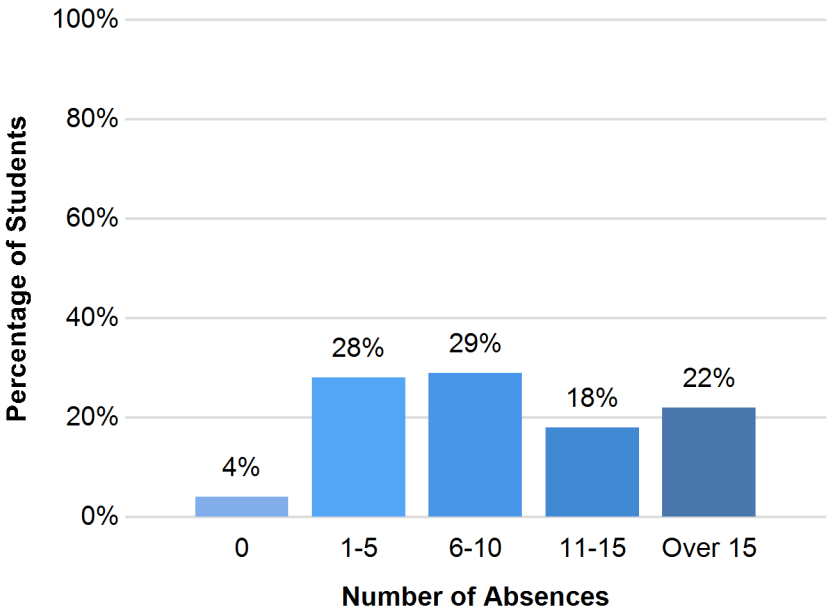
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	232	19.7	14.2	Not Met
White	63	17.5	14.2	Not Met
Hispanic	75	19.6	14.2	Not Met
Black or African American	81	23.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	7	13.2	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	123	22.6		
Male	109	17.2		
Economically Disadvantaged Students	104	21.4	14.2	Not Met
Students with Disabilities	58	25.9	14.2	Not Met
English Learners	18	31.0	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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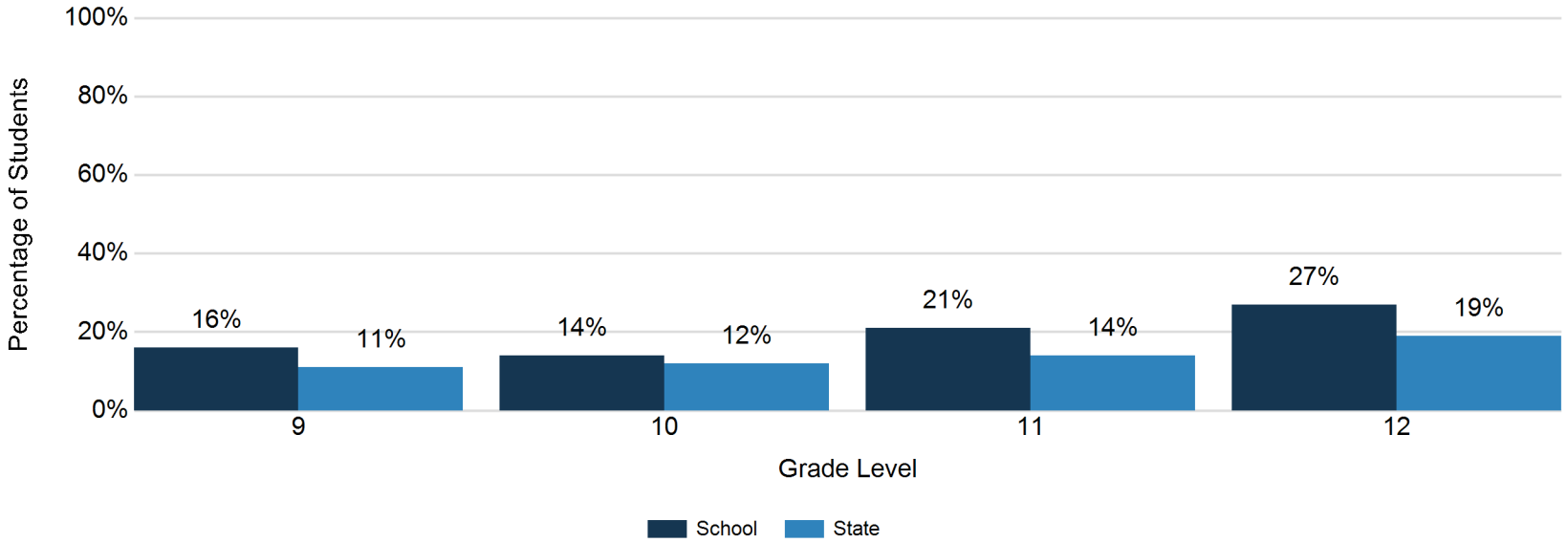
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Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	21
Weapons	0
Vandalism	2
Substances	15
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	45
Incidents Per 100 Students Enrolled	4.10

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	9
Weapons	0
Vandalism	0
Substances	13
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	15

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	63	5.7%
Out-of-School Suspensions	89	8.1%
Any Suspension	109	9.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
270

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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	2:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 42 Mins
Shared Time - Instructional Time	5 Hrs. 42 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	97	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	82.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	219:1	179:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	57.7%	20.0%	48.4%	77.1%	54.9%
Male	53.0%	42.3%	80.0%	51.6%	22.9%	45.1%
White	29.9%	93.8%	80.0%	42.4%	83.6%	77.4%
Hispanic	33.5%	1.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	29.7%	4.1%	20.0%	15.0%	6.6%	13.9%
Asian	4.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	1.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.2%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

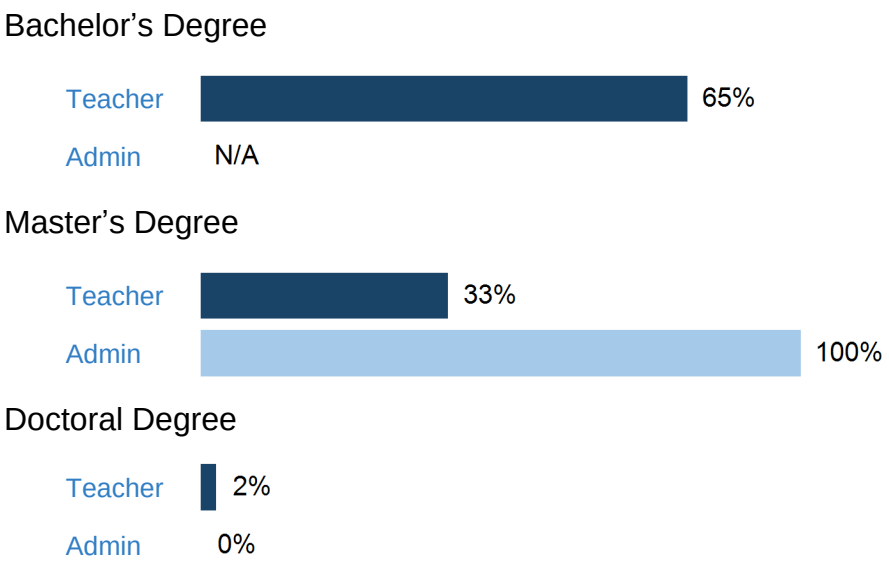
Hamilton North - Nottingham
(21-1950-055)
Grades Offered: 09-12
2018-2019

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

Teachers 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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.5%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.5%	28.1%	34.3%
Math Proficiency	*	18.0%	18.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	88.1%	88.2%	88.6%
5-Year Graduation Rate†	92.2%	89.9%	90.5%
Progress toward English Language Proficiency		45.0%	41.5%
Chronic Absenteeism	22.1%	29.0%	19.7%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• At our annual Awards Night, students were eligible to receive in excess of $1.5 million of scholarships. • 91% of the students in the Class of 2019 are attending post secondary education. • In both 2017 and 2018, Nottingham received the National Bronze Recognition in U.S. News & World Report for Best High Schools. *This recognition is no longer offered to any schools by U.S. News in 2019
Mission, Vision, Theme:	The Nottingham High School community is committed to inspiring in our students a desire for learning, and this pursuit is a lifelong process. We constantly strive to promote an educational environment that encourages students to develop respect for themselves and for others in addition to enhancing the academic, technological, and vocational skills that will enable them to become successful citizens in our diverse and complex society.
Awards, Recognition, Accomplishments:	U.S. News and World Report Best High Schools 2017 and 2018 Bronze Recognition

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Courses, Curriculum, Instruction:	Our educational program offers students of all abilities and career paths the opportunity to be successful in their post high school choices by providing a curriculum appropriate for fulfilling the future needs of society. Advanced placement courses exist in twelve different areas in addition to sixteen honors level classes. Courses such as Commercial Design and Illustration, Computer Assisted Drafting, Criminal Justice, Psychology, Sociology, Environmental Science, Volunteer Internship Program, and Marine Biology are several other titles that augment our core curriculum.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) Boys Indoor Track NJSIAA Group III 2017 Relay State Champions; Boys and Girls Track CVC Champions 2016;Boys Basketball 2017 CVC Champions; Wrestling 2017 CVC Champions; Football NJSIAA State Champions Group III 2012;Football CVC Champions 2013;Girls Basketball 2013 CVC Champions;
Clubs and Activities:	Student Government, National Honor Society, Tomorrow's Teachers/Future Educators, Mathematics Club, Peer Leadership, Public Speaking & Debate, FBLA, DECA, Vocal Music, Key Club, Dramatics, Yearbook, Dance/Step Team, Newspaper, Jazz Band, Literary Magazine, Robotics, Senior Video

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Before and After School Programs:	"Empower Hour" - After school tutoring program offered to students 4 days a week for all subject areas. This program is run by volunteer and paid staff members as well as volunteer student tutors.
Staff and Professional Learning:	Staff participates in a Google Community Summer PLC Book Study. Teachers form their own PLC's with a usual focus on developing common assessments. District-wide PD and Outside PD.
Postsecondary Information:	NHS hosts a fall college fair, and brings in college reps to meet with students. Additionally, we host an annual job fair for local businesses, trade union representatives and companies who offer employment to both students and members of our community. We host multiple financial aid events, both day and evening. The 2019 graduating class saw 48% attend a 4 year college, 43% attend a 2 year college, 2.5 % attend a vocational school, 1.5% enlist in the military and 5% seek full time employment. NHS students attend a variety of colleges, including Mercer County Community College, TCNJ, Seton Hall University, Princeton, Harvard, NYU, University of Penn, just to name a few.

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Student Supports and Services:	ESL classes for out non-native English speaking students, multiple disabled program, Life skill program for students with multiple disabilities to transition them into the work force, Speech Therapy, Math and ELA Tutoring for both regular and special education students; before school math homework help; I&RS.
Student Health and Wellness:	Students must pass both Health and Physical Education classes during all four years of their high school careers.
Parent and Community Involvement:	Week of Respect Oct. 1-5, students and staff participated in various activities including making Respect Pillars to display. School Violence Awareness Week, Oct-15-19, SRO went into the 9th grade health classes along with the What's in Your Backpack Program and Mix it Up Day. Red Ribbon Week Oct. 22-26, acknowledged "Unity Day", and signed pledge to be drug free. This was collaborated with the PTSA and HAASA (Hamilton Alliance Against Substance Abuse).

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Hamilton Township created a committee to monitor and review ongoing school climate survey which are distributed annually, and analyzed by the committee. Surveys were distributed online, the link was posted on our website and additionally distributed via email. Results are broken down by school level (Elementary, Secondary, Middle), and data analyzed to effect change for individual age groups. The committee continues to review school climate survey as well as results on an annual basis.
Facilities:	Main Building - (1953), Rooms 108 - 122 and 211 - 218 (1955), New Gym, Swimming Pool, Rooms 114 - 127 (1957), Weight Room (1992), Science Wing (2002). Gymnasium bleachers upgraded 2017. Science Wing has air conditioning.
School Safety:	Nottingham High School regularly performs fire and school safety drills. We currently have 4 campus security monitors and a full time police school resource officer in the building. The faculty engages in discussions about best practices related to safety. The building is monitored by cameras and a guest management system is used for all visitors.

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Other Information	Our students experience success on the athletic fields, in the arts, and in the academic arenas. Nottingham High School focuses upon the six Pillars of Character, which reflect our overall climate. We are proud of the efforts of all members of the Nottingham High School learning community and are looking forward to continued success for our student body.

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Hamilton West-Watson
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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Hamilton West-Watson
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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	Mercer
District	Hamilton Township Public School District
Principal Name	Mr. Brian Smith
Address	2720 SOUTH CLINTON AVENUE HAMILTON, NJ 08610-5053
Phone Number	609-631-4168
Email Address	Bsmith@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/955
Twitter	https://twitter.com/HTSD_West

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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	316	355	309
10	296	295	334
11	283	289	270
12	278	263	286
Total	1,173	1,202	1,199

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.8%	47.2%	48.5%
Male	52.2%	52.8%	51.5%
Economically Disadvantaged Students	39.8%	39.8%	37.9%
Students with Disabilities	17.5%	17.6%	17.4%
English Learners	4.0%	4.2%	4.8%
Homeless Students	0.2%	0.5%	0.3%
Students in Foster Care	0.4%	0.1%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	39.7%	38.1%	37.7%
Hispanic	34.0%	36.0%	37.4%
Black or African American	21.3%	21.2%	19.6%
Asian	2.7%	3.0%	3.5%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two or More Races	2.2%	1.5%	1.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,124	1,167	1,161
Shared Time Students	97	71	76
Full Time Equivalent	1,173	1,203	1,199

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	74.4%
Spanish	18.6%
Haitian	1.4%
Other Languages	5.5%

NJ SCHOOL PERFORMANCE REPORT

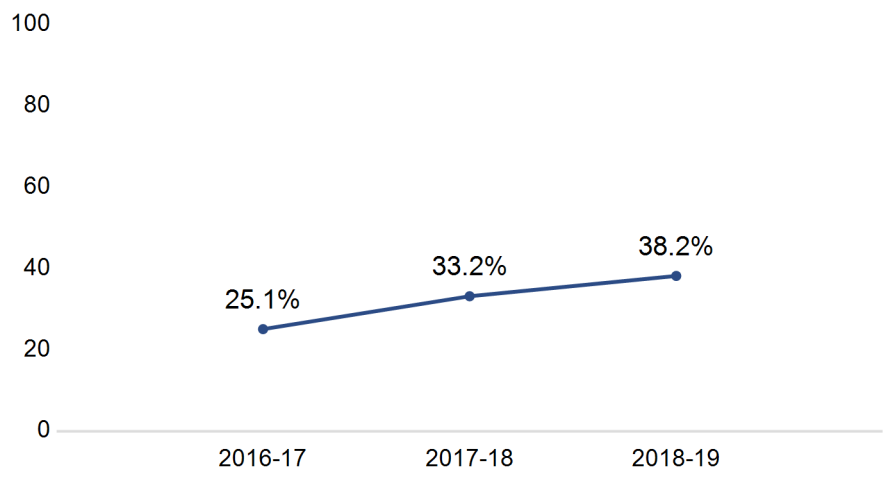
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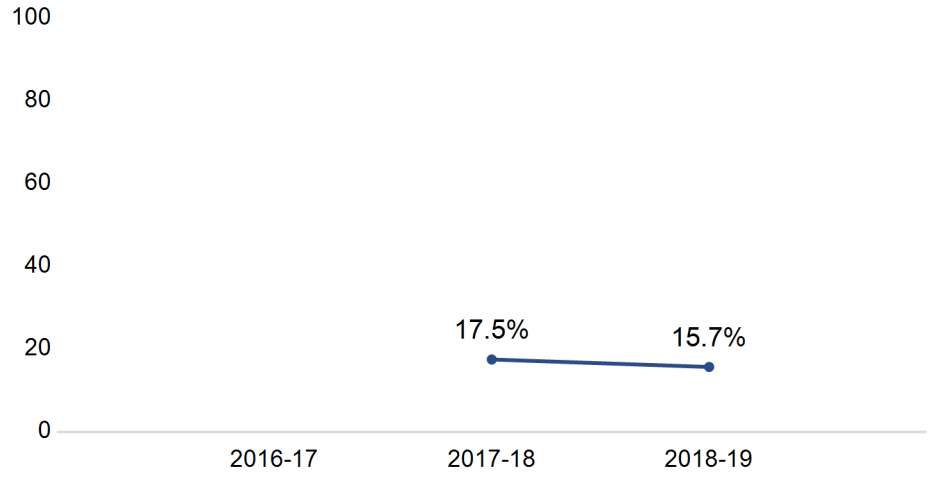
English Language Arts and Mathematics Performance Trends

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	93.7%	99.1%	99.2%	93.1%	98.6%	99.2%
Proficiency Rate for Federal Accountability	25.1%	33.2%	38.2%	*	17.5%	15.7%
Annual Target	36.0%	38.3%	40.6%	11.3%	14.9%	18.5%
Met Annual Target?	Not Met	Not Met	Met Target†	Not Met	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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

English Language Arts Assessment - 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	620	99.2	38.2	44.9	57.9	38.2	40.6	Met Target†
White	245	99.2	45.7	*	66.9	45.7	52.6	Not Met
Hispanic	229	99.2	29.3	36.2	43.9	29.3	29.7	Met Target†
Black or African American	116	100.0	31.9	29.3	38.5	31.9	36.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	304	99.4	51.6	54.3	64.8	51.6		
Male	316	99.1	25.3	36.4	51.3	25.3		
Economically Disadvantaged Students	250	99.2	33.2	32.0	40.0	33.2	36.3	Met Target†
Non-Economically Disadvantaged Students	370	99.2	41.6	52.5	67.9	41.6		
Students with Disabilities	123	96.9	*	14.3	22.7	*	18.3	Not Met
Students without Disabilities	497	99.8	*	51.9	65.1	*		
English Learners	39	100.0	*	20.9	29.3	*	8.9	Met Target†
Non-English Learners	581	99.2	*	46.8	60.6	*		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

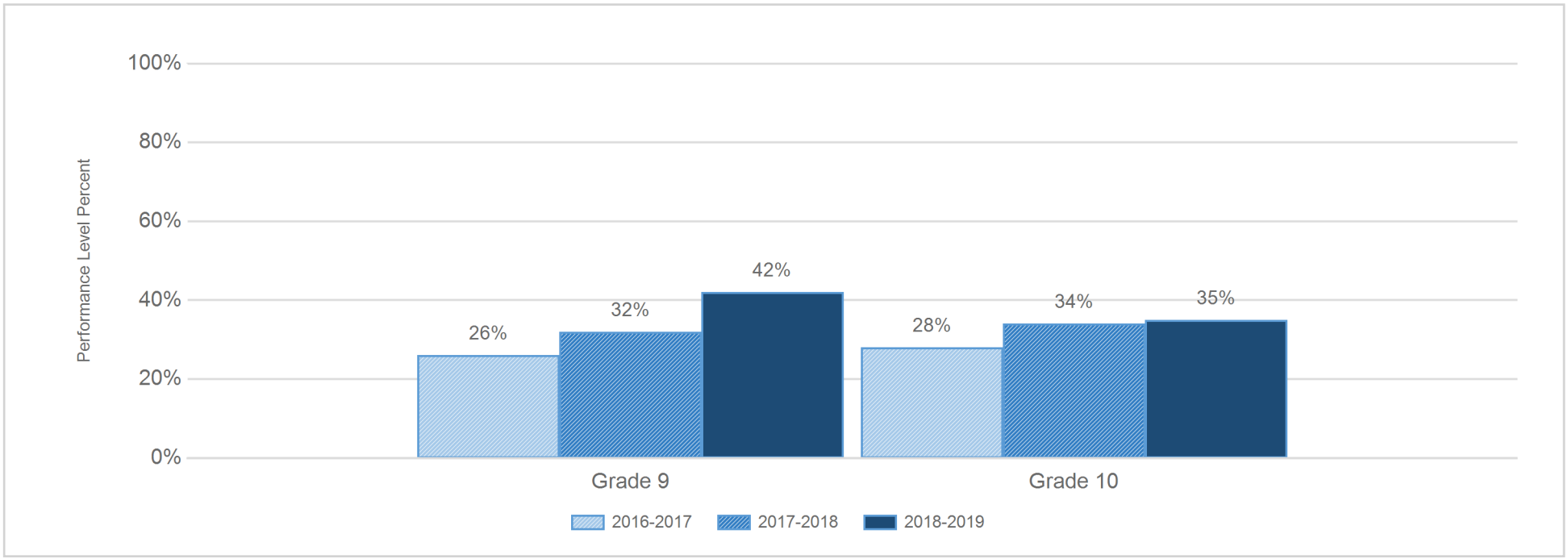
NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
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.



NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	304	741	740	753	14%	13%	31%	34%	9%	42%	56%
White	115	749	750	762	10%	11%	28%	37%	13%	50%	65%
Hispanic	111	731	730	737	20%	16%	35%	*	*	29%	40%
Black or African American	63	740	727	732	*	*	35%	*	*	41%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	159	754	750	760	*	*	26%	*	*	58%	63%
Male	145	727	732	746	*	*	37%	*	*	25%	49%
Economically Disadvantaged Students	122	736	728	734	20%	11%	30%	30%	8%	38%	36%
Non-Economically Disadvantaged Students	182	745	747	762	10%	13%	32%	36%	9%	45%	65%
Students with Disabilities	59	701	705	717	*	*	*	*	*	*	17%
Students without Disabilities	245	751	748	760	*	*	*	*	*	*	63%
English Learners	11	683	*	693	*	*	*	*	*	*	*
Non-English Learners	293	744	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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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	326	730	735	757	26%	16%	23%	26%	9%	35%	58%
White	130	742	746	767	16%	16%	25%	31%	12%	42%	67%
Hispanic	125	721	725	738	34%	14%	22%	*	*	30%	43%
Black or African American	54	714	715	733	39%	20%	20%	*	*	20%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	743	766	*	*	*	*	*	*	65%
Female	147	743	746	766	18%	13%	22%	34%	13%	47%	66%
Male	179	720	726	749	33%	18%	23%	20%	6%	25%	51%
Economically Disadvantaged Students	132	722	723	735	33%	17%	19%	23%	8%	30%	40%
Non-Economically Disadvantaged Students	194	736	741	767	22%	15%	25%	28%	10%	38%	67%
Students with Disabilities	63	692	696	711	*	*	*	*	*	*	19%
Students without Disabilities	263	739	744	765	*	*	*	*	*	*	65%
English Learners	20	660	*	687	*	*	*	*	*	*	*
Non-English Learners	306	735	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	607	99.2	15.7	32.7	44.5	15.7	18.5	Not Met
White	230	99.6	20.9	*	54.1	20.9	21.5	Met Target†
Hispanic	231	99.2	10.8	22.5	28.8	10.8	16.7	Not Met
Black or African American	118	99.2	12.7	18.5	23.0	12.7	14.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	295	99.3	17.6	33.8	44.9	17.6		
Male	312	99.1	13.8	31.7	44.2	13.8		
Economically Disadvantaged Students	250	99.6	14.4	*	26.3	14.4	16.2	Met Target†
Non-Economically Disadvantaged Students	357	98.9	16.5	*	54.9	16.5		
Students with Disabilities	124	97.0	*	10.6	17.4	*	15.1	Not Met
Students without Disabilities	483	99.8	*	37.7	50.0	*		
English Learners	45	100.0	*	15.3	25.0	*	15.6	Met Target†
Non-English Learners	562	99.1	*	34.2	46.5	*		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

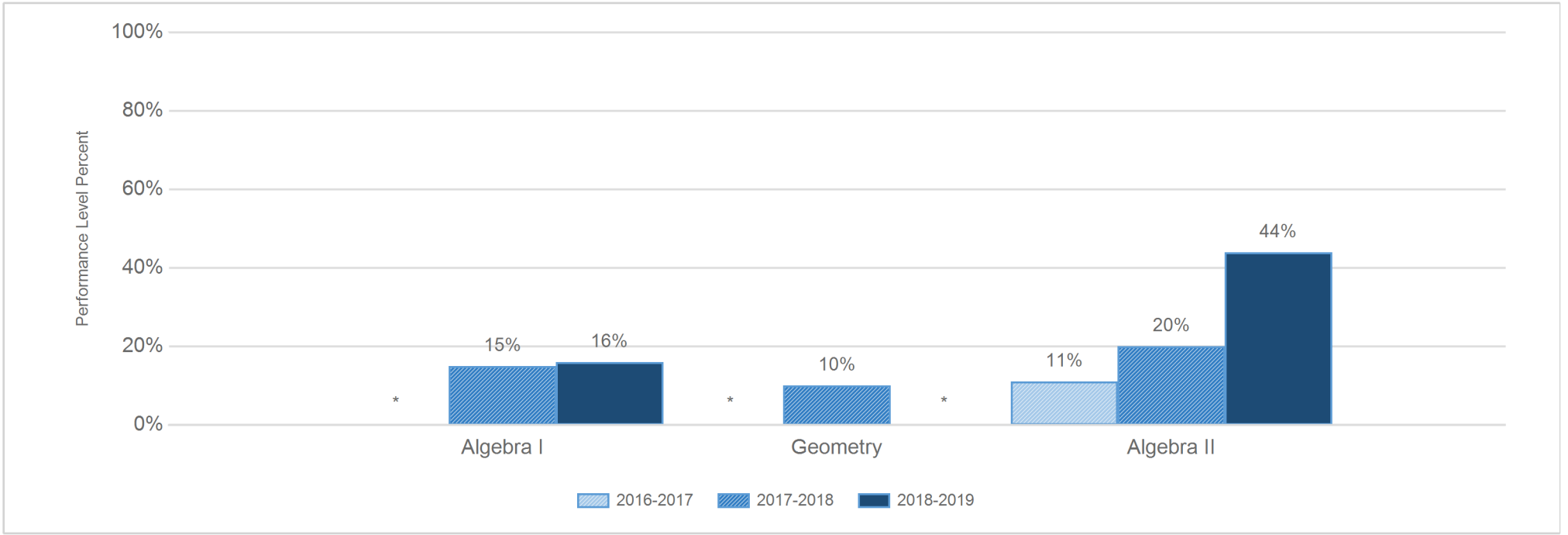
NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
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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	242	723	736	744	15%	41%	28%	16%	0%	16%	42%
White	69	731	747	752	*	33%	33%	*	*	25%	53%
Hispanic	111	719	*	728	19%	43%	26%	12%	0%	12%	24%
Black or African American	55	722	723	725	*	49%	24%	*	*	15%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	120	725	739	745	13%	38%	32%	17%	0%	17%	44%
Male	122	720	734	743	16%	44%	25%	15%	0%	15%	41%
Economically Disadvantaged Students	114	722	727	727	18%	41%	25%	17%	0%	17%	23%
Non-Economically Disadvantaged Students	128	724	742	752	13%	41%	31%	15%	0%	15%	52%
Students with Disabilities	60	710	*	717	*	*	*	*	*	*	12%
Students without Disabilities	182	727	*	748	*	*	*	*	*	*	47%
English Learners	19	706	711	710	*	*	*	*	*	16%	*
Non-English Learners	223	724	738	745	*	*	*	*	*	16%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	305	720	727	737	*	*	*	*	*	*	35%
White	117	723	*	743	13%	38%	38%	11%	0%	11%	43%
Hispanic	116	717	720	724	*	*	*	*	*	*	17%
Black or African American	57	718	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	142	726	730	738	*	*	*	*	*	*	36%
Male	163	715	724	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	124	718	720	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	181	722	730	743	*	*	*	*	*	*	43%
Students with Disabilities	62	706	*	712	*	*	*	*	*	*	*
Students without Disabilities	243	724	*	741	*	*	*	*	*	*	*
English Learners	18	702	706	708	*	*	*	*	*	*	*
Non-English Learners	287	721	728	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	744	753	755	*	17%	28%	*	*	44%	58%
White	45	737	755	758	*	*	24%	40%	0%	40%	62%
Hispanic	12	746	*	731	*	*	*	*	*	50%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	37	740	750	752	*	*	*	*	*	43%	55%
Male	35	748	756	758	*	*	*	*	*	46%	62%
Economically Disadvantaged Students	19	748	745	729	*	0%	*	*	*	37%	32%
Non-Economically Disadvantaged Students	53	742	755	761	*	23%	*	*	*	47%	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	72	744	753	755	*	17%	28%	*	*	44%	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	*

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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N No Data is available to display
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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	40.4%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	29	89.7%	10.3%
3-4	17	88.2%	11.8%
5 or more	10	*	*

NJ SCHOOL PERFORMANCE REPORT

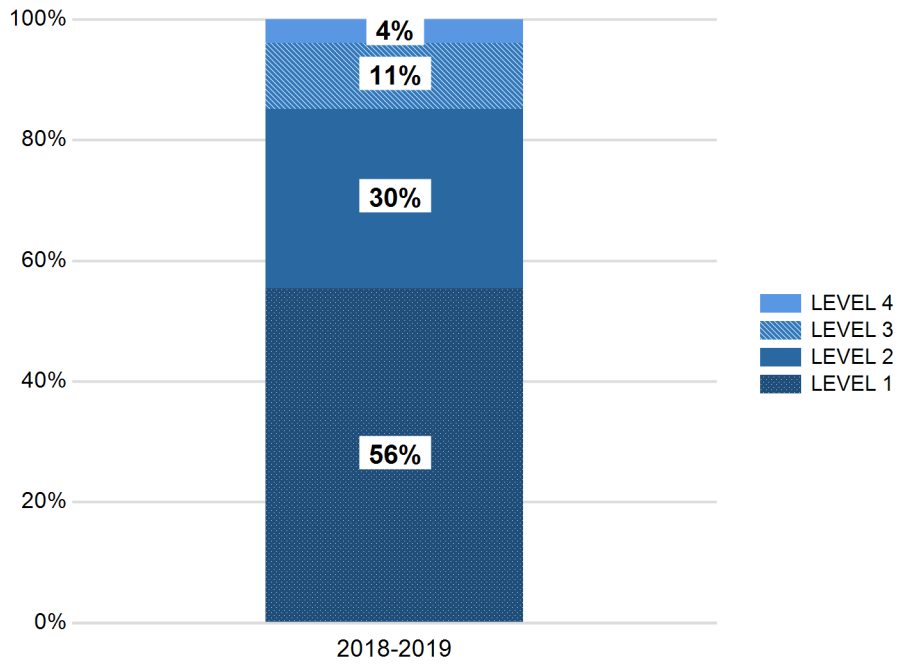
Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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

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

NJSLA Science Assessment: Grade 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	56	30	11	4
White	46	33	15	7
Hispanic	65	20	12	3
Black or African American	61	39	0	0
Asian, Native Hawaiian, or Pacific Islander	50	50	0	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	59	28	10	2
Male	54	31	11	5
Economically Disadvantaged Students	65	27	7	1
Non-Economically Disadvantaged Students	51	31	13	5
Students with Disabilities	85	10	5	0
Students without Disabilities	51	33	12	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	55.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	5.6%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	431	476	Grade 10: 430 Grade 11: 460	45%	61%
PSAT 10/NMSQT - Math	433	477	Grade 10: 480 Grade 11: 510	24%	43%
SAT - Reading and Writing	525	539	480	70%	70%
SAT - Math	511	541	530	41%	53%
ACT - Reading	22	25	22	56%	66%
ACT - English	21	24	18	75%	81%
ACT - Math	21	24	22	44%	65%
ACT - Science	20	24	23	25%	57%

NJ SCHOOL PERFORMANCE REPORT

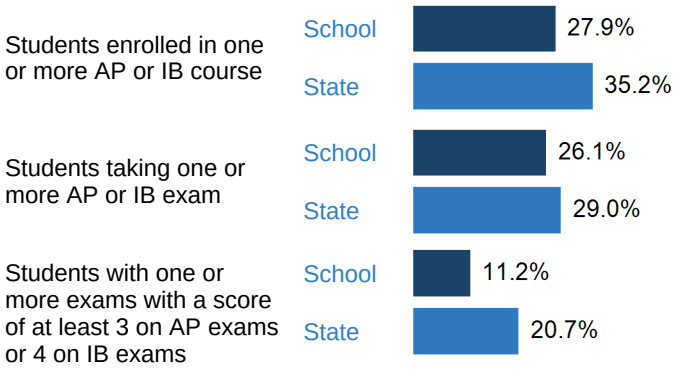
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

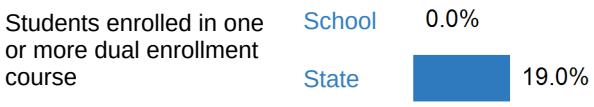
AP/IB Coursework – Participation and Performance

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	41	41
AP Calculus AB	11	11
AP Calculus BC	8	8
AP Chemistry	10	11
AP Computer Science A	11	11
AP English Language and Composition	11	12
AP English Literature and Composition	10	10
AP Environmental Science	22	21
AP European History	5	5
AP Physics 1	60	53
AP Physics 2	0	6
AP Psychology	29	29
AP Spanish Language	5	5
AP Statistics	9	7
AP Studio Art—Drawing Portfolio	10	0
AP Studio Art—Three-Demensional	0	1

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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Demensional	0	9
AP U.S. Government and Politics	46	44
AP U.S. History	46	43
Total Exams taken		327
Exams with scores of at least 3 on AP exams or 4 on IB exams		136

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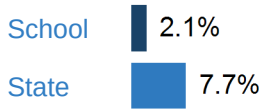
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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



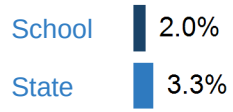
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	2.1%	10.7%	7.7%	10.3%
White	*	12.1%	6.1%	9.6%
Hispanic	*	10.3%	10.3%	11.3%
Black or African American	*	9.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	2.2%	7.7%	7.3%	10.6%
Male	1.9%	13.4%	8.0%	10.1%
Economically Disadvantaged Students	2.4%	10.0%	10.4%	11.8%
Students with Disabilities	*	10.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	13	12	12
Arts, AV Technology & Communications	*		
Business Management & Administration	35		
Finance	46		
Health Science	*	*	*
Hospitality & Tourism	*		
Human Services	10	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	44		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	11		
Total (All Clusters)	185	16	16

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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	203	64	20	0	0	0	156
10	16	225	55	18	0	1	11
11	7	35	135	31	7	3	58
12	0	9	39	30	24	34	111
Total	226	333	249	79	31	38	336
Enrolled in AP/IB Course					19	9	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	100	0	0	3	0	208
10	252	71	0	3	4	6
11	42	139	0	57	44	26
12	33	19	0	42	49	68
Total	427	229	0	105	97	308
Enrolled in AP/IB Course	41	10		22	60	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	27	281	0	4	5	11
10	15	316	0	7	15	104
11	223	36	0	52	39	60
12	5	47	0	64	50	112
Total	270	680	0	127	109	287
Enrolled in AP/IB Course	0	46	0	29		48
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	165	36	26	5	12	0	0
10	228	23	26	8	5	0	0
11	75	15	19	0	4	0	0
12	39	6	14	4	1	0	0
Total	507	80	85	17	22	0	0
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	74	7	26	4	4	0	0

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	3	0	0	0	0	0
11	1	0	0	0	0	0
12	7	0	0	0	0	0
Total	11	0	0	0	0	0
Enrolled in AP/IB Course	11		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
French	*
Italian	*
Polish	*
Spanish	23
Total	27

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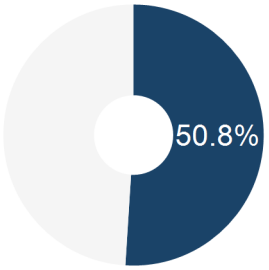
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Visual and Performing Arts – Course Participation

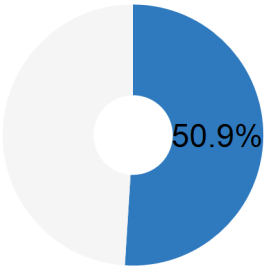
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

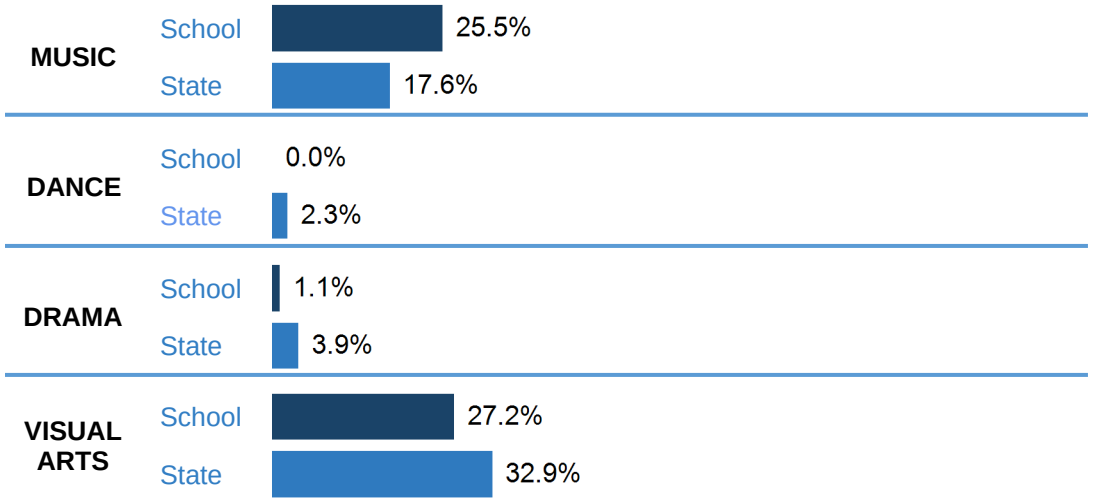


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

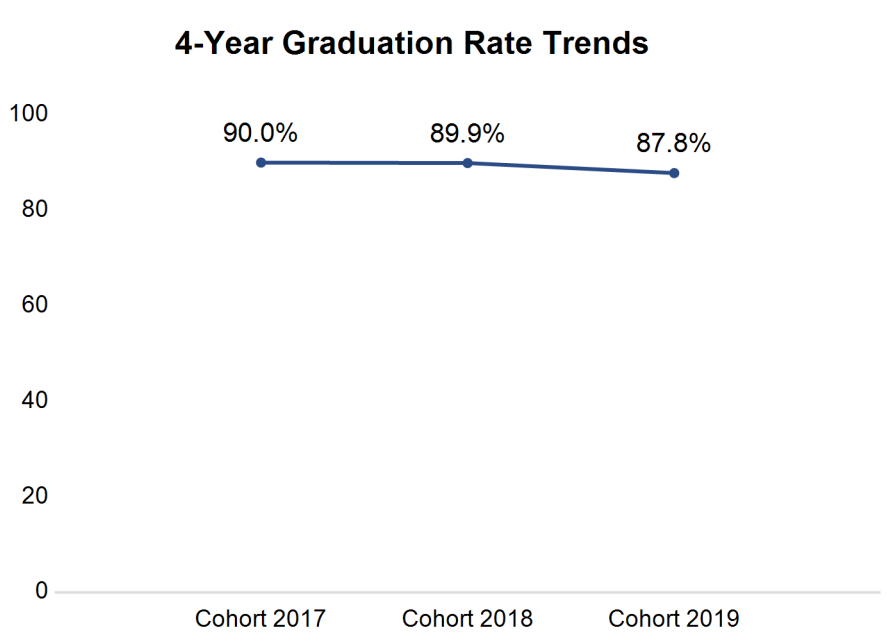
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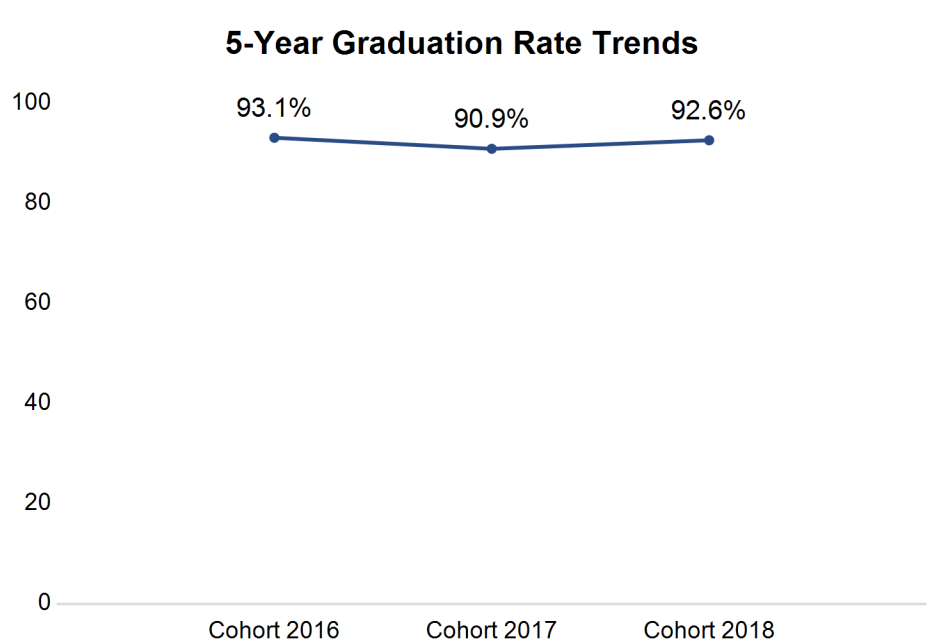
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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





Performance Measure	Cohort 2017 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	90.0%	89.9%	87.8%	93.1%	90.9%	92.6%
Annual Target	90.0%	90.2%		91.5%	91.8%	
Met Annual Target?	Met Target	Not Met		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	87.8%	90.6%	92.6%	92.5%	89.9%	90.2%	Not Met	90.9%	91.8%	Not Met
White	89.0%	94.9%	92.4%	95.9%	89.9%	91.1%	Not Met	94.8%	94.9%	Not Met
Hispanic	85.5%	84.5%	90.0%	87.3%	86.4%	90.5%	Not Met	84.6%	84.6%	Met Target
Black or African American	88.3%	83.3%	96.2%	87.1%	93.6%	86.2%	Met Target	93.8%	91.2%	Met Target
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	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	91.1%	92.8%	95.5%	94.4%	93.0%			93.8%		
Male	85.0%	88.5%	89.8%	90.8%	86.8%			88.5%		
Economically Disadvantaged Students	85.9%	84.0%	91.2%	87.3%	87.7%	84.5%	Met Target	88.1%	88.0%	Met Target
Students with Disabilities	83.6%	79.2%	87.9%	83.8%	83.1%	83.4%	Not Met	77.6%	87.1%	Not Met
English Learners	78.6%	75.4%	83.3%	80.1%	78.9%	**	**	100.0%	N	Met Goal
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	56.4%	38.9%
Substitute Competency Test	28.1%	42.2%
Portfolio Appeals Process	3.6%	4.0%
Alternate Requirements specified in IEP	11.9%	14.9%
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	1.1%	1.2%
2017-2018	1.6%	1.2%
2016-2017	1.1%	1.1%

NJ SCHOOL PERFORMANCE REPORT

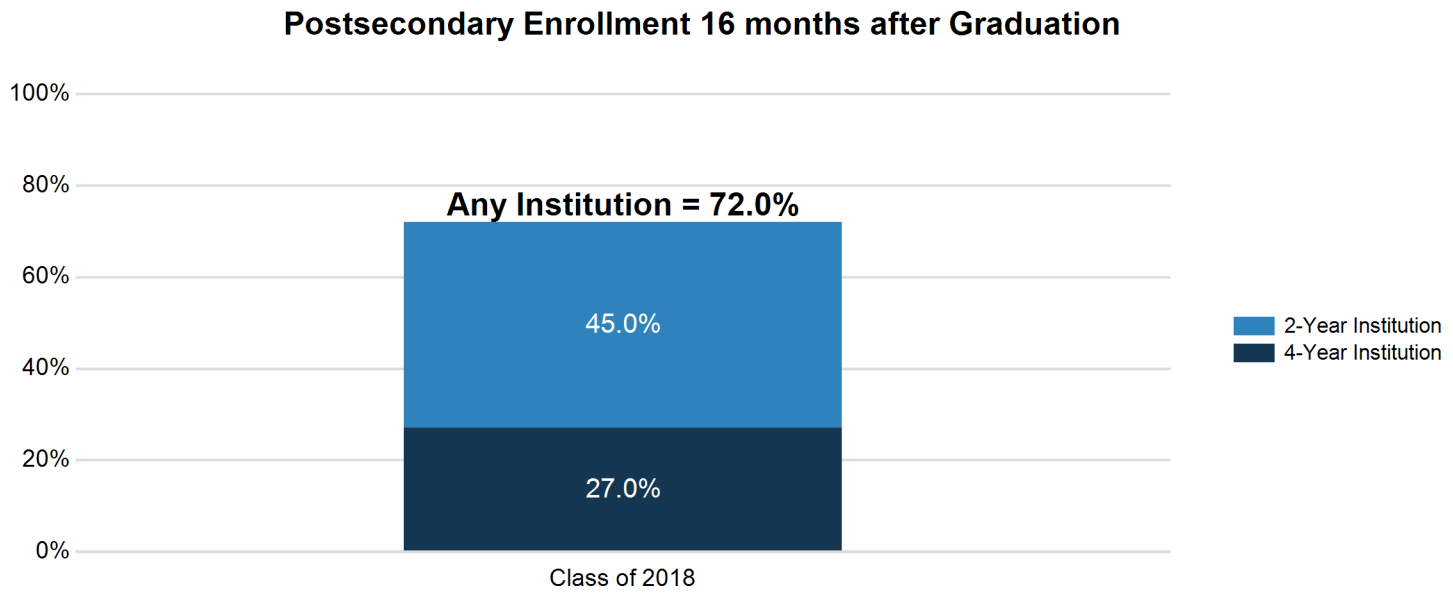
Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	45.0%
% Enrolled in 4-Year Institution	27.0%
% Enrolled in Any Postsecondary Institution	72.0%

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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	61.3%	52.1%	47.9%
White	70.3%	53.8%	46.2%
Hispanic	55.5%	62.3%	37.7%
Black or African American	52.2%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	57.6%	50.9%	49.1%
Students with Disabilities	31.1%	94.7%	5.3%
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	72%	62.5%	37.5%	83.2%	16.8%	84.6%	15.4%
White	72.9%	52.6%	47.4%	80.8%	19.2%	82.1%	17.9%
Hispanic	73.9%	73.5%	26.5%	86.8%	13.2%	88.2%	11.8%
Black or African American	67.6%	62%	38%	82%	18%	82%	18%
Asian, Native Hawaiian, or Pacific Islander	100%	60%	40%	90%	10%	100%	0%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	66.3%	61.9%	38.1%	84.1%	15.9%	90.5%	9.5%
Students with Disabilities	36%	83.3%	16.7%	94.4%	5.6%	94.4%	5.6%
English Learners	*	*	*	*	*	*	*

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

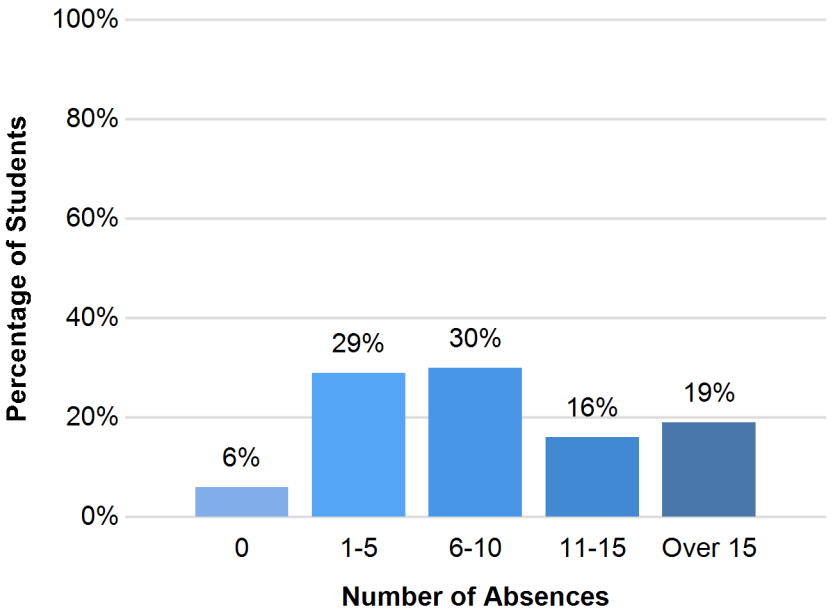
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	193	15.3	14.2	Not Met
White	65	13.3	14.2	Met
Hispanic	73	15.5	14.2	Not Met
Black or African American	45	18.5	14.2	Not Met
Asian, Native Hawaiian, or Pacific	4	9.8	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	92	15.3		
Male	101	15.3		
Economically Disadvantaged Students	80	17.0	14.2	Not Met
Students with Disabilities	59	23.0	14.2	Not Met
English Learners	12	21.4	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

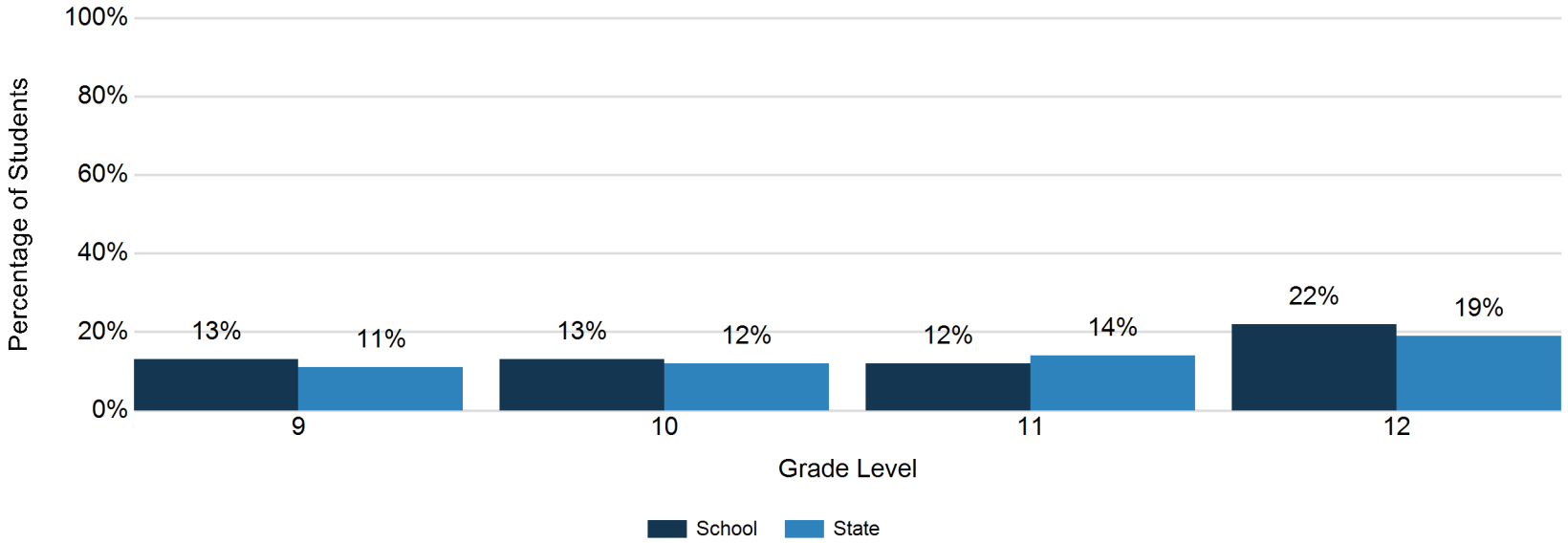
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Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	19
Weapons	1
Vandalism	2
Substances	20
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	44
Incidents Per 100 Students Enrolled	3.67

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	14
Weapons	1
Vandalism	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	5

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	24	2.0%
Out-of-School Suspensions	68	5.7%
Any Suspension	82	6.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
362

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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	2:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 42 Mins
Shared Time - Instructional Time	5 Hrs. 42 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	102	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	88.2%	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	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	240:1	179:1
Teachers to Administrators	20:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	55.9%	20.0%	48.4%	77.1%	54.9%
Male	51.5%	44.1%	80.0%	51.6%	22.9%	45.1%
White	37.7%	91.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	37.4%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	19.6%	5.9%	0.0%	15.0%	6.6%	13.9%
Asian	3.5%	1.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%

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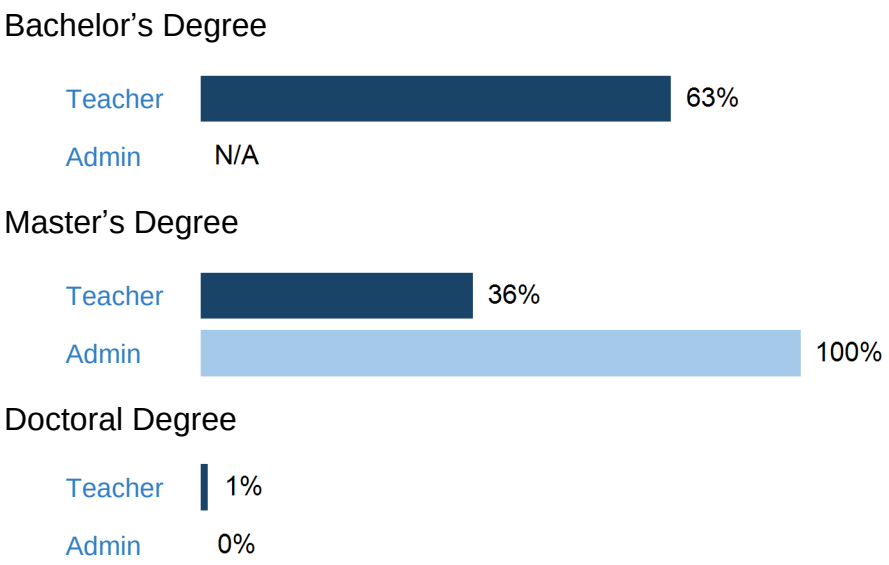
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Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	96.0%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	25.1%	33.2%	38.2%
Math Proficiency	*	17.5%	15.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	90.0%	89.9%	87.8%
5-Year Graduation Rate†	93.1%	90.9%	92.6%
Progress toward English Language Proficiency		61.1%	40.4%
Chronic Absenteeism	23.3%	23.0%	15.3%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

Report Key:
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School Narrative

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

Highlights:	• Academically, HHW is proud that over 84% of the Class of 2019 enrolled in post-secondary schools and another 7% entered the military. • Hamilton West has a dedicated teaching staff that have made a commitment to the students to teach a broad and inclusive curriculum. • There are 21 varsity sports and 45 athletic teams. Approximately 20 student clubs and activities offer the students opportunities to expand their social experiences.
Mission, Vision, Theme:	The Hamilton West's school community is committed to develop standard based curriculum and differentiated instruction to meet the needs of students. We also focus on providing for the care, welfare, and safety of all students while guiding them toward college and career readiness. Our theme is Tradition, Pride and Excellence and we concentrate on academics, community outreach and athletics. Hamilton West is over 80 years old and our traditions, school spirit and family values are deeply rooted in the fabric of our community.
Awards, Recognition, Accomplishments:	Hamilton West was featured on Classroom Closeup for our annual Job Fair put on by teacher, Mr. Mark Laurenti. Hamilton West was also recognized as a National Unified Champion School in 2018.

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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School Narrative

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Courses, Curriculum, Instruction:	HHW offers 20 AP courses including AP Chemistry, Physics, Biology, Environmental Science, US History, Government and Politics, Literature, Calculus, and World Language. We offer vocational training and a Career Prep Program where in our students can earn (12) college credits. Students can take college level English on campus through Mercer County Community College and is connecting with local community colleges to develop a dual admission program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) Hamilton West was the Unified South Jersey State Champions in Spring Track in 2019. We were 2019 Valley Division Champs for Football, Boys and Girls Spring Track, and Baseball Boys and Girls Swimming and Girls Tennis won the Colonioal Valley Confenrece Sportmanship Award. We have had a number of students go on to play at the collegiate level.
Clubs and Activities:	Book Club, Bowling, Debate, DECA, Drama, HEY, Equality, FBLA, GALRE, Hamilton News, Italian Club, Italian National Honor Society , Jazz Band, Key Club, Literary Magazine, Marching Band, Color Guard, Math Club. Mock Trial, National Honor Society, Technical National Honor Society, Newspaper, Peer Leadership, Rebel, Robotics, Rose Club, Spanish Club, Spanish National Honor Society , Student Government, Talented Tenth, Telecommunications, TSA, VIP, Vocal Music, Yearbook.

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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School Narrative

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Before and After School Programs:	Hamilton West provides after-school library hours four days a week for our students to access necessary resources to support academic achievement. Our W.I.N. (What I Need) Time program runs three of the days to provide tutoring, study skills, access to technology, and a quiet workspace. A late bus is available to all students who take part in the program.
Staff and Professional Learning:	Monthly Departmental PLC's; Staff Book Studies; In-house PD put on by teacher leaders; common planning for Algebra teachers.
Postsecondary Information:	Students have the opportunity to learn about the college process, financial aid, and College placement testing through both individual meetings with their school counselor and group presentations. Each student's Naviance account supports the post high school planning process, as well as allows access to a free test prep program. A total of the 84% of the class of 2019 have entered into some form of post-graduation formal education. Other students have joined the work force or military.

NJ SCHOOL PERFORMANCE REPORT

Hamilton West-Watson
(21-1950-060)
Grades Offered: 09-12
2018-2019

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Student Supports and Services:	ESL classes for out non-native English speaking students, multiple disabled program, Life skill program for students with multiple disabilities to transition them into the work force, Speech Therapy, Math and ELA Tutoring for both regular and special education students; before school math homework help; I&RS.
Student Health and Wellness:	A curriculum based health class is offered to all students in all grade levels. Interscholastic sports are offered to all students after school. Breakfast and lunch are both offered during the school day. A curriculum based physical education class is offered to all students in all grade levels.
Parent and Community Involvement:	West offers a PTA (Parent/Teacher Association) which provides many activities for parents and teachers to be involved with the school community. (i.e.: project graduation, after prom,, bingo, craft shows, tricky trays, bingo fundraisers). There is a parent portal that parents can access through the school website to stay informed of the students attendance, grades, discipline, etc.

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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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Hamilton Township created a committee to monitor and review ongoing school climate survey which are distributed annually, and analyzed by the committee. Surveys were distributed online, the link was posted on our website and additionally distributed via email. Results are broken down by school level (Elementary, Secondary, Middle), and data analyzed to effect change for individual age groups. The committee continues to review school climate survey as well as results on an annual basis.
Facilities:	The Main building was built in 1929. There have been major renovations to the gym, athletic facilities (new bleachers), and electrical and plumbing upgrades. With the new referendum passed, Hamilton West will receive new exterior windows, a new celling in our 1959 wing, and new roof.
School Safety:	Hamilton West regularly performs fire and school safety drills. We currently have 3 campus security monitors and a full time police school resource officer in the building. The faculty engages in discussions about best practices related to safety. The building is monitored by cameras and a guest management system is used for visitors.

NJ SCHOOL PERFORMANCE REPORT

Kisthardt Elementary School
(21-1950-150)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Kisthardt Elementary School
(21-1950-150)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Ms. Donna Glomb
Address	215 HARCOURT DRIVE HAMILTON, NJ 08610-4213
Phone Number	609-631-4153
Email Address	dglomb@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/164
Twitter	https://twitter.com/HTSD_Kisthardt

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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	15	0	0
KG	37	39	34
1	40	37	36
2	38	40	38
3	41	41	38
4	22	40	44
5	35	23	37
Total	228	220	227

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	53.1%	49.5%	47.1%
Male	46.9%	50.5%	52.9%
Economically Disadvantaged Students	58.3%	57.7%	53.3%
Students with Disabilities	10.1%	14.1%	12.8%
English Learners	3.1%	3.2%	4.0%
Homeless Students	0.0%	0.5%	0.0%
Students in Foster Care	0.4%	0.5%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	28.5%	29.5%	29.1%
Hispanic	46.1%	45.0%	45.8%
Black or African American	17.5%	17.7%	18.1%
Asian	1.3%	1.4%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.6%	6.4%	5.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	15	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	37	39	34

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	70.5%
Spanish	23.8%
Arabic	1.8%
Creoles and pidgins, French-based	1.3%
Other Languages	2.6%

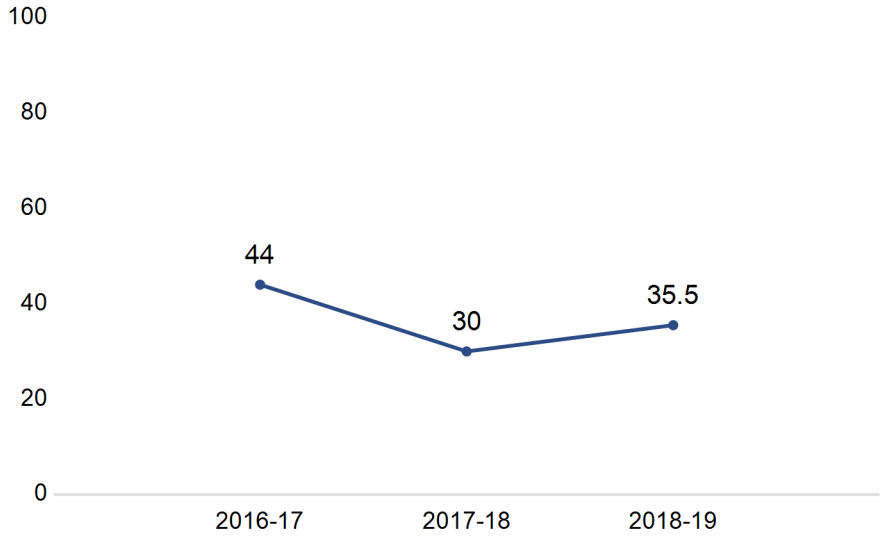
NJ SCHOOL PERFORMANCE REPORT

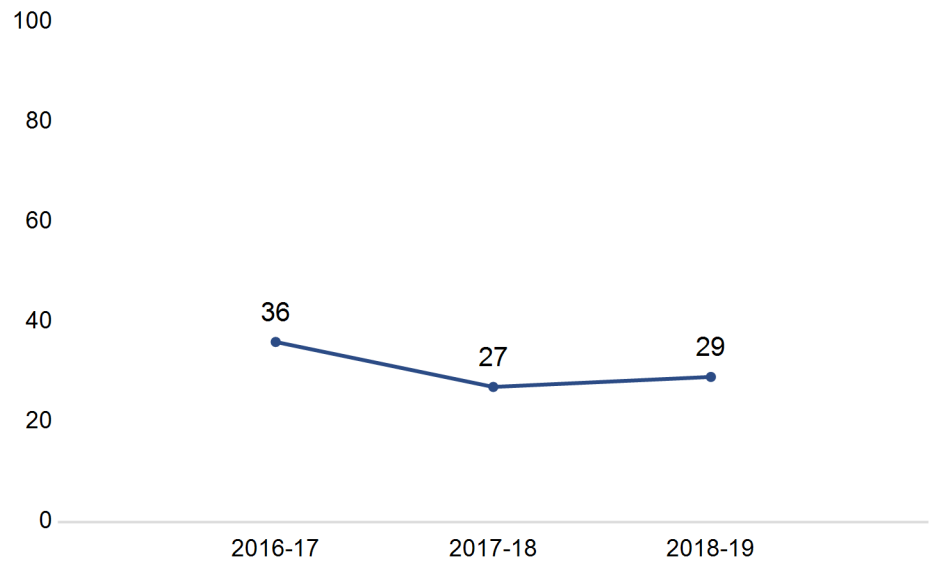
Kisthardt Elementary School
(21-1950-150)
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2018-2019

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Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	30	35.5	36	27	29
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	35.5	40	50	Not Met	29	44	50	Not Met
White	39	40	50	Not Met	25	47	52	Not Met
Hispanic	47	41	49	Met Standard	29	41	47	Not Met
Black or African American	20	36	45	**	47	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	45	44	53	N	24	44	50	N
Male	32.5	36	47	N	44	45	51	N
Economically Disadvantaged Students	37.5	38	48	Not Met	28	40	46	Not Met
Students with Disabilities	29	39	43	Not Met	41.5	43	45	Met Standard
English Learners	*	48	52	**	*	36	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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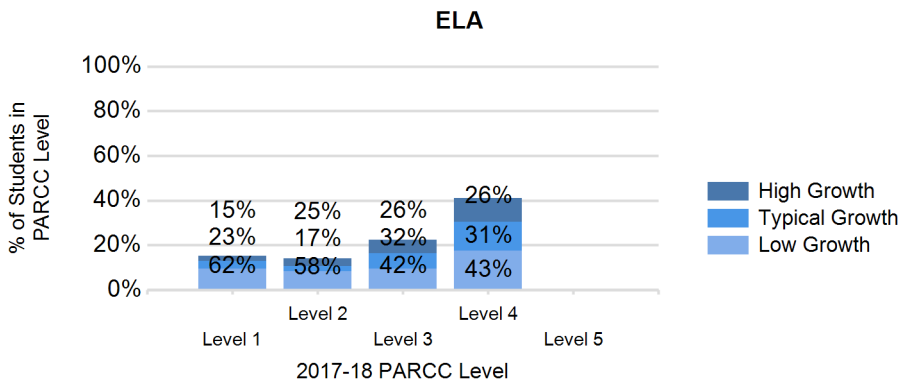
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

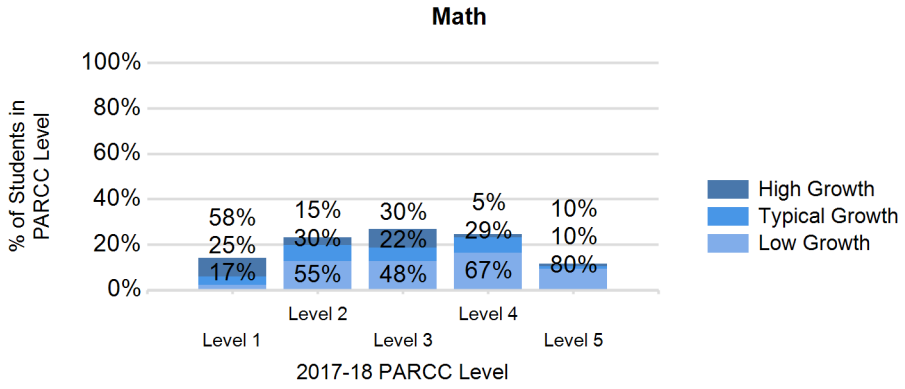
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

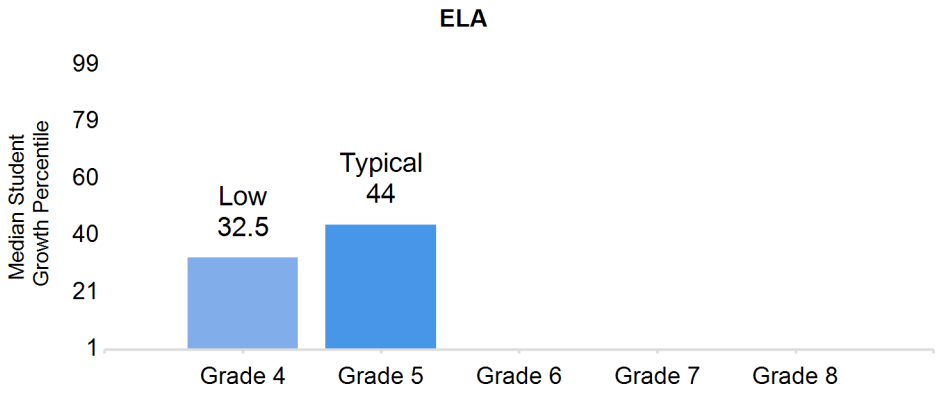
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

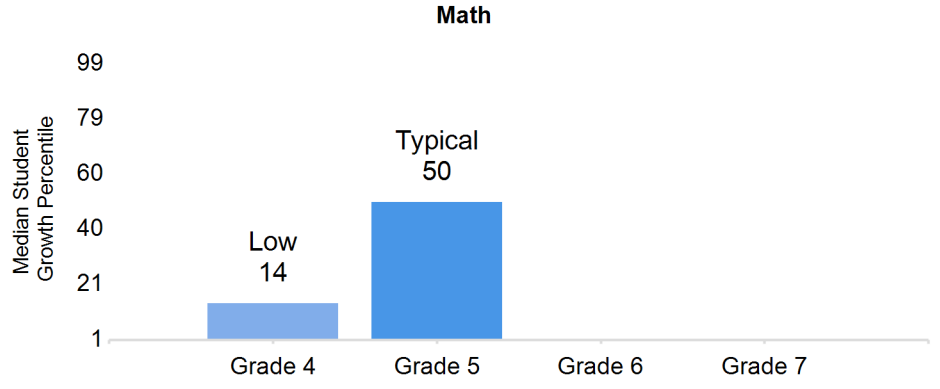




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

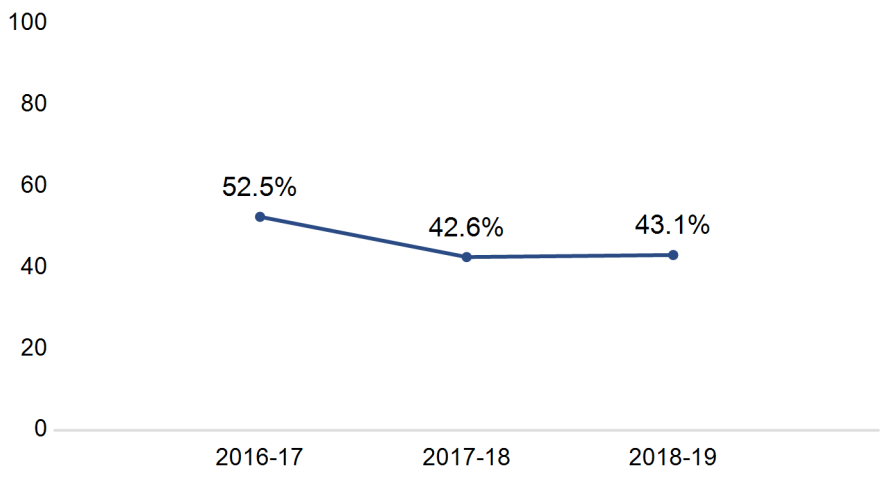
Kisthardt Elementary School
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2018-2019

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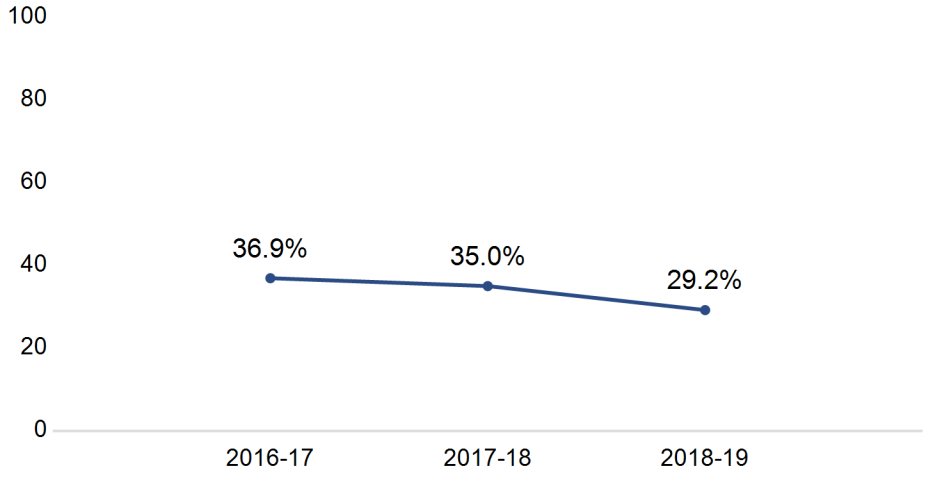
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



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	100.0%	97.5%	100.0%	100.0%	96.8%	100.0%
Proficiency Rate for Federal Accountability	52.5%	42.6%	43.1%	36.9%	35.0%	29.2%
Annual Target	44.3%	46.2%	48.0%	39.7%	41.8%	44.0%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	130	100.0	43.1	44.9	57.9	43.1	48	Met Target†
White	40	100.0	55.0	*	66.9	55.0	53.1	Met Target
Hispanic	55	100.0	38.2	36.2	43.9	38.2	44.9	Met Target†
Black or African American	25	100.0	40.0	29.3	38.5	40.0	26.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	67	100.0	47.8	54.3	64.8	47.8		
Male	63	100.0	38.1	36.4	51.3	38.1		
Economically Disadvantaged Students	65	100.0	43.1	32.0	40.0	43.1	40.3	Met Target
Non-Economically Disadvantaged Students	65	100.0	43.1	52.5	67.9	43.1		
Students with Disabilities	35	100.0	14.3	14.3	22.7	14.3	38.2	Not Met
Students without Disabilities	95	100.0	53.7	51.9	65.1	53.7		
English Learners	12	100.0	41.7	20.9	29.3	41.7	**	**
Non-English Learners	118	100.0	43.2	46.8	60.6	43.2		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
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.

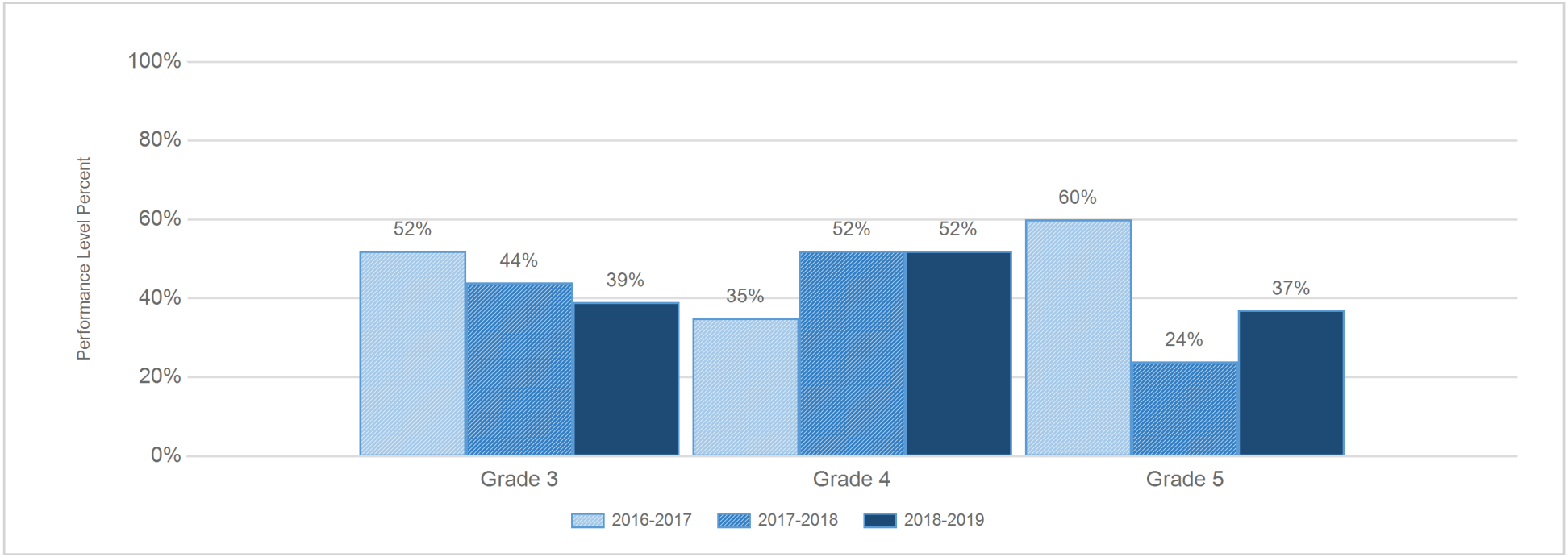
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English Language Arts Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

Kisthardt Elementary School
(21-1950-150)
Grades Offered: PK-05
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 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	41	738	742	748	*	*	27%	*	*	39%	50%
White	13	742	750	757	*	*	*	*	*	46%	60%
Hispanic	18	730	733	734	*	*	*	*	*	28%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	22	751	747	753	*	*	*	*	*	45%	55%
Male	19	723	737	743	*	*	*	*	*	32%	46%
Economically Disadvantaged Students	18	745	732	731	*	*	*	*	*	44%	33%
Non-Economically Disadvantaged Students	23	732	748	759	*	*	*	*	*	35%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Kisthardt Elementary School
(21-1950-150)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	743	746	755	*	*	*	*	*	52%	57%
White	14	749	757	763	*	*	*	*	*	64%	67%
Hispanic	19	749	737	743	*	*	*	*	*	53%	44%
Black or African American	13	726	733	739	*	*	*	*	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	25	756	752	760	*	*	*	*	*	60%	62%
Male	25	731	742	750	*	*	*	*	*	44%	53%
Economically Disadvantaged Students	31	743	734	740	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	19	745	755	765	*	*	*	*	*	53%	69%
Students with Disabilities	13	708	718	725	*	*	*	*	*	15%	25%
Students without Disabilities	37	756	753	761	*	*	*	*	*	65%	64%
English Learners	*	*	712	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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(21-1950-150)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	738	749	756	*	*	34%	*	*	37%	58%
White	13	750	760	764	*	0%	*	*	*	54%	68%
Hispanic	18	736	739	743	*	*	*	*	*	33%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	21	737	757	761	*	*	*	*	*	38%	64%
Male	20	739	741	750	*	*	*	*	*	35%	52%
Economically Disadvantaged Students	18	727	735	740	*	*	*	*	*	28%	39%
Non-Economically Disadvantaged Students	23	747	758	766	*	*	*	*	*	43%	69%
Students with Disabilities	13	713	720	724	*	*	*	*	*	23%	23%
Students without Disabilities	28	749	755	762	*	*	*	*	*	43%	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Kisthardt Elementary School
(21-1950-150)
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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	130	100.0	29.2	32.7	44.5	29.2	44	Not Met
White	40	100.0	50.0	*	54.1	50.0	41.3	Met Target
Hispanic	55	100.0	14.5	22.5	28.8	14.5	42.2	Not Met
Black or African American	25	100.0	24.0	18.5	23.0	24.0	26.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	67	100.0	25.4	33.8	44.9	25.4		
Male	63	100.0	33.3	31.7	44.2	33.3		
Economically Disadvantaged Students	65	100.0	27.7	*	26.3	27.7	42.1	Not Met
Non-Economically Disadvantaged Students	65	100.0	30.8	*	54.9	30.8		
Students with Disabilities	35	100.0	11.4	10.6	17.4	11.4	31.6	Not Met
Students without Disabilities	95	100.0	35.8	37.7	50.0	35.8		
English Learners	12	100.0	25.0	15.3	25.0	25.0	**	**
Non-English Learners	118	100.0	29.7	34.2	46.5	29.7		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

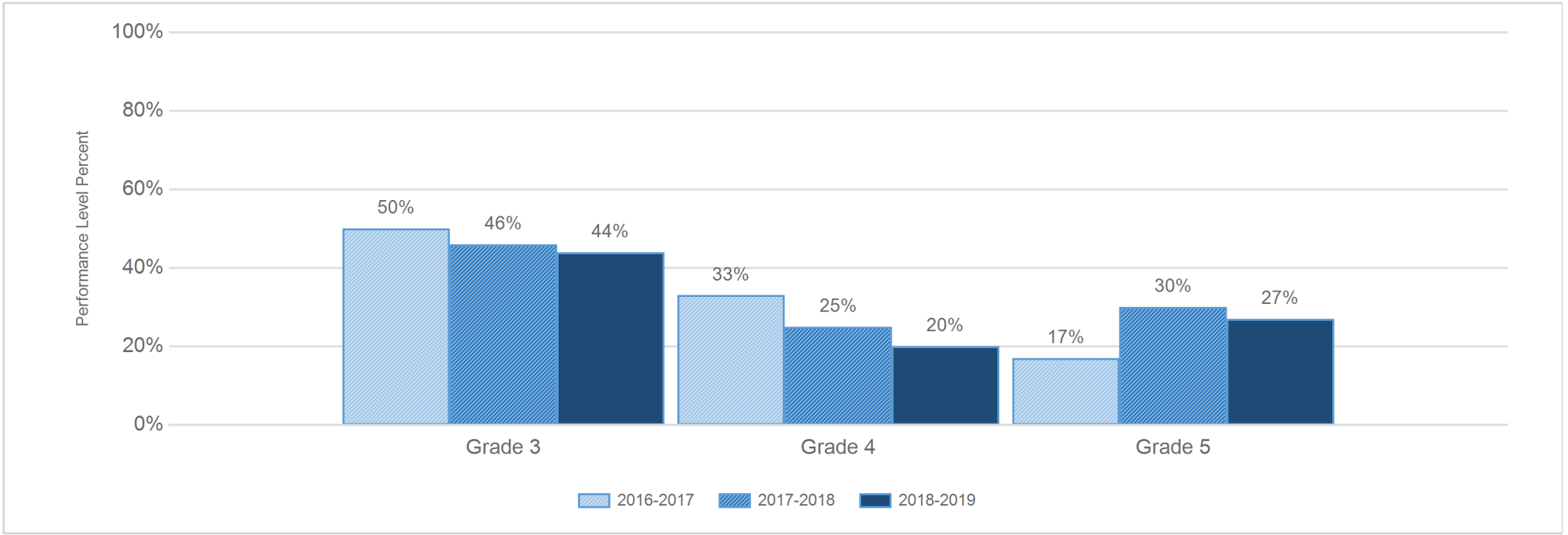
NJ SCHOOL PERFORMANCE REPORT

Kisthardt Elementary School
(21-1950-150)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Kisthardt Elementary School
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	745	744	752	*	*	32%	*	*	44%	55%
White	13	755	753	760	*	*	*	*	*	69%	66%
Hispanic	18	737	735	739	*	*	*	*	*	22%	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	22	745	743	751	*	*	*	*	*	45%	54%
Male	19	745	745	752	*	*	*	*	*	42%	56%
Economically Disadvantaged Students	18	755	735	737	*	*	*	*	*	56%	37%
Non-Economically Disadvantaged Students	23	738	749	761	*	*	*	*	*	35%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Kisthardt Elementary School
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	729	737	749	20%	*	44%	*	*	20%	51%
White	14	735	750	757	*	*	*	*	*	36%	62%
Hispanic	19	727	727	737	*	*	*	*	*	*	36%
Black or African American	13	721	725	731	*	*	*	*	*	15%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	25	732	736	749	*	*	48%	*	*	20%	50%
Male	25	727	739	749	*	*	40%	*	*	20%	52%
Economically Disadvantaged Students	31	730	726	734	*	*	*	*	*	19%	32%
Non-Economically Disadvantaged Students	19	728	746	759	*	*	*	*	*	21%	63%
Students with Disabilities	13	705	714	726	*	*	*	*	*	*	25%
Students without Disabilities	37	738	743	754	*	*	*	*	*	*	56%
English Learners	*	*	706	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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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	41	732	740	747	*	44%	*	27%	0%	27%	47%
White	13	747	750	755	0%	*	*	*	*	46%	58%
Hispanic	18	724	731	735	*	56%	*	*	*	17%	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	21	723	742	747	*	*	*	*	*	14%	47%
Male	20	741	738	747	*	*	*	*	*	40%	47%
Economically Disadvantaged Students	18	727	728	732	*	*	*	*	*	17%	27%
Non-Economically Disadvantaged Students	23	735	747	757	*	*	*	*	*	35%	59%
Students with Disabilities	13	720	718	725	*	*	*	*	*	*	19%
Students without Disabilities	28	737	744	752	*	*	*	*	*	*	52%
English Learners	*	*	704	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	*	*	*

NJ SCHOOL PERFORMANCE REPORT

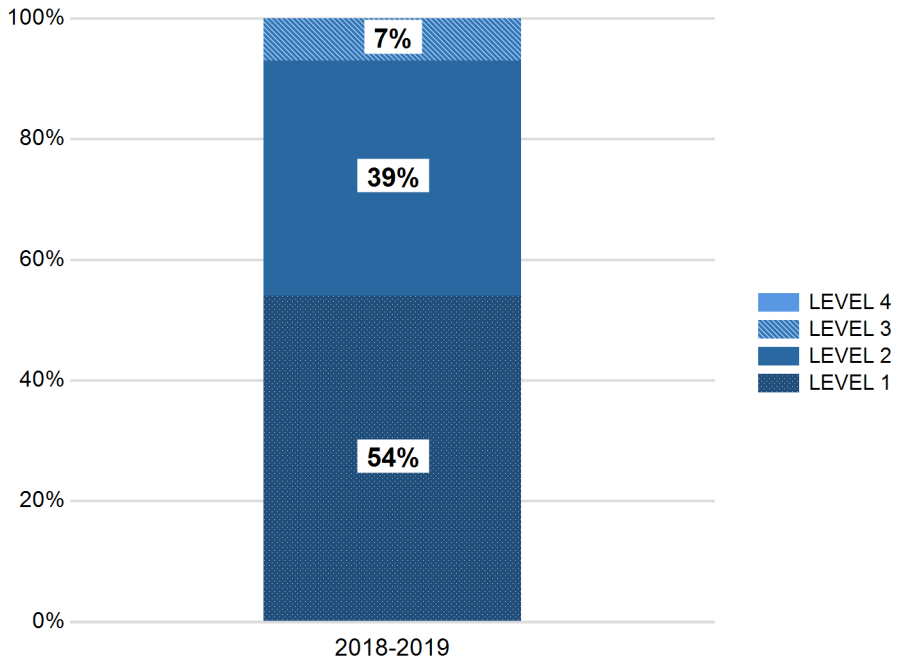
Kisthardt Elementary School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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	54	39	7	0
White	31	54	15	0
Hispanic	67	28	6	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	62	33	5	0
Male	45	45	10	0
Economically Disadvantaged Students	61	28	11	0
Non-Economically Disadvantaged Students	48	48	4	0
Students with Disabilities	73	27	0	0
Students without Disabilities	47	43	10	0
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.

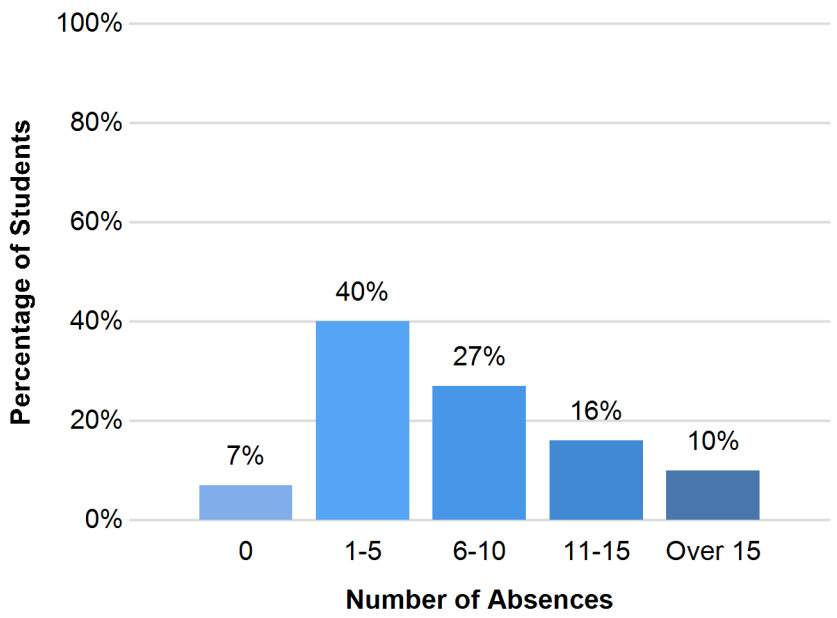
Chronic Absenteeism

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	16	6.5	8.9	Met
White	6	8.7	8.9	Met
Hispanic	5	4.5	8.9	Met
Black or African American	2	4.3	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	4.4		
Male	11	8.4		
Economically Disadvantaged Students	11	8.5	8.9	Met
Students with Disabilities	4	8.5	8.9	Met
English Learners	0	0	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

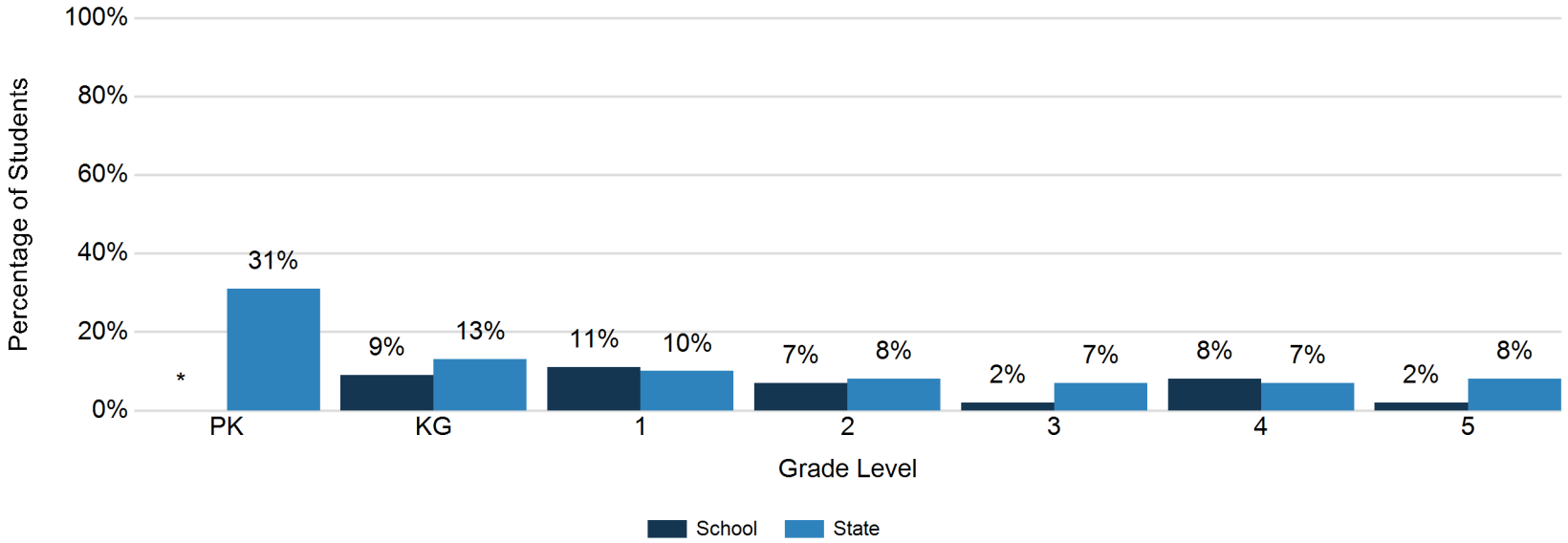
Kisthardt Elementary School
(21-1950-150)
Grades Offered: PK-05
2018-2019

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

Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	5.73

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
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	*	*
Any Suspension	12	5.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
17

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	10.6	12.1
Average years experience in district	10.6	10.8
Percentage of Teachers with 4 or more years experience in the district	83.9%	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	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	7:1	12:1
Students to Administrators	227:1	179:1
Teachers to Administrators	31:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.1%	87.1%	0.0%	48.4%	77.1%	54.9%
Male	52.9%	12.9%	100.0%	51.6%	22.9%	45.1%
White	29.1%	80.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	45.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	18.1%	12.9%	100.0%	15.0%	6.6%	13.9%
Asian	1.3%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.7%	3.2%	0.0%	2.1%	0.2%	0.2%

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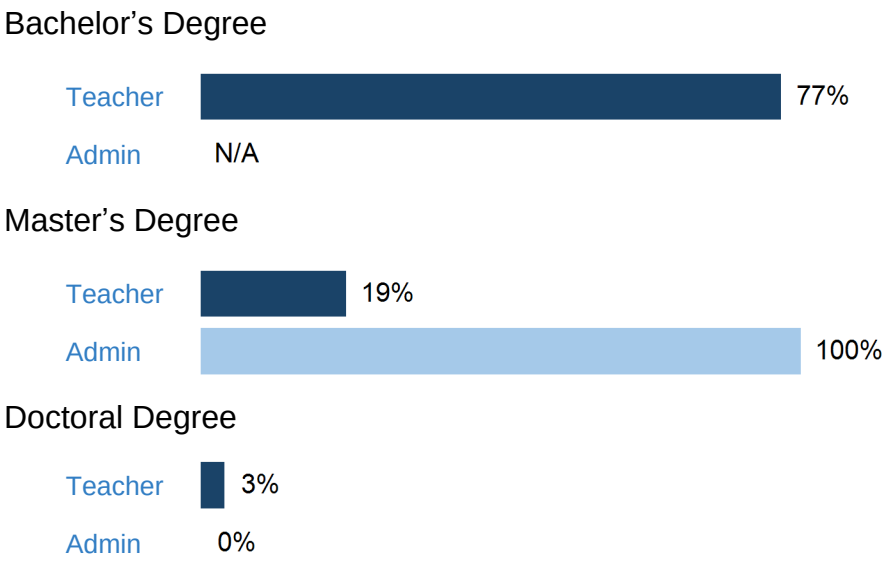
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Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.0%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.5%	42.6%	43.1%
Math Proficiency	36.9%	35.0%	29.2%
ELA Growth	44	30	36
Math Growth	36	27	29
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.0%	10.8%	6.5%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Not Met	Not Met	**	Met	No
White	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Hispanic	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	Met Target	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	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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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:	• Combining a workshop approach and small group instruction allows teachers to meet individual student needs. Inquiry-based lessons in science give our students experiences that integrate the NGSS. • SEL is incorporated into daily practices including our COMET Character program that stresses the importance of Compassion, Optimism, Mindfulness, Empathy, & Thankfulness in students' daily lives. • Technology is integrated into all parts of instruction, including literacy and math centers, science inquiry, the use of Google Classroom, for publishing, differentiated learning, and assessment.
Mission, Vision, Theme:	The Kisthardt school community believes that all students can learn. Kisthardt staff, students and parents work together with shared expectations to create a safe, positive, and nurturing learning environment geared toward developing students academically, socially, emotionally, and civically. Each child is empowered to learn, to achieve success, and to become a confident, productive member of a global society.
Awards, Recognition, Accomplishments:	Students are recognized regularly during school-wide celebrations for outstanding achievement in all academic areas, the related arts, and for exemplary character. Monthly awards include our HERO Award Program for individual and class perfect attendance; School Spirit Day class participation awards; Fifth Grade Presidential Academic Excellence and Achievement Awards; The Mercer County Professional Counselor's Association's Caring Ambassador Award. Students also participate in various writing and poster contests to promote civic awareness.Kisthardt was awarded the Ocho Grant for a service learning project where students read books, get books, and give books to other children in need. We also received the Hamilton Educational Foundation Grant for the creation of a peaceful playground to support our Social Emotional Learning initiatives.

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Courses, Curriculum, Instruction:	Core instruction includes ELA, Math, Science, and Social Studies. Approaches used: Reader's and Writer's Workshop, Balanced Literacy with Guided Reading and Literacy Centers, Guided Math Workshop, Hands-on, Inquiry Based Projects/Experiments. Various resources are used to teach the curriculum including Schoolwide, Fundations, Math Expressions, Mystery Science, and FOSS Kits. Students also receive instruction weekly in PE/Health, Vocal Music, Art, Spanish, and Library.
Clubs and Activities:	Instrumental Band and Strings Orchestra lessons provided for grades 3-5. Grades 2-5 perform in Choral programs during the school year. Band and Orchestra performs yearly in a Spring Concert. Safety Patrol and PALS Program offered to grade 5 students to instill responsibility and leadership. Literacy and Math Nights provided for students and parents.

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Before and After School Programs:	YMCA provides Before and After Care for all students.
Staff and Professional Learning:	Our teachers work in professional learning communities to continually collaborate, learn, and grow in their practice. Professional development is offered to staff through workshops, webinars, team and grade level meetings, and at faculty meetings. Two teacher leaders, one for Literacy and one for Math, collaborate with staff, sharing professional development and resources to support best practices in the classroom. Staff work in PLC groups in various areas of study including SEL, Targeted Small Group Instruction in Literacy and Math, and Responsive Classroom. Grade levels have common planning time daily to work on planning, analyzing data, and curricular projects for their grade level.

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Student Supports and Services:	Supplemental instruction includes Basic Skills/Title I, ELL, Reading Recovery, the ALPS Gifted Program, Resource Room/ICR for Students with Special Needs, OT and PT, and Speech and Language Services.
Student Health and Wellness:	Students receive Health and Physical Education classes twice weekly. Recess is also provided daily. The guidance counselor teaches lessons in the social emotional competencies and conflict resolution. Dental, Heart Health, Emergency Procedures (911) and other Healthy Lifestyle Assemblies are provided to support the health and wellness of all students.
Parent and Community Involvement:	Our PTA is an important component to our school community. They provide activities, events, and conduct fundraising efforts that support and enrich our academic and family engagement programs. Additionally, our PTA hosts movie nights, Trunk or Treat, the Scholastic Book Fair, Winter Carnival, Spring Fling, Holiday Shop, and other fun activities to connect our school community. Kisthardt School also plans activities for parents to join in their child's learning, such as Family Stem Day, Reading and Math Nights, Winter and Spring Concerts, and classroom related activities.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Culture and Climate Survey is given to students, parents, and teachers at the beginning and end of each year. The information from this survey is used to research, plan and implement ways to improve student-teacher-parent relationships, learning conditions and overall school environment. At the end of each year, we assess our programs. Survey results and progress is communicated to the school community via Stakeholder and Family Engagement Meetings.
Facilities:	Kisthardt School opened on September 1, 1951 and an addition to the school was completed during the summer of 1962. It was originally known as Decou School until it was renamed after Leona Kisthardt in 1962. It is one of the smallest elementary schools in the district and is known for its "neighborhood school" feel.
School Safety:	Kisthardt School has a visitors management system which checks each individual's identification before they enter the building. A camera system on the exterior and interior of the building provides added safety features.

NJ SCHOOL PERFORMANCE REPORT

Kisthardt Elementary School
(21-1950-150)
Grades Offered: PK-05
2018-2019

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School Narrative

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Technology and STEM:	Classrooms share ten computer carts. Each classroom has a smartboard to support interactive learning. STEM nights are planned for students and families throughout the year. A family STEM day is a yearly event as well for classroom STEM activities.

NJ SCHOOL PERFORMANCE REPORT

Klockner Elementary School
(21-1950-160)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Klockner Elementary School
(21-1950-160)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Dr. LaShawn Gibson-Burney
Address	830 KLOCKNER AVENUE HAMILTON, NJ 08619-2933
Phone Number	609-631-4154
Email Address	lgibson-burney@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/209
Twitter	https://twitter.com/KlocknerSchool

NJ SCHOOL PERFORMANCE REPORT

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	28	21	23
KG	36	39	36
1	35	40	37
2	41	38	39
3	34	46	41
4	39	36	48
5	38	36	40
Total	251	256	264

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.6%	49.2%	46.2%
Male	53.4%	50.8%	53.8%
Economically Disadvantaged Students	56.2%	52.7%	48.5%
Students with Disabilities	8.4%	13.7%	8.7%
English Learners	3.6%	2.7%	6.8%
Homeless Students	0.0%	0.4%	0.0%
Students in Foster Care	0.8%	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	22.7%	21.1%	23.5%
Hispanic	37.5%	39.8%	36.7%
Black or African American	27.1%	26.6%	27.7%
Asian	10.0%	9.4%	8.7%
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	2.8%	3.1%	3.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	28	20	23
PK - Full Day	0	1	0
KG - Half Day	0	0	0
KG - Full Day	36	39	36

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	71.6%
Spanish	12.5%
Urdu	5.3%
Arabic	2.3%
French	1.5%
Other Languages	6.8%

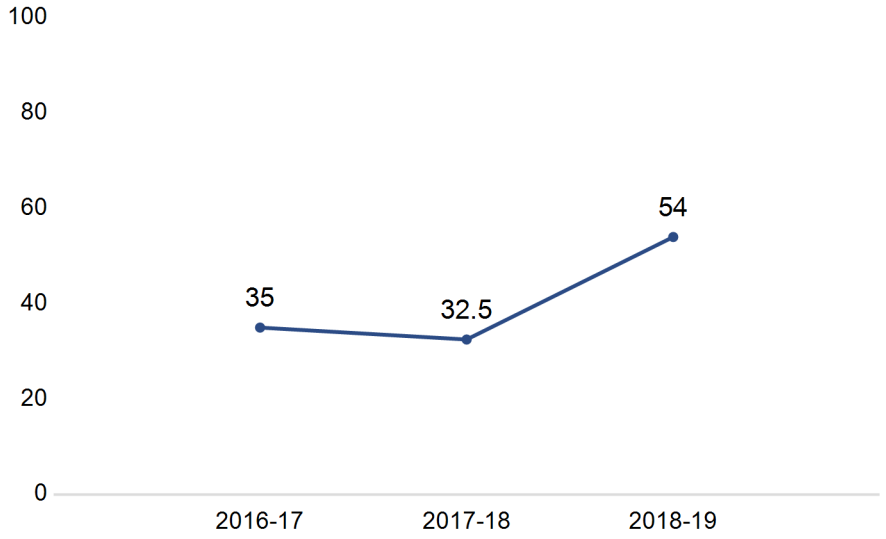
NJ SCHOOL PERFORMANCE REPORT

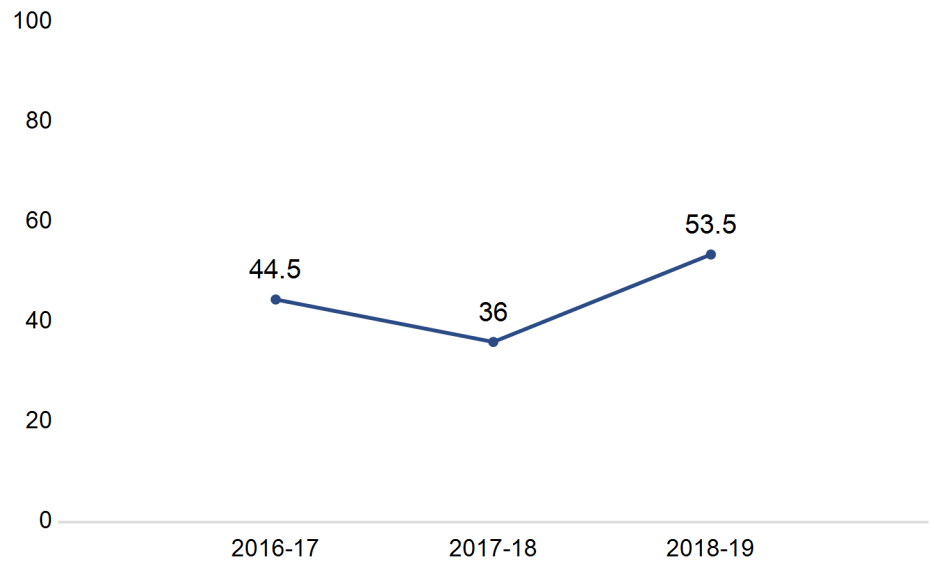
Klockner Elementary School
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2018-2019

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Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	32.5	54	44.5	36	53.5
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	54	40	50	Met Standard	53.5	44	50	Met Standard
White	48	40	50	**	72	47	52	**
Hispanic	52.5	41	49	Met Standard	59.5	41	47	Met Standard
Black or African American	68	36	45	Exceeds Standard	43	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	40.5	49	**	N	42	52	**
Female	52.5	44	53	N	49	44	50	N
Male	56	36	47	N	62	45	51	N
Economically Disadvantaged Students	50.5	38	48	Met Standard	52	40	46	Met Standard
Students with Disabilities	43	39	43	**	42.5	43	45	**
English Learners	*	48	52	**	*	36	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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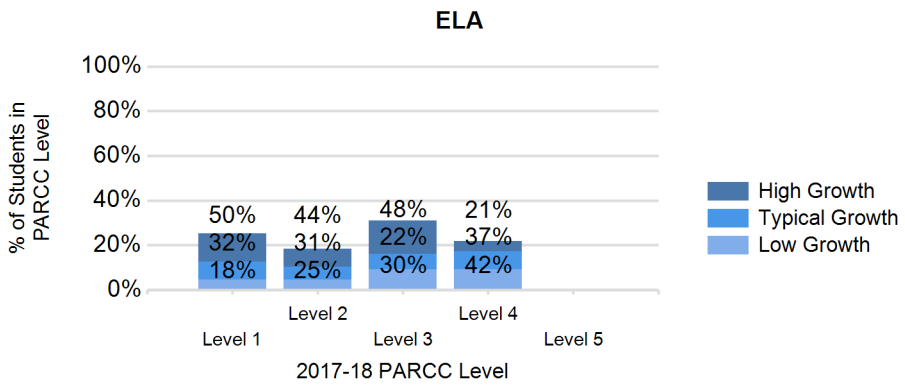
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

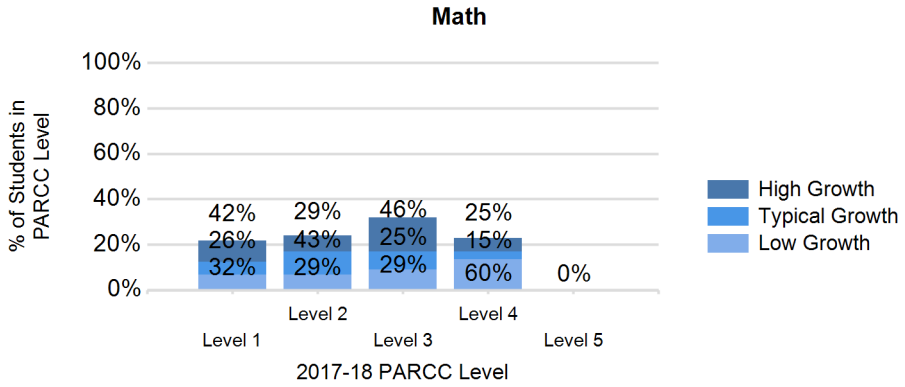
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

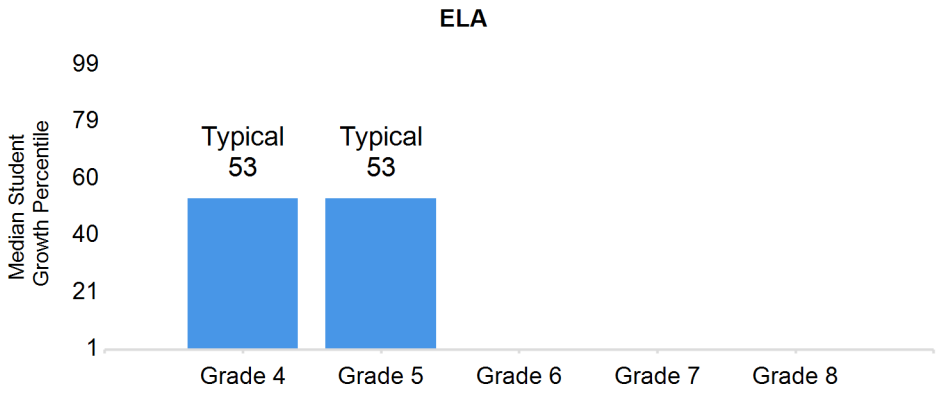
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

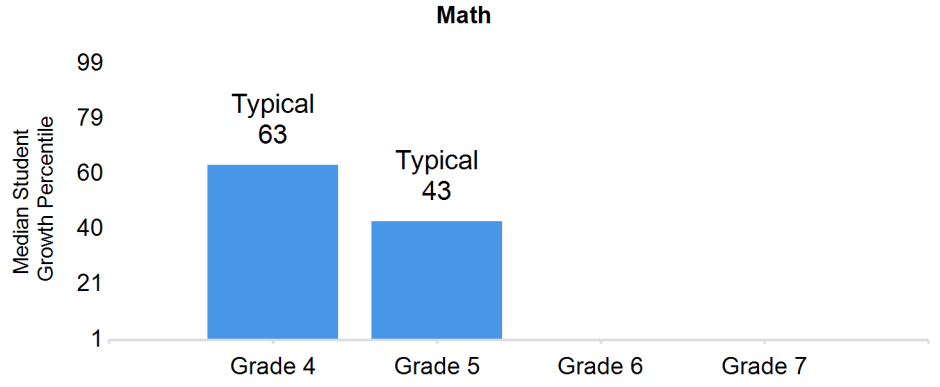




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

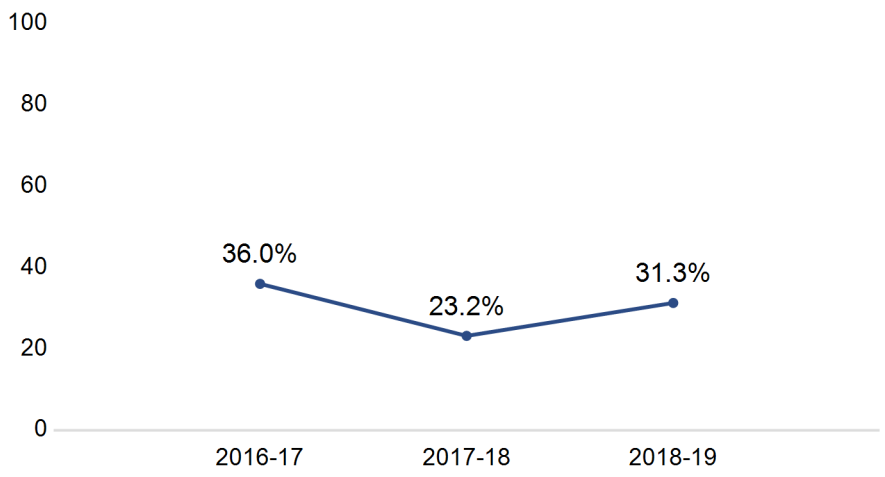
Klockner Elementary School
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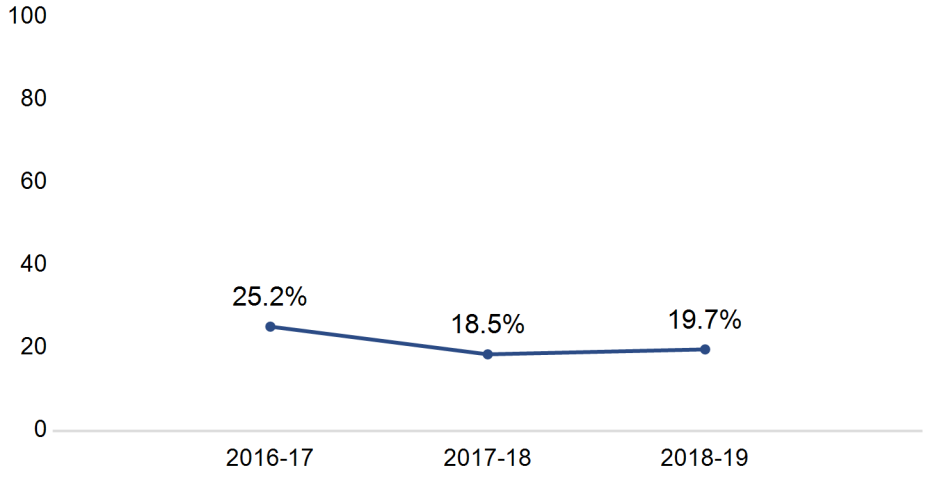
English Language Arts and Mathematics Performance Trends

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

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	96.7%	99.2%	100.0%	96.7%	99.3%	100.0%
Proficiency Rate for Federal Accountability	36.0%	23.2%	31.3%	25.2%	18.5%	19.7%
Annual Target	37.3%	39.6%	41.8%	36.4%	38.7%	41.0%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	134	100.0	31.3	44.9	57.9	31.3	41.8	Not Met
White	27	100.0	29.6	*	66.9	29.6	40.7	Met Target†
Hispanic	51	100.0	31.4	36.2	43.9	31.4	34.4	Met Target†
Black or African American	44	100.0	27.3	29.3	38.5	27.3	48.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	60	100.0	35.0	54.3	64.8	35.0		
Male	74	100.0	28.4	36.4	51.3	28.4		
Economically Disadvantaged Students	61	100.0	19.7	32.0	40.0	19.7	38.6	Not Met
Non-Economically Disadvantaged Students	73	100.0	41.1	52.5	67.9	41.1		
Students with Disabilities	30	100.0	16.7	14.3	22.7	16.7	27	Met Target†
Students without Disabilities	104	100.0	35.6	51.9	65.1	35.6		
English Learners	10	100.0	*	20.9	29.3	*	**	**
Non-English Learners	124	100.0	*	46.8	60.6	*		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

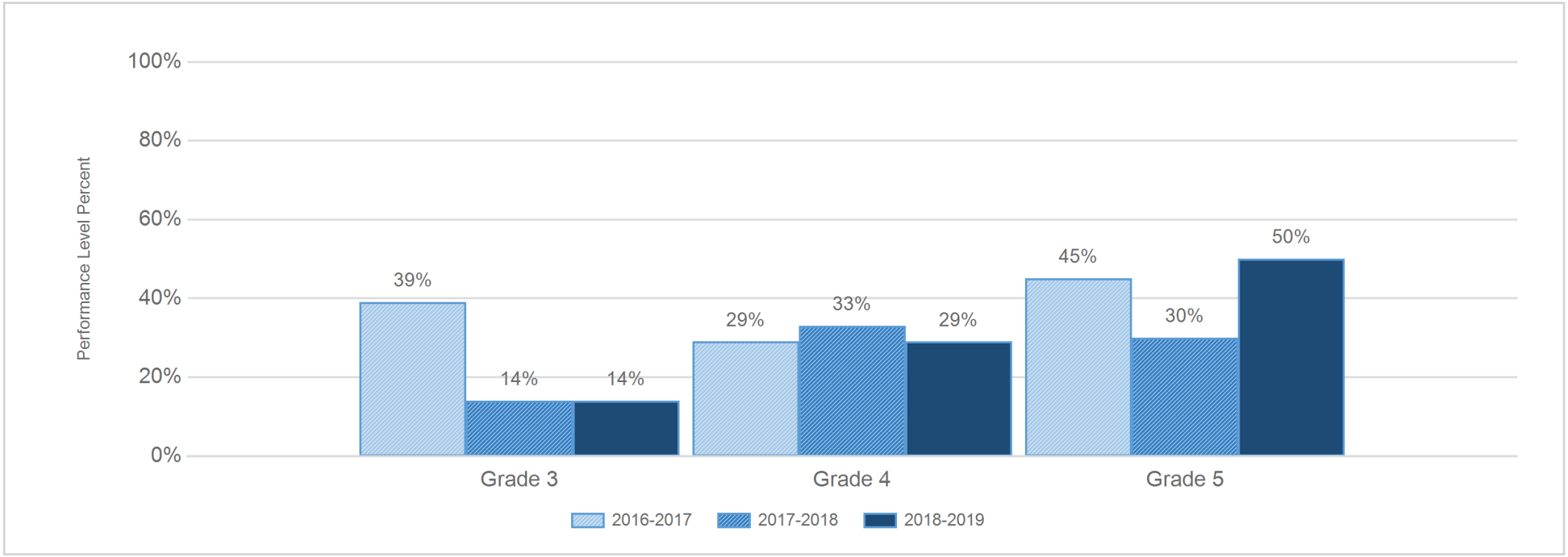
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English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	717	742	748	33%	23%	30%	*	*	14%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	17	711	733	734	*	*	*	*	*	*	36%
Black or African American	12	710	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	20	725	747	753	*	*	*	*	*	*	55%
Male	23	710	737	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	17	703	732	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	26	726	748	759	*	*	*	*	*	*	61%
Students with Disabilities	12	700	712	719	*	*	*	*	*	*	24%
Students without Disabilities	31	724	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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	52	731	746	755	*	29%	27%	*	*	29%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	20	736	737	743	*	*	*	*	*	35%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	756	762	N	N	N	N	N	N	64%
Female	18	731	752	760	*	*	*	*	*	33%	62%
Male	34	732	742	750	*	*	*	*	*	26%	53%
Economically Disadvantaged Students	25	726	734	740	*	*	*	*	*	24%	40%
Non-Economically Disadvantaged Students	27	736	755	765	*	*	*	*	*	33%	69%
Students with Disabilities	10	714	718	725	*	*	*	*	*	20%	25%
Students without Disabilities	42	736	753	761	*	*	*	*	*	31%	64%
English Learners	N	N	712	720	N	N	N	N	N	N	17%
Non-English Learners	52	731	749	758	*	29%	27%	*	*	29%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	42	744	749	756	*	*	*	*	*	50%	58%
White	*	*	760	764	*	*	*	*	*	*	68%
Hispanic	14	739	739	743	*	*	*	*	*	57%	44%
Black or African American	20	746	736	739	*	*	*	*	*	40%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	755	762	N	N	N	N	N	N	65%
Female	24	751	757	761	*	*	*	*	*	46%	64%
Male	18	735	741	750	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	22	738	735	740	*	*	*	*	*	32%	39%
Non-Economically Disadvantaged Students	20	752	758	766	*	*	*	*	*	70%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Klockner Elementary School
(21-1950-160)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	137	100.0	19.7	32.7	44.5	19.7	41	Not Met
White	27	100.0	33.3	*	54.1	33.3	53.6	Not Met
Hispanic	52	100.0	17.3	22.5	28.8	17.3	32.1	Not Met
Black or African American	46	100.0	10.9	18.5	23.0	10.9	43.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	61	100.0	14.8	33.8	44.9	14.8		
Male	76	100.0	23.7	31.7	44.2	23.7		
Economically Disadvantaged Students	62	100.0	11.3	*	26.3	11.3	37.2	Not Met
Non-Economically Disadvantaged Students	75	100.0	26.7	*	54.9	26.7		
Students with Disabilities	30	100.0	13.3	10.6	17.4	13.3	15.5	Met Target†
Students without Disabilities	107	100.0	21.5	37.7	50.0	21.5		
English Learners	13	100.0	*	15.3	25.0	*	**	**
Non-English Learners	124	100.0	*	34.2	46.5	*		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

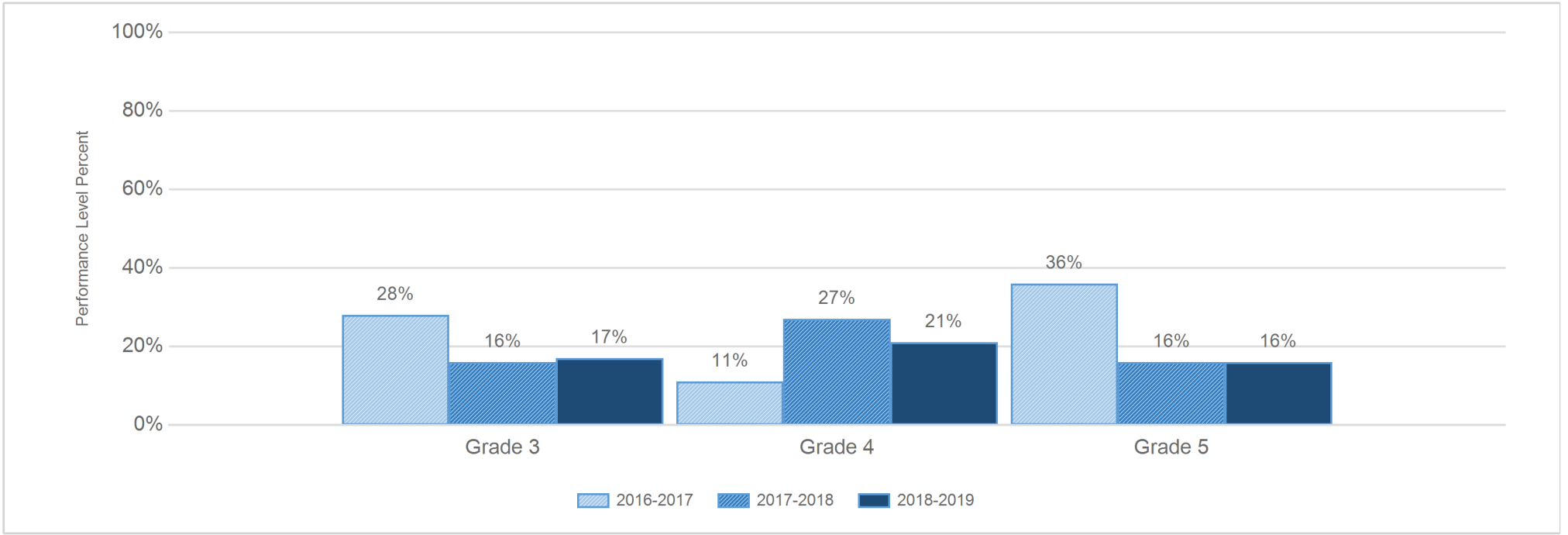
NJ SCHOOL PERFORMANCE REPORT

Klockner Elementary School
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2018-2019

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Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	724	744	752	24%	26%	33%	*	*	17%	55%
White	*	*	753	760	*	*	*	*	*	*	66%
Hispanic	17	723	735	739	*	*	*	*	*	12%	40%
Black or African American	15	712	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	21	727	743	751	*	*	*	*	*	19%	54%
Male	25	722	745	752	*	*	*	*	*	16%	56%
Economically Disadvantaged Students	17	710	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	29	732	749	761	*	*	*	*	*	*	67%
Students with Disabilities	12	711	720	731	*	*	*	*	*	*	31%
Students without Disabilities	34	729	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	729	737	749	*	29%	37%	*	*	21%	51%
White	*	*	750	757	*	*	*	*	*	*	62%
Hispanic	20	730	727	737	*	*	50%	*	*	20%	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	740	754	N	N	N	N	N	N	58%
Female	18	725	736	749	*	*	*	*	*	17%	50%
Male	34	731	739	749	*	*	*	*	*	24%	52%
Economically Disadvantaged Students	25	722	726	734	*	*	*	*	*	16%	32%
Non-Economically Disadvantaged Students	27	735	746	759	*	*	*	*	*	26%	63%
Students with Disabilities	10	713	714	726	*	*	*	*	*	20%	25%
Students without Disabilities	42	732	743	754	*	*	*	*	*	21%	56%
English Learners	N	N	706	722	N	N	N	N	N	N	18%
Non-English Learners	52	729	740	751	*	29%	37%	*	*	21%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	723	740	747	*	28%	35%	*	*	16%	47%
White	*	*	750	755	*	*	*	*	*	*	58%
Hispanic	15	729	731	735	*	*	*	*	*	20%	30%
Black or African American	20	717	726	729	*	*	*	*	*	10%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	745	753	N	N	N	N	N	N	55%
Female	24	723	742	747	*	*	*	*	*	*	47%
Male	19	724	738	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	23	718	728	732	*	*	*	*	*	13%	27%
Non-Economically Disadvantaged Students	20	729	747	757	*	*	*	*	*	20%	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	744	752	*	*	*	*	*	*	52%
English Learners	*	*	704	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

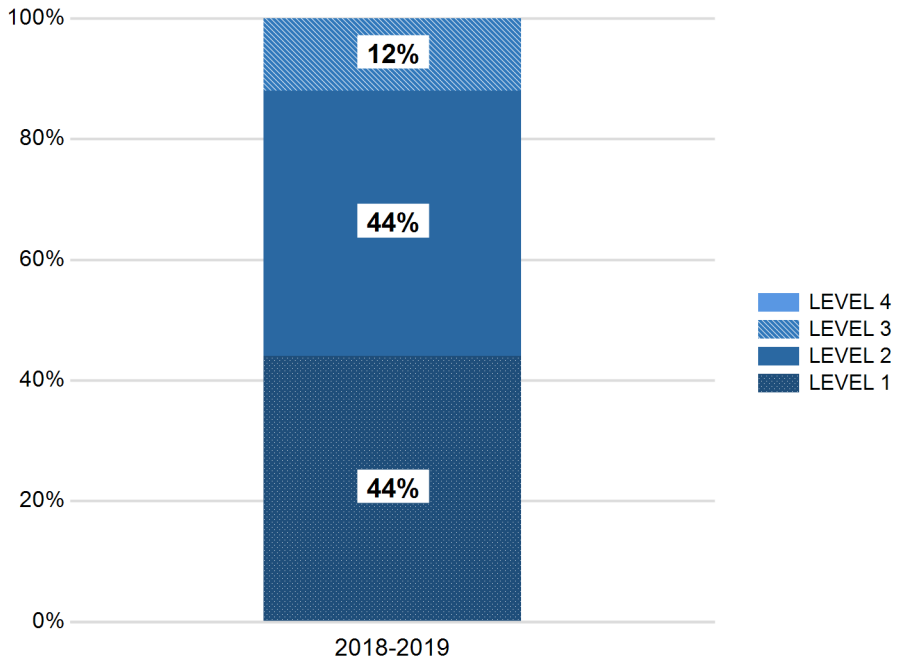
Klockner Elementary School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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	44	44	12	0
White	*	*	*	*
Hispanic	33	47	20	0
Black or African American	55	40	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	50	38	13	0
Male	37	53	11	0
Economically Disadvantaged Students	57	35	9	0
Non-Economically Disadvantaged Students	30	55	15	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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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.

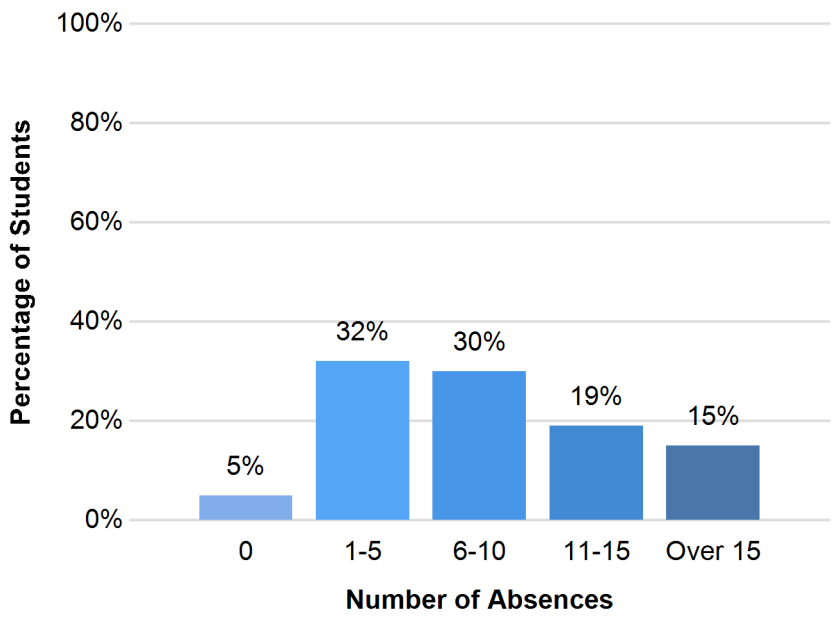
Chronic Absenteeism

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	27	10.5	8.9	Not Met
White	3	5.3	8.9	Met
Hispanic	10	10.6	8.9	Not Met
Black or African American	9	12.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	9.3		
Male	17	11.3		
Economically Disadvantaged Students	20	15.9	8.9	Not Met
Students with Disabilities	8	19.0	8.9	Not Met
English Learners	5	27.8	**	**
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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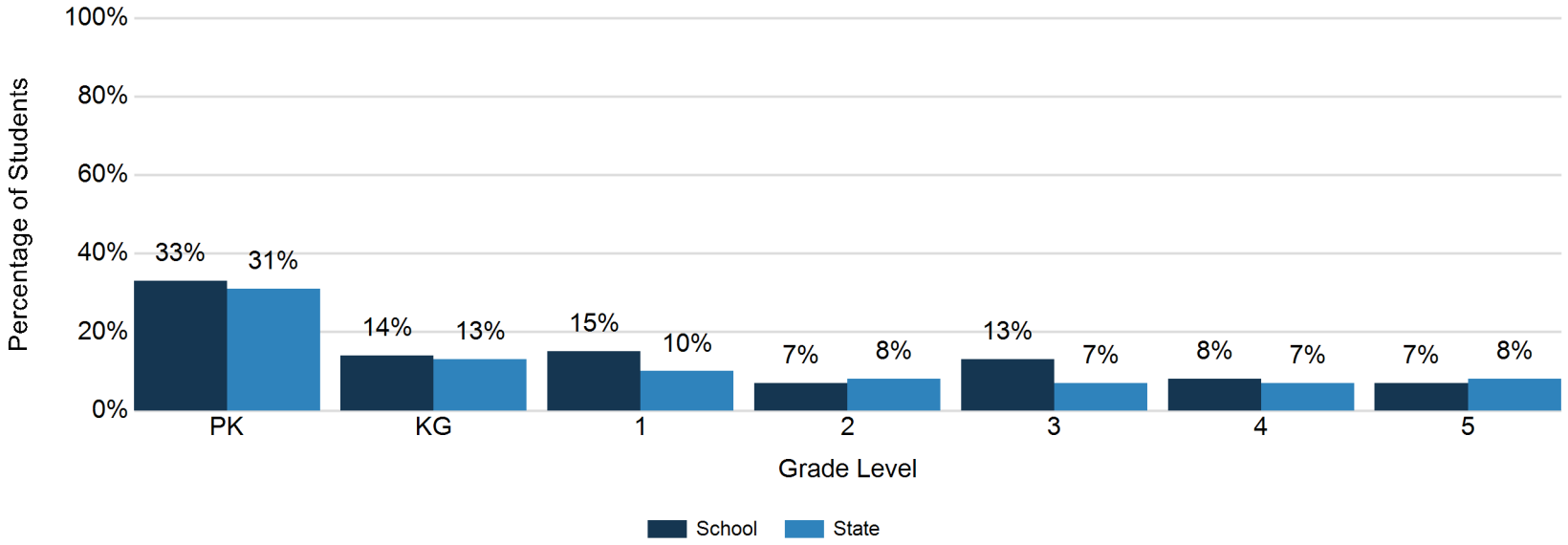
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Chronic Absenteeism by Grade

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.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.52

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
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	2		2

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

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

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

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2018-2019

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	9.6	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	72.4%	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	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	9:1	12:1
Students to Administrators	264:1	179:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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Klockner Elementary School
(21-1950-160)
Grades Offered: PK-05
2018-2019

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.2%	86.2%	100.0%	48.4%	77.1%	54.9%
Male	53.8%	13.8%	0.0%	51.6%	22.9%	45.1%
White	23.5%	89.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	36.7%	6.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.7%	3.4%	100.0%	15.0%	6.6%	13.9%
Asian	8.7%	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	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

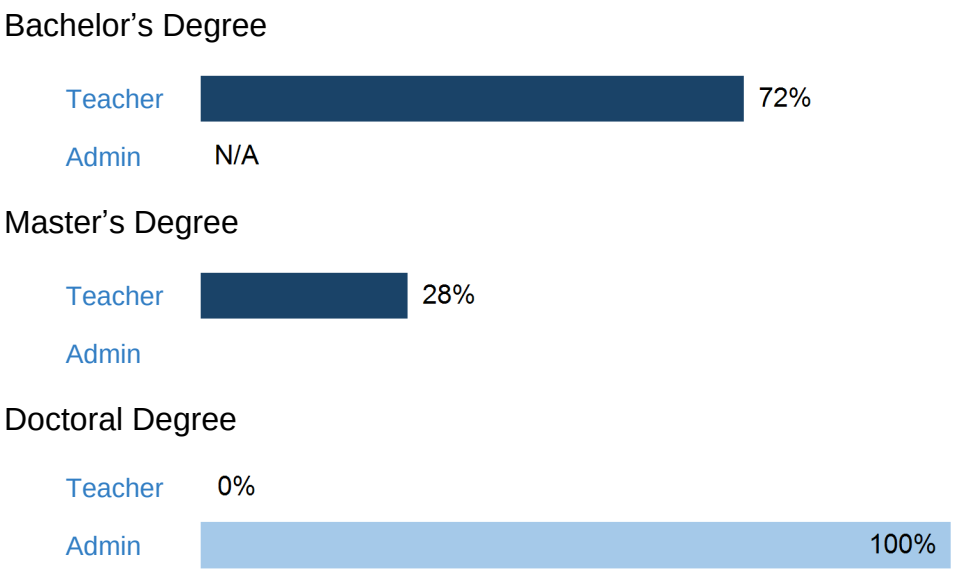
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Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	96.0%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.0%	23.2%	31.3%
Math Proficiency	25.2%	18.5%	19.7%
ELA Growth	35	32	54
Math Growth	44	36	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.2%	7.7%	10.5%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Curriculum includes Readers and Writer's Workshop, Guided Math Workshop, and Next Generation Science Standards • Students offered instrumental lessons beginning in the third grade. Chorus for grades 2 through 5. Play production for students in grades 4 and 5. Annual Talent Show. • PBIS-Klockner Kares - Students and Teachers model KARES during their daily interactions. Caring, Attitude, Respect, Effort and Safety. Our mascotts Sharing and Karing represent our school.
Mission, Vision, Theme:	Klockner School is committed to providing a comprehensive educational program for children in grades Pre-K through fifth. The school strives to develop each student's unique intellectual potential in a culturally diverse environment. Vision: Provide all students of Klockner School with an exceptional education that will inspire and motivate them to succeed as independent citizens and life-long learners.
Awards, Recognition, Accomplishments:	Klockner Elementary School has been awarded a New Jersey Agricultural Society Learning Through Gardening grant. Students at Klockner Elementary will experience what it's like to grow their own food starting in September! Mercer County Prosecutor's Office Anti-Bullying Calendar Contest Winner, ETE Winners, Presidential Academic Excellence and Achievement Award Winners. Monthly attendance assemblies, Student of the Month, Most Improved Students.

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Courses, Curriculum, Instruction:	ELL Instruction, Basic Skills/LLI Instruction, ALPS in grades 3-5, Resource Room for Special Education Students
Clubs and Activities:	Instrumental and band lessons for grades 3-5. Safety Patrol, PALS Program, Klockner Character Council and Character Committee.

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Before and After School Programs:	The Mercer County CYO operates the Before and After School Program at Klockner School. Grades K-5 served. If interested please contact the CYO at 585-4280 ext. 102.
Staff and Professional Learning:	Classroom teachers are provided with embedded professional development (Instructional Coaching) , courses and workshops, education conferences, peer observations, and technology-based networking with other teachers to improve instructional practice and student learning. Focus on vobulary development, writing across the curriculum and addressing the social and emotional needs of all students.

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Student Supports and Services:	Resource Room, ESL Program; OT and PT Services as needed. Basic Skills and Title 1 Services for students that are struggling academically.
Student Health and Wellness:	Breakfast and lunch program. 30 minutes of recess daily. Guidance lessons K-5. Physical Education K-5.
Parent and Community Involvement:	The PTA is very active in fundraising and supporting the school wherever possible. They offer special events like Movie Nights, Trunk or Treat and the Scholastic Book Fair.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers There are school climate surveys taken by students, parents, and staff which measure safety, learning, communication, academic standards and the climate created by NJDOE. The results of the survey are shared with all stakeholders and an Action Plan developed to address identified issues.
Facilities:	The building is over 100 years old. It was built in 1908 and offers many wonderful architectural features. The building has two distinct sides that are only accessible through parts of the building. The building is designated as "Amazing" in describing its structure.
School Safety:	New doors and windows have been installed throughout the building. All doors are closed and locked throughout the school day and all visitors must enter through door 1 and check into the office.

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Technology and STEM:	Family STEM night. Almost at one to one for technolgy initiative.
Early Childhood Education:	We have two sessions (a.m. and p.m.) of our Title I Pre-K program.

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Other Information	Klockner School promotes a high character atmosphere through our whole group and individual positive rewards programs. Teachers use resources and data to drive indivualized instruction geared towards benefiting each student's specific needs. Our teachers participate in PLC's on a monthly basis in order to further advanced their ability by researching and learning about different topics of their choice and also unpacking standards to better understand what we're teaching. Smartboards are used to benefit visual learners in every classroom throughout the school. As a school we try to celebrate the successes of our students as much as we possibly can.

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Mr. Roberto Kesting
Address	70 NEWKIRK AVENUE HAMILTON, NJ 08629-1428
Phone Number	609-631-4155
Email Address	rkesting@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/255
Twitter	https://twitter.com/HTSD_Kuser

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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	17	25	22
KG	57	55	53
1	57	59	58
2	67	59	61
3	63	68	59
4	67	58	69
5	60	66	62
Total	388	390	384

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	51.8%	52.1%	49.2%
Male	48.2%	47.9%	50.8%
Economically Disadvantaged Students	66.8%	66.9%	66.4%
Students with Disabilities	5.9%	6.7%	7.8%
English Learners	9.5%	10.5%	13.0%
Homeless Students	0.0%	0.3%	0.0%
Students in Foster Care	0.0%	0.5%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	12.1%	12.3%	11.7%
Hispanic	43.3%	46.9%	47.4%
Black or African American	34.8%	33.6%	33.3%
Asian	5.2%	3.1%	3.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.6%	4.1%	3.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	14	25	22
PK - Full Day	3	0	0
KG - Half Day	0	0	0
KG - Full Day	57	55	53

Enrollment by Home Language

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

Home Language	% of Students
English	62.8%
Spanish	25.8%
Creoles and pidgins, French-based	3.6%
Haitian	1.0%
English, Middle (1100-1500)	1.0%
Other Languages	5.7%

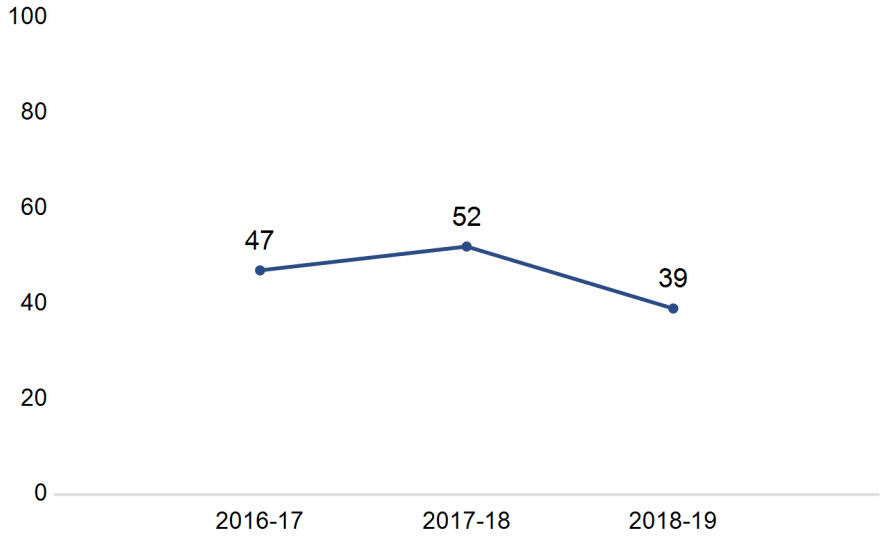
NJ SCHOOL PERFORMANCE REPORT

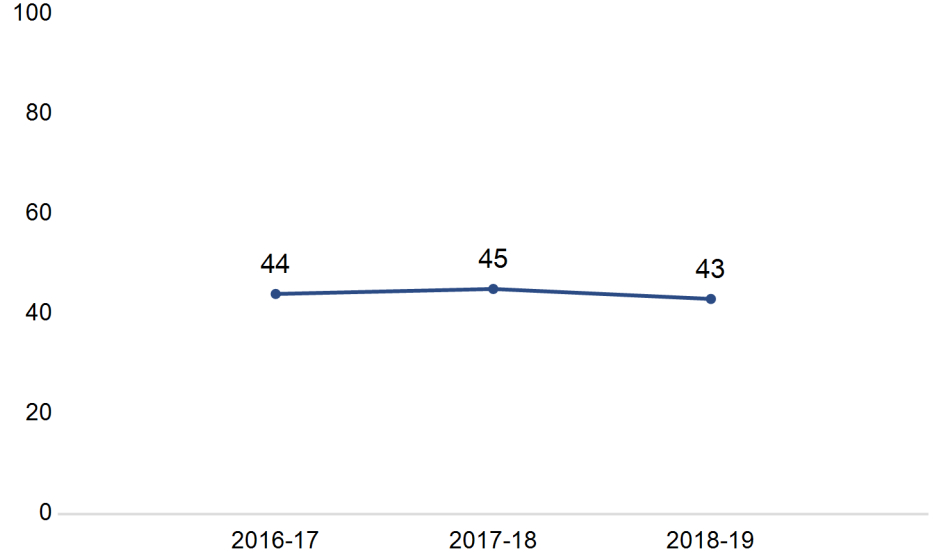
Kuser Elementary School
(21-1950-170)
Grades Offered: PK-05
2018-2019

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

Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	52	39	44	45	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	39	40	50	Not Met	43	44	50	Met Standard
White	39	40	50	**	48	47	52	**
Hispanic	34.5	41	49	Not Met	48	41	47	Met Standard
Black or African American	39.5	36	45	Not Met	38	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	46	44	53	N	45.5	44	50	N
Male	37	36	47	N	39	45	51	N
Economically Disadvantaged Students	38.5	38	48	Not Met	39	40	46	Not Met
Students with Disabilities	35	39	43	Not Met	47	43	45	Met Standard
English Learners	52	48	52	Met Standard	44	36	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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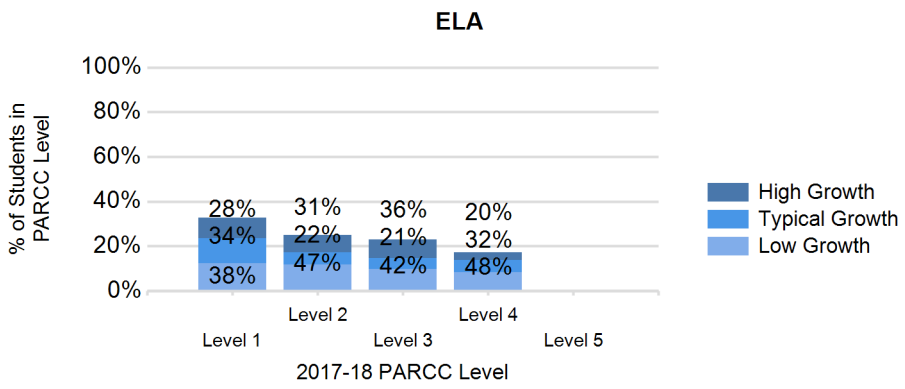
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

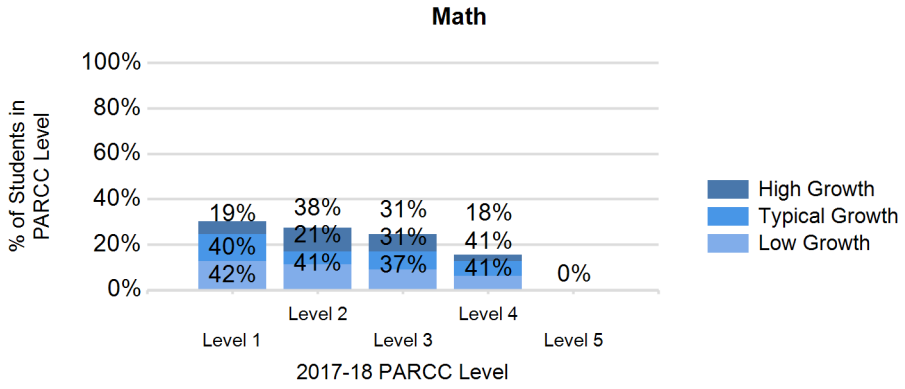
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

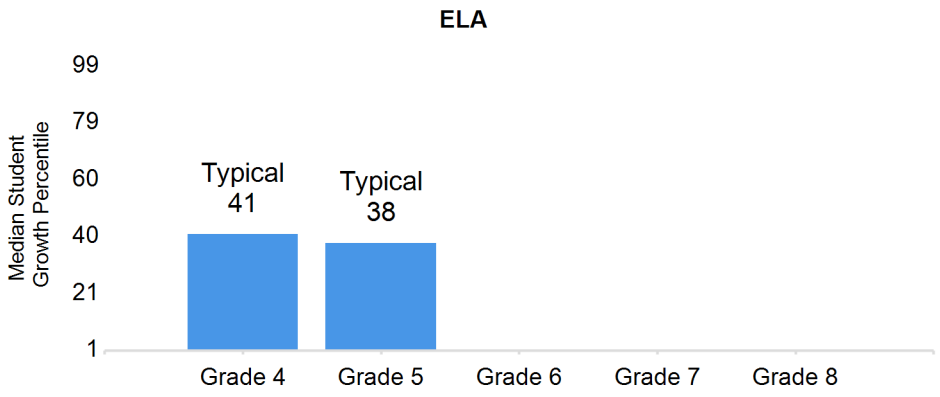
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

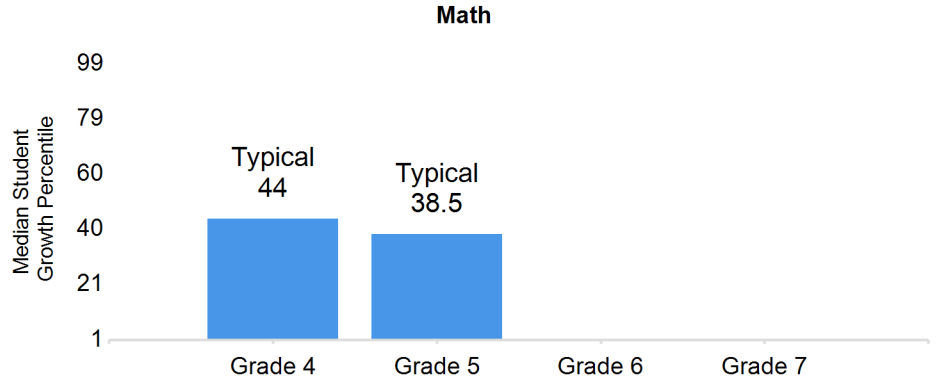




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

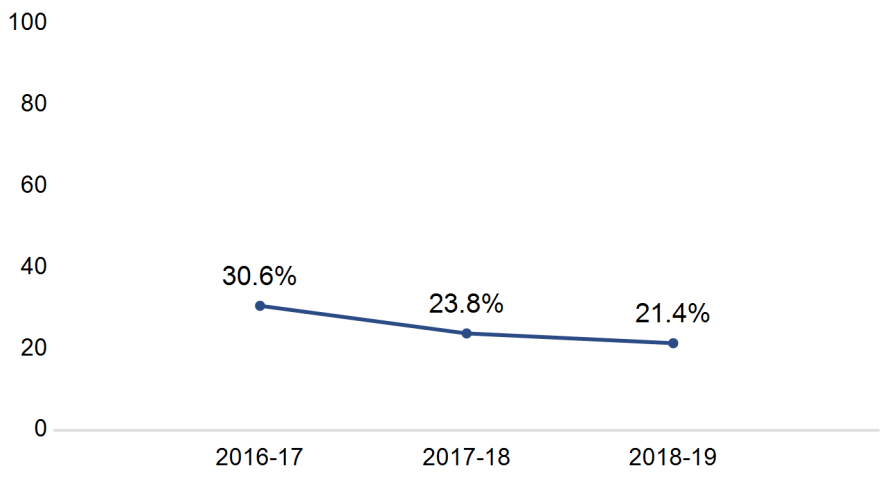
Kuser Elementary School
(21-1950-170)
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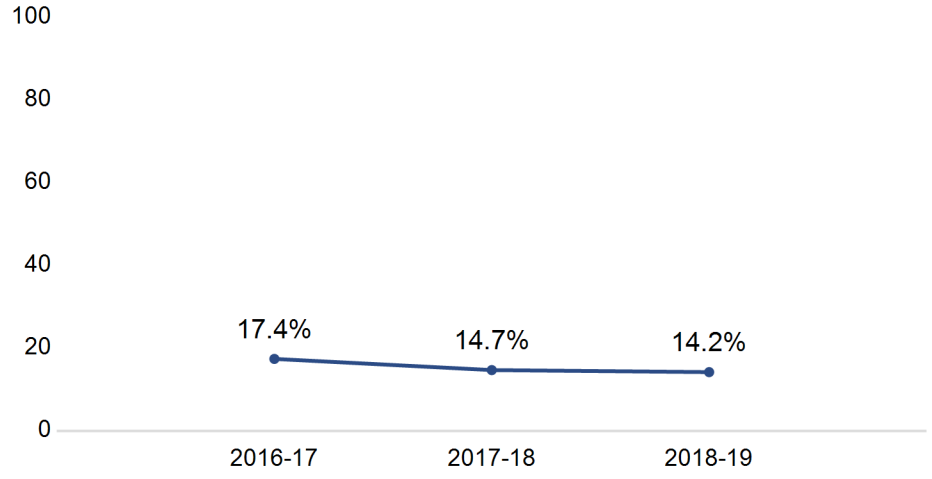
English Language Arts and Mathematics Performance Trends

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	100.0%	98.7%	99.5%	100.0%	98.3%	99.6%
Proficiency Rate for Federal Accountability	30.6%	23.8%	21.4%	17.4%	14.7%	14.2%
Annual Target	35.5%	37.9%	40.2%	26.8%	29.6%	32.4%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	210	99.5	21.4	44.9	57.9	21.4	40.2	Not Met
White	27	100.0	29.6	*	66.9	29.6	55.3	Not Met
Hispanic	96	100.0	17.7	36.2	43.9	17.7	34.8	Not Met
Black or African American	68	100.0	13.2	29.3	38.5	13.2	35	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	102	100.0	25.5	54.3	64.8	25.5		
Male	108	99.1	17.6	36.4	51.3	17.6		
Economically Disadvantaged Students	143	99.3	21.0	32.0	40.0	21.0	35.5	Not Met
Non-Economically Disadvantaged Students	67	100.0	22.4	52.5	67.9	22.4		
Students with Disabilities	45	97.9	*	14.3	22.7	*	14.7	Not Met
Students without Disabilities	165	100.0	*	51.9	65.1	*		
English Learners	43	100.0	11.6	20.9	29.3	11.6	18.3	Met Target†
Non-English Learners	167	99.4	24.0	46.8	60.6	24.0		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

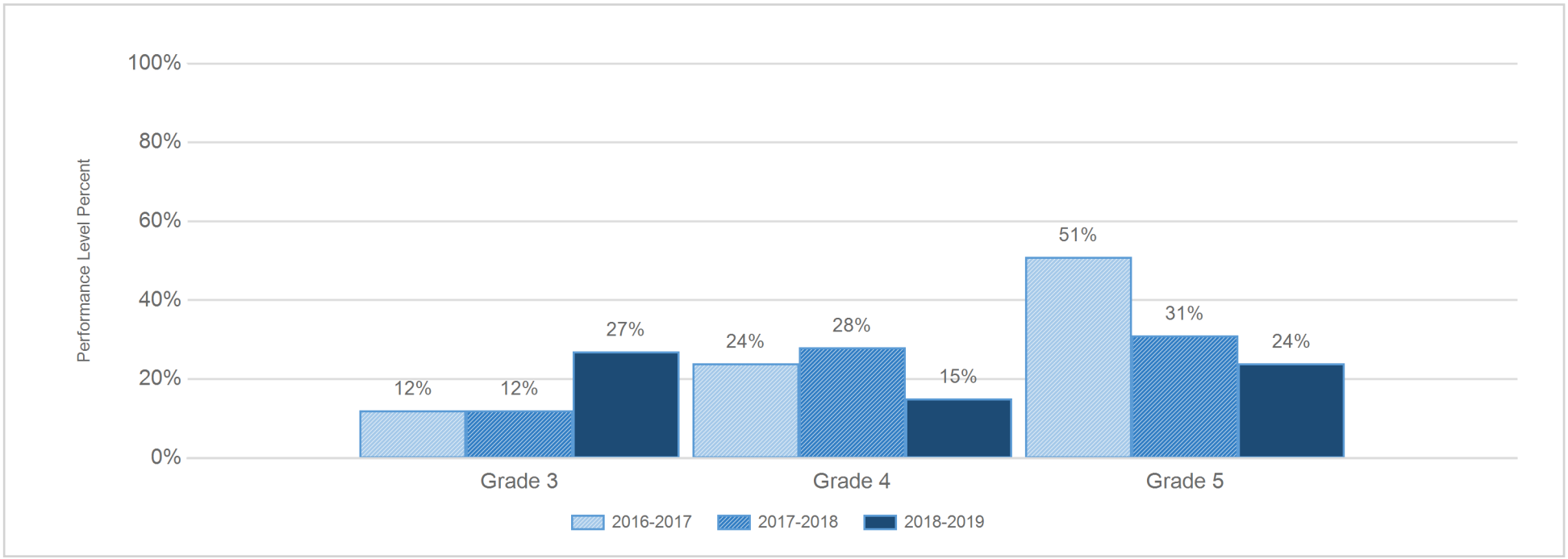
NJ SCHOOL PERFORMANCE REPORT

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(21-1950-170)
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English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	724	742	748	30%	25%	18%	*	*	27%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	28	721	733	734	*	*	*	*	*	18%	36%
Black or African American	19	722	733	731	*	*	*	*	*	32%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	36	726	747	753	*	*	*	*	*	28%	55%
Male	24	722	737	743	*	*	*	*	*	25%	46%
Economically Disadvantaged Students	39	725	732	731	*	*	*	*	*	28%	33%
Non-Economically Disadvantaged Students	21	722	748	759	*	*	*	*	*	24%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	717	746	755	33%	28%	23%	*	*	15%	57%
White	12	718	757	763	*	*	*	*	*	25%	67%
Hispanic	43	715	737	743	37%	26%	23%	*	*	14%	44%
Black or African American	21	710	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	33	718	752	760	*	36%	*	*	*	15%	62%
Male	48	716	742	750	*	23%	*	*	*	15%	53%
Economically Disadvantaged Students	57	716	734	740	*	*	*	*	*	12%	40%
Non-Economically Disadvantaged Students	24	719	755	765	*	*	*	*	*	21%	69%
Students with Disabilities	19	707	718	725	58%	*	*	*	*	11%	25%
Students without Disabilities	62	720	753	761	26%	*	*	*	*	16%	64%
English Learners	16	712	712	720	*	*	*	*	*	13%	17%
Non-English Learners	65	718	749	758	*	*	*	*	*	15%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	78	728	749	756	23%	21%	32%	*	*	24%	58%
White	*	*	760	764	*	*	*	*	*	*	68%
Hispanic	31	727	739	743	*	*	*	*	*	26%	44%
Black or African American	30	720	736	739	*	*	43%	*	*	10%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	34	735	757	761	*	*	35%	*	*	35%	64%
Male	44	723	741	750	*	*	30%	*	*	16%	52%
Economically Disadvantaged Students	55	728	735	740	*	*	*	*	*	25%	39%
Non-Economically Disadvantaged Students	23	729	758	766	*	*	*	*	*	22%	69%
Students with Disabilities	19	704	720	724	*	*	*	*	*	*	23%
Students without Disabilities	59	736	755	762	*	*	*	*	*	*	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	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	212	99.6	14.2	32.7	44.5	14.2	32.4	Not Met
White	27	100.0	25.9	*	54.1	25.9	58.2	Not Met
Hispanic	96	100.0	10.4	22.5	28.8	10.4	24.4	Not Met
Black or African American	70	100.0	*	18.5	23.0	*	27	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	20.0	*	53.3	19.0	**	**
Female	103	100.0	14.6	33.8	44.9	14.6		
Male	109	99.2	13.8	31.7	44.2	13.8		
Economically Disadvantaged Students	145	99.4	13.1	*	26.3	13.1	28.2	Not Met
Non-Economically Disadvantaged Students	67	100.0	16.4	*	54.9	16.4		
Students with Disabilities	45	97.9	*	10.6	17.4	*	22.9	Not Met
Students without Disabilities	167	100.0	*	37.7	50.0	*		
English Learners	45	100.0	*	15.3	25.0	*	15.1	Not Met
Non-English Learners	167	99.4	*	34.2	46.5	*		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
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.

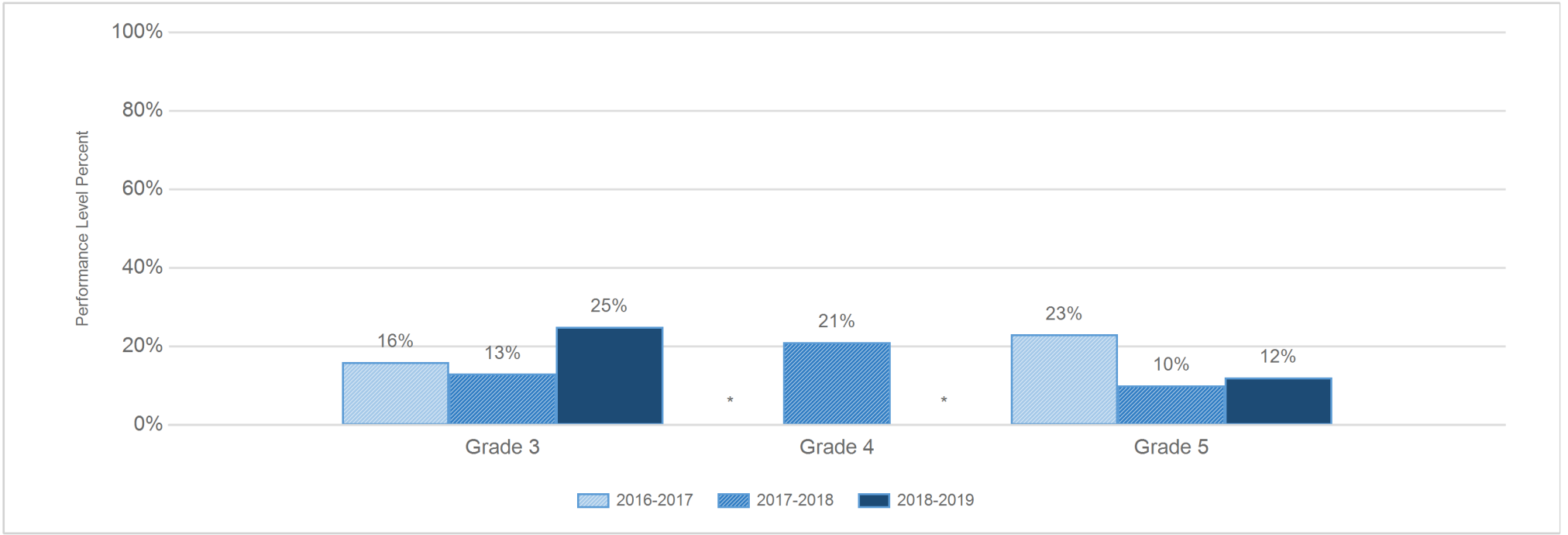
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Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

Kuser Elementary School
(21-1950-170)
Grades Offered: PK-05
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	724	744	752	33%	21%	21%	*	*	25%	55%
White	*	*	753	760	*	*	*	*	*	*	66%
Hispanic	28	719	735	739	39%	*	*	*	*	18%	40%
Black or African American	19	723	733	735	*	*	*	*	*	26%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	37	723	743	751	*	*	*	*	*	24%	54%
Male	24	726	745	752	*	*	*	*	*	25%	56%
Economically Disadvantaged Students	40	726	735	737	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	21	720	749	761	*	*	*	*	*	19%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	710	737	749	*	*	*	*	*	*	51%
White	12	728	750	757	*	*	*	*	*	33%	62%
Hispanic	43	708	727	737	*	*	*	*	*	*	36%
Black or African American	22	698	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	34	704	736	749	*	*	*	*	*	*	50%
Male	48	715	739	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	58	708	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	24	717	746	759	*	*	*	*	*	*	63%
Students with Disabilities	19	699	714	726	*	*	*	*	*	*	25%
Students without Disabilities	63	714	743	754	*	*	*	*	*	*	56%
English Learners	17	698	706	722	*	*	*	*	*	*	18%
Non-English Learners	65	714	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	719	740	747	26%	35%	27%	*	*	12%	47%
White	*	*	750	755	*	*	*	*	*	*	58%
Hispanic	32	727	731	735	*	31%	38%	*	*	16%	30%
Black or African American	31	708	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	36	722	742	747	*	39%	28%	*	*	11%	47%
Male	45	717	738	747	*	31%	27%	*	*	13%	47%
Economically Disadvantaged Students	56	721	728	732	*	*	*	*	*	13%	27%
Non-Economically Disadvantaged Students	25	717	747	757	*	*	*	*	*	12%	59%
Students with Disabilities	19	707	718	725	*	*	*	*	*	*	19%
Students without Disabilities	62	723	744	752	*	*	*	*	*	*	52%
English Learners	12	703	704	718	*	*	*	*	*	*	12%
Non-English Learners	69	722	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	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	45.5%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	27	*	*
3-4	13	76.9%	23.1%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

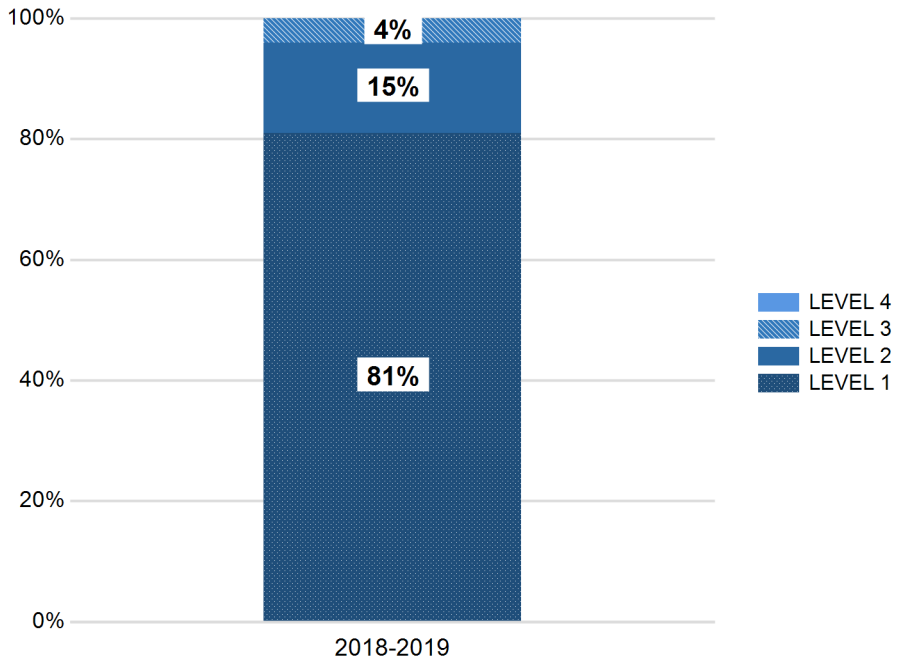
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	81	15	4	0
White	*	*	*	*
Hispanic	77	19	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	83	8	8	0
Male	80	20	0	0
Economically Disadvantaged Students	82	14	4	0
Non-Economically Disadvantaged Students	79	17	4	0
Students with Disabilities	89	11	0	0
Students without Disabilities	79	16	5	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
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.

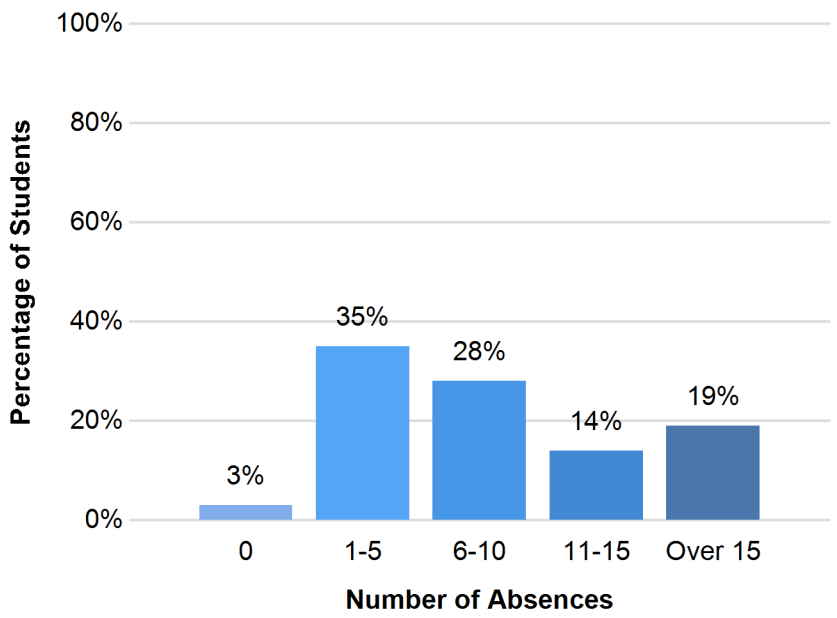
Chronic Absenteeism

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	67	16.5	8.9	Not Met
White	6	12.5	8.9	Not Met
Hispanic	39	20.9	8.9	Not Met
Black or African American	16	11.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific	1	8.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	27.8	**	**
Female	25	12.7		
Male	42	20.0		
Economically Disadvantaged Students	54	19.5	8.9	Not Met
Students with Disabilities	23	31.9	8.9	Not Met
English Learners	6	10.5	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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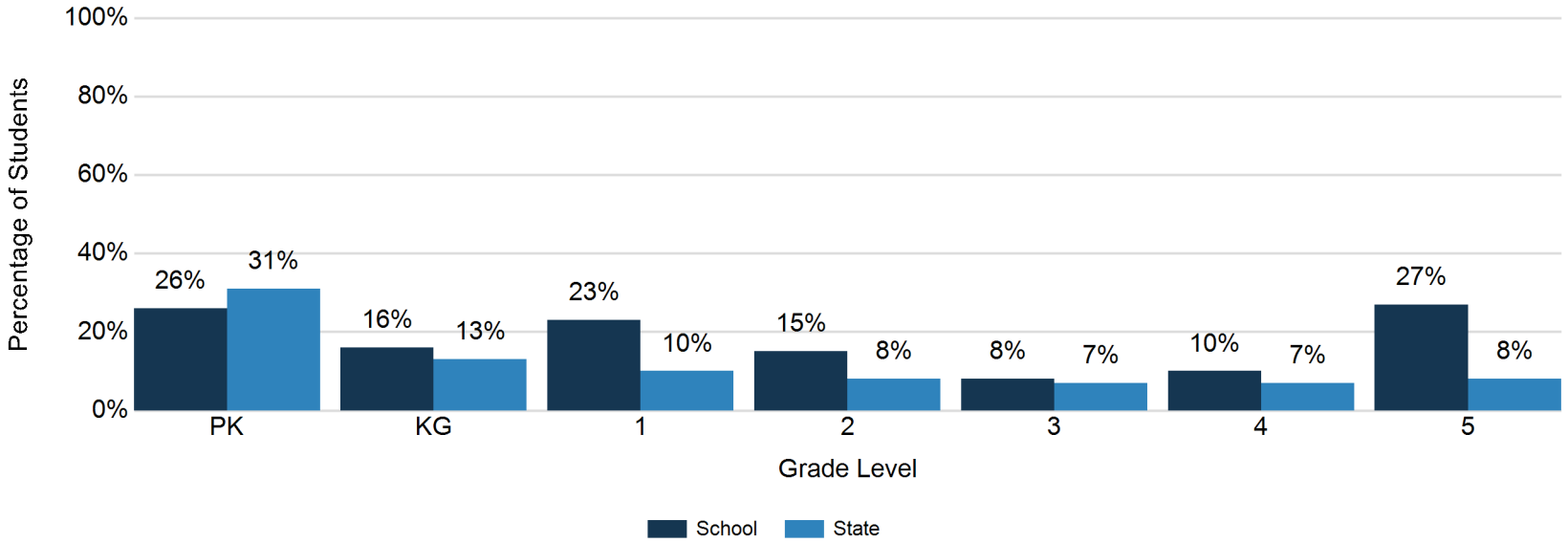
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Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	10
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	5.73

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	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	1	1
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	3	3
Other	0	6	6
No Identified Nature	15		15

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	25	6.5%
Out-of-School Suspensions	17	4.4%
Any Suspension	30	7.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
72

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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	1.2:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	84.2%	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	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	10:1	12:1
Students to Administrators	384:1	179:1
Teachers to Administrators	38:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	84.2%	0.0%	48.4%	77.1%	54.9%
Male	50.8%	15.8%	100.0%	51.6%	22.9%	45.1%
White	11.7%	81.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	47.4%	2.6%	100.0%	29.9%	7.3%	7.2%
Black or African American	33.3%	10.5%	0.0%	15.0%	6.6%	13.9%
Asian	3.4%	5.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%

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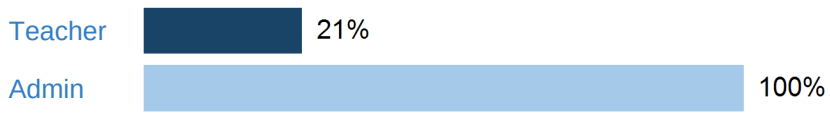
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.6%

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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.

NJ SCHOOL PERFORMANCE REPORT

Kuser Elementary School
(21-1950-170)
Grades Offered: PK-05
2018-2019

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	30.6%	23.8%	21.4%
Math Proficiency	17.4%	14.7%	14.2%
ELA Growth	47	52	39
Math Growth	44	45	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		60.7%	45.5%
Chronic Absenteeism	10.8%	9.8%	16.5%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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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:	• Teachers in Grades PK-3 work with Fundations. Teachers are being trained in strategies to support English Language Learners. Several teachers have attended Orton Gillingham training. • Kuser School has put on a school play which engages the entire school community. Kuser had five CJMEA award winning orchestra students last year!. Kuser School participates in the Healthy U program. • Our theme is "Get Spotted at Kuser School!" Students get a spot when they show Responsible, Respectful and Safe behavior. We use Restorative Practices, Calming Corners and interactive hallways.
Mission, Vision, Theme:	Kuser students are educated in a wonderfully caring, diverse and inclusive environment. Students and staff promote peaceful conflict resolution by examining why an issue happened rather than focusing on punitive consequences. Our goal is to restore relationships by having students take accountability for their actions and then have the opportunity to make amends to those they did harm to. Staff celebrate responsible, respectful and safe student behavior through our Kuser Spot program. Teachers are forging strong relationships with our students through daily greetings, Morning Meeting and emotional check-ins. Students are being taught in smaller differentiated groups which promote cooperative and social learning. Kuser School students have access to the latest technology which will prepare them for the challenges of the 21st Century. Kuser Staff explore professional development opportunities that will support their ability to meet the needs of all students.
Awards, Recognition, Accomplishments:	Kuser School is entering the fifth year of doing a school play. Kuser School has had CJMEA orchestra participants over the last few years. Our instrumental program is so large that we have to hold our concerts at Reynolds Middle School! Students have received awards from ETE for academics, leadership and excellent character. We are proud of all are Kuser and district ETE award winners! Our Hamilton YMCA celebrates a student "MVP" each week for sportsmanship and good character. We celebrate our students daily in our Get Spotted program which recognizes students for Responsible, Respectful and Safe behavior. This program has significantly improved our overall school climate. Kuser School promotes social responsibility and caring for others through our Early Act program which has raised funds and goods for local and national charities. The program teaches students how to be citizens that can affect positive change in their community.

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Courses, Curriculum, Instruction:	Readers Workshop. Guided Math Workshop. ALPS in grades 3-5. Basic Skills services/LLI Instruction. Resource Room Special Education. ELL instruction. Middlebury Spanish program. Reading Recovery (Grade 1).
Clubs and Activities:	Instrumental and band lesson for grades 3-5. Safety Patrol, PALS program Early Act Program.

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Before and After School Programs:	YMCA provides Before and After Care for all students.
Staff and Professional Learning:	Staff have two faculty meetings each month. The second meeting is designated for in-school professional development. This year several staff members attended Orton-Gillingham training. On November 5, 2019 school-wide PD was given in the areas of Running Record consistency, ESL Stratgies and Pear Deck for Google. Second faculty meeting topics for 19-20 will include Problem Based Learning, ESL Strategies for classroom teachers, Restorative Practices and Using Circles Effectively, Vocal Hygiene and What is Speech?
Postsecondary Information:	Teachers at Kuser School have participated in ESL Certification as well as Teacher Leadership Certification. One staff member is working towards her Masters in Educational Leadership. One of her graduate projects includes Problem Based Learning which she is demonstrating at our second faculty meetings. She is also working with the Principal to explore data on attendance, discipline and academic performance.

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Student Supports and Services:	Student supports are available for special needs students (Resource Room programs). Kuser has a strong ESL program which is growing each year. There are services for Basic Skills and Title I learners. Students have access to OT, PT and Speech services.
Student Health and Wellness:	Small group instruction which is differentiated to the student's level. YMCA Recess Program (Healthy U. Program). Fresh Fruit and Vegetable Program. Morning meetings focused on student well-being. Breakfast and lunch program. 30 minutes of recess daily. Guidance lessons K-5. Physical Education K-5.
Parent and Community Involvement:	Our PTA is essential to our school and community as they provide activities, events and fundraisers that support and enrich our academic, social and family engagement programs. Parent Chaperones and Room parents assist the school. The PTA holds monthly meetings. Parent and grandparent visitation is held in November. Two Parent Conferences are held each year. The school holds a Moving Up ceremony in June (5th grade promotion). School play (Wonderland). Vocal and Instrumental Concerts.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Culture and Climate Survey is given to students, parents, and teachers at the beginning and end of each year. The information from this survey is used to research, plan and implement ways to improve student-teacher-parent relationships, learning conditions, and the overall school environment. At the end of each year, we assess our programs. Survey results and progress is communicated to all via Stakeholders' and Family Engagement Meetings.
Facilities:	Kuser School opened on September 1, 1909. Kuser School has a large auditorium with a stage and balcony. The courtyard is one of many unique features. Kuser has a large Library in which materials are frequently updated. We have an art room as well as a vocal music room. Kuser has some charming features such as a room (114) with a fireplace. A room with a cast iron tub (116). There is historic architecture such as the Boys and Girls sign above the doors in the back of the building.

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Other Information	Kuser School has an AM and a PM Pre-K program. The students utilize programs such as Razz Kids and i-Ready for instructional practice. Mr. Kesting (Kuser Principal) is able to communicate with families in Spanish. Kuser School has a wonderfully diverse population. The Get Spotted program celebrates students for Respectful, Responsbile and Safe behavior. When 1,000 spots are earned in each of these three areas the entire school celebrates with a reward. Kuser School has an Early Act program which promotes social responsibility and leadership. Kuser School is in its fifth year of putting on a school play which is one of the highlights of our year! In the Spring there will be two evening shows. The YMCA provided before and after care programs to our students. The morning program starts at 7:30 and after care ends at 5:50. The YMCA also provides us with a weekly Recess program that teaches students to play fairly and promotes good character through its MVP program. Our PTA is focusing on community building and providing activities where our families can enjoy being together and form a strong bond to the school.

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Ms. Jennifer Marinello
Address	25 BARNT DEKLYN ROAD HAMILTON, NJ 08610-6632
Phone Number	609-631-4156
Email Address	jmarinello@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/300
Twitter	https://twitter.com/HTSD_Lalor

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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	0	0	0
KG	40	40	44
1	21	40	44
2	41	24	44
3	50	46	25
4	47	48	48
5	47	47	52
Total	246	245	257

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%	49.8%	51.0%
Male	49.6%	50.2%	49.0%
Economically Disadvantaged Students	76.4%	80.4%	80.5%
Students with Disabilities	20.7%	17.6%	16.7%
English Learners	6.5%	10.6%	10.9%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.8%	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	15.4%	9.4%	8.9%
Hispanic	61.8%	61.2%	63.8%
Black or African American	17.5%	23.3%	20.6%
Asian	0.4%	0.8%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	4.9%	5.3%	5.4%

Enrollment Trends by Full/Half Day PK and KG

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

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

Enrollment by Home Language

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

Home Language	% of Students
English	55.3%
Spanish	37.0%
Creoles and pidgins, French-based	2.3%
Haitian	1.2%
Arabic	1.2%
Other Languages	3.1%

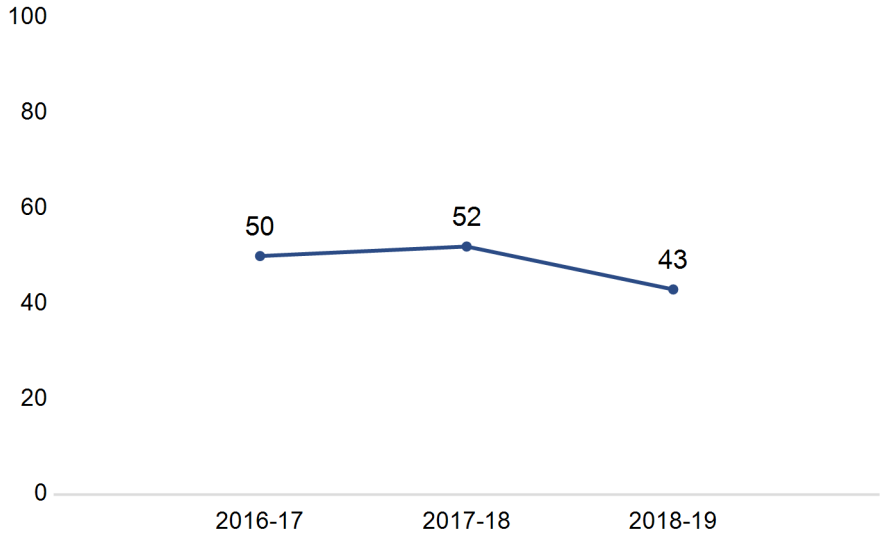
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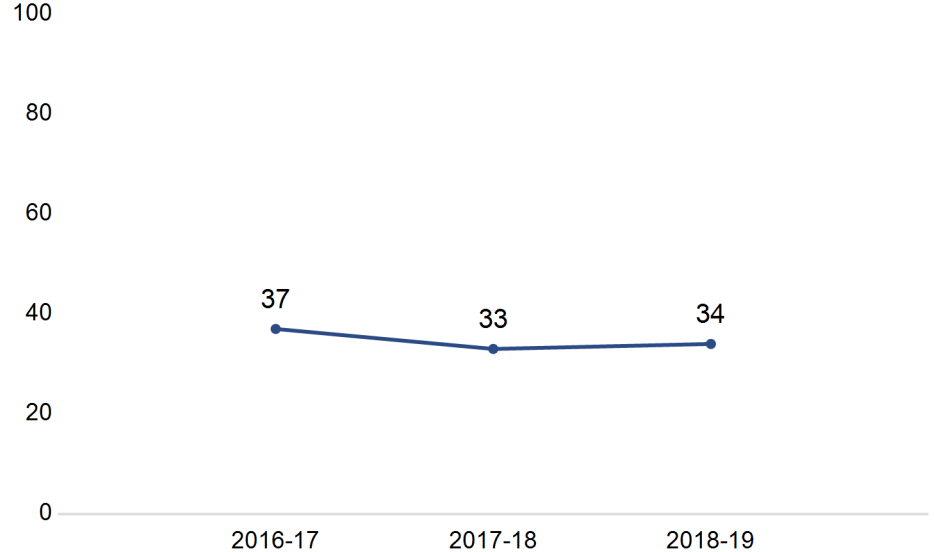
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Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50	52	43	37	33	34
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	43	40	50	Met Standard	34	44	50	Not Met
White	64.5	40	50	**	43	47	52	**
Hispanic	36	41	49	Not Met	34	41	47	Not Met
Black or African American	42	36	45	**	35.5	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	47	44	53	N	33	44	50	N
Male	38	36	47	N	36	45	51	N
Economically Disadvantaged Students	34	38	48	Not Met	36	40	46	Not Met
Students with Disabilities	28	39	43	**	37	43	45	**
English Learners	27	48	52	**	27	36	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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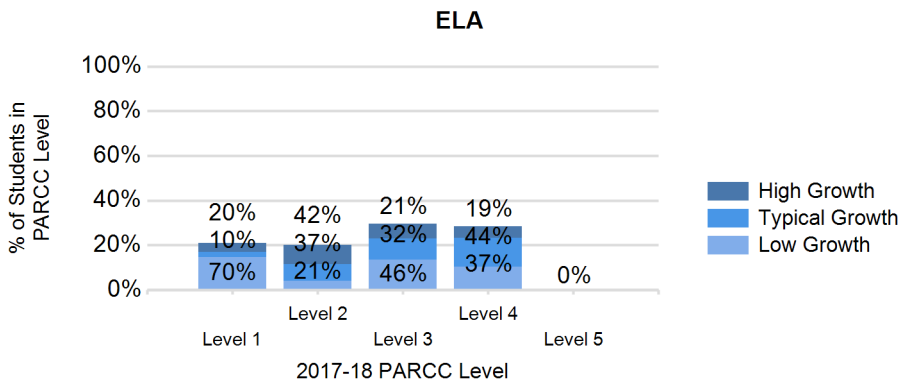
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

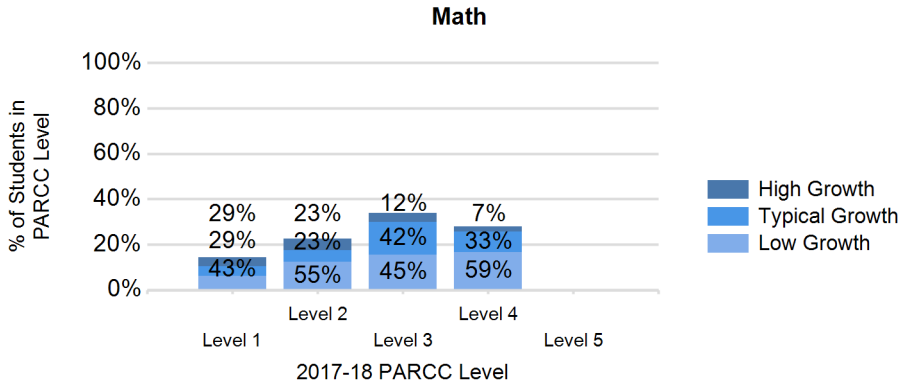
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

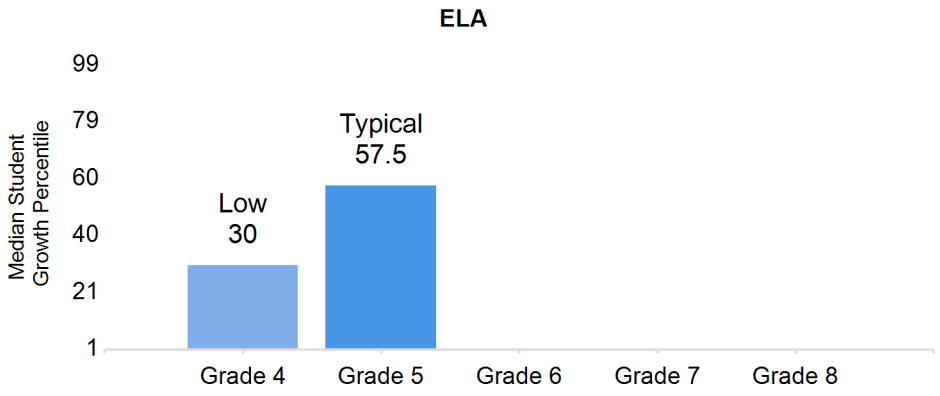
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

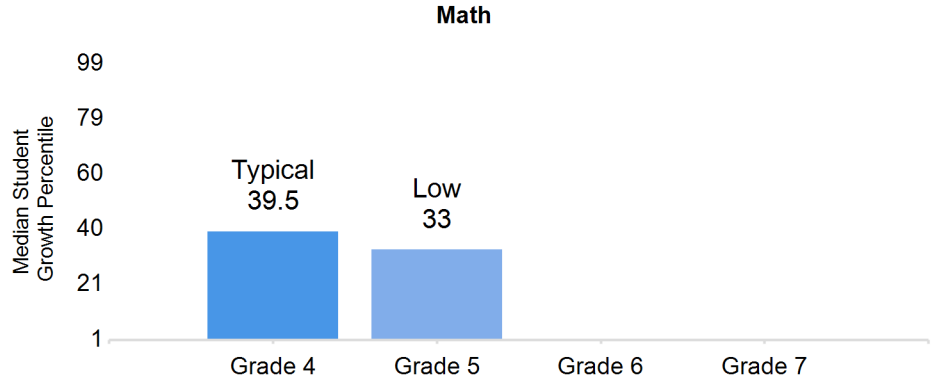




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

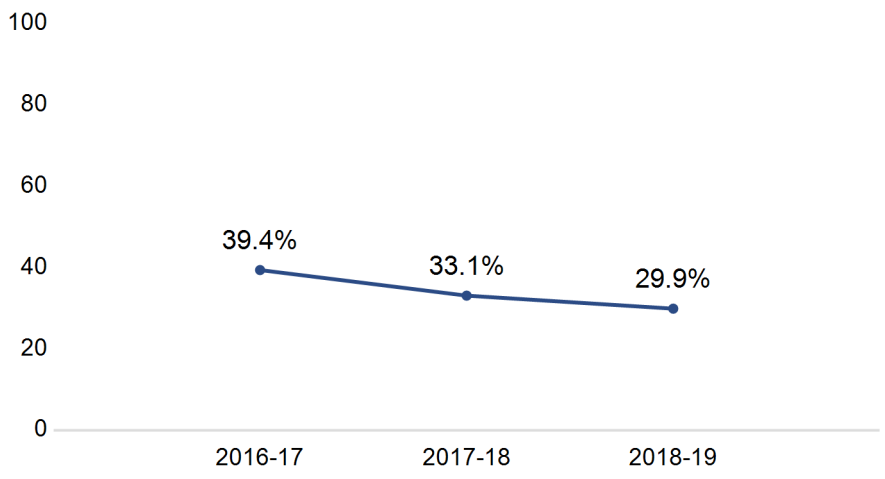
Lalor Elementary School
(21-1950-180)
Grades Offered: PK-05
2018-2019

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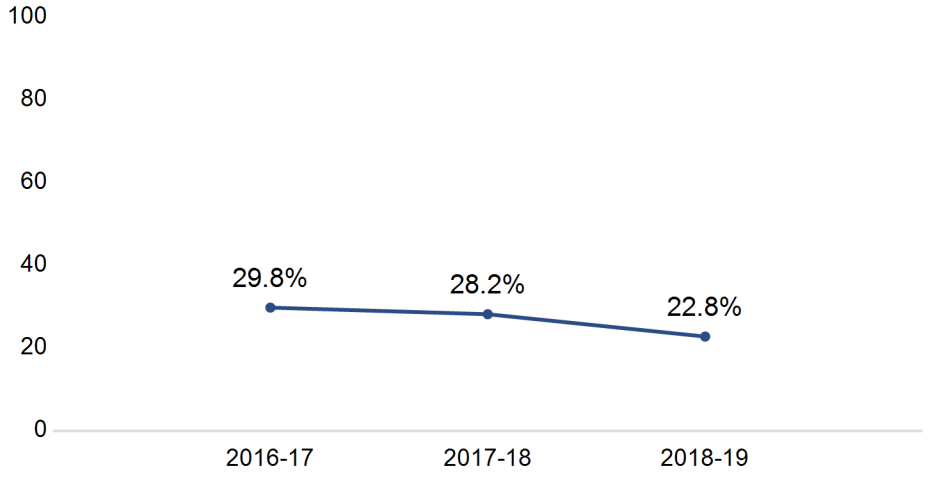
English Language Arts and Mathematics Performance Trends

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

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	96.8%	99.3%	100.0%	98.1%	99.3%	100.0%
Proficiency Rate for Federal Accountability	39.4%	33.1%	29.9%	29.8%	28.2%	22.8%
Annual Target	32.8%	35.3%	37.8%	26.6%	29.4%	32.2%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	127	100.0	29.9	44.9	57.9	29.9	37.8	Not Met
White	13	100.0	38.5	*	66.9	38.5	**	**
Hispanic	83	100.0	26.5	36.2	43.9	26.5	30.1	Met Target†
Black or African American	26	100.0	34.6	29.3	38.5	34.6	43.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	66	100.0	39.4	54.3	64.8	39.4		
Male	61	100.0	19.7	36.4	51.3	19.7		
Economically Disadvantaged Students	100	100.0	28.0	32.0	40.0	28.0	36.4	Not Met
Non-Economically Disadvantaged Students	27	100.0	37.0	52.5	67.9	37.0		
Students with Disabilities	30	100.0	*	14.3	22.7	*	30.4	Not Met
Students without Disabilities	97	100.0	*	51.9	65.1	*		
English Learners	25	100.0	12.0	20.9	29.3	12.0	35	Not Met
Non-English Learners	102	100.0	34.3	46.8	60.6	34.3		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

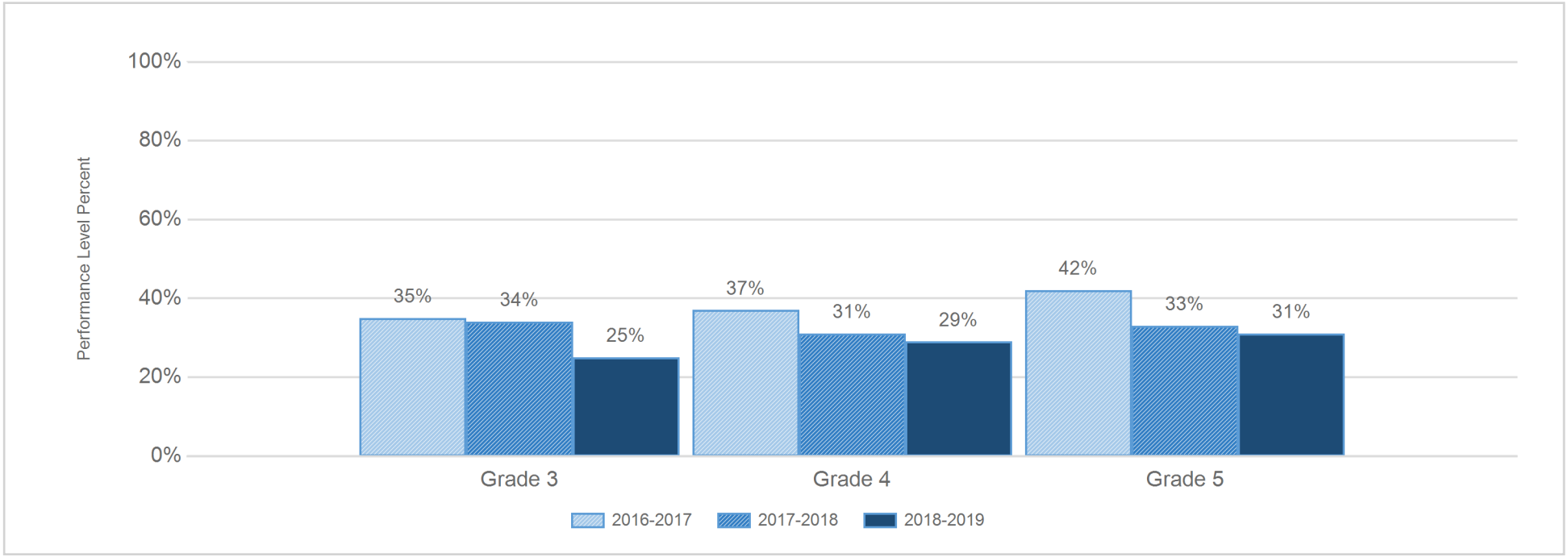
NJ SCHOOL PERFORMANCE REPORT

Lalor Elementary School
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English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 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	28	721	742	748	39%	*	*	*	*	25%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	20	720	733	734	*	*	*	*	*	20%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	750	756	N	N	N	N	N	N	58%
Female	13	744	747	753	*	*	*	*	*	*	55%
Male	15	701	737	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	732	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	748	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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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	48	734	746	755	*	*	38%	*	*	29%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	32	731	737	743	*	*	38%	*	*	28%	44%
Black or African American	10	741	733	739	*	*	*	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	756	762	N	N	N	N	N	N	64%
Female	30	731	752	760	*	*	*	*	*	27%	62%
Male	18	740	742	750	*	*	*	*	*	33%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	755	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	761	*	*	*	*	*	*	64%
English Learners	*	*	712	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	732	749	756	22%	19%	28%	31%	0%	31%	58%
White	*	*	760	764	*	*	*	*	*	*	68%
Hispanic	34	724	739	743	32%	*	*	*	*	26%	44%
Black or African American	10	739	736	739	0%	*	*	*	*	30%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	24	746	757	761	*	*	*	*	*	50%	64%
Male	30	720	741	750	*	*	*	*	*	17%	52%
Economically Disadvantaged Students	38	727	735	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	16	743	758	766	*	*	*	*	*	38%	69%
Students with Disabilities	14	702	720	724	*	*	*	*	*	*	23%
Students without Disabilities	40	742	755	762	*	*	*	*	*	*	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	127	100.0	22.8	32.7	44.5	22.8	32.2	Not Met
White	13	100.0	30.8	*	54.1	30.8	**	**
Hispanic	83	100.0	21.7	22.5	28.8	21.7	27.9	Met Target†
Black or African American	26	100.0	23.1	18.5	23.0	23.1	26.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	66	100.0	24.2	33.8	44.9	24.2		
Male	61	100.0	21.3	31.7	44.2	21.3		
Economically Disadvantaged Students	100	100.0	24.0	*	26.3	24.0	31.5	Not Met
Non-Economically Disadvantaged Students	27	100.0	18.5	*	54.9	18.5		
Students with Disabilities	30	100.0	*	10.6	17.4	*	23.5	Not Met
Students without Disabilities	97	100.0	*	37.7	50.0	*		
English Learners	25	100.0	*	15.3	25.0	*	32.5	Not Met
Non-English Learners	102	100.0	*	34.2	46.5	*		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

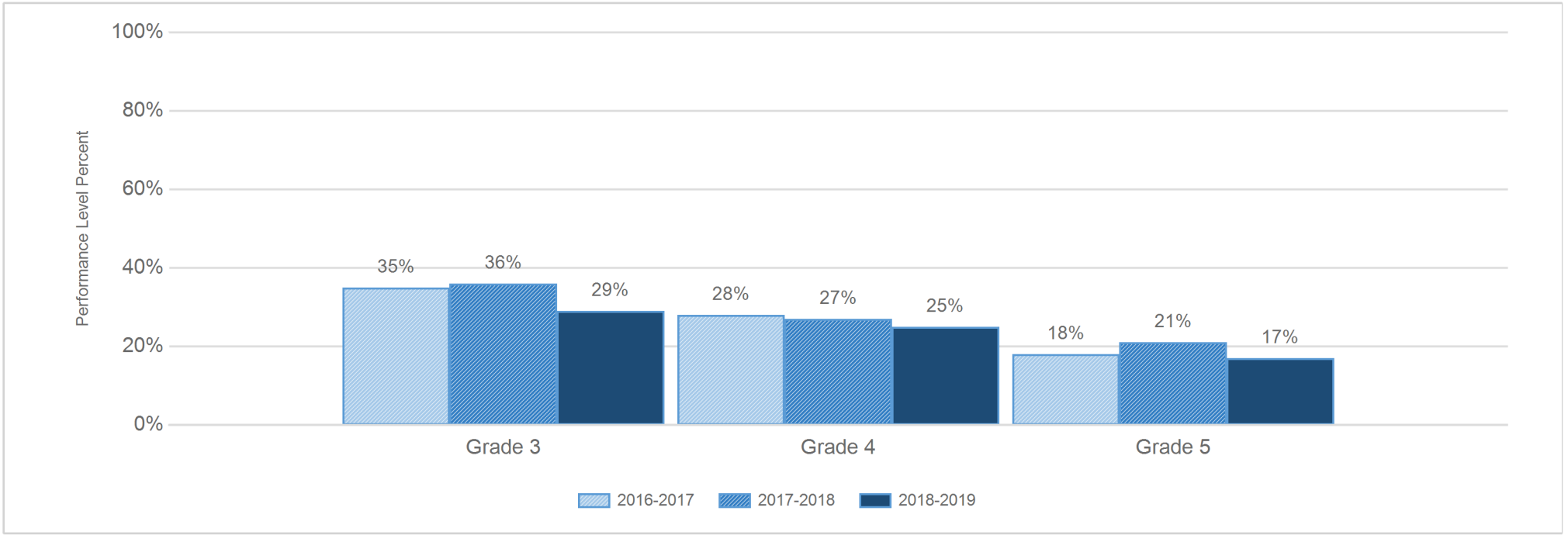
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Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	728	744	752	*	*	*	*	*	29%	55%
White	*	*	753	760	*	*	*	*	*	*	66%
Hispanic	20	728	735	739	*	*	*	*	*	30%	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	755	758	N	N	N	N	N	N	62%
Female	13	738	743	751	*	*	*	*	*	38%	54%
Male	15	718	745	752	*	*	*	*	*	20%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	749	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	728	737	749	21%	*	42%	*	*	25%	51%
White	*	*	750	757	*	*	*	*	*	*	62%
Hispanic	32	726	727	737	*	*	38%	*	*	25%	36%
Black or African American	10	735	725	731	*	0%	*	*	*	30%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	740	754	N	N	N	N	N	N	58%
Female	30	724	736	749	*	*	*	*	*	17%	50%
Male	18	736	739	749	*	*	*	*	*	39%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	746	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	706	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Lalor Elementary School
(21-1950-180)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	721	740	747	19%	44%	20%	*	*	17%	47%
White	*	*	750	755	*	*	*	*	*	*	58%
Hispanic	34	717	731	735	*	44%	*	*	*	12%	30%
Black or African American	10	721	726	729	*	*	*	*	*	10%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	24	727	742	747	*	46%	*	*	*	25%	47%
Male	30	717	738	747	*	43%	*	*	*	10%	47%
Economically Disadvantaged Students	38	718	728	732	*	*	*	*	*	13%	27%
Non-Economically Disadvantaged Students	16	729	747	757	*	*	*	*	*	25%	59%
Students with Disabilities	14	706	718	725	*	*	*	*	*	*	19%
Students without Disabilities	40	727	744	752	*	*	*	*	*	*	52%
English Learners	*	*	704	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

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

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

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	33.3%	**	**

† 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	14	85.7%	14.3%
3-4	*	*	*
5 or more	*	*	*

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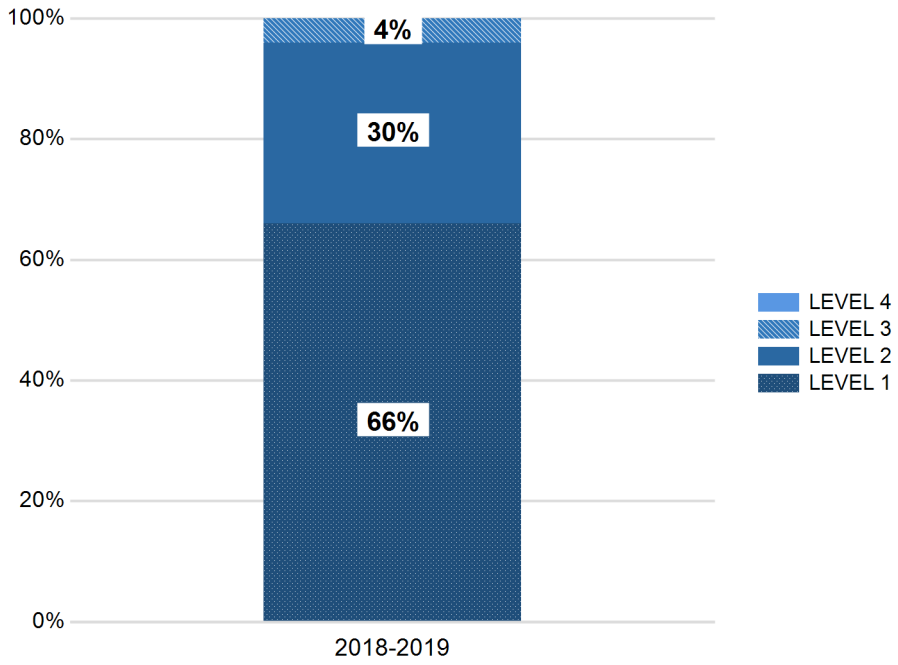
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	66	30	4	0
White	*	*	*	*
Hispanic	70	27	3	0
Black or African American	70	30	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	58	38	4	0
Male	72	24	3	0
Economically Disadvantaged Students	70	24	5	0
Non-Economically Disadvantaged Students	56	44	0	0
Students with Disabilities	86	14	0	0
Students without Disabilities	59	36	5	0
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.

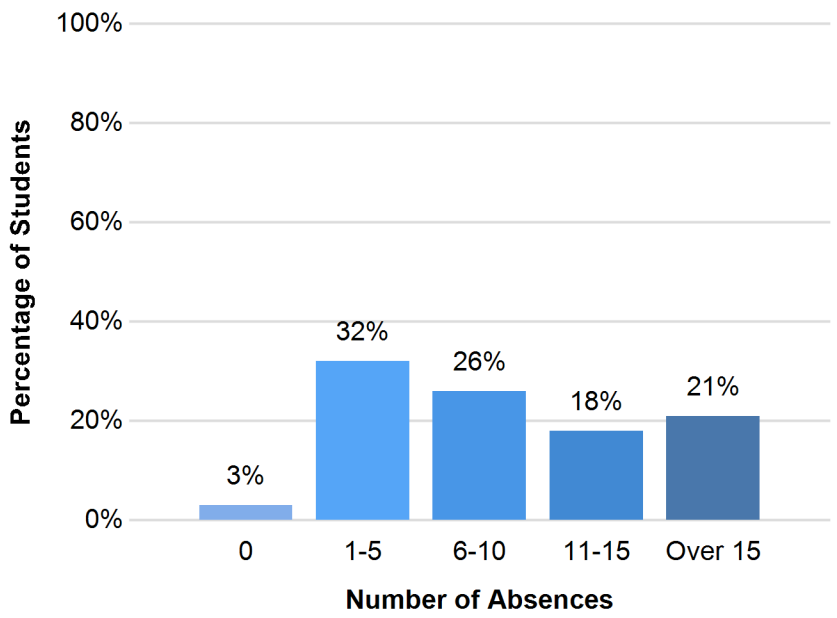
Chronic Absenteeism

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	42	15.7	8.9	Not Met
White	3	10.7	8.9	Not Met
Hispanic	28	16.2	8.9	Not Met
Black or African American	6	12.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	5	33.3	**	**
Female	19	14.4		
Male	23	16.9		
Economically Disadvantaged Students	39	18.4	8.9	Not Met
Students with Disabilities	11	21.2	8.9	Not Met
English Learners	1	4.3	8.9	Met
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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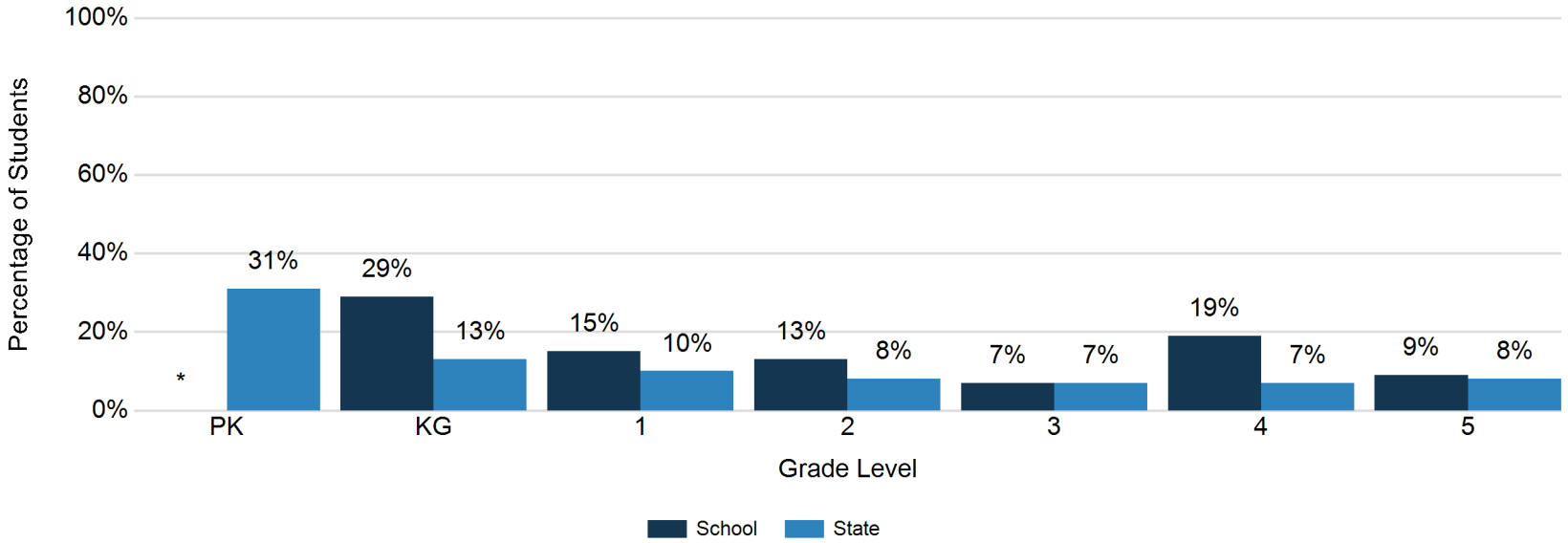
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Chronic Absenteeism by Grade

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.

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	16
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	10.89

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	9
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	7	7
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	2	2
No Identified Nature	13		13

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	14	5.4%
Any Suspension	14	5.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
34

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	9.8	12.1
Average years experience in district	9.8	10.8
Percentage of Teachers with 4 or more years experience in the district	72.4%	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	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	9:1	12:1
Students to Administrators	257:1	179:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.0%	79.3%	100.0%	48.4%	77.1%	54.9%
Male	49.0%	20.7%	0.0%	51.6%	22.9%	45.1%
White	8.9%	89.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	63.8%	3.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	20.6%	6.9%	0.0%	15.0%	6.6%	13.9%
Asian	0.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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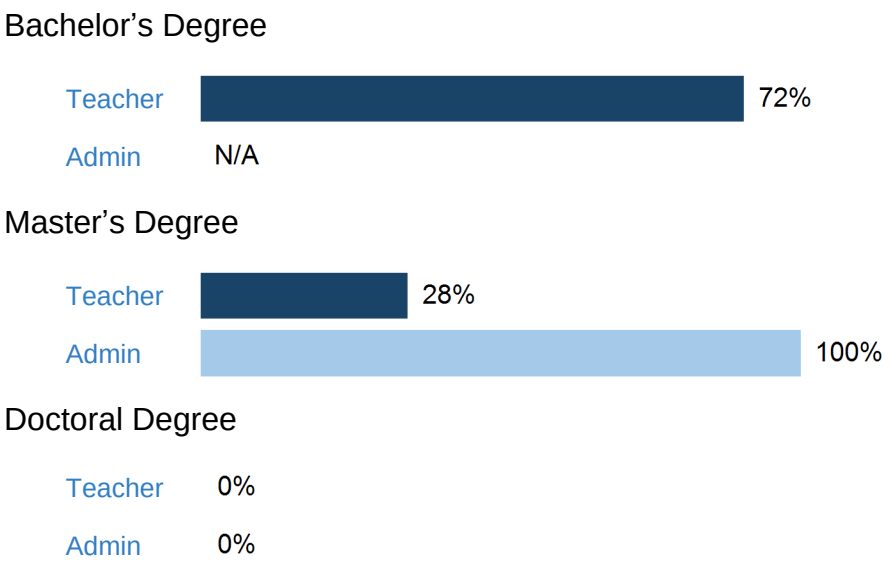
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Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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.

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.4%	33.1%	29.9%
Math Proficiency	29.8%	28.2%	22.8%
ELA Growth	50	52	43
Math Growth	37	33	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		18.8%	33.3%
Chronic Absenteeism	6.9%	13.4%	15.7%

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Lalor Elementary School
(21-1950-180)
Grades Offered: PK-05
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Lalor students become kind and caring citizens through a focus on social-emotional learning and character education in a Responsive Classroom. • Lalor is part of the Rutgers School Climate Transformation Project. Curriculum includes a Balanced Literacy approach; Guided Math workshop model, Next Gen Science Standards, Technology, Music & Arts. • Students use hands-on STEM & technology such as Spheros, Code.org, Google & Chromebooks. School clubs, After School Tutoring, Early Act, Good News, community service projects, STEM events, and more.
Mission, Vision, Theme:	Lalor Elementary School is committed to working together to create a safe, engaging, student-centered environment where our students will learn, grow, and succeed regardless of any challenges. Lalor students show their pride by being safe, responsible, and respectful.
Awards, Recognition, Accomplishments:	Lalor students are recognized regularly during school-wide celebrations for character education, academic success, attendance, and more.

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Courses, Curriculum, Instruction:	Our teachers carefully plan lessons that meet the needs of each student while preparing them for success in the 21st century. Lessons are designed to develop critical thinking skills, communication skills, and innovation.
Clubs and Activities:	Lalor students have the opportunity to particiate in a variety of clubs and activites such as: Safety Patrol, Early Act Club, Chess Club, School Clubs, Tutoring, Good News Club, Family STEM Nights, Family Nights, CYO, Instrumental Music, Chorus, PTA events, and Academic Parent Teacher Teams.

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Before and After School Programs:	The CYO of Mercer County provides before and after care at Lalor School. Their hours of operation are 7:20 to 8:45 for AM Care and 3:35 to 6:00 for PM Care. There is a 10:1 student/staff ratio. They are licensed by the Division of Youth and Family Services and the Bureau of Licensing. They provide a PM snack, homework supervision and supervised play.
Staff and Professional Learning:	Our teachers work in professional learning teams to continually collaborate, learn, and grow in their practice. Members of our team are certified as reading specialists, ESL, Reading Recovery, Special Education, and SIOP.

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Student Supports and Services:	Various services are provided to support students academically, socially, and emotionally. All students have access to small groups with our School Counselor, as well as monthly lessons. Intervention services are provided through Basic Skills, Reading Recovery, Title 1, and ESL. Student growth is monitored regularly to ensure all students succeed.
Student Health and Wellness:	Lalor School is committed to providing a safe, productive learning environment that promotes the social, emotional, intellectual, and physical development of our students. We have a Climate Team and School Safety Committee that meets several times a year to discuss pertinent issues and implement solutions as needed.
Parent and Community Involvement:	Educating our students is a partnership with parents, teachers, administration and the community. Regular events are arranged to invite parents to school, such as Family STEM Nights, Family Fun Nights, conferences, coffee talk, and more. Our school Parent-Teacher-Association (PTA) is instrumental in this partnership.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Lalor works with Rutgers Universit School Climate Transformation Project to conduct the NJDOE School Climate Survey twice a year, in the fall and spring. It includes items regarding safety, diversity, instruction, and feeling towards the school environment. We utilize the results to implement improvements in needed areas.
Facilities:	Lalor Elementary School is a stately building, featuring original hardwood floors and woodwork with high ceilings and tall windows. Lalor retains early 20th century architecture, although it has been completely refurbished in recent years. A neighborhood focal point since 1926, Lalor School proudly conveys a sense of community and tradition for the families of the historic Lalor Tract.
School Safety:	Lalor Elementary has a visitor managements and security cameras. Security drills are practiced monthly and the Safe Schools Team meets regularly with the District Safety Coordinator.

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Technology and STEM:	Lalor has particiated in the annual District Tech Night to highlight their use of Spheros in the classroom to develop critical thinking in Gr. 3-5. All students have access to a variety of hands on technology tools during school, in STEM Clubs, and Family STEM events. Innovative tools include Spheros, Code.org, Botley the Codable Robot, Code and Go Robot Mouse, Google Apps for Education, and Chromebooks.
Early Childhood Education:	Lalor students are eligible to participate in the District Title I Preschool program.

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Other Information	The primary purpose of the instructional program at Lalor is to provide students with a learning environment that is enriched, supportive, and responsive to their academic and social needs. Our dedicated staff focuses on facilitating student-centered learning to ensure success and positive outcomes for all of our children. We educate the whole child by focusing on related arts in addition to regular academic content areas. This includes Art, Vocal Music, Instrumental Music, Library/Media, Health, Physical Education, STEAM, and World Language.

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Ms. Joyce Gallo
Address	2080 WHATLEY ROAD HAMILTON, NJ 08690-3142
Phone Number	609-631-4157
Email Address	jgallo@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/344
Facebook	http://www.facbook.com/Langtree-Elemtary-School
Twitter	https://twitter.com/HTSD_Langtree

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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	32	29	26
KG	60	66	65
1	60	58	65
2	63	68	53
3	53	60	67
4	43	47	57
5	47	44	49
Total	358	372	382

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.8%	49.2%	51.3%
Male	52.2%	50.8%	48.7%
Economically Disadvantaged Students	29.6%	32.3%	31.9%
Students with Disabilities	19.6%	15.9%	17.3%
English Learners	3.6%	1.6%	2.9%
Homeless Students	0.0%	0.5%	0.3%
Students in Foster Care	1.1%	1.3%	0.5%
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	52.2%	50.5%	48.7%
Hispanic	24.6%	25.8%	27.0%
Black or African American	11.5%	13.2%	12.6%
Asian	5.6%	5.1%	6.0%
Native Hawaiian or Pacific Islander	0.8%	0.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.3%	5.1%	5.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	26	23	22
PK - Full Day	6	6	4
KG - Half Day	0	0	0
KG - Full Day	60	66	65

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	83.2%
Spanish	9.2%
Arabic	1.8%
Chinese	1.0%
Other Languages	4.7%

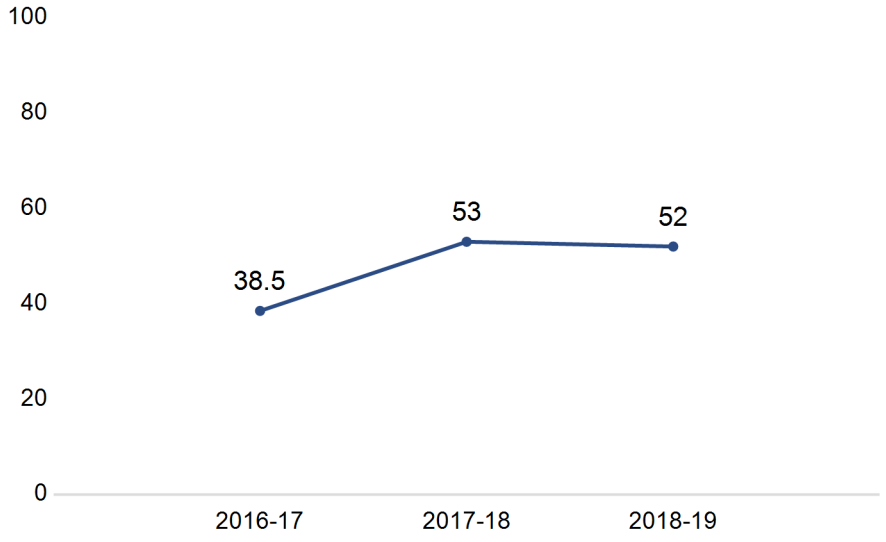
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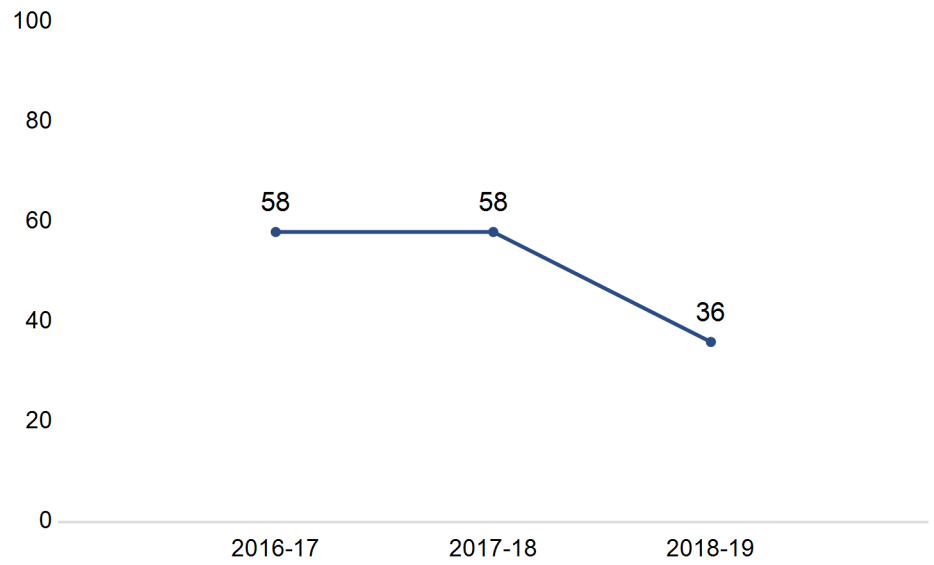
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Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	38.5	53	52	58	58	36
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	52	40	50	Met Standard	36	44	50	Not Met
White	54.5	40	50	Met Standard	36.5	47	52	Not Met
Hispanic	48	41	49	Met Standard	29	41	47	Not Met
Black or African American	48.5	36	45	**	32	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	51	44	53	N	35.5	44	50	N
Male	52	36	47	N	36	45	51	N
Economically Disadvantaged Students	48	38	48	Met Standard	29	40	46	Not Met
Students with Disabilities	31	39	43	**	48	43	45	**
English Learners	*	48	52	**	*	36	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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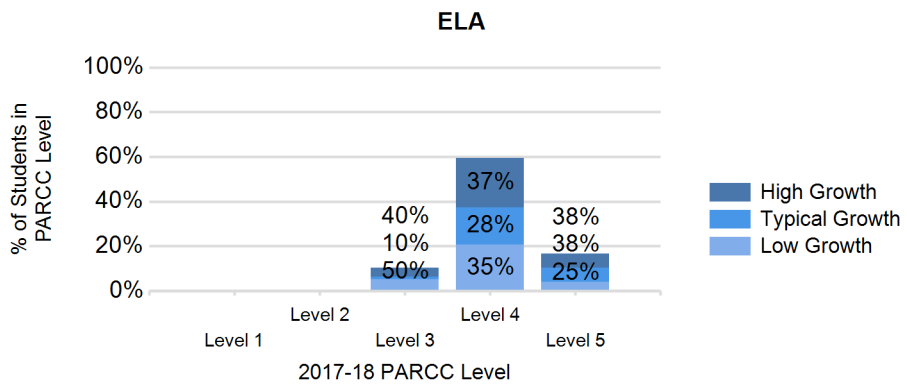
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

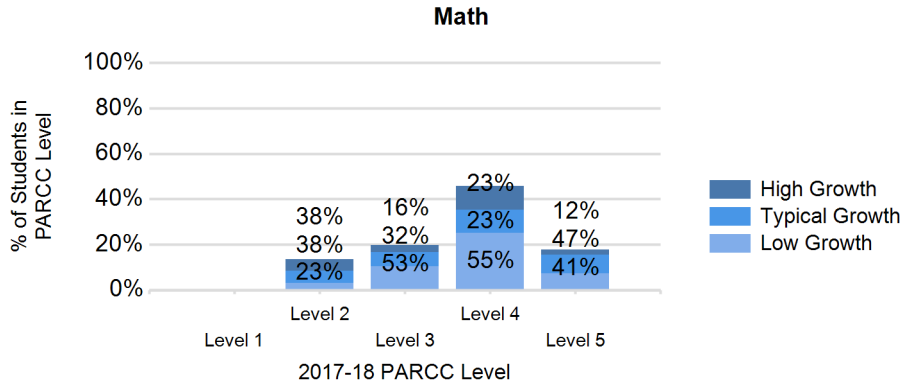
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth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

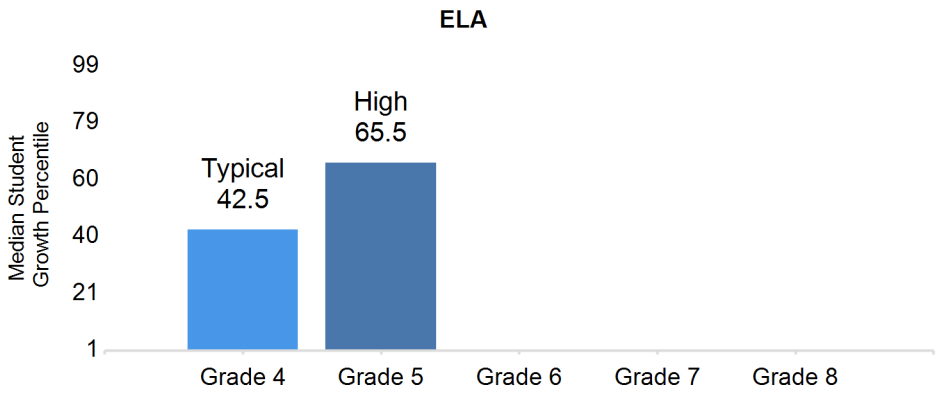
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

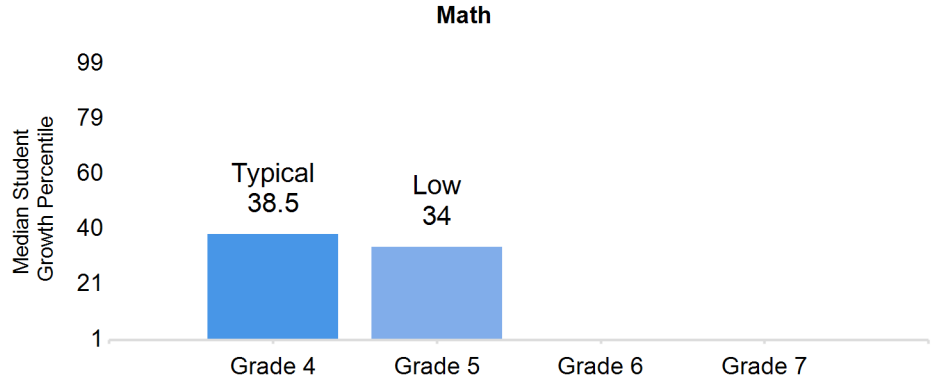




Student Growth by Grade

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





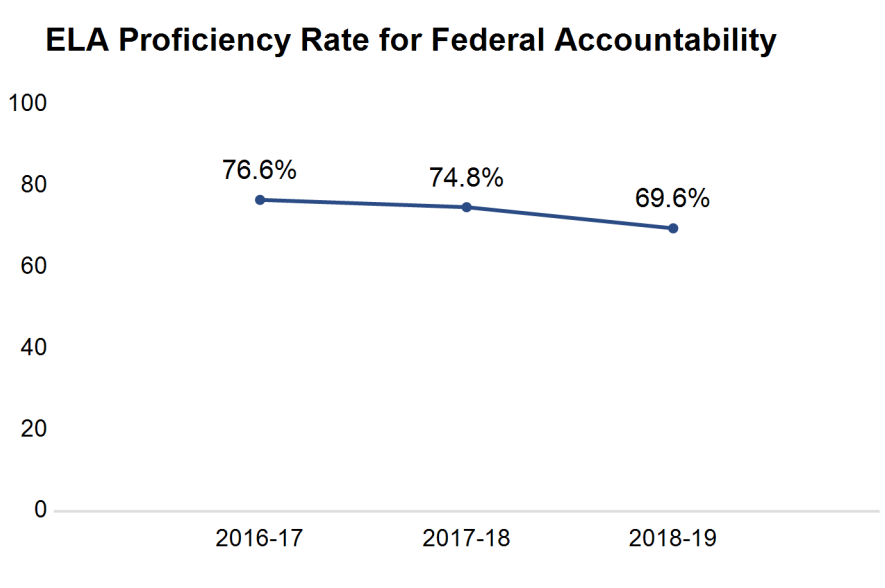
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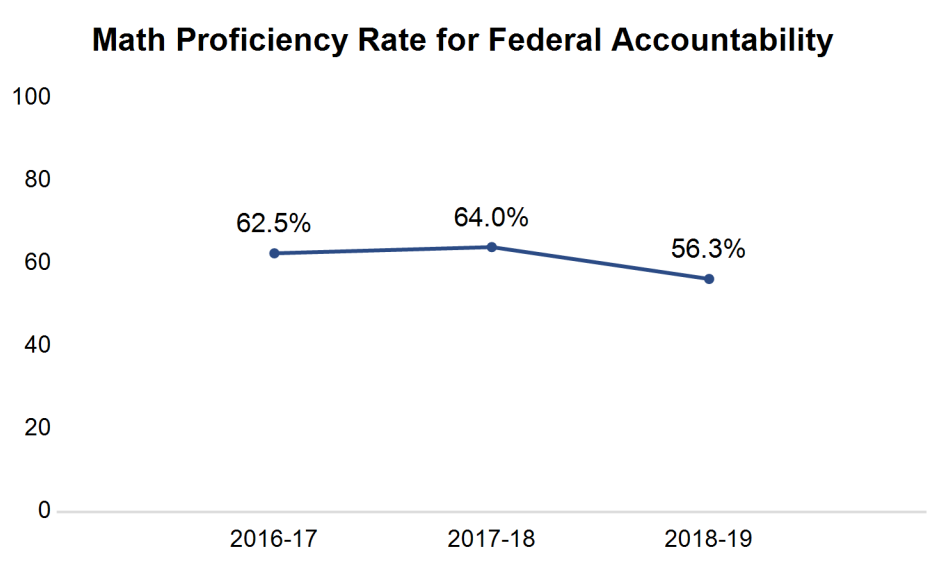
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English Language Arts and Mathematics Performance Trends

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	96.6%	98.8%	98.5%	95.9%	98.8%
Proficiency Rate for Federal Accountability	76.6%	74.8%	69.6%	62.5%	64.0%	56.3%
Annual Target	69.8%	70.4%	70.9%	60.8%	61.8%	62.8%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	158	98.8	69.6	44.9	57.9	69.6	70.9	Met Target†
White	76	100.0	75.0	*	66.9	75.0	71.1	Met Target
Hispanic	41	97.7	61.0	36.2	43.9	61.0	77.7	Not Met
Black or African American	21	95.7	57.1	29.3	38.5	57.1	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	81	97.6	74.1	54.3	64.8	74.1		
Male	77	100.0	64.9	36.4	51.3	64.9		
Economically Disadvantaged Students	48	96.2	60.4	32.0	40.0	60.4	60.8	Met Target†
Non-Economically Disadvantaged Students	110	100.0	73.6	52.5	67.9	73.6		
Students with Disabilities	23	100.0	34.8	14.3	22.7	34.8	44.3	Met Target†
Students without Disabilities	135	98.6	75.6	51.9	65.1	75.6		
English Learners	13	92.9	61.5	20.9	29.3	60.2	**	**
Non-English Learners	145	99.3	70.3	46.8	60.6	70.3		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

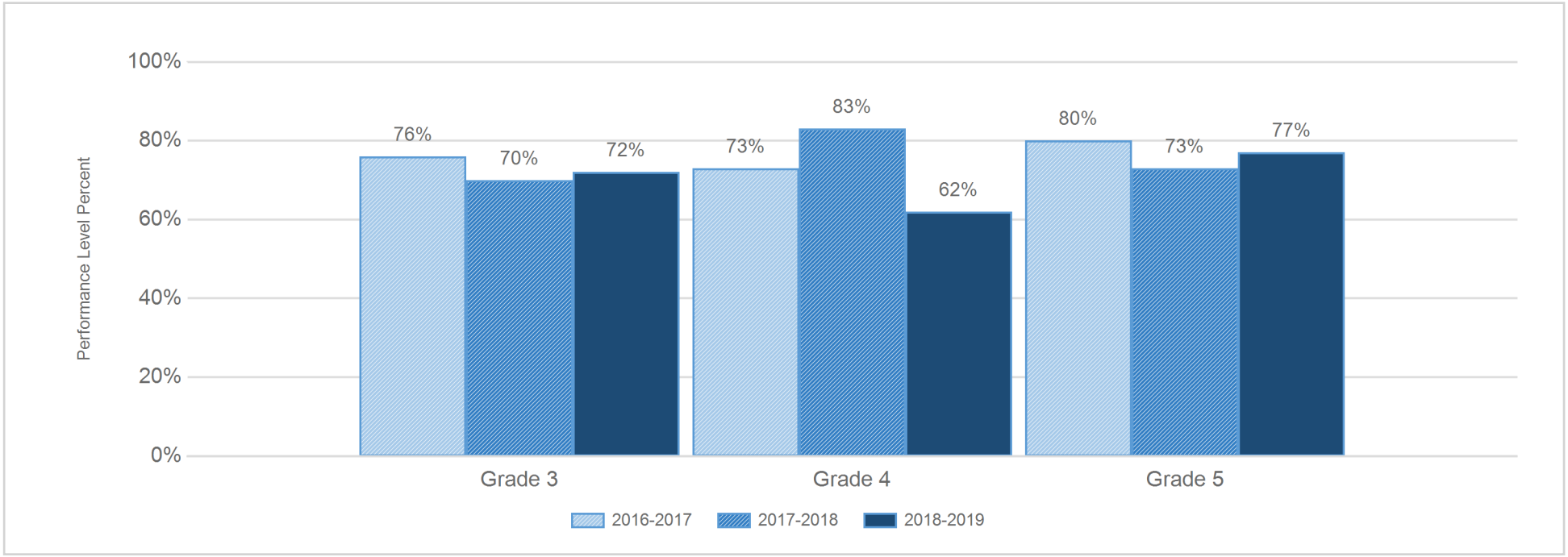
NJ SCHOOL PERFORMANCE REPORT

Langtree Elementary School
(21-1950-185)
Grades Offered: PK-05
2018-2019

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

English Language Arts Assessment - 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.



NJ SCHOOL PERFORMANCE REPORT

Langtree Elementary School
(21-1950-185)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	771	742	748	*	*	20%	56%	16%	72%	50%
White	32	775	750	757	*	*	*	*	*	72%	60%
Hispanic	19	763	733	734	0%	0%	*	*	*	63%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	32	774	747	753	*	*	*	*	*	78%	55%
Male	32	768	737	743	*	*	*	*	*	66%	46%
Economically Disadvantaged Students	17	758	732	731	*	*	*	*	*	59%	33%
Non-Economically Disadvantaged Students	47	776	748	759	*	*	*	*	*	77%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	N	N	703	713	N	N	N	N	N	N	17%
Non-English Learners	64	771	745	751	*	*	20%	56%	16%	72%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Langtree Elementary School
(21-1950-185)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	760	746	755	*	*	18%	42%	20%	62%	57%
White	25	768	757	763	*	*	*	*	*	72%	67%
Hispanic	13	745	737	743	*	*	*	*	*	54%	44%
Black or African American	11	753	733	739	0%	*	*	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	30	766	752	760	*	*	*	*	*	70%	62%
Male	25	753	742	750	*	*	*	*	*	52%	53%
Economically Disadvantaged Students	20	750	734	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	35	766	755	765	*	*	*	*	*	66%	69%
Students with Disabilities	12	730	718	725	*	*	*	*	*	25%	25%
Students without Disabilities	43	769	753	761	*	*	*	*	*	72%	64%
English Learners	*	*	712	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Langtree Elementary School
(21-1950-185)
Grades Offered: PK-05
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	775	749	756	*	*	*	51%	26%	77%	58%
White	20	784	760	764	0%	0%	*	*	*	85%	68%
Hispanic	10	756	739	743	*	*	0%	*	*	70%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	21	778	757	761	*	*	*	*	*	76%	64%
Male	22	772	741	750	*	*	*	*	*	77%	52%
Economically Disadvantaged Students	13	765	735	740	*	*	*	*	*	69%	39%
Non-Economically Disadvantaged Students	30	780	758	766	*	*	*	*	*	80%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	N	N	703	713	N	N	N	N	N	N	11%
Non-English Learners	43	775	751	758	*	*	*	51%	26%	77%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Langtree Elementary School
(21-1950-185)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	158	98.8	56.3	32.7	44.5	56.3	62.8	Met Target†
White	76	100.0	73.7	*	54.1	73.7	63.9	Met Target
Hispanic	41	97.7	34.1	22.5	28.8	34.1	62.2	Not Met
Black or African American	21	95.7	19.0	18.5	23.0	19.0	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	81	97.6	59.3	33.8	44.9	59.3		
Male	77	100.0	53.2	31.7	44.2	53.2		
Economically Disadvantaged Students	48	96.2	33.3	*	26.3	33.3	41.8	Met Target†
Non-Economically Disadvantaged Students	110	100.0	66.4	*	54.9	66.4		
Students with Disabilities	23	100.0	34.8	10.6	17.4	34.8	39.4	Met Target†
Students without Disabilities	135	98.6	60.0	37.7	50.0	60.0		
English Learners	13	93.3	53.8	15.3	25.0	52.6	**	**
Non-English Learners	145	99.3	56.6	34.2	46.5	56.6		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

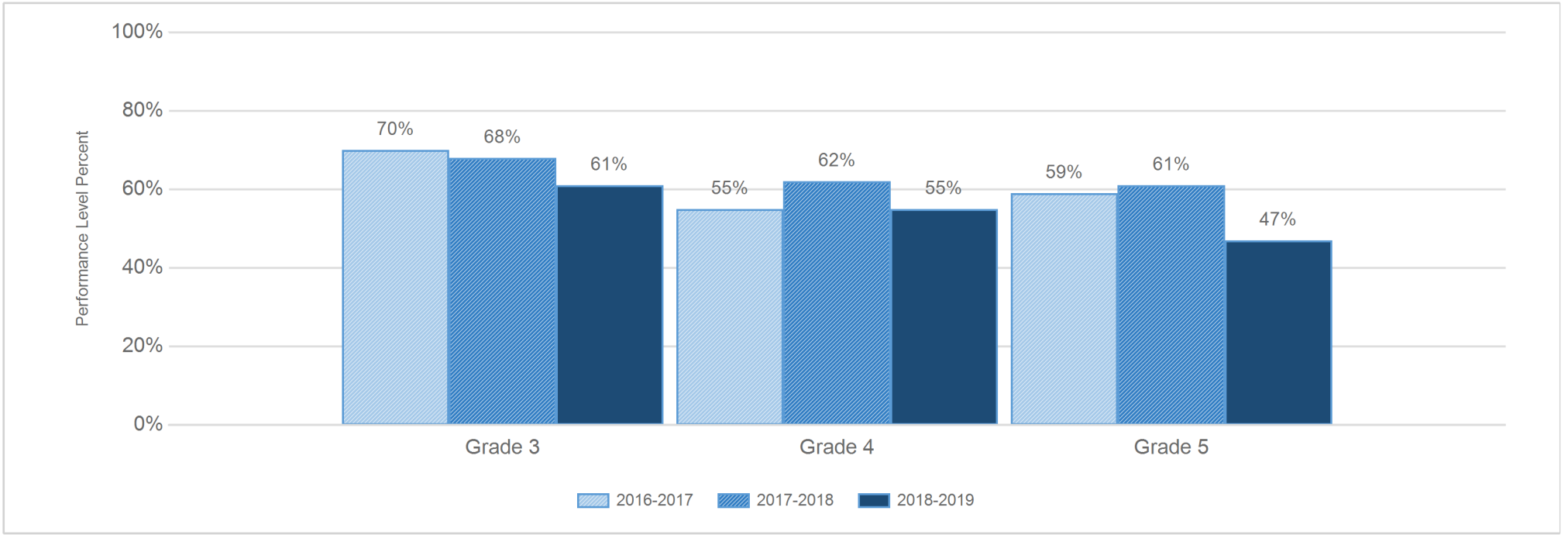
NJ SCHOOL PERFORMANCE REPORT

Langtree Elementary School
(21-1950-185)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Langtree Elementary School
(21-1950-185)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	759	744	752	*	*	25%	45%	16%	61%	55%
White	32	774	753	760	0%	*	*	*	*	81%	66%
Hispanic	19	740	735	739	*	*	*	*	*	37%	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	32	754	743	751	*	*	*	*	*	66%	54%
Male	32	763	745	752	*	*	*	*	*	56%	56%
Economically Disadvantaged Students	17	734	735	737	*	*	*	*	*	29%	37%
Non-Economically Disadvantaged Students	47	768	749	761	*	*	*	*	*	72%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	N	N	717	728	N	N	N	N	N	N	26%
Non-English Learners	64	759	746	754	*	*	25%	45%	16%	61%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Langtree Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	751	737	749	*	*	21%	*	*	55%	51%
White	26	763	750	757	*	*	*	*	*	73%	62%
Hispanic	13	736	727	737	*	*	*	*	*	31%	36%
Black or African American	11	730	725	731	*	*	*	*	*	36%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	30	751	736	749	*	*	*	*	*	60%	50%
Male	26	751	739	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	21	733	726	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	35	762	746	759	*	*	*	*	*	69%	63%
Students with Disabilities	12	732	714	726	*	*	*	*	*	25%	25%
Students without Disabilities	44	756	743	754	*	*	*	*	*	64%	56%
English Learners	*	*	706	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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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	43	752	740	747	0%	*	33%	*	*	47%	47%
White	20	758	750	755	0%	*	*	*	*	55%	58%
Hispanic	10	734	731	735	0%	*	*	*	*	30%	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	21	749	742	747	0%	*	*	*	*	48%	47%
Male	22	756	738	747	0%	*	*	*	*	45%	47%
Economically Disadvantaged Students	13	744	728	732	0%	*	*	*	*	31%	27%
Non-Economically Disadvantaged Students	30	756	747	757	0%	*	*	*	*	53%	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	744	752	*	*	*	*	*	*	52%
English Learners	N	N	704	718	N	N	N	N	N	N	12%
Non-English Learners	43	752	742	749	0%	*	33%	*	*	47%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Langtree Elementary School
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

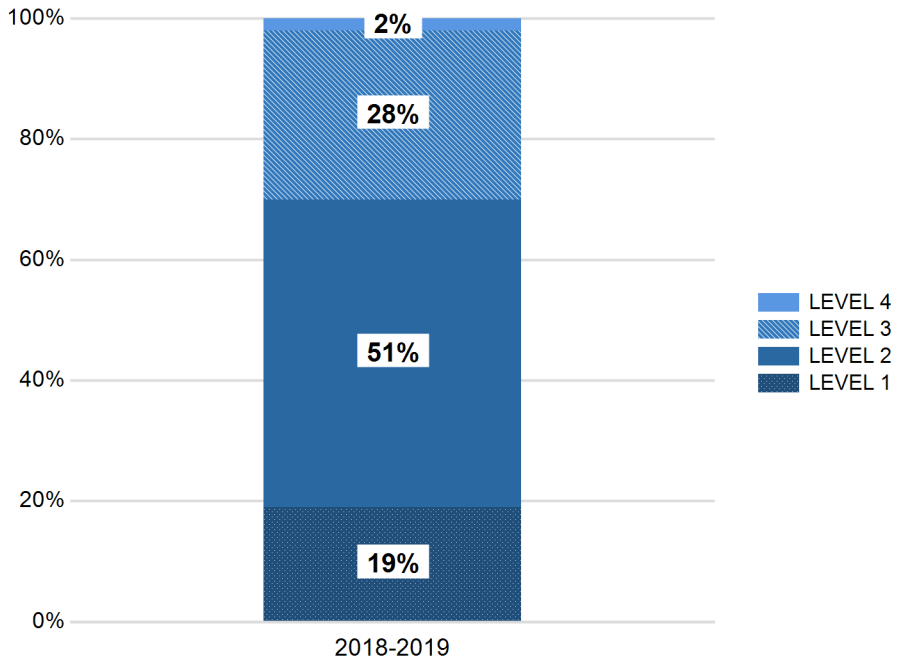
Langtree Elementary School
(21-1950-185)
Grades Offered: PK-05
2018-2019

Report Key:
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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	19	51	28	2
White	10	40	50	0
Hispanic	30	70	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	48	24	0
Male	9	55	32	5
Economically Disadvantaged Students	31	46	15	8
Non-Economically Disadvantaged Students	13	53	33	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	19	51	28	2
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.

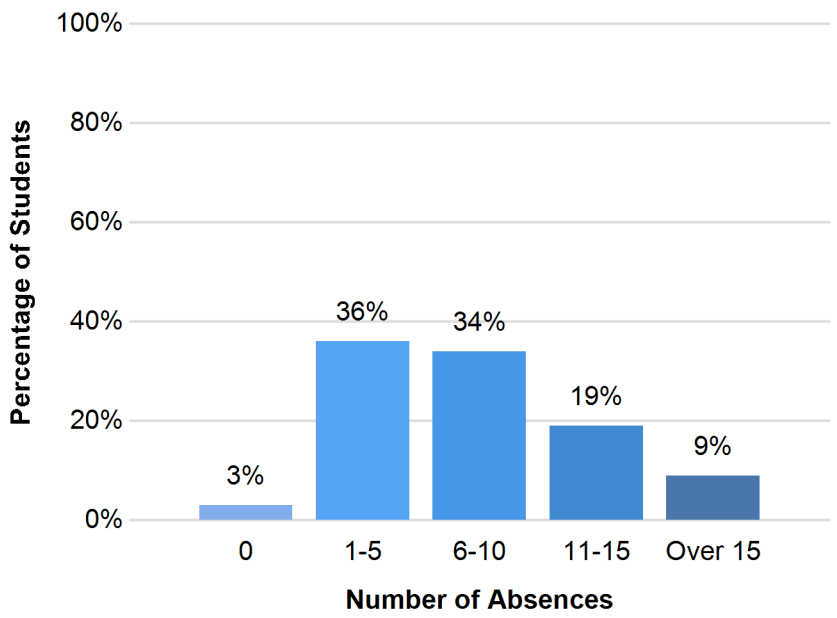
Chronic Absenteeism

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	23	6.8	8.9	Met
White	6	3.5	8.9	Met
Hispanic	9	10.2	8.9	Not Met
Black or African American	6	14.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	2	9.1	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	13	7.2		
Male	10	6.3		
Economically Disadvantaged Students	13	12.3	8.9	Not Met
Students with Disabilities	5	11.6	8.9	Not Met
English Learners	1	9.1	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

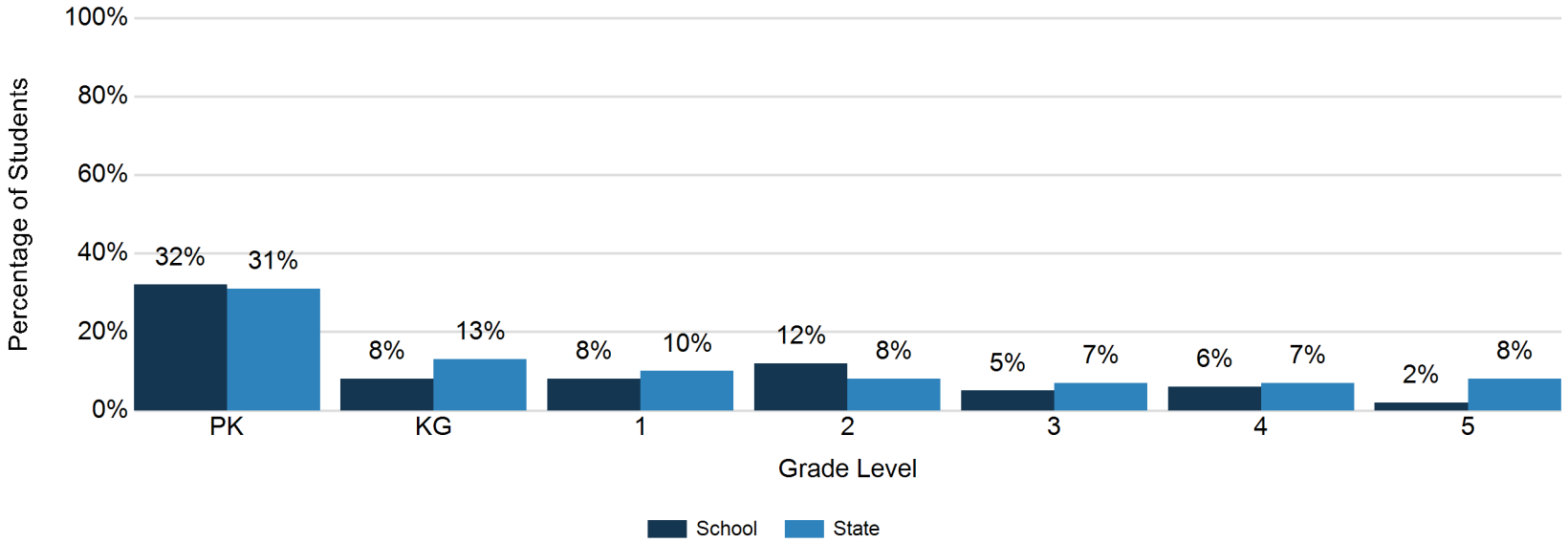
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Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.26

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	118,214
Average years experience in public schools	9.4	12.1
Average years experience in district	9.4	10.8
Percentage of Teachers with 4 or more years experience in the district	72.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	382:1	179:1
Teachers to Administrators	33:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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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	51.3%	93.9%	100.0%	48.4%	77.1%	54.9%
Male	48.7%	6.1%	0.0%	51.6%	22.9%	45.1%
White	48.7%	93.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	27.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.6%	6.1%	0.0%	15.0%	6.6%	13.9%
Asian	6.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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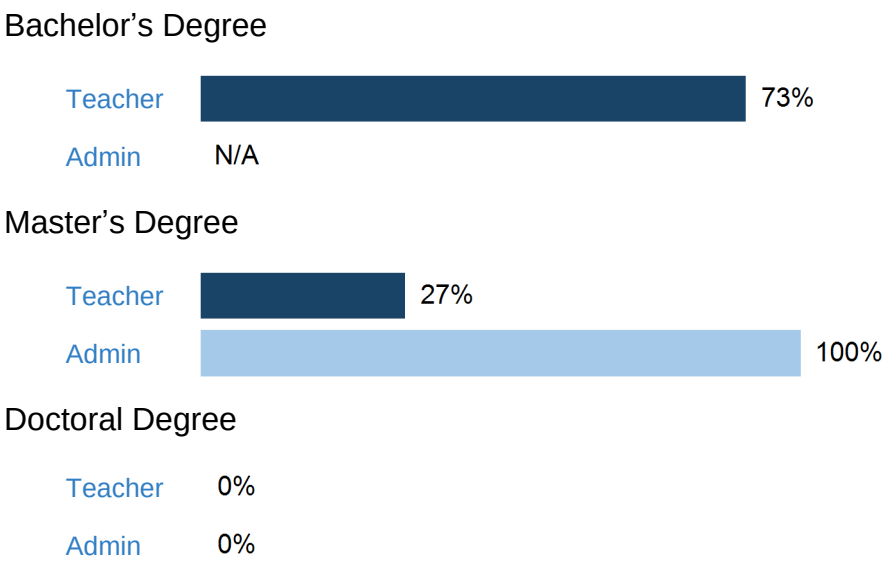
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Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%

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Per-Pupil Expenditures by Source

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

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

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	76.6%	74.8%	69.6%
Math Proficiency	62.5%	64.0%	56.3%
ELA Growth	38	53	52
Math Growth	58	58	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.5%	8.5%	6.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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	Not Met	**	Met	No
White	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Hispanic	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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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:	• Langtree takes pride in providing an excellent education for all our students through our Bulldogs Bark for Character Program, Action Research, Growth Mindset philosophy and an awareness of SEL • Technology is a major part of each day as it transforms the learning experience of our students. Teachers integrate many technological tools into student learning. • Langtree's staff is dedicated, challenging and motivating students to learn. We are data-driven and utilize Action Research groups to develop strategies which help our students to be successful.
Mission, Vision, Theme:	Vision Statement:The vision of Langtree Elementary School is to prepare our students for a changing world by enabling them to maximize their potential as positive, accepting, responsible participants in our democratic, yet diverse society and the global community.Mission Statement:The mission of the administration, faculty, staff, parents, and community of Langtree Elementary School is to work as a partnership to provide a caring environment dedicated to inspiring a passion for learning that will develop students' critical thinking skills and knowledge while instilling in them a respect for core values of honesty, loyalty, perseverance, and compassion.
Awards, Recognition, Accomplishments:	Langtree Elementary School was recognized as a State School of Character and a National School of Character in 2019. We are proud of the our initiatives that promote the Pillars of Character throughout our school. Our staff and family community work together to build the culture of our school. Through our initiatives in the areas of multi-cultural and character education Langtree School was proud to be a recipient of the New Jersey 1999-2000 Best Practices Award and the 2008 recipient of a CEP National School of Character Award.

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Courses, Curriculum, Instruction:	Instruction includes a 80 minute literacy block of whole group instruction, small guided reading groups and literacy stations. Developmental writing programs are present at all grade levels. Our mathematics program provides 80 minutes daily of mathematical concept development and practice. Science and Social Studies are taught through projects, hands on activities and experiments. All curriculum areas are taught in the context of the Common Core Standards.
Clubs and Activities:	Langtree School offers instrumental music to 4th and 5th grade students and our 3rd graders have the opportunity to learn stringed instruments. All 3rd, 4th and 5th grade students participate in our chorus which gives at least two performances each year. 5th grade students are involved in the Safety Patrol Program and the PALS Program which instills leadership and character.

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Langtree Elementary School
(21-1950-185)
Grades Offered: PK-05
2018-2019

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Before and After School Programs:	The Hamilton YMCA provides on site before school care for students beginning at 7:30AM and after school until 5:50PM. They are state licensed by the NJ Department of Children and Families. Their qualified, friendly staff nurtures growth, builds self confidence and instills a sense of community. For more information call 609-581-9622 ext. 119
Staff and Professional Learning:	Langtree engages in Action Research as our professional development. The staff meets in teams regularly to analyze student data to identify the needs of our students. Strategies/best practices are researched and implemented across the grades. Teachers monitor the effectiveness of the plan and changes are made as needed. We are proud of our innovative approach to helping our students learn! Staff members also participate in various professional workshops throughout the year.

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Student Supports and Services:	Langtree offers full in-class resource at every grade level for our students with Individual Education Plans. In addition, our Intervention and Referral Services team assists teachers and parents to identify and implement strategies and resources for our struggling students. Related services such as Speech, OT and PT are also available. An English Second Language program is offered daily for our English language learners. An Advanced Learning Program is offered to students in grades K-5.
Student Health and Wellness:	Langtree has a full time nurse on staff. Annual health screenings are performed for all students. The school nurse monitors identified health issues to meet the needs of the students. Various health related programs are offered to promote good health habits in our students. Langtree offers a breakfast program daily.
Parent and Community Involvement:	The PTA is essential to our school and community as they provide activities, events and fundraisers that support and enrich our academic, social and family engagement programs. The PTA holds monthly meetings in the evenings. They help to fund our field trips, books for the library, assemblies, and special activities for our students. The parents also volunteer in our classrooms and become part of our family.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Culture and Climate Survey is given to students, parents, and teachers at the beginning and end of each year. The information from this survey is used to research, plan and implement ways to improve student-teacher-parent relationships, learning conditions, and the overall school environment. At the end of each year, we assess our programs. Survey results and progress are communicated to all via our School Safety Team.
Facilities:	The Langtree School facility is a one story building with 21 standard classrooms, a library/media center, an art/music room and a multipurpose area which is used as a cafeteria, gymnasium, auditorium, and for additional classroom space. Mr. Joseph Pirozzi constructed the homes around Langtree Estates. After his passing his wife generously donated the property to build Langtree School. Our school was completed in 1966 so in 2016 we celebrated our 50th year.
School Safety:	Langtree has a visitor managements and security cameras. Security drills are practiced monthly.

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Technology and STEM:	Langtree students are engaged with technology daily. Students in grades 3-5 use Google Classroom as part of their daily learning. Our students also utilize Study Island, RAZ Kids, and iREADY. Students in grades 3-5 also have weekly STEM lessons taught by a certified teacher.
Early Childhood Education:	Langtree has two half day preschool programs for all students starting at age 3.The program follows a preschool curriculum and is staffed by a certified teacher and two assistants. Langtree also has a medically fragile preschool program for students with medical needs. It is staffed by a certified teacher, assistants and nurses.

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Ms. Barbara Morales
Address	1600 ARENA DRIVE HAMILTON, NJ 08610-3205
Phone Number	609-631-4158
Email Address	bmoralesr@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/389
Twitter	https://twitter.com/HTSD_McGalliard

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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	0	0	0
KG	44	46	42
1	51	44	44
2	53	49	40
3	43	57	46
4	32	47	54
5	36	35	46
Total	259	278	272

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.9%	57.6%	56.6%
Male	47.1%	42.4%	43.4%
Economically Disadvantaged Students	29.7%	30.9%	30.1%
Students with Disabilities	9.3%	10.8%	10.7%
English Learners	2.7%	2.5%	4.4%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.4%	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	58.7%	51.4%	47.8%
Hispanic	23.6%	29.5%	32.7%
Black or African American	10.8%	11.9%	10.7%
Asian	2.7%	2.5%	3.7%
Native Hawaiian or Pacific Islander	0.8%	0.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.5%	4.0%	5.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	44	46	42

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	76.1%
Spanish	14.0%
Arabic	3.3%
Creoles and pidgins, French-based	1.1%
Chinese	1.1%
Other Languages	4.4%

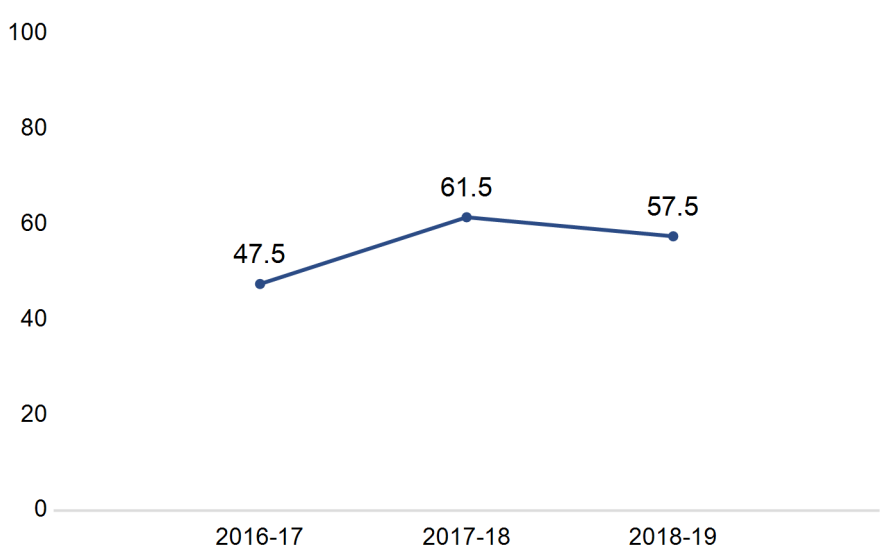
NJ SCHOOL PERFORMANCE REPORT

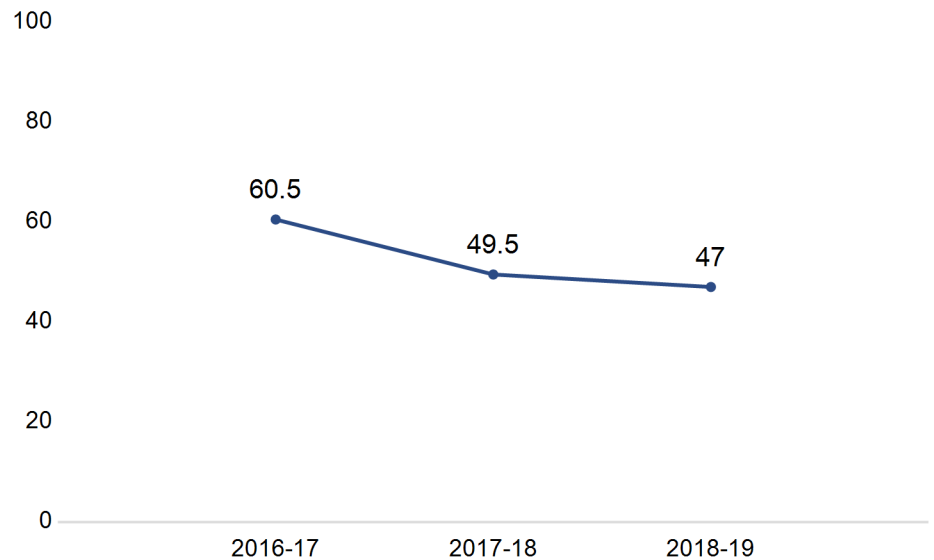
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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47.5	61.5	57.5	60.5	49.5	47
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	57.5	40	50	Met Standard	47	44	50	Met Standard
White	57.5	40	50	Met Standard	49	47	52	Met Standard
Hispanic	54.5	41	49	Met Standard	59	41	47	Met Standard
Black or African American	61	36	45	**	41	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	68	44	53	N	45.5	44	50	N
Male	49	36	47	N	49	45	51	N
Economically Disadvantaged Students	60	38	48	Exceeds Standard	41	40	46	Met Standard
Students with Disabilities	54	39	43	Met Standard	41	43	45	Met Standard
English Learners	79	48	52	**	40	36	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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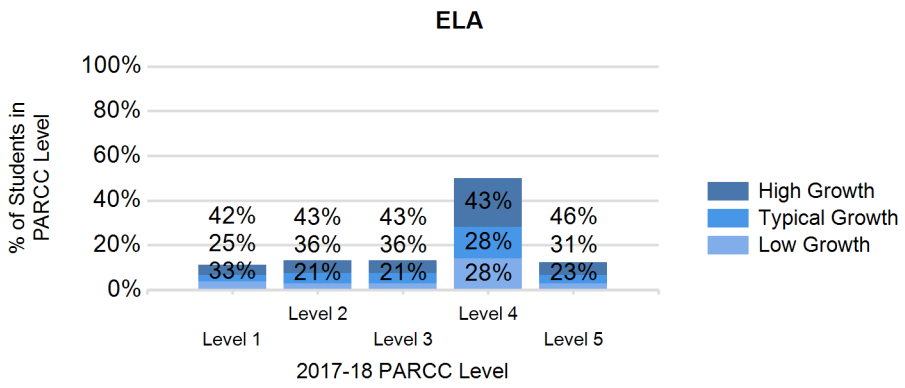
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

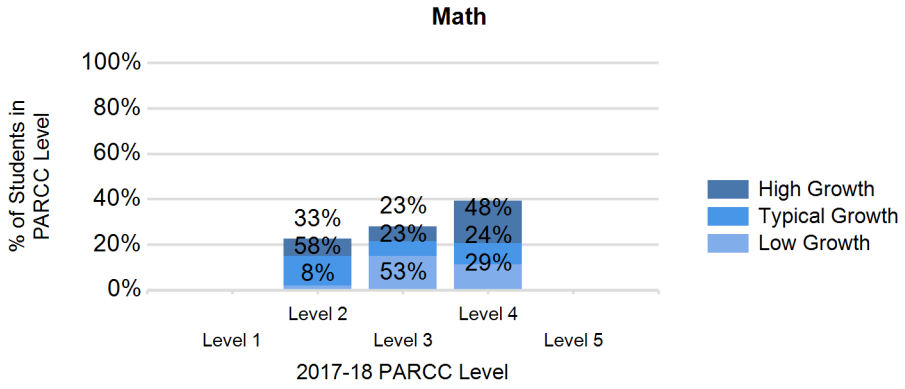
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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Student Growth by Performance Level

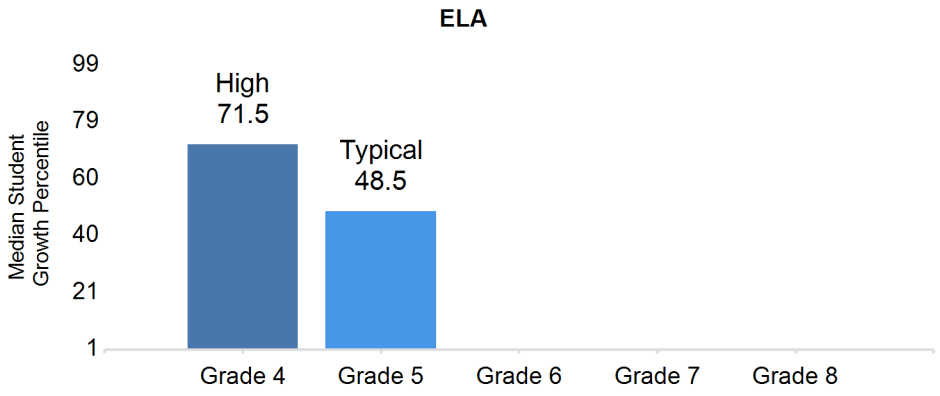
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

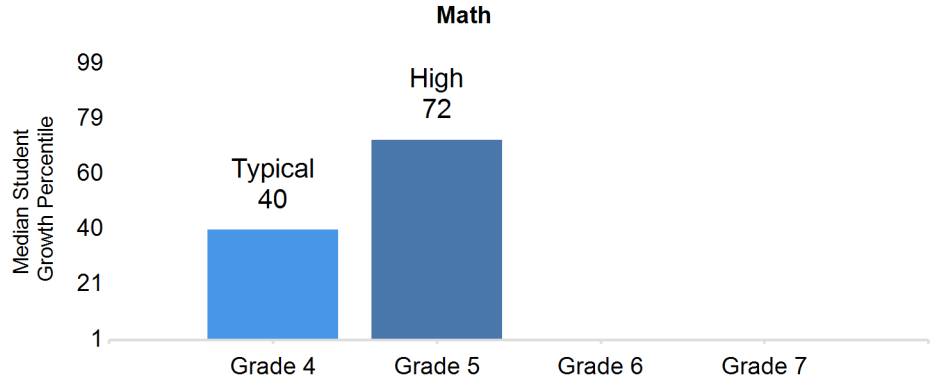




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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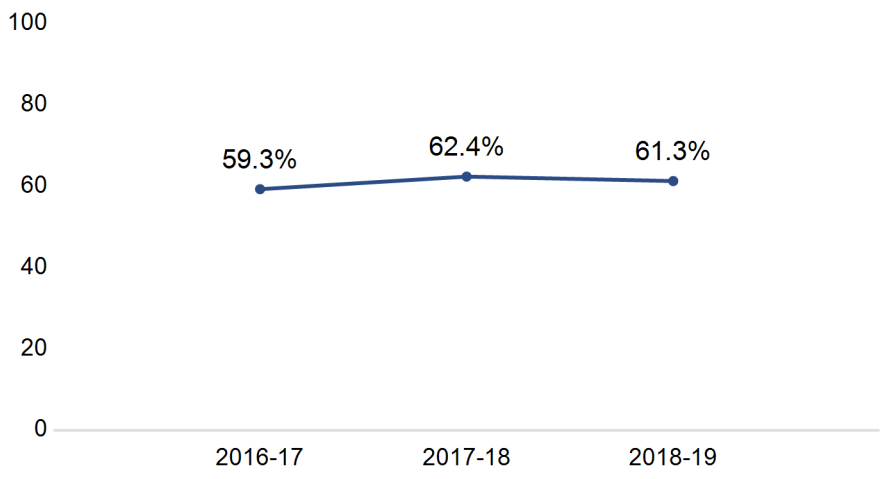
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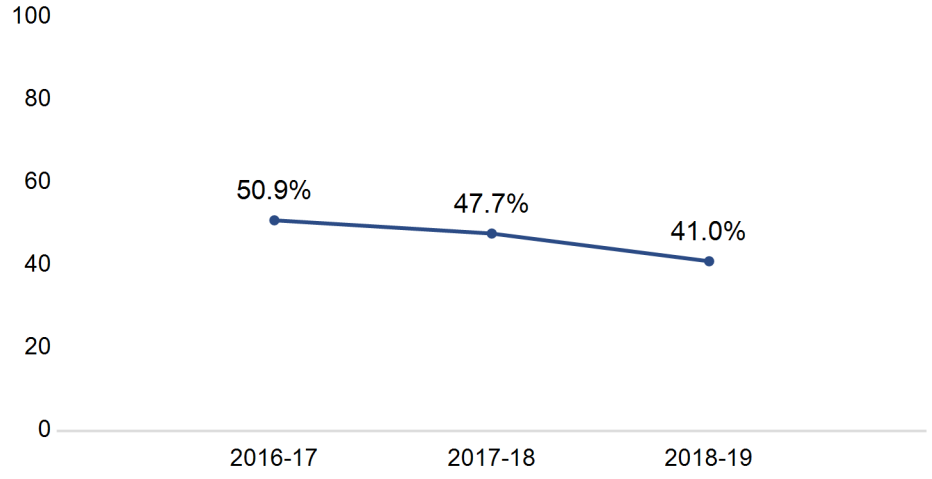
English Language Arts and Mathematics Performance Trends

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	98.3%	100.0%	98.8%	98.3%	100.0%	98.8%
Proficiency Rate for Federal Accountability	59.3%	62.4%	61.3%	50.9%	47.7%	41.0%
Annual Target	52.3%	53.7%	55.2%	47.6%	49.3%	51.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	160	98.8	61.3	44.9	57.9	61.3	55.2	Met Target
White	82	97.6	58.5	*	66.9	58.5	56.3	Met Target
Hispanic	45	100.0	68.9	36.2	43.9	68.9	60.5	Met Target
Black or African American	22	100.0	54.5	29.3	38.5	54.5	49.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	88	100.0	72.7	54.3	64.8	72.7		
Male	72	97.3	47.2	36.4	51.3	47.2		
Economically Disadvantaged Students	43	100.0	55.8	32.0	40.0	55.8	43.9	Met Target
Non-Economically Disadvantaged Students	117	98.3	63.2	52.5	67.9	63.2		
Students with Disabilities	34	97.1	26.5	14.3	22.7	26.5	27.5	Met Target†
Students without Disabilities	126	99.2	70.6	51.9	65.1	70.6		
English Learners	16	100.0	68.8	20.9	29.3	68.8	**	**
Non-English Learners	144	98.6	60.4	46.8	60.6	60.4		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

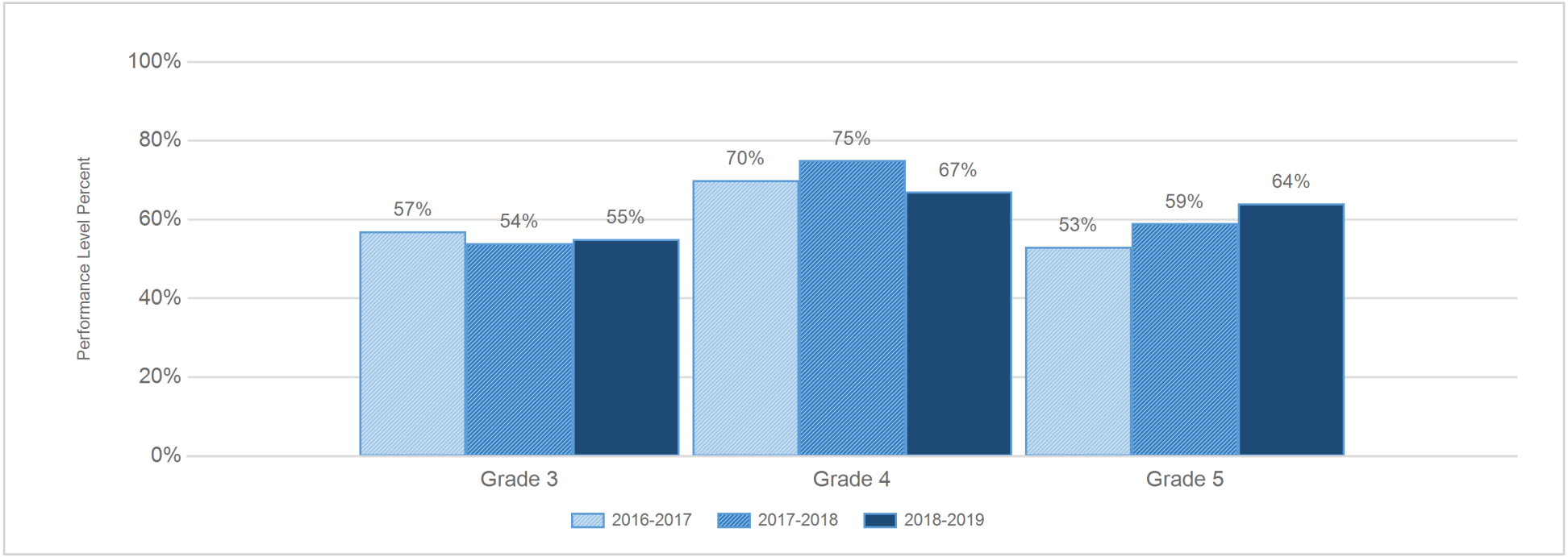
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	756	742	748	*	*	25%	*	*	55%	50%
White	29	759	750	757	*	*	*	*	*	52%	60%
Hispanic	11	769	733	734	0%	0%	*	*	*	73%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	32	760	747	753	*	*	*	*	*	63%	55%
Male	19	749	737	743	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	12	766	732	731	*	*	*	*	*	58%	33%
Non-Economically Disadvantaged Students	39	753	748	759	*	*	*	*	*	54%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

McGalliard Elementary School
(21-1950-200)
Grades Offered: PK-05
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - 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	58	763	746	755	*	*	17%	40%	28%	67%	57%
White	26	763	757	763	*	*	*	*	*	62%	67%
Hispanic	17	758	737	743	0%	*	*	*	*	71%	44%
Black or African American	12	768	733	739	*	*	*	*	*	75%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	30	774	752	760	*	*	*	*	*	80%	62%
Male	28	750	742	750	*	*	*	*	*	54%	53%
Economically Disadvantaged Students	23	760	734	740	*	*	*	*	*	61%	40%
Non-Economically Disadvantaged Students	35	765	755	765	*	*	*	*	*	71%	69%
Students with Disabilities	14	730	718	725	*	*	*	*	*	29%	25%
Students without Disabilities	44	773	753	761	*	*	*	*	*	80%	64%
English Learners	*	*	712	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

McGalliard Elementary School
(21-1950-200)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	758	749	756	*	*	22%	*	*	64%	58%
White	25	764	760	764	*	0%	*	*	*	68%	68%
Hispanic	18	754	739	743	*	*	*	67%	0%	67%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	26	767	757	761	*	*	*	*	*	77%	64%
Male	24	748	741	750	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	N	N	703	713	N	N	N	N	N	N	11%
Non-English Learners	50	758	751	758	*	*	22%	*	*	64%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

McGalliard Elementary School
(21-1950-200)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	161	98.8	41.0	32.7	44.5	41.0	51	Not Met
White	82	97.6	40.2	*	54.1	40.2	56.3	Not Met
Hispanic	46	100.0	50.0	22.5	28.8	50.0	42.3	Met Target
Black or African American	22	100.0	22.7	18.5	23.0	22.7	40.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	89	100.0	44.9	33.8	44.9	44.9		
Male	72	97.3	36.1	31.7	44.2	36.1		
Economically Disadvantaged Students	43	100.0	37.2	*	26.3	37.2	35.4	Met Target
Non-Economically Disadvantaged Students	118	98.3	42.4	*	54.9	42.4		
Students with Disabilities	34	97.1	14.7	10.6	17.4	14.7	23.6	Met Target†
Students without Disabilities	127	99.2	48.0	37.7	50.0	48.0		
English Learners	17	100.0	41.2	15.3	25.0	41.2	**	**
Non-English Learners	144	98.6	41.0	34.2	46.5	41.0		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

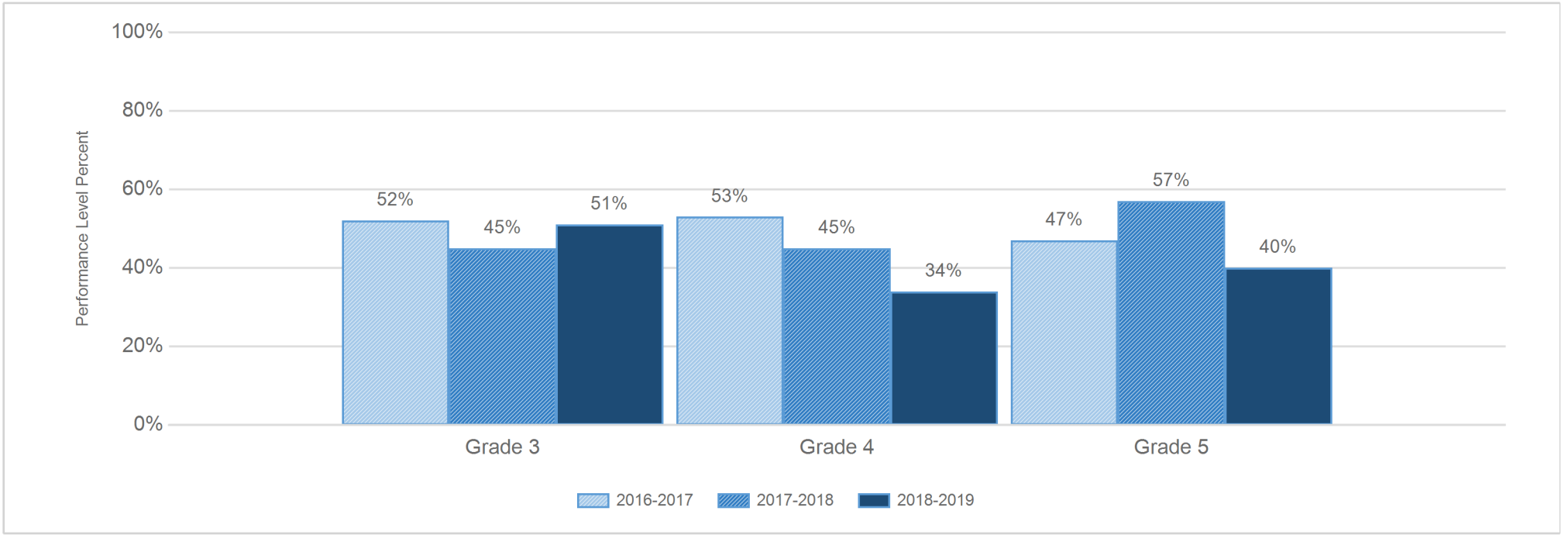
NJ SCHOOL PERFORMANCE REPORT

McGalliard Elementary School
(21-1950-200)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

McGalliard Elementary School
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Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	750	744	752	*	*	29%	*	*	51%	55%
White	29	749	753	760	*	*	*	*	*	52%	66%
Hispanic	11	761	735	739	0%	*	*	*	*	82%	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	32	750	743	751	*	*	*	*	*	53%	54%
Male	19	750	745	752	*	*	*	*	*	47%	56%
Economically Disadvantaged Students	12	756	735	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	39	748	749	761	*	*	*	*	*	51%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

McGalliard Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	741	737	749	*	25%	34%	*	*	34%	51%
White	26	742	750	757	*	*	46%	*	*	27%	62%
Hispanic	18	737	727	737	0%	*	*	*	*	39%	36%
Black or African American	12	741	725	731	*	*	*	*	*	33%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	31	746	736	749	*	*	*	*	*	39%	50%
Male	28	735	739	749	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	23	739	726	734	*	*	*	*	*	35%	32%
Non-Economically Disadvantaged Students	36	742	746	759	*	*	*	*	*	33%	63%
Students with Disabilities	14	721	714	726	*	*	*	*	*	21%	25%
Students without Disabilities	45	747	743	754	*	*	*	*	*	38%	56%
English Learners	*	*	706	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

McGalliard Elementary School
(21-1950-200)
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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	50	749	740	747	*	20%	38%	*	*	40%	47%
White	25	752	750	755	0%	*	*	*	*	44%	58%
Hispanic	18	747	731	735	0%	*	*	*	*	39%	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	26	748	742	747	*	*	*	*	*	42%	47%
Male	24	749	738	747	*	*	*	*	*	38%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	747	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	744	752	*	*	*	*	*	*	52%
English Learners	N	N	704	718	N	N	N	N	N	N	12%
Non-English Learners	50	749	742	749	*	20%	38%	*	*	40%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

McGalliard Elementary School
(21-1950-200)
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

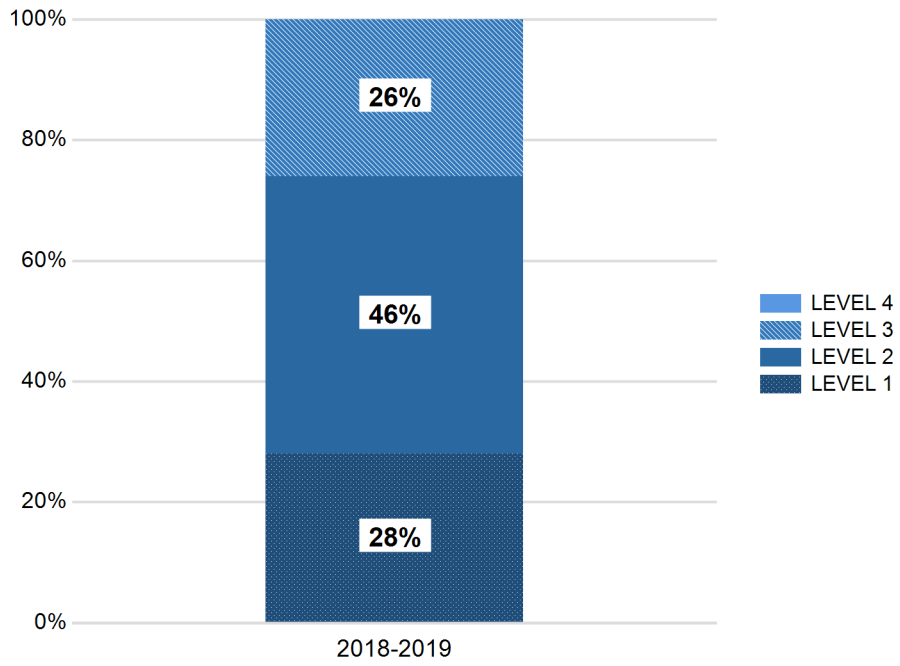
McGalliard Elementary School
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2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	28	46	26	0
White	16	56	28	0
Hispanic	33	44	22	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	46	27	0
Male	29	46	25	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	28	46	26	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

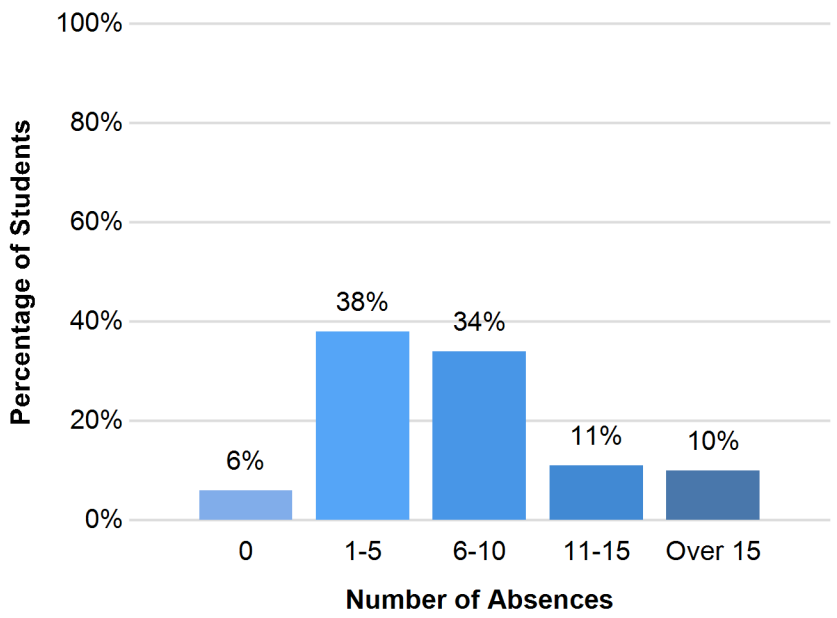
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	7.2	8.9	Met
White	12	8.6	8.9	Met
Hispanic	6	6.5	8.9	Met
Black or African American	1	2.9	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	13.3	**	**
Female	11	6.9		
Male	10	7.5		
Economically Disadvantaged Students	7	8.0	8.9	Met
Students with Disabilities	8	15.4	8.9	Not Met
English Learners	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.



NJ SCHOOL PERFORMANCE REPORT

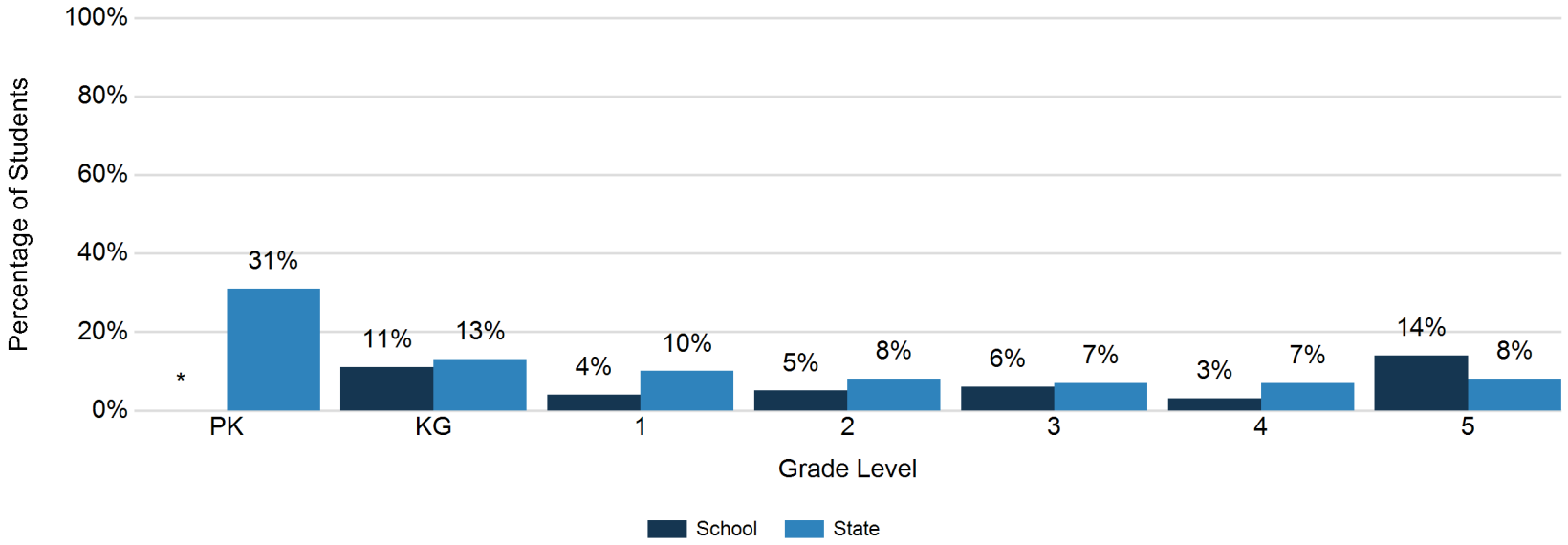
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.37

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	5		5

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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	1.2:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	88.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	272:1	179:1
Teachers to Administrators	25:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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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	56.6%	88.0%	100.0%	48.4%	77.1%	54.9%
Male	43.4%	12.0%	0.0%	51.6%	22.9%	45.1%
White	47.8%	96.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	32.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.7%	4.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.7%	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	5.1%	0.0%	0.0%	2.1%	0.2%	0.2%

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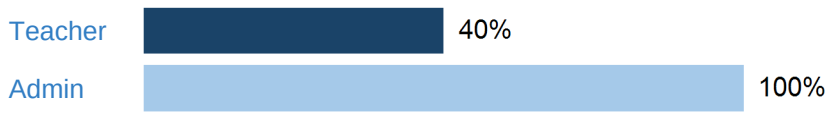
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree

Teacher 0%

Admin 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.9%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.3%	62.4%	61.3%
Math Proficiency	50.9%	47.7%	41.0%
ELA Growth	48	62	58
Math Growth	60	50	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.6%	8.9%	7.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Not Met	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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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:	• McGalliard is the 2016 NJ School of Character and 2017 National School of Character. Staff participates in Action Research to learn and foster social/emotional learning/academic achievement. • Our goal is to support the needs of all students by analyzing data to drive instruction. The data helps our teachers to guide small guided reading groups, math groups and flex grouping, as needed. • Technology is integrated into classroom lessons on a daily basis to support and enhance academic instruction.
Mission, Vision, Theme:	McGalliard's mission, McGalliard P.R.O.U.D. McGalliard Students are: Polite, Responsible, Outstanding, Understanding and Dependable. We live each day by these core values. We believe at McGalliard School that all students can learn. We believe that at McGalliard School nurturing the "whole child" is paramount to future success. We will work together in a positive, collaborative, and productive manner so that all students can develop a strong academic foundation and 21st century skills which will enable them to be successful, reliable and responsible citizens in the global world. We Believe, We Inspire, We Teach, We are McGalliard Proud!
Awards, Recognition, Accomplishments:	We, at McGalliard School are very proud and honored that our school has been chosen as a NJ State School of Character, 2016 -2018 and also a National School of Character, 2016-2021. Prior to receiving these awards we were the recipient of 4 Character Education Promising Practices Awards. Character Education has always been imbedded in our program initiatives and instruction at McGalliard. These awards promote a positive, safe and nurturing environment so students can strive academically.

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Courses, Curriculum, Instruction:	The core subjects (ELA, Math, Science, and SS) are taught daily. Program of instruction includes a Literacy Block, which includes; whole group instruction, small guided reading groups and literacy centers. Our Math workshop includes; whole group instruction, small guided math groups and math centers. Our Science and Social Studies content are taught through inquiry based instruction, collaborative projects and experiments. Students also participate in Art, Music PE, and Library weekly. In addition, every classs recieves a guidance lesson once a month. Fundations is taught in Kindergarten, 1st and 2nd grades. Basic Skills, ESL and Resource Room instruction are also provided for qualifying students. The Advanced Learning Program (ALPS) is also available for eligible students in grades 3-5.
Clubs and Activities:	McGalliard School offers instrumental music to 4th and 5th grade students. Our 3rd grade students have the opportunity to learn string instruments. All 3rd and 5th grade participate in our chorus. 5th grade students participate in our "Buddy Program". Fifth grade students are able to join our Peer Assistance Leadership Program (P. A. L.S.)and our 5th grade Patrol Program. These programs instill leadership, and character qualities.

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Before and After School Programs:	The Hamilton YMCA provides on site before and after school care for students beginning at 7:30 AM and after school until 5:50 PM. They are state licensed by the NJ Department of Children and Families. Their qualified, friendly staff nurtures growth, builds self confidence and instills a sense of community.
Staff and Professional Learning:	McGalliard staff is committed and dedicated to improving instruction and best practices. Our highly qualified staff participates in professional development opportunities throughout the school year. Our teachers continually improve and reflect upon their skills by being part of research based professional learning communities. Monthly faculty meetings are held for in-school professional development which focus on meeting the needs of Teacher Professional Development Growth Plans. Our trained teacher leaders facilitate our Action Research Projects. The teachers are also participating in two book studies; Mindset, The New Psychology of Success by Carol Dweck and The Growth Mindset Coach, by Arlene Brock and Heather Hundley.

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Student Supports and Services:	McGalliard School offers a resource room for students who are in need of special education services. We have two special education teachers who work with students in the resource room or push in to their classroom for support. In addition, our Intervention and Referral Service Team collaborates with teachers and parents to identify and implement strategies and the necessary resources for our struggling students. Related services such as; Speech, OT and PT are also available. Students receive Guidance lessons which focus on social, emotional and academic learning. The counselor also meets with students individually (as needed) as well as running groups on an add need basis such as social skills and self esteem groups.
Student Health and Wellness:	McGalliard School has a full time nurse on site. Annual health screenings are performed on every student. The school nurse monitors all health issues and works closely with parents/guardians to ensure the safety and well being of students.
Parent and Community Involvement:	McGalliard School has an extremely active PTA that promotes numerous school activites and events that reinforce educational goals, and motivate learners. The PTA has contributed by purchasing planners and funding for the academic field trips for each grade. Also they promote a family friendly atmosphere by having events such as; Trunk or Treat, Kids Bingo, Book Fairs, Trentor Thunders Games and ice skating events.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is completed by our students and families every year. The results of these surveys help us determine whether the programs and initiatives we have implemented are effective and productive for our school climate.
Facilities:	McGalliard School was opened in 1952, and an addition was added in 1962. We have two expansive kindergarten classrooms. A beautiful large brick Multi-Purpose Room with high ceilings and a stage. Our school is one level with clean, big and bright classrooms. McGalliard School has been freshly painted this past year.
School Safety:	McGalliard School has a visitors management system which checks each individuals identification before they enter the building as well as a newly installed camera system.

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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.

Technology and STEM:	Students in grades 3-5 receive 40 minutes of STEM once a week. We have an After School Family STEM Program annually. Grades K-2-Two 2 hour sessions and Grades 3-5 Two 2 hour sessions.

NJ SCHOOL PERFORMANCE REPORT

McGalliard Elementary School
(21-1950-200)
Grades Offered: PK-05
2018-2019

Report Key:
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Other Information	Our students and teachers utilize Google Classroom for discussion and collaboration. This year all of our teachers have communicated with parents by using the Class Dojo App. The teachers share what their students have been learning with their parents/guardians through the Class Dojo app. It has been a wonderful communication tool. Also, as part of our Professional Development, teachers have been receiving more training on Twitter and utilize it to communicate with parents. This has also been very successful.

NJ SCHOOL PERFORMANCE REPORT

Mercerville Elementary School
(21-1950-210)
Grades Offered: PK-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Mercerville Elementary School
(21-1950-210)
Grades Offered: PK-05
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Mr. John Byrne
Address	60 REGINA AVENUE HAMILTON, NJ 08619-2202
Phone Number	609-631-4159
Email Address	jbyrne@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/434
Twitter	https://twitter.com/HTSD_MercerV

NJ SCHOOL PERFORMANCE REPORT

Mercerville Elementary School
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Grades Offered: PK-05
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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	0	0	0
KG	54	43	59
1	61	56	46
2	57	65	63
3	52	58	59
4	44	55	54
5	56	47	53
Total	324	324	334

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.7%	46.3%	47.9%
Male	54.3%	53.7%	52.1%
Economically Disadvantaged Students	23.8%	21.0%	20.1%
Students with Disabilities	17.9%	16.7%	14.1%
English Learners	3.1%	3.1%	3.6%
Homeless Students	0.0%	0.6%	0.6%
Students in Foster Care	0.0%	0.3%	0.6%
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	57.7%	58.6%	53.6%
Hispanic	22.8%	22.5%	27.2%
Black or African American	10.8%	9.6%	10.5%
Asian	2.5%	2.8%	3.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.2%	6.5%	5.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	54	43	59

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	88.0%
Spanish	6.3%
Polish	1.2%
Other Languages	4.5%

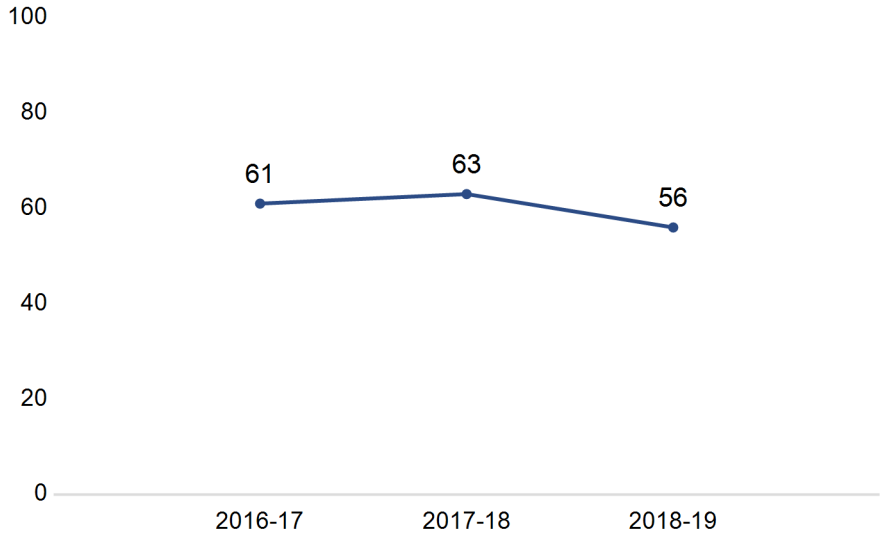
NJ SCHOOL PERFORMANCE REPORT

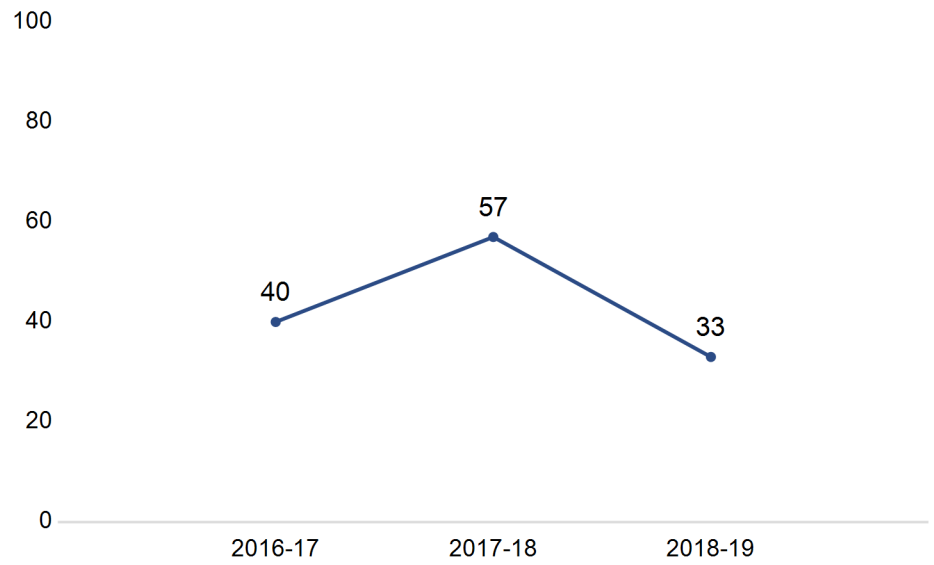
Mercerville Elementary School
(21-1950-210)
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2018-2019

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	61	63	56	40	57	33
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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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	56	40	50	Met Standard	33	44	50	Not Met
White	55	40	50	Met Standard	39	47	52	Not Met
Hispanic	73.5	41	49	Exceeds Standard	22	41	47	Not Met
Black or African American	50	36	45	**	35.5	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	58	44	53	N	27	44	50	N
Male	53.5	36	47	N	38	45	51	N
Economically Disadvantaged Students	80	38	48	Exceeds Standard	26	40	46	Not Met
Students with Disabilities	42	39	43	**	41	43	45	**
English Learners	*	48	52	**	*	36	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

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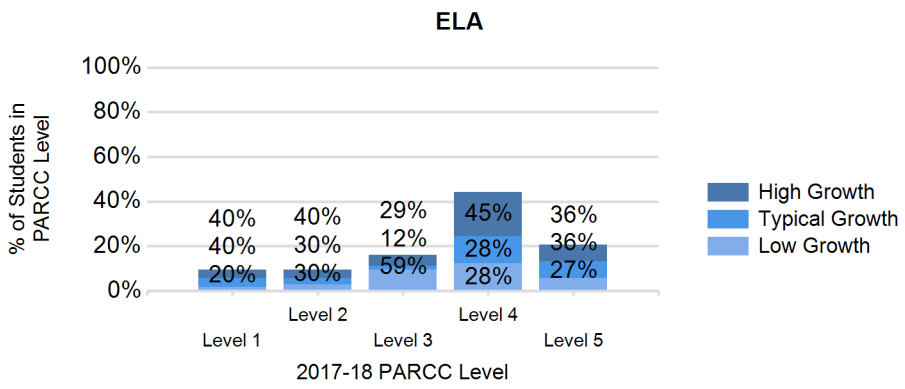
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

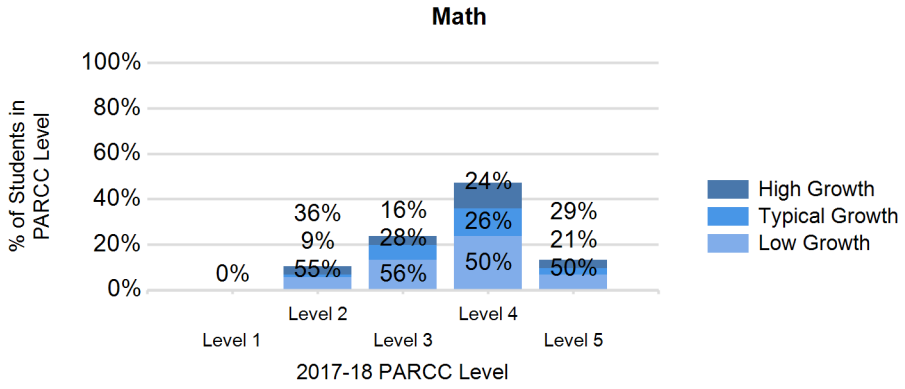
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

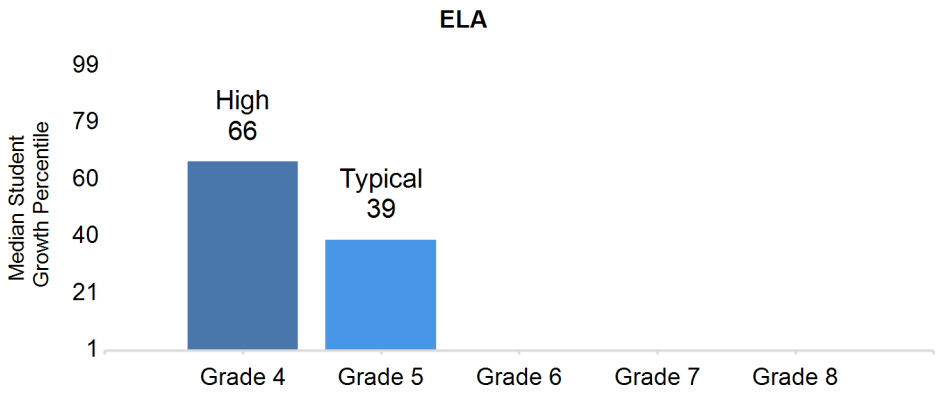
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

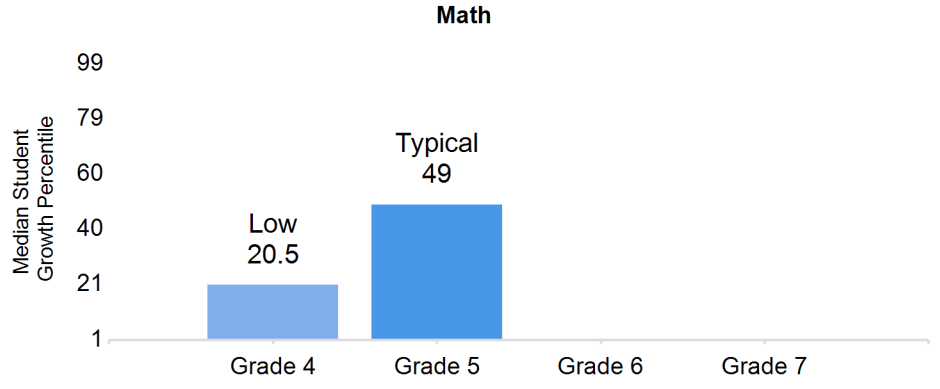




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

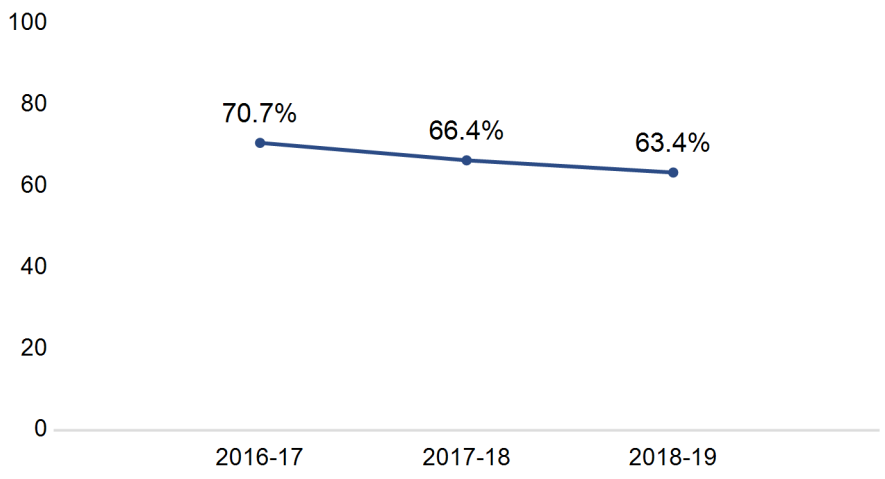
Mercerville Elementary School
(21-1950-210)
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2018-2019

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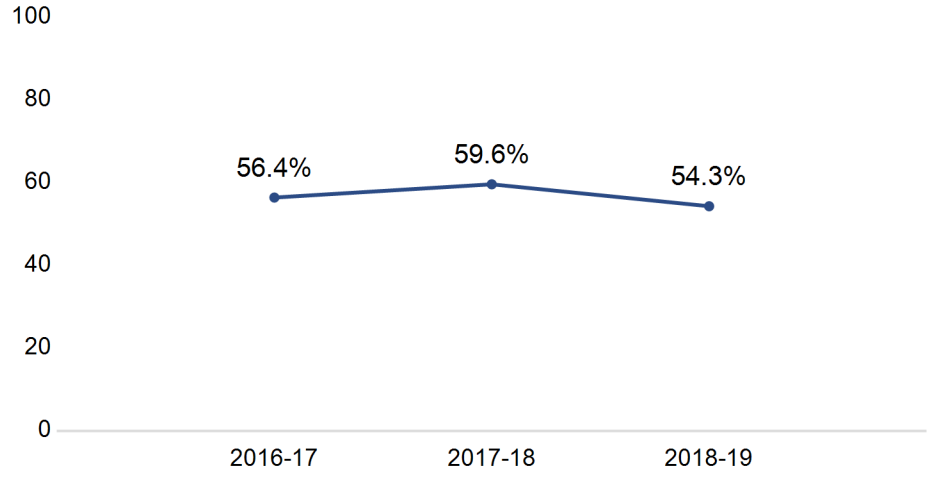
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



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	96.5%	98.7%	98.2%	96.5%	98.7%	98.2%
Proficiency Rate for Federal Accountability	70.7%	66.4%	63.4%	56.4%	59.6%	54.3%
Annual Target	61.5%	62.5%	63.4%	61.5%	62.5%	63.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	164	98.2	63.4	44.9	57.9	63.4	63.4	Met Target
White	98	97.0	64.3	*	66.9	64.3	69.7	Met Target†
Hispanic	40	100.0	62.5	36.2	43.9	62.5	44	Met Target
Black or African American	17	100.0	47.1	29.3	38.5	47.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	78	98.8	75.6	54.3	64.8	75.6		
Male	86	97.7	52.3	36.4	51.3	52.3		
Economically Disadvantaged Students	30	100.0	56.7	32.0	40.0	56.7	53.3	Met Target
Non-Economically Disadvantaged Students	134	97.8	64.9	52.5	67.9	64.9		
Students with Disabilities	35	92.1	37.1	14.3	22.7	36.0	38.1	Met Target†
Students without Disabilities	129	100.0	70.5	51.9	65.1	70.5		
English Learners	*	*	*	20.9	29.3	*	**	**
Non-English Learners	*	*	*	46.8	60.6	*		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

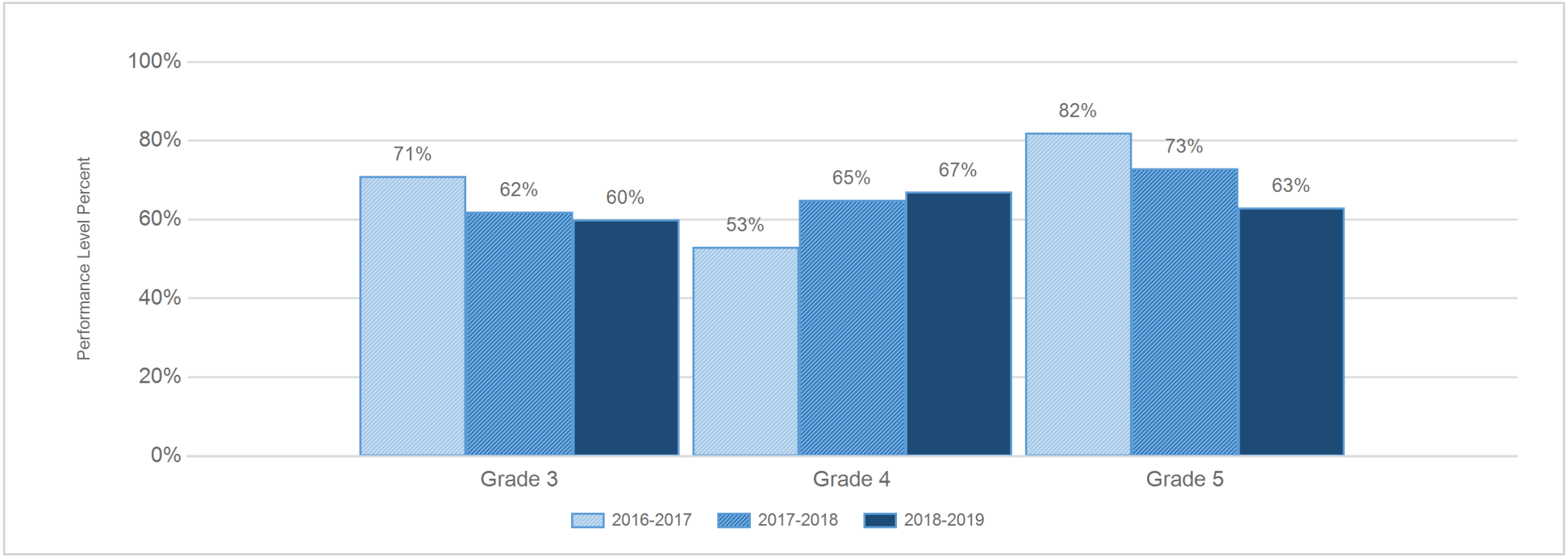
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	752	742	748	*	17%	*	*	*	60%	50%
White	33	754	750	757	*	*	*	*	*	64%	60%
Hispanic	18	750	733	734	*	*	*	56%	0%	56%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	30	760	747	753	*	*	*	*	*	70%	55%
Male	28	744	737	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	*	*	732	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	748	759	*	*	*	*	*	*	61%
Students with Disabilities	14	736	712	719	*	0%	*	*	*	57%	24%
Students without Disabilities	44	757	748	754	*	23%	*	*	*	61%	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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	54	767	746	755	*	*	*	37%	30%	67%	57%
White	25	778	757	763	*	*	*	*	*	72%	67%
Hispanic	20	761	737	743	*	*	*	*	*	65%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	23	768	752	760	*	*	*	*	*	65%	62%
Male	31	767	742	750	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	14	763	734	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	40	769	755	765	*	*	*	*	*	65%	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	761	*	*	*	*	*	*	64%
English Learners	*	*	712	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	52	764	749	756	*	*	*	*	*	63%	58%
White	39	763	760	764	*	*	*	*	*	62%	68%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	27	780	757	761	*	*	*	*	*	85%	64%
Male	25	746	741	750	*	*	*	*	*	40%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	766	*	*	*	*	*	*	69%
Students with Disabilities	10	724	720	724	*	*	*	*	*	30%	23%
Students without Disabilities	42	773	755	762	*	*	*	*	*	71%	65%
English Learners	N	N	703	713	N	N	N	N	N	N	11%
Non-English Learners	52	764	751	758	*	*	*	*	*	63%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Mercerville Elementary School
(21-1950-210)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	164	98.2	54.3	32.7	44.5	54.3	63.4	Not Met
White	98	97.0	60.2	*	54.1	60.2	68.7	Not Met
Hispanic	40	100.0	45.0	22.5	28.8	45.0	44	Met Target
Black or African American	17	100.0	35.3	18.5	23.0	35.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	78	98.8	52.6	33.8	44.9	52.6		
Male	86	97.7	55.8	31.7	44.2	55.8		
Economically Disadvantaged Students	30	100.0	36.7	*	26.3	36.7	60.2	Not Met
Non-Economically Disadvantaged Students	134	97.8	58.2	*	54.9	58.2		
Students with Disabilities	35	92.1	25.7	10.6	17.4	24.9	38.1	Not Met
Students without Disabilities	129	100.0	62.0	37.7	50.0	62.0		
English Learners	*	*	*	15.3	25.0	*	**	**
Non-English Learners	*	*	*	34.2	46.5	*		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

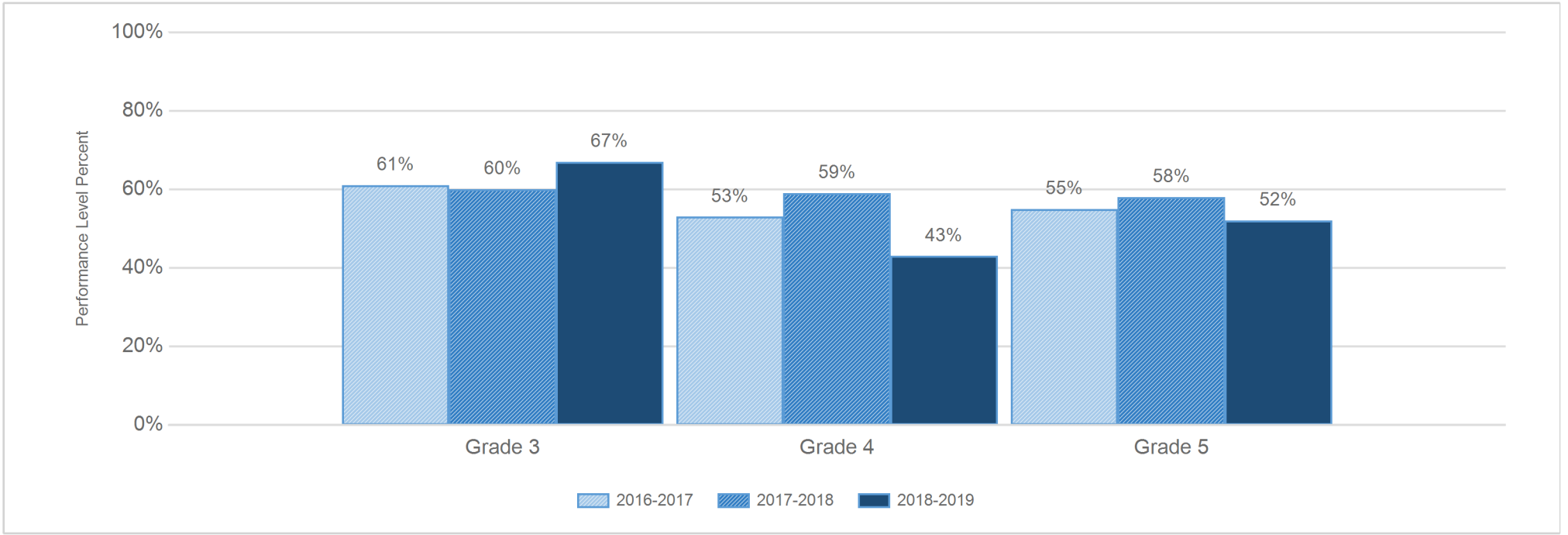
NJ SCHOOL PERFORMANCE REPORT

Mercerville Elementary School
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	753	744	752	*	*	*	*	*	67%	55%
White	33	756	753	760	*	*	*	*	*	76%	66%
Hispanic	18	752	735	739	*	*	*	*	*	56%	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	30	754	743	751	*	*	*	*	*	67%	54%
Male	28	752	745	752	*	*	*	*	*	68%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	749	761	*	*	*	*	*	*	67%
Students with Disabilities	14	737	720	731	*	*	*	*	*	36%	31%
Students without Disabilities	44	758	749	756	*	*	*	*	*	77%	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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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	54	745	737	749	*	20%	28%	*	*	43%	51%
White	25	755	750	757	*	*	*	*	*	52%	62%
Hispanic	20	735	727	737	*	*	*	*	*	35%	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	23	737	736	749	*	*	*	*	*	26%	50%
Male	31	751	739	749	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	14	731	726	734	*	*	*	*	*	21%	32%
Non-Economically Disadvantaged Students	40	750	746	759	*	*	*	*	*	50%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	706	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	754	740	747	*	*	35%	*	*	52%	47%
White	39	754	750	755	*	*	31%	*	*	54%	58%
Hispanic	*	*	731	735	*	*	*	*	*	*	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	27	757	742	747	*	*	*	*	*	56%	47%
Male	25	750	738	747	*	*	*	*	*	48%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	747	757	*	*	*	*	*	*	59%
Students with Disabilities	10	722	718	725	*	*	*	*	*	20%	19%
Students without Disabilities	42	761	744	752	*	*	*	*	*	60%	52%
English Learners	N	N	704	718	N	N	N	N	N	N	12%
Non-English Learners	52	754	742	749	*	*	35%	*	*	52%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

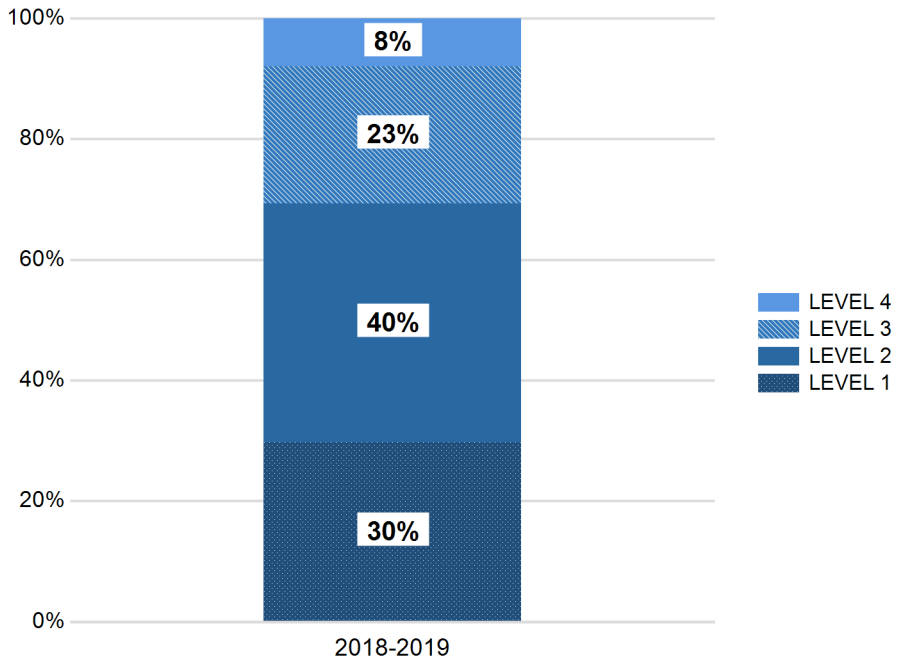
Mercerville Elementary School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	40	23	8
White	26	38	31	5
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	19	44	30	7
Male	42	35	15	8
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	30	40	23	8
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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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.

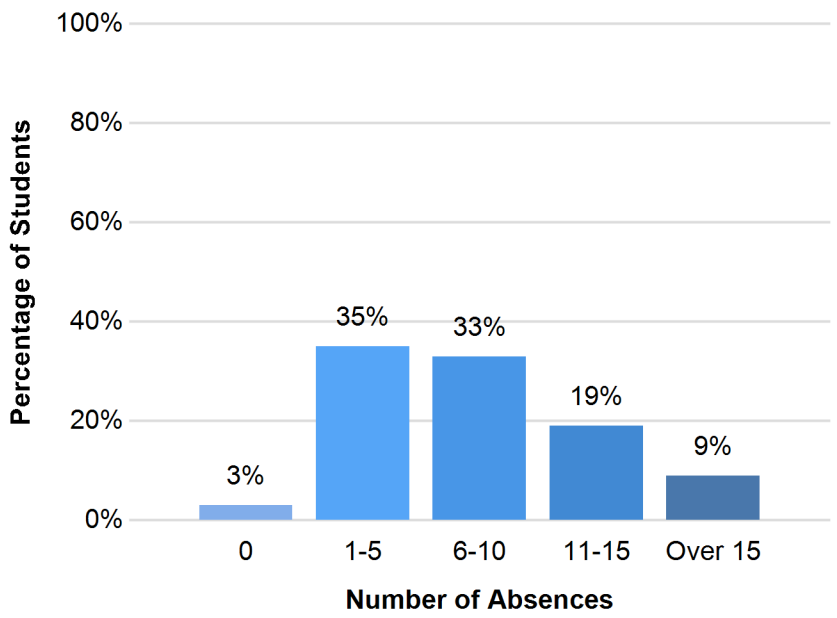
Chronic Absenteeism

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	5.9	8.9	Met
White	7	3.8	8.9	Met
Hispanic	7	7.4	8.9	Met
Black or African American	2	6.1	8.9	Met
Asian, Native Hawaiian, or Pacific	3	27.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	6.3	**	**
Female	12	7.5		
Male	8	4.5		
Economically Disadvantaged Students	8	11.6	8.9	Not Met
Students with Disabilities	2	3.6	8.9	Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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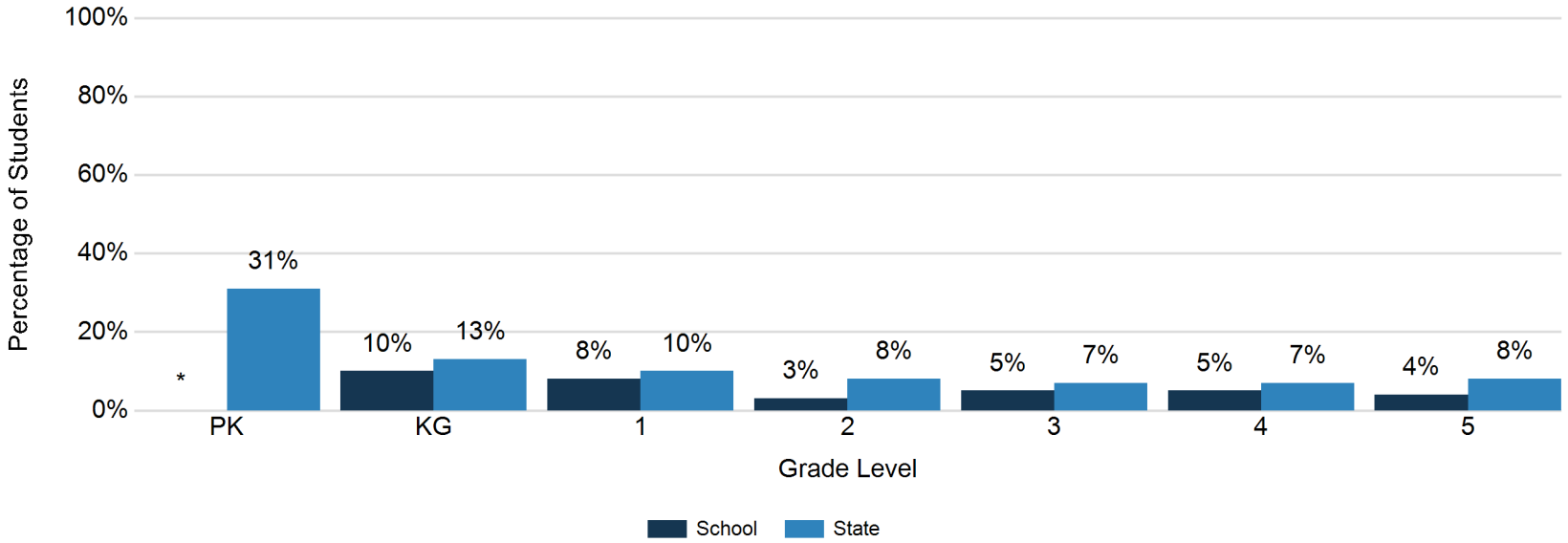
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.90

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	33	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	72.7%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	10:1	12:1
Students to Administrators	334:1	179:1
Teachers to Administrators	33:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

NJ SCHOOL PERFORMANCE REPORT

Mercerville Elementary School
(21-1950-210)
Grades Offered: PK-05
2018-2019

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.9%	87.9%	0.0%	48.4%	77.1%	54.9%
Male	52.1%	12.1%	100.0%	51.6%	22.9%	45.1%
White	53.6%	97.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	27.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.3%	3.0%	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	5.4%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

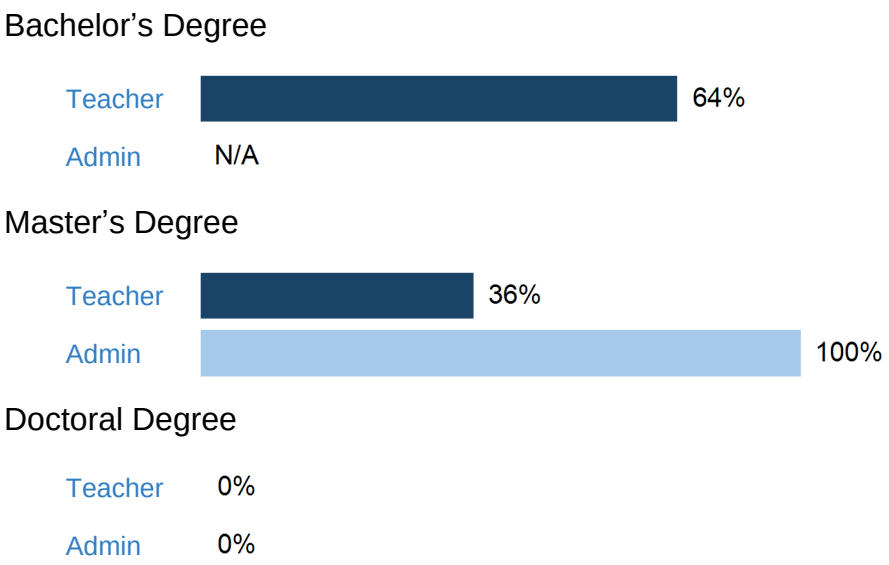
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Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.9%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	70.7%	66.4%	63.4%
Math Proficiency	56.4%	59.6%	54.3%
ELA Growth	61	63	56
Math Growth	40	57	33
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.9%	6.8%	5.9%

† 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	Not Met	Met Standard	Not Met	**	Met	No
White	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target	Exceeds Standard	Not Met	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Character education is integrated throughout the day. • Technology is a part of each school day. • The staff is dedicated to being challenging, innovative and instilling the love of learning in our students.
Mission, Vision, Theme:	At Mercerville School, we believe that learner-centered education places its focus on the needs of learners and inspires children to develop into responsible citizens and productive members of society. We believe that a nurturing and safe environment ensures physical and emotional well-being, which enables individuals to reach their fullest potential. We believe that education is fostered through partnerships, which use teamwork to accomplish goals.

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Courses, Curriculum, Instruction:	Students participate in a 60 minute literacy block which includes whole group instruction, small guided reading groups and literacy stations. Developmental writing programs are present at all grade levels. Our mathematics program is standards based and provides 70 minutes daily of mathematical concept development and small guided math groups. The content areas of Science and Social Studies are taught through projects, hands on activities and experiments. Fundations is taught in Kindergarten, 1st and 2nd grades. A gifted and talented program is available for eligible students in Grades 3-5. Students also participate in Art, Music, PE, Health and Library weekly.
Clubs and Activities:	Mercerville School offers instrumental music to 4th and 5th grade students and our 3rd graders have the opportunity to learn stringed instruments. All 4th and 5th grade students participate in our chorus which gives at least two performances each year. 5th grade students are involved in the Safety Patrol program which instills leadership and character.

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Before and After School Programs:	The Hamilton YMCA provides on site before school care for students beginning at 7:30AM and after school until 5:50PM. They are state licensed by the NJ Department of Children and Families. Their qualified, friendly staff nurtures growth, builds self confidence and instills a sense of community. For more information call 609-581-9622 ext. 119
Staff and Professional Learning:	Mercerville staff is committed to improving their craft by participating in lesson study, professional learning communities and attending various in-district and outside professional development workshops. Each year teachers and administration hold professional book studies on topics of interest and need. This year the building focus is on Social, Emotional Learning.

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Student Supports and Services:	Mercerville offers full in-class resource at every grade level for our students with Individual Education Plans. In addition, our Intervention and Referral Services team assists teachers and parents to identify and implement strategies and resources for our struggling students. Related services such as speech, OT and PT are also available. Daily English as a Second Language program is offered for our English language learners.
Student Health and Wellness:	Mercerville School has a full time nurse on site. Annual health screenings are performed on every student. The school nurse monitors all health issues and works closely with parents/guardians to ensure the safety and well being of students.
Parent and Community Involvement:	Our school enjoys terrific parental involvement and support. The Mercerville PTA supports our students by providing assignment pads and green folders, funds for field trips and assemblies, family fun events (ice skating, Trenton Thunder games, annual Block Party, Trunk or Treat) and by funding some larger ticket items such as new basketball poles, soccer goals and a cozy Reading Room in our library. Check out their website at www.mercervillepta.net

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is completed by all students during school every other year. A link to the survey is shared with parents and staff. The results of these surveys help us to determine whether the programs and initiatives we are implementing are having any impact on school climate.
Facilities:	Mercerville School was opened in 1911. It was a four-room school house at the time. The year 1928 brought a new addition - two wings, one on either side that added ten classrooms, a library and an auditorium. The next addition came in 1951 and added two kindergarten classrooms and four primary classrooms, all with their own lavatories and sinks. In 1994-95 a two classroom addition and nurse's office was added to the primary wing .
School Safety:	Mercerville has a new vistor management system which checks the identification of each individual before entering the building.

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Technology and STEM:	Mercerville students are engaged with technology daily. Students in grades 3-5 use Google Classroom as part of their daily learning. Our students also utilize Study Island, RAZ Kids, and iREADY.

NJ SCHOOL PERFORMANCE REPORT

Morgan Elementary School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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Morgan Elementary School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Mr. Michael Giambelluca
Address	38 STAMFORD ROAD HAMILTON, NJ 08619-1446
Phone Number	609-631-4160
Email Address	mgiambelluca@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/478
Twitter	https://twitter.com/HTSD_Morgan

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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	16	14	14
KG	57	48	51
1	48	53	46
2	48	45	55
3	58	49	41
4	46	59	46
5	51	43	57
Total	324	311	310

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.9%	46.0%	48.7%
Male	53.1%	54.0%	51.3%
Economically Disadvantaged Students	16.7%	17.7%	19.4%
Students with Disabilities	25.0%	25.1%	21.9%
English Learners	1.5%	2.3%	2.6%
Homeless Students	0.0%	0.6%	0.3%
Students in Foster Care	0.0%	0.3%	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	65.4%	64.3%	61.3%
Hispanic	18.2%	18.6%	20.6%
Black or African American	8.6%	9.3%	8.4%
Asian	4.6%	4.8%	5.2%
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	3.1%	2.9%	4.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	1	1
PK - Full Day	16	13	13
KG - Half Day	0	0	0
KG - Full Day	57	48	51

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	86.8%
Spanish	6.8%
Urdu	1.6%
Other Languages	4.8%

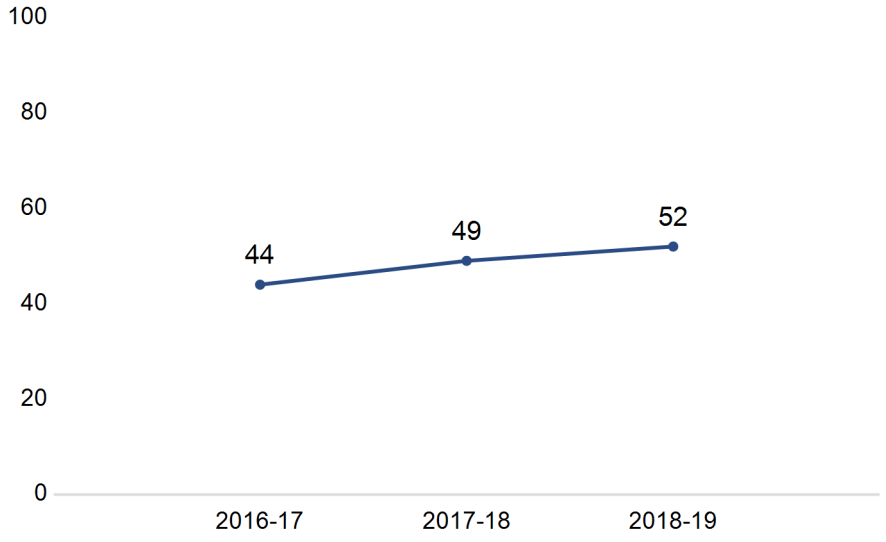
NJ SCHOOL PERFORMANCE REPORT

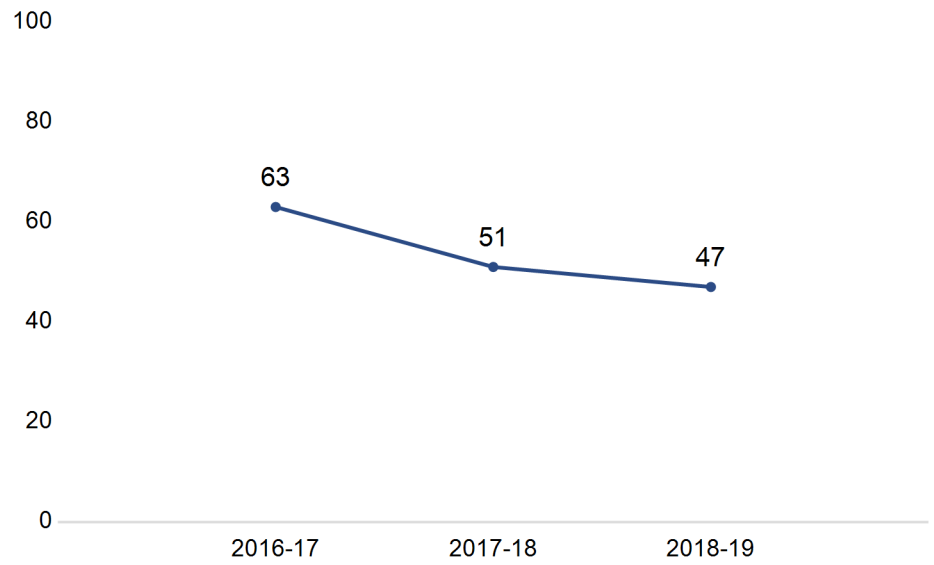
Morgan Elementary School
(21-1950-220)
Grades Offered: PK-05
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	49	52	63	51	47
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Morgan Elementary 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

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	52	40	50	Met Standard	47	44	50	Met Standard
White	53	40	50	Met Standard	48	47	52	Met Standard
Hispanic	50	41	49	Met Standard	57.5	41	47	Met Standard
Black or African American	*	36	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	52	44	53	N	42	44	50	N
Male	53	36	47	N	48	45	51	N
Economically Disadvantaged Students	34	38	48	**	20	40	46	**
Students with Disabilities	51	39	43	**	21	43	45	**
English Learners	*	48	52	**	*	36	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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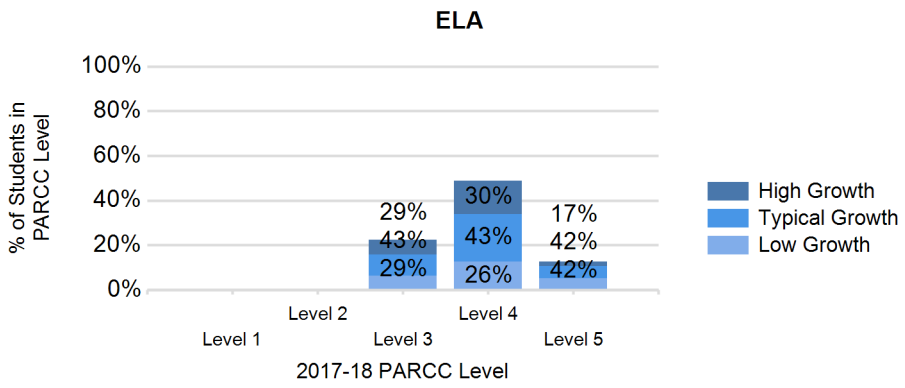
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

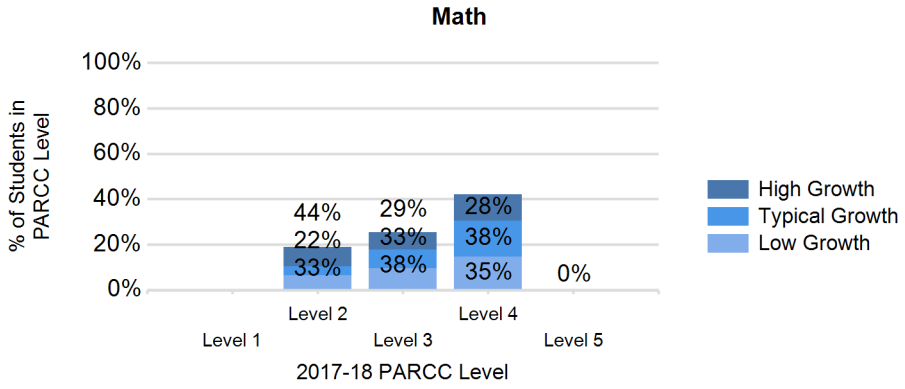
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

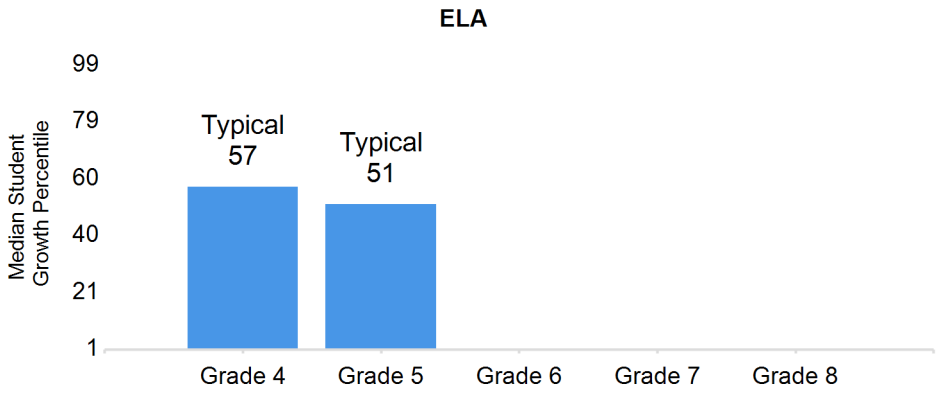
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

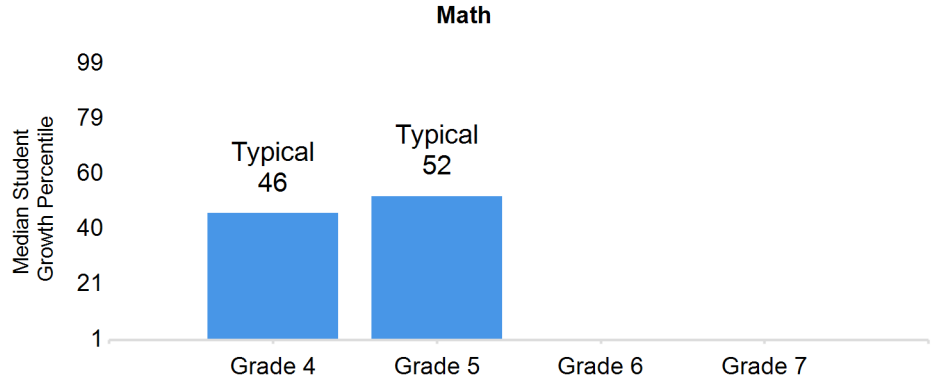




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

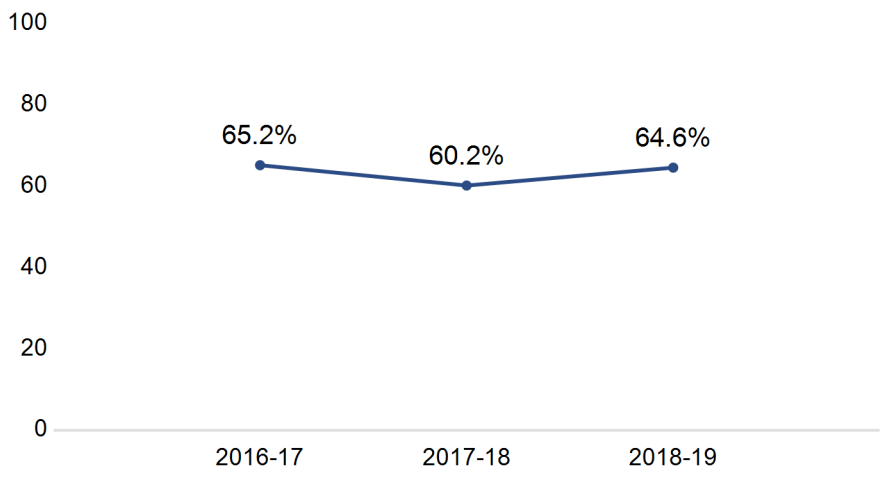
Morgan Elementary School
(21-1950-220)
Grades Offered: PK-05
2018-2019

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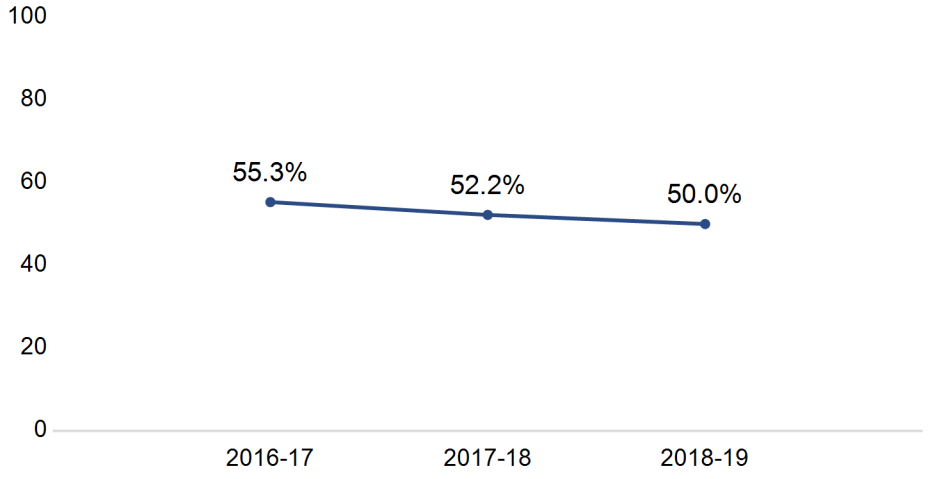
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	100.0%	97.1%	99.3%	100.0%	97.1%
Proficiency Rate for Federal Accountability	65.2%	60.2%	64.6%	55.3%	52.2%	50.0%
Annual Target	61.3%	62.3%	63.3%	53.0%	54.4%	55.9%
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.

NJ SCHOOL PERFORMANCE REPORT

Morgan Elementary School
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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	130	97.1	64.6	44.9	57.9	64.6	63.3	Met Target
White	90	97.9	65.6	*	66.9	65.6	66.7	Met Target†
Hispanic	22	92.3	68.2	36.2	43.9	65.8	54.5	Met Target
Black or African American	10	100.0	40.0	29.3	38.5	40.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	69	97.3	71.0	54.3	64.8	71.0		
Male	61	97.0	57.4	36.4	51.3	57.4		
Economically Disadvantaged Students	15	94.4	53.3	32.0	40.0	52.6	**	**
Non-Economically Disadvantaged Students	115	97.5	66.1	52.5	67.9	66.1		
Students with Disabilities	24	88.9	25.0	14.3	22.7	23.3	46.8	Not Met
Students without Disabilities	106	99.1	73.6	51.9	65.1	73.6		
English Learners	*	*	*	20.9	29.3	*	**	**
Non-English Learners	*	*	*	46.8	60.6	*		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

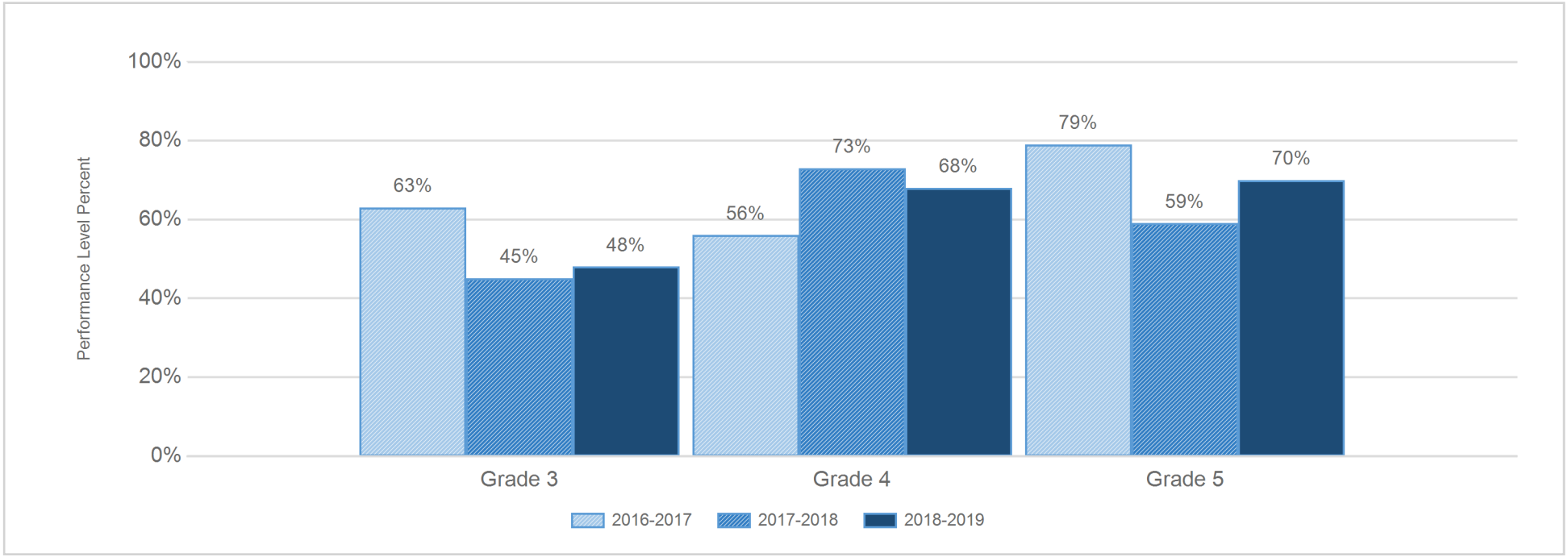
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	740	742	748	*	*	*	*	*	48%	50%
White	33	736	750	757	*	*	*	*	*	45%	60%
Hispanic	*	*	733	734	*	*	*	*	*	*	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	750	756	N	N	N	N	N	N	58%
Female	20	744	747	753	*	*	*	*	*	55%	55%
Male	20	736	737	743	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	*	*	732	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	748	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	N	N	703	713	N	N	N	N	N	N	17%
Non-English Learners	40	740	745	751	*	*	*	*	*	48%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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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	41	761	746	755	*	0%	*	*	*	68%	57%
White	29	766	757	763	*	0%	*	*	*	72%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	21	764	752	760	*	0%	*	*	*	62%	62%
Male	20	757	742	750	*	0%	*	*	*	75%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	755	765	*	*	*	*	*	*	69%
Students with Disabilities	10	721	718	725	*	0%	*	*	*	20%	25%
Students without Disabilities	31	773	753	761	*	0%	*	*	*	84%	64%
English Learners	N	N	712	720	N	N	N	N	N	N	17%
Non-English Learners	41	761	749	758	*	0%	*	*	*	68%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	760	749	756	*	*	19%	*	*	70%	58%
White	31	764	760	764	*	*	*	*	*	77%	68%
Hispanic	14	757	739	743	0%	*	*	*	*	64%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	30	771	757	761	*	*	*	*	*	83%	64%
Male	24	748	741	750	*	*	*	*	*	54%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	130	97.1	50.0	32.7	44.5	50.0	55.9	Met Target†
White	90	97.9	55.6	*	54.1	55.6	56.4	Met Target†
Hispanic	22	92.3	31.8	22.5	28.8	30.7	54.5	Not Met
Black or African American	10	100.0	40.0	18.5	23.0	40.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	69	97.3	52.2	33.8	44.9	52.2		
Male	61	97.0	47.5	31.7	44.2	47.5		
Economically Disadvantaged Students	15	94.4	33.3	*	26.3	32.9	**	**
Non-Economically Disadvantaged Students	115	97.5	52.2	*	54.9	52.2		
Students with Disabilities	24	88.9	25.0	10.6	17.4	23.3	46.8	Not Met
Students without Disabilities	106	99.1	55.7	37.7	50.0	55.7		
English Learners	*	*	*	15.3	25.0	*	**	**
Non-English Learners	*	*	*	34.2	46.5	*		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

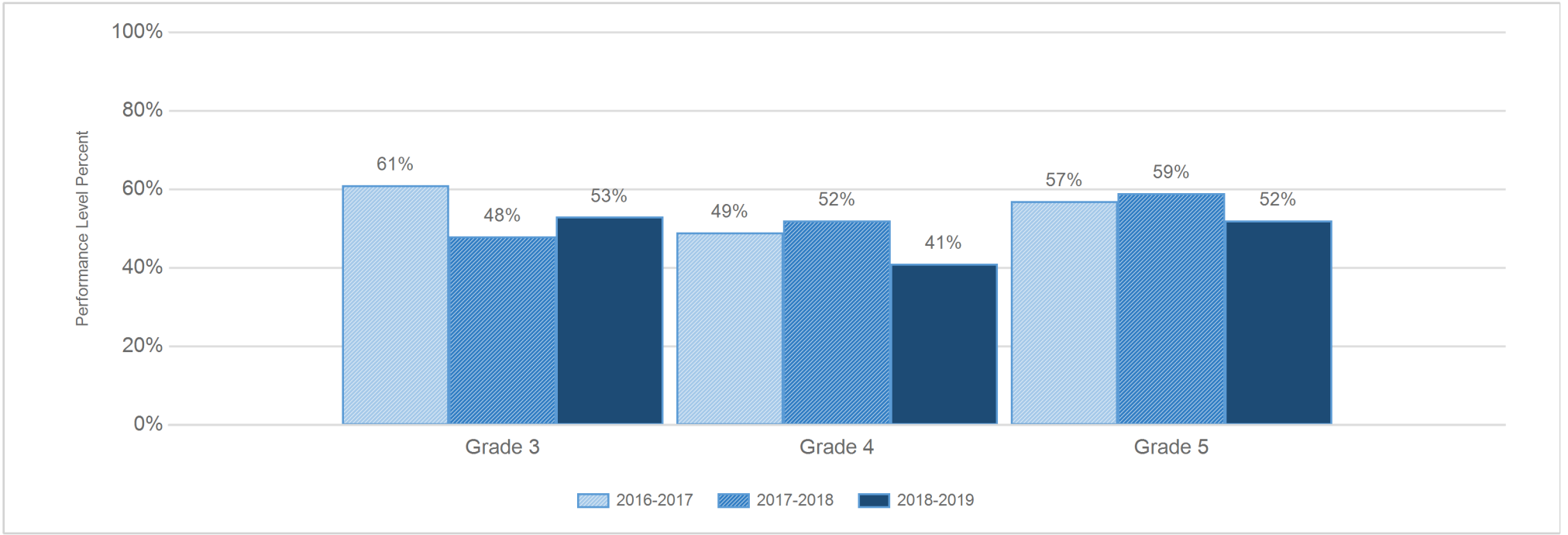
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	746	744	752	*	*	*	*	*	53%	55%
White	33	744	753	760	*	*	*	*	*	52%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	755	758	N	N	N	N	N	N	62%
Female	20	743	743	751	*	*	*	*	*	55%	54%
Male	20	748	745	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	749	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	N	N	717	728	N	N	N	N	N	N	26%
Non-English Learners	40	746	746	754	*	*	*	*	*	53%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Morgan Elementary School
(21-1950-220)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	742	737	749	*	*	32%	*	*	41%	51%
White	29	747	750	757	*	*	*	*	*	52%	62%
Hispanic	*	*	727	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	21	736	736	749	*	*	*	*	*	33%	50%
Male	20	750	739	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	746	759	*	*	*	*	*	*	63%
Students with Disabilities	10	714	714	726	*	*	*	*	*	10%	25%
Students without Disabilities	31	752	743	754	*	*	*	*	*	52%	56%
English Learners	N	N	706	722	N	N	N	N	N	N	18%
Non-English Learners	41	742	740	751	*	*	32%	*	*	41%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Morgan Elementary School
(21-1950-220)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	751	740	747	*	*	28%	*	*	52%	47%
White	31	757	750	755	*	*	*	*	*	61%	58%
Hispanic	14	745	731	735	*	*	*	*	*	36%	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	30	759	742	747	*	*	*	*	*	60%	47%
Male	24	741	738	747	*	*	*	*	*	42%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	747	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	744	752	*	*	*	*	*	*	52%
English Learners	*	*	704	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

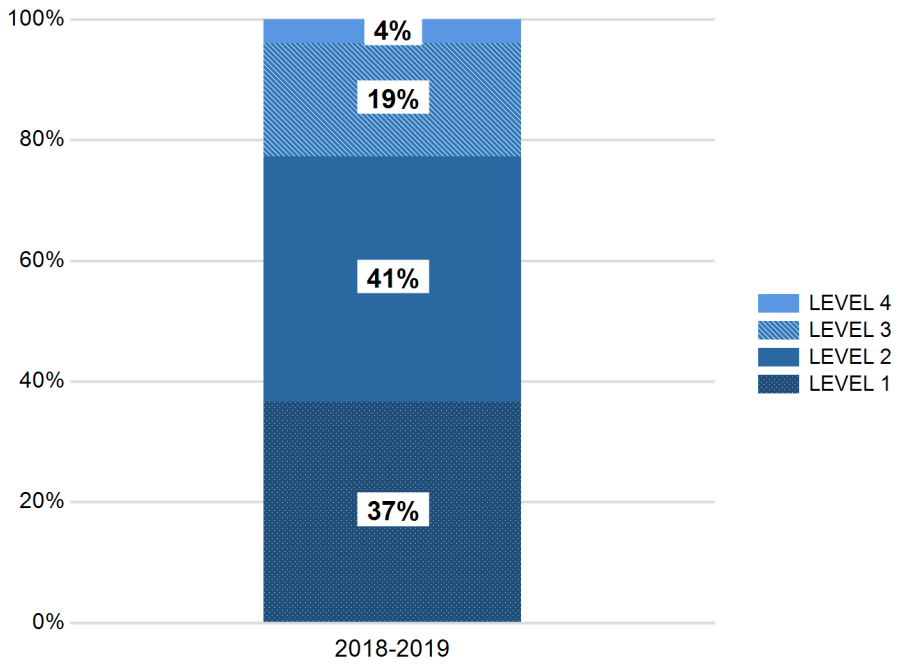
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2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	41	19	4
White	32	45	23	0
Hispanic	43	43	7	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	27	43	27	3
Male	50	38	8	4
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

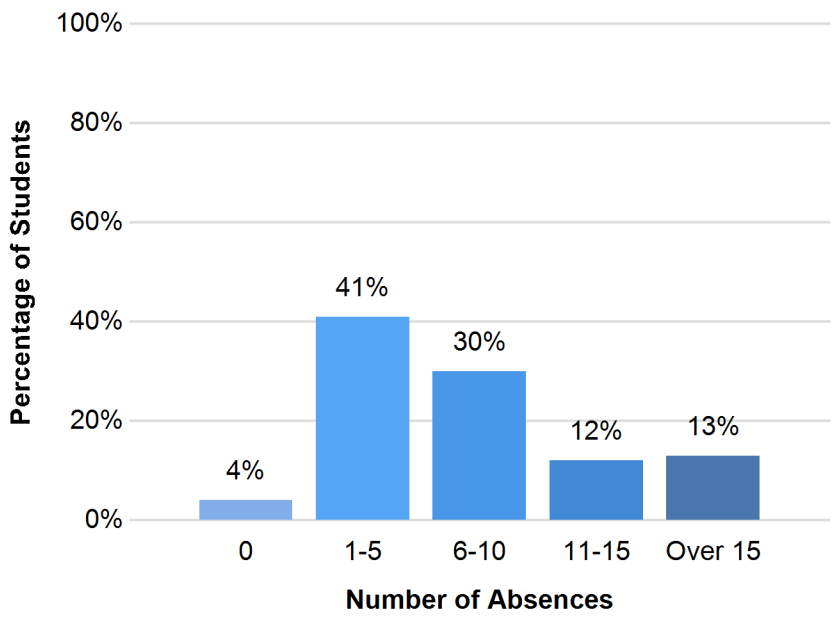
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	9.2	8.9	Not Met
White	15	7.7	8.9	Met
Hispanic	7	14.0	8.9	Not Met
Black or African American	4	22.2	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	9	6.3		
Male	17	12.1		
Economically Disadvantaged Students	12	30.0	8.9	Not Met
Students with Disabilities	7	16.7	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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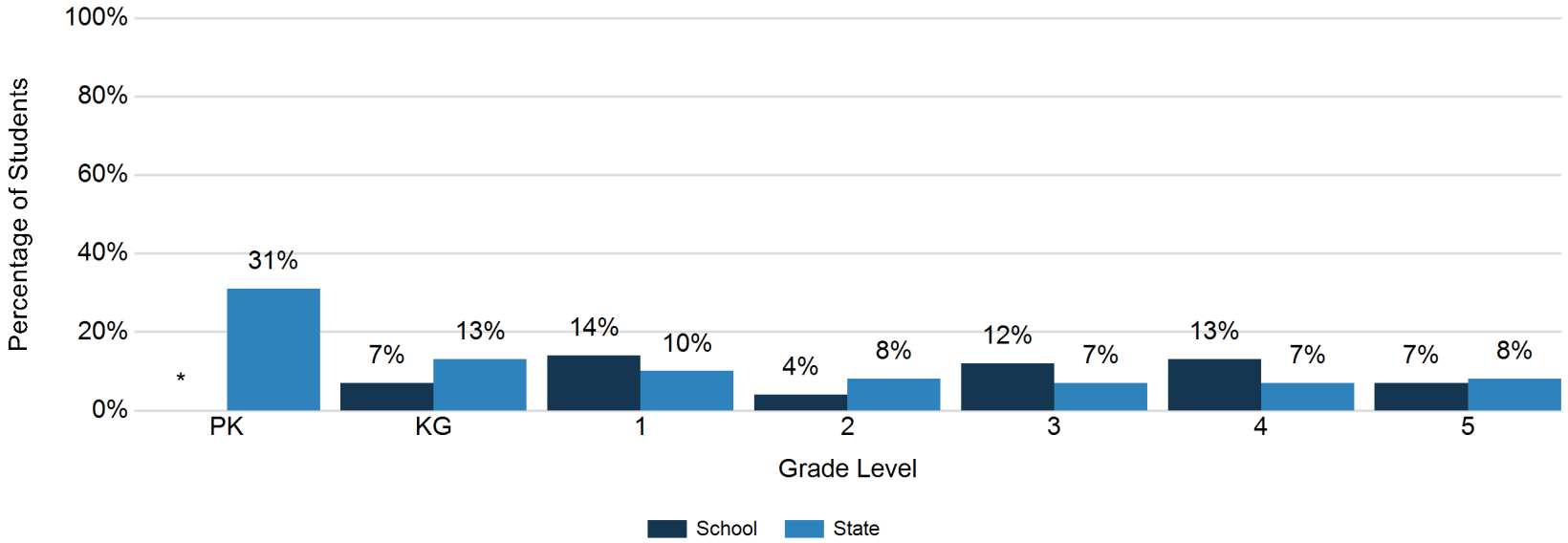
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.32

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	3		3

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	83.9%	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	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	10:1	12:1
Students to Administrators	310:1	179:1
Teachers to Administrators	31:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	77.4%	0.0%	48.4%	77.1%	54.9%
Male	51.3%	22.6%	100.0%	51.6%	22.9%	45.1%
White	61.3%	96.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.6%	3.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.2%	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	4.5%	0.0%	0.0%	2.1%	0.2%	0.2%

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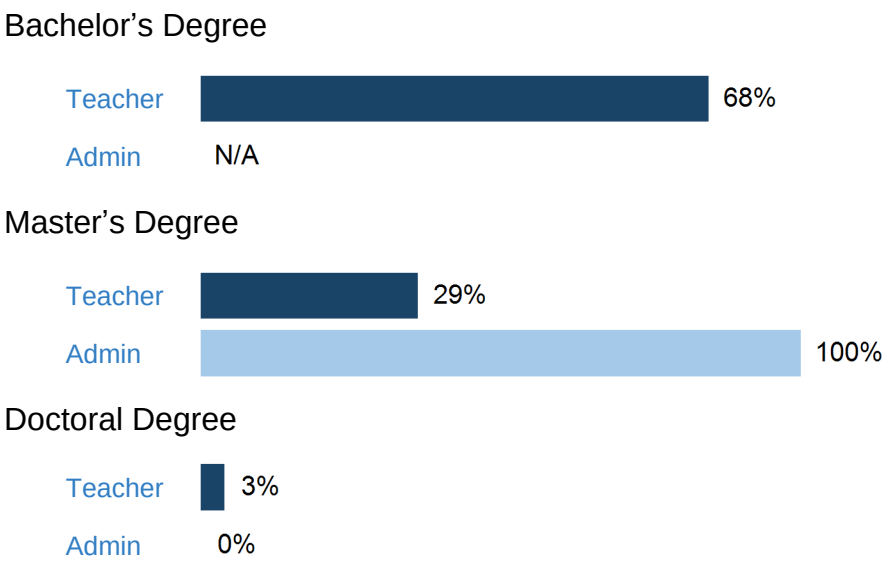
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	96.0%

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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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Grades Offered: PK-05
2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

NJ SCHOOL PERFORMANCE REPORT

Morgan Elementary School
(21-1950-220)
Grades Offered: PK-05
2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.2%	60.2%	64.6%
Math Proficiency	55.3%	52.2%	50.0%
ELA Growth	44	49	52
Math Growth	63	51	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.5%	7.4%	9.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-05
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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†	Met Standard	Met Standard	**	Not Met	No
White	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Named a 2017 National School of Character. • Implemented Guided Math to facilitate differentiation to improve student achievement. • This year's school theme, "Travel - Learning Can Take You Anywhere," will be integrated throughout the curriculum along with focusing on our Core Values and student recognition programs.
Mission, Vision, Theme:	The mission of Morgan School is to provide each student with a quality education by creating a learning environment that fosters the academic, emotional, physical, and social development of all students, assisting them to become life-long learners and responsible citizens. "At Morgan we are MAGIC" - Mindful, Ambitious, Genuine, Imaginative, and Compassionate.
Awards, Recognition, Accomplishments:	2017 New Jersey School of Character Award and 2017 National School of Character Award

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Courses, Curriculum, Instruction:	In addition to the core subjects (ELA, Math, Science, and Social Studies) taught daily, all students also have Art, Music, PE, and Library weekly. Spanish is taught as students' World Language requirement. Guidance lessons are taught monthly and Fundations is taught in Grades K - 2. ALPS for eligible students in Grades 3 - 5. BSI, ESL, and Resource Room instruction are also provided for qualifying students.
Clubs and Activities:	Early Act, Safety Patrol, PALS, Orchestra, Band, Morgan Melodies, Orff Ensemble

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Before and After School Programs:	The Hamilton YMCA provides on site before school care for students beginning at 7:30AM and after school until 5:50PM. They are state licensed by the NJ Department of Children and Families. Their qualified, friendly staff nurtures growth, builds self confidence and instills a sense of community. For more information call 609-581-9622 ext. 119
Staff and Professional Learning:	One monthly Faculty Meeting is designated for in-school professional development focusing on Guided Math and Guided Reading. A book study in an area of professional development is also conducted. Monthly grade level data team meetings and grade level planning meetings are held.

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Student Supports and Services:	The following services and supports are available to eligible students: ESL Instruction, Basic Skills Instruction, Speech/Language Instruction, OT, and PT. Students with disabilities may also receive Resource Room Support and/or Replacement Instruction. I&RS services are designed to assist students who are having academic, behavior, or health difficulties that significantly impact their ability to learn and achieve.
Student Health and Wellness:	Morgan School offers a breakfast program for students who qualify for free/reduced lunch. Students engage in physical activity daily during recess and weekly during their physical education class. This year, the students at Morgan will be participating in a school wide "Fun Run" which is a character building, fitness event, designed to fundraise for our school. Students will also participate in their Field Day event that takes place in the spring.
Parent and Community Involvement:	The PTA is an integral part of our school community. PTA members serve as room parents, lunchroom volunteers, and Field Day volunteers. The PTA sponsors the Holiday Shop, Book Fairs, Ice Skating party, Hero Dance, Fall Family Fun Night, Tricky Tray Event, class parties, and movie night. They support Kindergarten Orientation, the 5th Grade Final Character Pillar Event, and 5th Grade Awards Ceremony. The PTA Board meets monthly and holds three general meetings.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Climate Survey is given to students, parents, and teachers/staff each year. The data collected from the survey is used to research, plan, and implement activities, program, and strategies to improve student-teacher-parent relationships, learning conditions, and overall school climate and culture. The survey results also assist in assessing our programs. Survey results and climate are communicated to the school community.
Facilities:	Morgan School has 21 classrooms, Library, Art/Music Room, four small group instruction rooms, MPR with stage, Faculty Room, Nurse's Office, Main Office, and Child Study Team Office. All 21 classrooms have ceiling fans. Fifteen of the classrooms have a lavatory, sink and water fountain in the classroom. Eight of the instructional rooms, the Library and the Faculty Room are air conditioned.
School Safety:	Morgan has a new vistor management system which checks the identification of each individual before entering the building.

NJ SCHOOL PERFORMANCE REPORT

Richard C Crockett Middle School
(21-1950-083)
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:

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Richard C Crockett Middle School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Ms. Roxanne Clarke Holmes
Address	2631 KUSER ROAD HAMILTON, NJ 08691
Phone Number	609-631-4149
Email Address	rclarke-holmes@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/823
Twitter	https://twitter.com/HTSD_Crockett

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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	268	238	248
7	278	282	256
8	263	277	292
Total	809	797	796

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	48.0%	45.8%	46.9%
Male	52.0%	54.2%	53.1%
Economically Disadvantaged Students	48.1%	47.2%	44.0%
Students with Disabilities	16.7%	17.1%	15.7%
English Learners	2.8%	2.8%	6.0%
Homeless Students	0.2%	0.4%	0.3%
Students in Foster Care	0.2%	0.5%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.1%	0.1%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	37.1%	35.6%	33.2%
Hispanic	31.5%	33.0%	37.8%
Black or African American	25.0%	25.0%	22.0%
Asian	4.7%	3.8%	3.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.6%	2.5%	3.8%

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	72.7%
Spanish	17.7%
Creoles and pidgins, French-based	1.9%
Creoles and pidgins, English	1.3%
Other Languages	6.4%

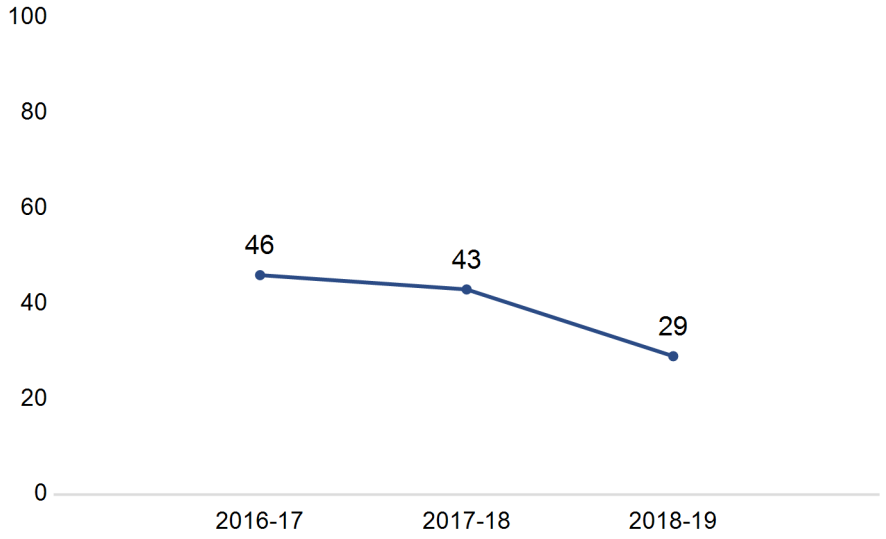
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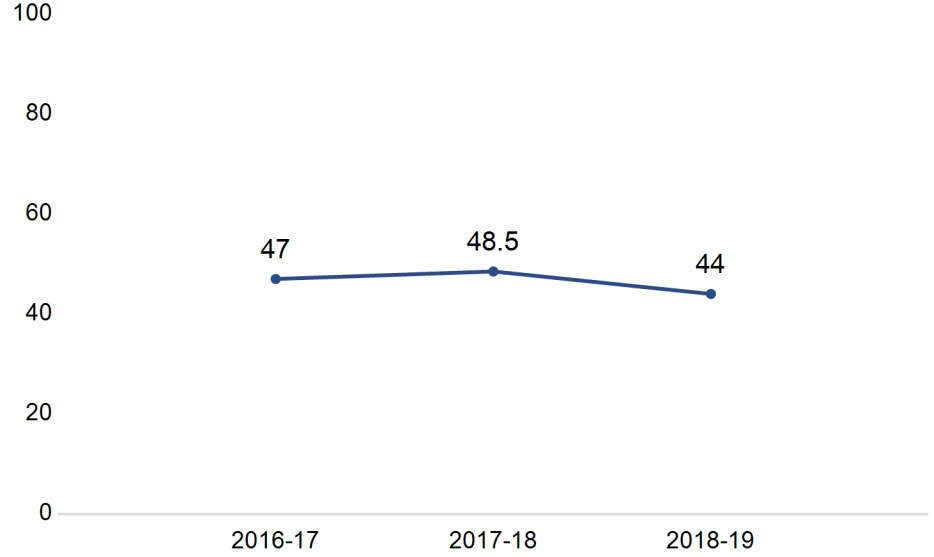
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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	43	29	47	48.5	44
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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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	29	40	50	Not Met	44	44	50	Met Standard
White	29	40	50	Not Met	44	47	52	Met Standard
Hispanic	30	41	49	Not Met	44	41	47	Met Standard
Black or African American	28	36	45	Not Met	46	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	33.5	56	59	Not Met	43.5	54.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	23	40.5	49	Not Met	43	42	52	**
Female	30	44	53	N	44	44	50	N
Male	29	36	47	N	43.5	45	51	N
Economically Disadvantaged Students	27	38	48	Not Met	45	40	46	Met Standard
Students with Disabilities	33	39	43	Not Met	44	43	45	Met Standard
English Learners	37	48	52	Not Met	28	36	50	Not Met
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	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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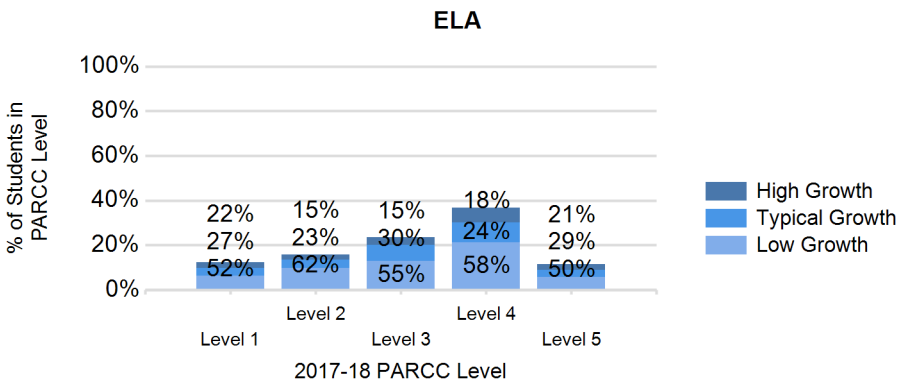
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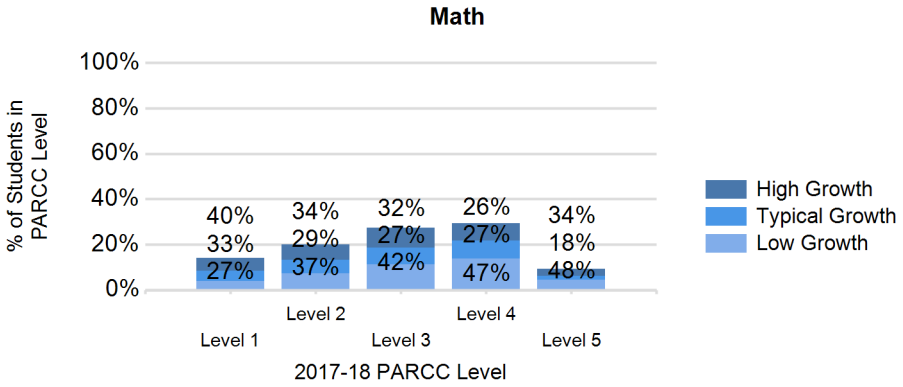
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Student Growth by Performance Level

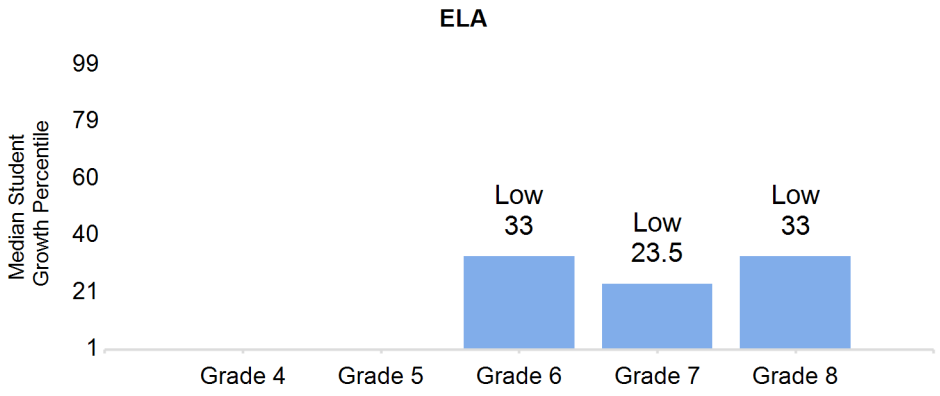
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

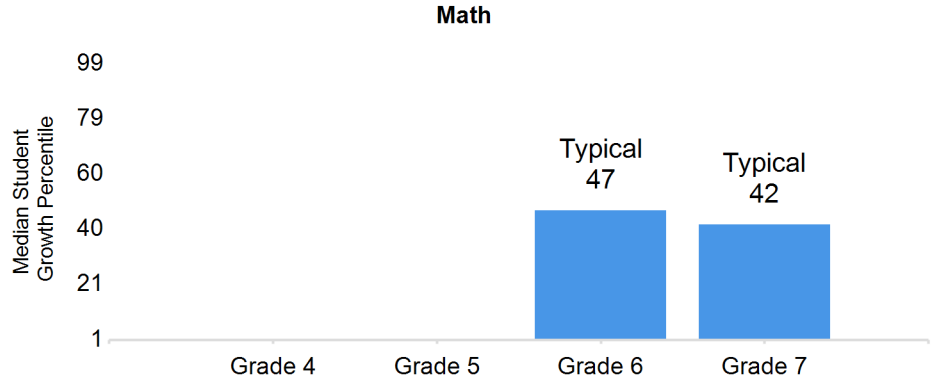




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





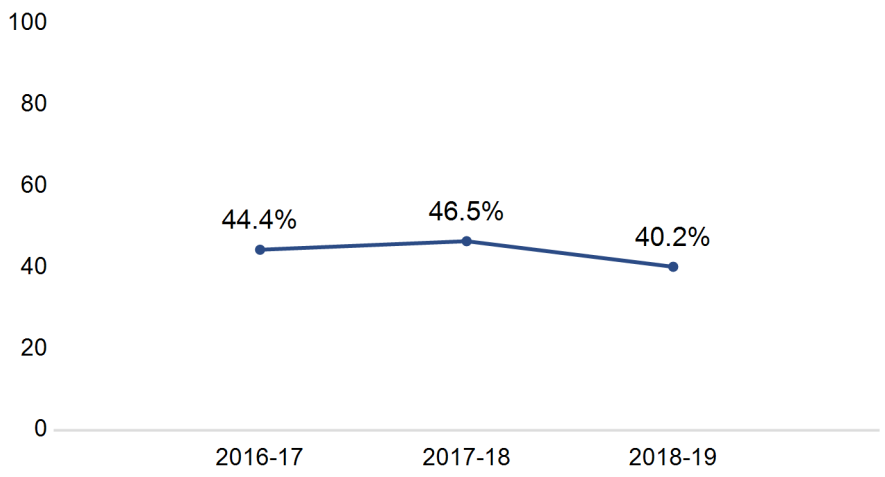
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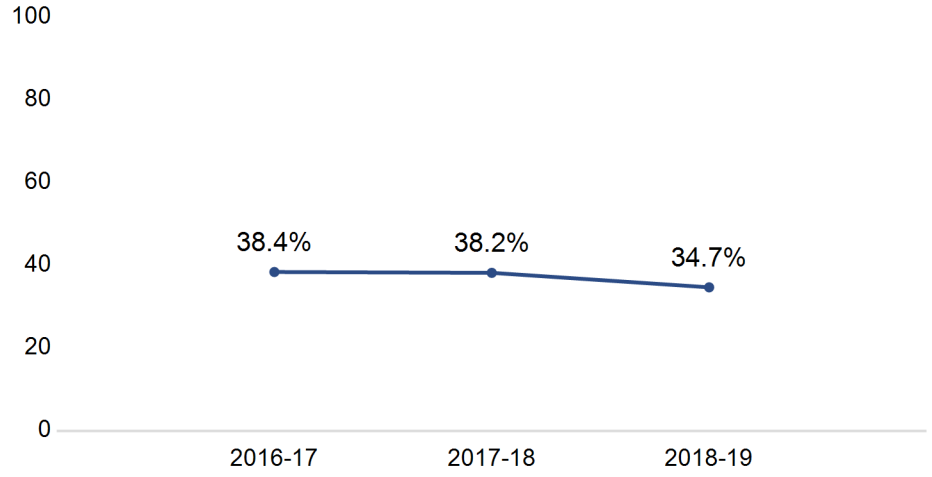
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.8%	99.8%	98.6%	98.7%	99.5%
Proficiency Rate for Federal Accountability	44.4%	46.5%	40.2%	38.4%	38.2%	34.7%
Annual Target	47.2%	49.0%	50.7%	42.4%	44.4%	46.3%
Met Annual Target?	Met Target†	Met Target†	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Richard C Crockett Middle School
(21-1950-083)
Grades Offered: 06-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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English Language Arts Assessment - 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	778	99.8	40.2	44.9	57.9	40.2	50.7	Not Met
White	267	99.6	56.9	*	66.9	56.9	59.2	Met Target†
Hispanic	294	99.7	31.0	36.2	43.9	31.0	41.6	Not Met
Black or African American	166	100.0	24.1	29.3	38.5	24.1	39.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	76.2	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	27	100.0	48.1	*	64.4	48.1	N	N
Female	359	99.7	50.4	54.3	64.8	50.4		
Male	419	99.8	31.5	36.4	51.3	31.5		
Economically Disadvantaged Students	335	99.4	25.7	32.0	40.0	25.7	39.6	Not Met
Non-Economically Disadvantaged Students	443	100.0	51.2	52.5	67.9	51.2		
Students with Disabilities	147	99.4	10.9	14.3	22.7	10.9	24.2	Not Met
Students without Disabilities	631	99.8	47.1	51.9	65.1	47.1		
English Learners	58	100.0	19.0	20.9	29.3	19.0	24.8	Met Target†
Non-English Learners	720	99.7	41.9	46.8	60.6	41.9		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

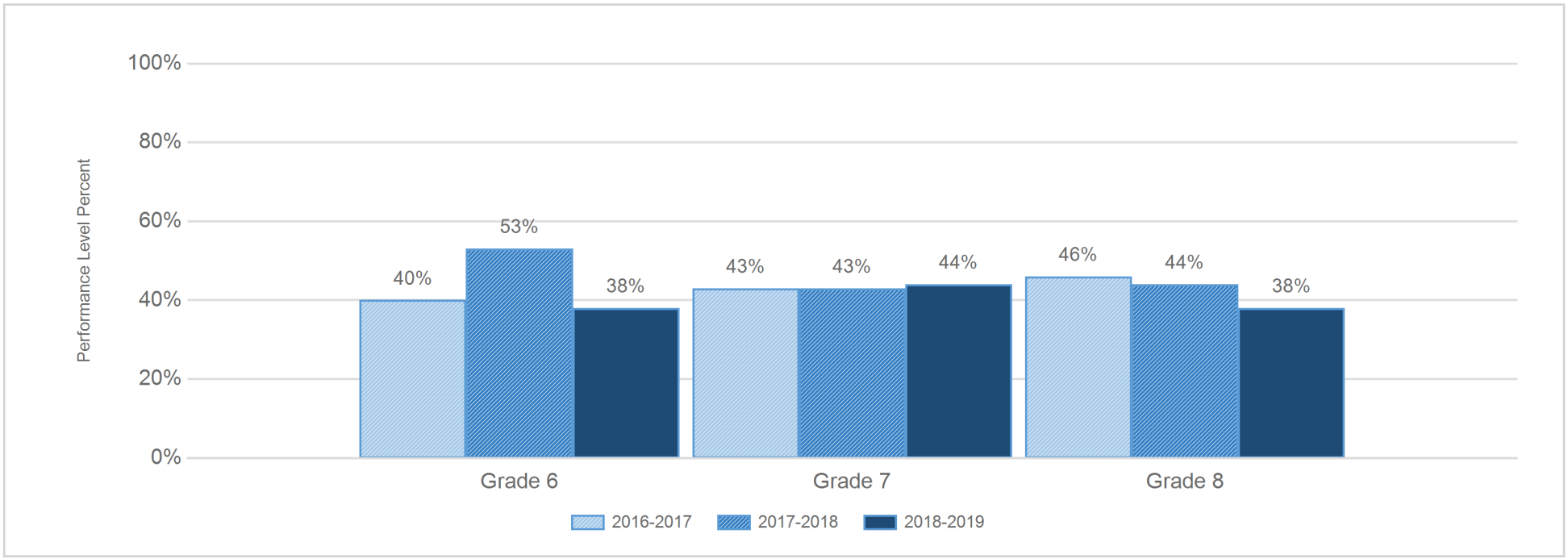
NJ SCHOOL PERFORMANCE REPORT

Richard C Crockett Middle School
(21-1950-083)
Grades Offered: 06-08
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.



NJ SCHOOL PERFORMANCE REPORT

Richard C Crockett Middle School
(21-1950-083)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	737	743	754	18%	17%	27%	32%	6%	38%	56%
White	72	750	751	762	*	*	22%	*	*	57%	65%
Hispanic	107	734	737	743	19%	18%	33%	*	*	31%	43%
Black or African American	46	719	729	738	33%	28%	22%	*	*	17%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	13	747	753	760	*	*	*	*	*	46%	64%
Female	119	745	751	762	13%	14%	24%	*	*	49%	64%
Male	127	730	736	748	23%	20%	29%	*	*	28%	48%
Economically Disadvantaged Students	106	726	732	740	24%	26%	27%	*	*	23%	39%
Non-Economically Disadvantaged Students	140	746	750	763	14%	11%	26%	*	*	49%	67%
Students with Disabilities	50	705	713	722	48%	24%	*	*	*	10%	19%
Students without Disabilities	196	745	750	761	10%	16%	*	*	*	45%	64%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	745	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Richard C Crockett Middle School
(21-1950-083)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	248	741	746	761	19%	14%	23%	30%	14%	44%	63%
White	95	760	755	769	*	*	21%	40%	23%	63%	72%
Hispanic	85	726	736	747	26%	19%	28%	*	*	27%	50%
Black or African American	52	723	732	741	31%	*	21%	*	*	31%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	751	768	*	*	*	*	*	*	68%
Female	107	751	758	769	11%	13%	21%	34%	21%	54%	71%
Male	141	732	736	753	25%	15%	25%	27%	9%	35%	55%
Economically Disadvantaged Students	106	724	730	743	30%	17%	26%	*	*	26%	45%
Non-Economically Disadvantaged Students	142	753	755	771	11%	12%	21%	*	*	56%	73%
Students with Disabilities	43	696	707	720	*	*	*	*	*	*	22%
Students without Disabilities	205	750	755	769	*	*	*	*	*	*	71%
English Learners	11	684	*	706	*	*	*	*	*	*	12%
Non-English Learners	237	743	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Richard C Crockett Middle School
(21-1950-083)
Grades Offered: 06-08
2018-2019

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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	292	736	745	762	20%	21%	21%	28%	10%	38%	63%
White	98	751	755	770	*	16%	22%	*	*	53%	72%
Hispanic	102	733	739	747	21%	22%	25%	22%	11%	32%	49%
Black or African American	74	715	724	741	38%	27%	14%	22%	0%	22%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	743	769	*	*	*	*	*	*	69%
Female	140	744	757	771	18%	16%	20%	33%	14%	46%	71%
Male	152	729	733	753	22%	25%	22%	24%	7%	30%	55%
Economically Disadvantaged Students	121	723	732	743	30%	26%	18%	*	*	26%	45%
Non-Economically Disadvantaged Students	171	746	752	772	13%	17%	23%	*	*	46%	72%
Students with Disabilities	48	707	712	721	38%	40%	*	*	*	10%	22%
Students without Disabilities	244	742	751	770	17%	17%	*	*	*	43%	71%
English Learners	11	690	*	708	*	*	*	*	*	*	12%
Non-English Learners	281	738	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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(21-1950-083)
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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	786	99.5	34.7	32.7	44.5	34.7	46.3	Not Met
White	268	99.6	54.1	*	54.1	54.1	54.3	Met Target†
Hispanic	298	99.4	24.2	22.5	28.8	24.2	38.1	Not Met
Black or African American	168	100.0	19.0	18.5	23.0	19.0	34.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	71.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	27	96.7	33.3	*	53.3	33.3	N	N
Female	363	99.5	37.2	33.8	44.9	37.2		
Male	423	99.5	32.6	31.7	44.2	32.6		
Economically Disadvantaged Students	338	99.1	20.4	*	26.3	20.4	36.8	Not Met
Non-Economically Disadvantaged Students	448	99.8	45.5	*	54.9	45.5		
Students with Disabilities	147	99.4	*	10.6	17.4	*	15.7	Not Met
Students without Disabilities	639	99.5	*	37.7	50.0	*		
English Learners	66	98.7	18.2	15.3	25.0	18.2	8	Met Target
Non-English Learners	720	99.6	36.3	34.2	46.5	36.3		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

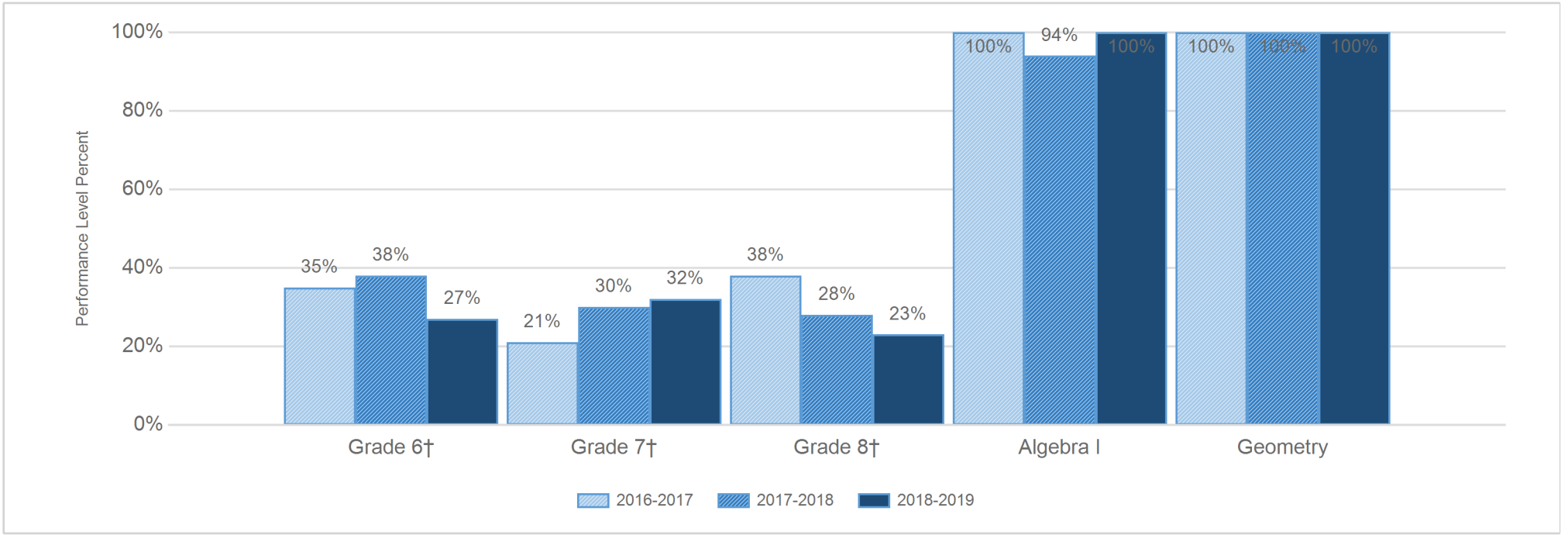
NJ SCHOOL PERFORMANCE REPORT

Richard C Crockett Middle School
(21-1950-083)
Grades Offered: 06-08
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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(21-1950-083)
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2018-2019

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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	250	731	735	741	15%	29%	29%	22%	4%	27%	41%
White	73	747	746	749	*	19%	30%	*	*	47%	51%
Hispanic	109	726	726	729	15%	35%	33%	*	*	17%	24%
Black or African American	48	714	719	722	33%	33%	21%	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	12	743	740	747	*	*	*	*	*	33%	48%
Female	121	731	736	742	14%	28%	33%	*	*	25%	42%
Male	129	732	733	740	16%	30%	25%	*	*	29%	40%
Economically Disadvantaged Students	108	721	722	726	20%	38%	30%	*	*	12%	21%
Non-Economically Disadvantaged Students	142	739	742	750	11%	23%	28%	*	*	38%	53%
Students with Disabilities	50	711	715	716	*	*	*	*	*	*	12%
Students without Disabilities	200	736	739	746	*	*	*	*	*	*	46%
English Learners	14	695	*	709	*	*	*	*	*	*	*
Non-English Learners	236	733	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

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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	232	734	736	744	11%	25%	31%	*	*	32%	42%
White	79	747	743	751	*	13%	28%	*	*	56%	53%
Hispanic	89	727	729	733	19%	27%	35%	19%	0%	19%	26%
Black or African American	49	725	725	727	*	41%	31%	*	*	16%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	738	749	*	*	*	*	*	*	51%
Female	99	735	739	744	12%	19%	34%	*	*	34%	42%
Male	133	733	734	743	11%	29%	29%	*	*	31%	42%
Economically Disadvantaged Students	105	725	725	731	*	32%	30%	*	*	19%	24%
Non-Economically Disadvantaged Students	127	742	742	751	*	19%	32%	*	*	43%	53%
Students with Disabilities	43	714	715	718	26%	47%	*	*	*	14%	13%
Students without Disabilities	189	739	741	749	8%	20%	*	*	*	37%	48%
English Learners	16	711	*	716	*	*	0%	*	*	13%	10%
Non-English Learners	216	736	*	745	*	*	34%	*	*	34%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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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	240	723	723	728	28%	20%	29%	*	*	23%	29%
White	66	732	730	737	15%	26%	30%	29%	0%	29%	38%
Hispanic	91	725	720	722	25%	19%	32%	*	*	24%	22%
Black or African American	73	713	714	714	42%	18%	22%	18%	0%	18%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	734	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	727	730	*	*	*	*	*	*	31%
Female	107	724	724	731	26%	21%	30%	*	*	23%	31%
Male	133	722	721	726	30%	20%	29%	*	*	22%	27%
Economically Disadvantaged Students	113	719	717	719	35%	19%	27%	*	*	19%	20%
Non-Economically Disadvantaged Students	127	726	727	735	23%	20%	31%	*	*	26%	36%
Students with Disabilities	48	705	702	707	*	*	*	*	*	*	10%
Students without Disabilities	192	727	728	734	*	*	*	*	*	*	35%
English Learners	15	695	*	706	*	*	*	*	*	*	10%
Non-English Learners	225	725	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Richard C Crockett Middle School
(21-1950-083)
Grades Offered: 06-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance 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	64	789	736	744	0%	0%	0%	81%	19%	100%	42%
White	41	790	747	752	0%	0%	0%	*	*	100%	53%
Hispanic	10	779	*	728	0%	0%	0%	100%	0%	100%	24%
Black or African American	*	*	723	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	39	786	739	745	0%	0%	0%	*	*	100%	44%
Male	25	793	734	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	13	788	727	727	0%	0%	0%	*	*	100%	23%
Non-Economically Disadvantaged Students	51	789	742	752	0%	0%	0%	*	*	100%	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	64	789	*	748	0%	0%	0%	81%	19%	100%	47%
English Learners	*	*	711	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	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	14	788	727	737	0%	0%	0%	*	*	100%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	720	724	*	*	*	*	*	*	17%
Black or African American	N	N	716	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	730	738	*	*	*	*	*	*	36%
Male	*	*	724	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	720	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	730	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	14	788	*	741	0%	0%	0%	*	*	100%	*
English Learners	N	N	706	708	N	N	N	N	N	N	*
Non-English Learners	14	788	728	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	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	45.8%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	31	*	*
3-4	11	*	*
5 or more	*	*	*

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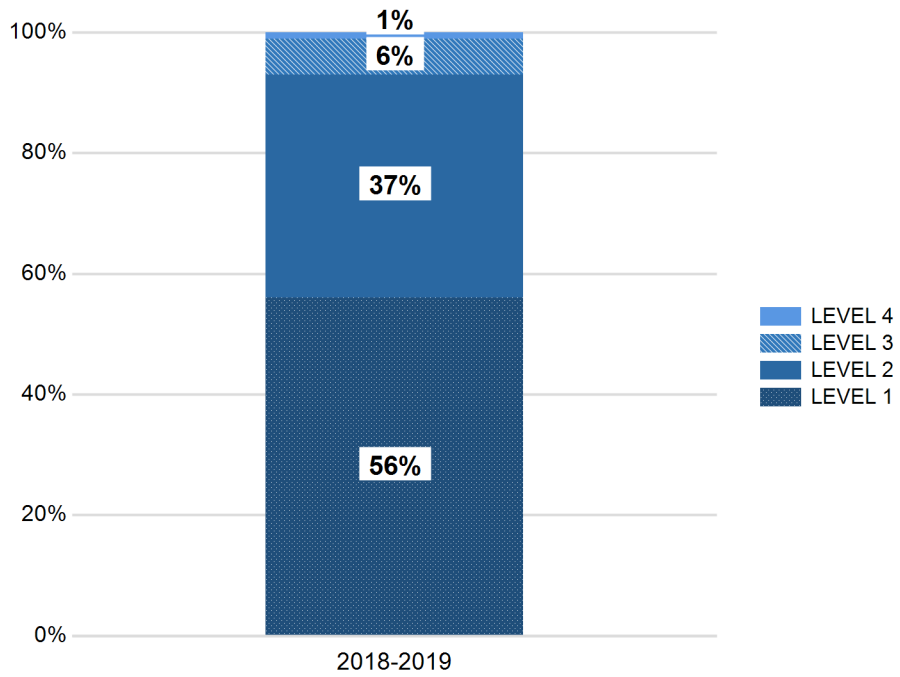
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	56	37	6	1
White	39	47	12	1
Hispanic	61	38	2	0
Black or African American	77	21	1	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	54	40	6	0
Male	58	33	7	3
Economically Disadvantaged Students	68	29	3	0
Non-Economically Disadvantaged Students	47	42	9	2
Students with Disabilities	76	24	0	0
Students without Disabilities	52	39	7	2
English Learners	80	20	0	0
Non-English Learners	54	38	6	1
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	248
7	21	0	235
8	43	14	235
Total	64	14	718

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	246	0	0	0	0	0	0
7	238	0	0	0	0	0	0
8	18	0	0	0	0	0	0
Total	502	0	0	0	0	0	0

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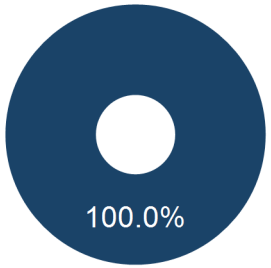
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Visual and Performing Arts – Course Participation

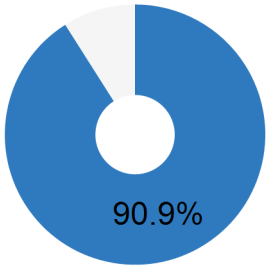
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

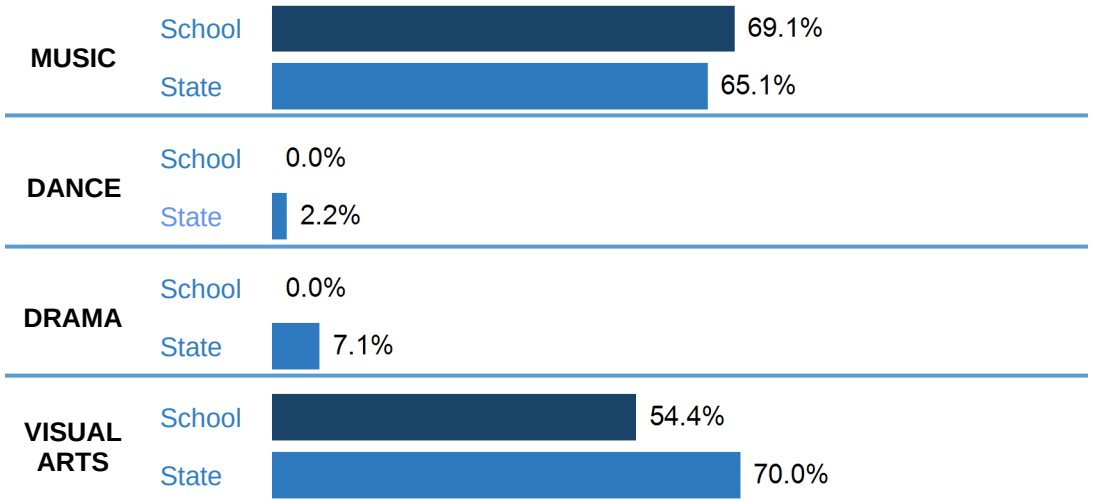


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

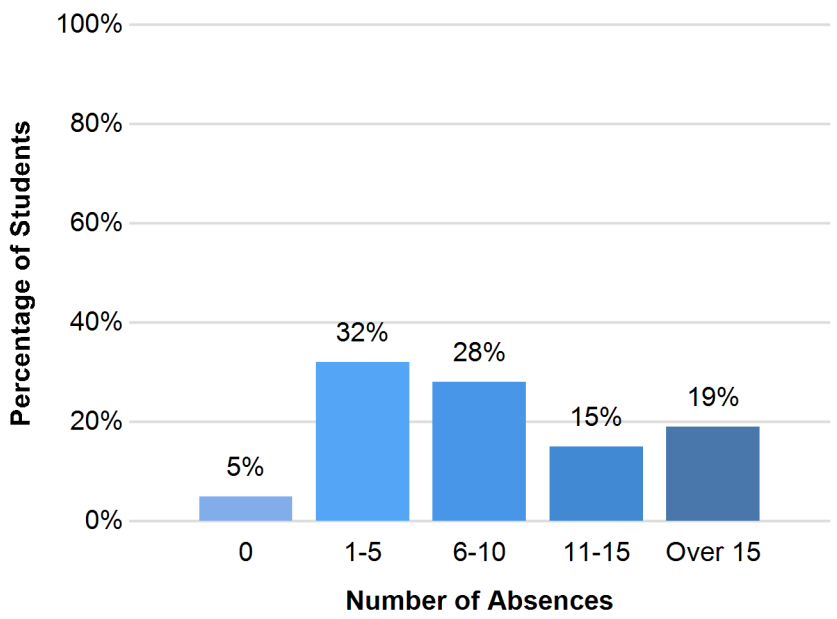
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	125	15.5	9.1	Not Met
White	35	13.0	9.1	Not Met
Hispanic	49	15.9	9.1	Not Met
Black or African American	27	15.4	9.1	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	11	35.5	9.1	Not Met
Female	58	15.5		
Male	67	15.4		
Economically Disadvantaged Students	77	21.7	9.1	Not Met
Students with Disabilities	35	24.1	9.1	Not Met
English Learners	10	21.7	9.1	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

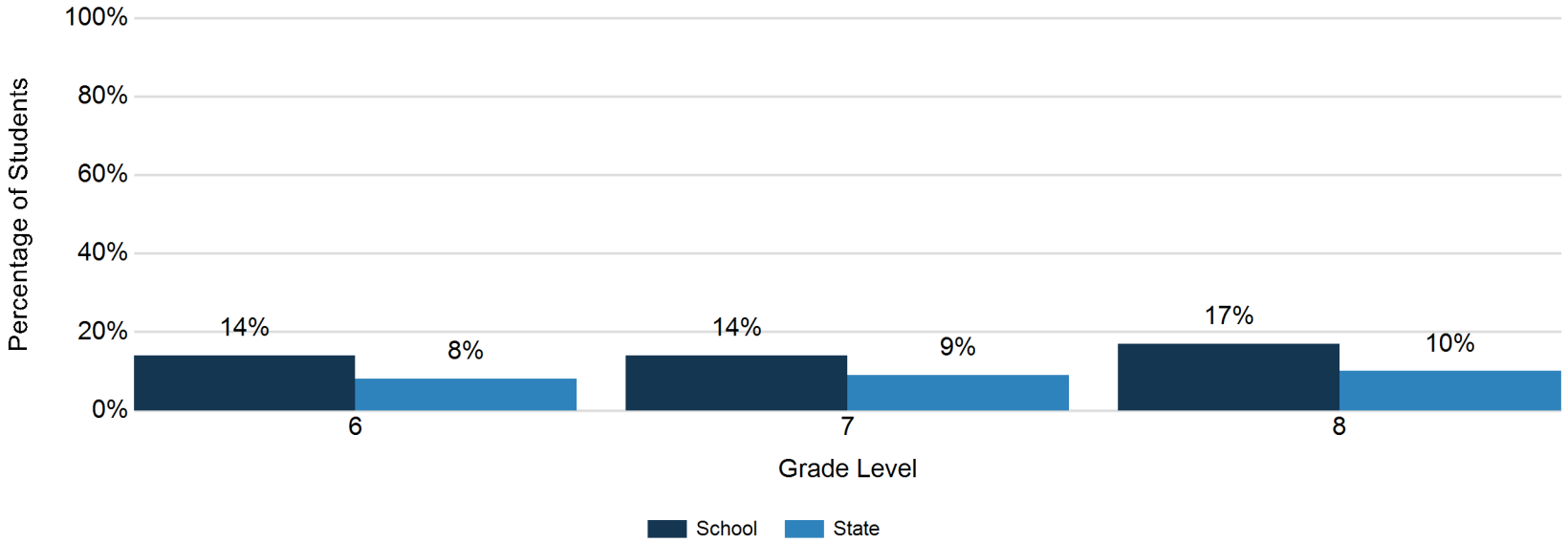
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	67
Weapons	1
Vandalism	5
Substances	5
Harassment, Intimidation, Bullying (HIB)	24
Total Unique Incidents	102
Incidents Per 100 Students Enrolled	12.81

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	18
Weapons	1
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	11
Other Incidents Leading to Removal	6

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	3	3
Gender	1	15	16
Sexual Orientation	0	2	2
Disability	0	6	6
Other	0	2	2
No Identified Nature	11		11

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	98	12.3%
Out-of-School Suspensions	96	12.1%
Any Suspension	145	18.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
300

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.5:1

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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 the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	73	118,214
Average years experience in public schools	10.9	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	74.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	265:1	179:1
Teachers to Administrators	24:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	80.8%	66.7%	48.4%	77.1%	54.9%
Male	53.1%	19.2%	33.3%	51.6%	22.9%	45.1%
White	33.2%	93.2%	66.7%	42.4%	83.6%	77.4%
Hispanic	37.8%	1.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	22.0%	4.1%	33.3%	15.0%	6.6%	13.9%
Asian	3.1%	1.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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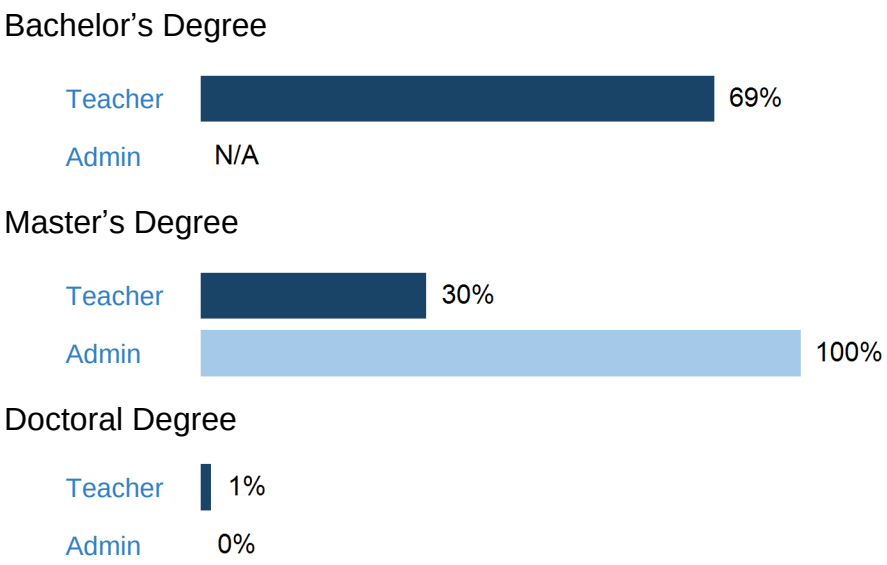
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Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.6%

NJ SCHOOL PERFORMANCE REPORT

Richard C Crockett Middle School
(21-1950-083)
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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.4%	46.5%	40.2%
Math Proficiency	38.4%	38.2%	34.7%
ELA Growth	46	43	29
Math Growth	47	48	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.7%	45.8%
Chronic Absenteeism	15.6%	14.0%	15.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Met Standard	Met Target	Not Met	No
White	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Not Met	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	Not Met	**	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target	Not Met	Not Met	Not Met	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Excellence Through Education Merit Awards/Math Counts Honorees/Study Island Performance Recipients • Diverse school population with emphasis on promoting varied interests such as John Hopkins Talent Search, Willow Tree Educational Leadership Program, Yearly Letters to Soldiers Campaign • Bully Free Friends Club, First Lego League. Math Counts Team. Student Newspaper. Photography Club. Homework Help Club. STEM Club
Mission, Vision, Theme:	Mission: The staff of Crockett Middle School believes that all students can and will achieve to the best of their abilities. We will provide a safe and orderly climate, monitor student progress, and work with parents and community so that students will feel responsible for their academic success and personal achievement. CMS staff believes that all students can and will achieve to the best of their abilities.
Awards, Recognition, Accomplishments:	Students are annually recognized for their participation in activities such as Student Council, Johns Hopkins Talent Search, Sigma, Math Counts, Excellence Through Education Merit Awards Program, Teen Arts, "Fire Is" Program, NJ Seeds, Respect Week, Reading Buddies, School Production, Willow Tree Teen Educational Leadership Program, Bully Free Friends. Monthly Student and Staff Member of the Month recognition activities.

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Courses, Curriculum, Instruction:	Student achievement and performance is supported by data driven instruction and the Danielson Evaluation System. The staff continually utilizes Study Island, I-ready, Imagine Math, Newsela to complement instruction, evaluate student performance and adjust instruction.
Clubs and Activities:	Robotics Club, Photography Club, Homework Help Club, STEM Club, Willow Tree, Bully Free Friends, Newspaper Club, Yearbook Club

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Before and After School Programs:	Homework Help Club, Middle school sports club offerings, clubs such as photography/STEM/Robotics
Staff and Professional Learning:	I &RS Training, Growth Mindset, Grit Training, Security Trainings, PLCS, Grade Level Team Meetings - Content Area, SGO Reflection. Several district sponsored professional development workshops: ELL/ESL Trainings, Data Analysis professional learning, NJSLA workshops.

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Student Supports and Services:	I&RS, Tutoring for struggling students, ESL, BD Program/SAC counselor one on one intervention support with designated students.
Student Health and Wellness:	Restorative Practices components to building culture and providing alternatives to discipline/physical education classes, breakfast, lunch for eligible students, Health content aimed at physical and emotional wellness, and clubs like Bully Free Friends and weekly counselors' group sessions support SEL programming.
Parent and Community Involvement:	PTA - Collaborates - Crockett Advisory Committee. Many incentives are provided by the administration, teaching staff, PTA and community to encourage and increase student performance and raise students self esteem and staff morale.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Annual School Climate Survey via Google-focus strengthening school culture and seeing the best in students and staff. Monthly staff surveys to assess progress on school wide initiatives. Monthly surveys distributed by School Safety Committee and Crockett's Advisory Committee.
Facilities:	The building was constructed in 1989. Air conditioning in rooms without windows and science rooms. New carpet in Media Center, fairly newer roof, updated and ADA compliant bathrooms and counter areas, as well as ADA compliant signage.
School Safety:	On staff campus monitors and School Resource Officer. Established School Security Committee that meets monthly with consistent drills for students and staff. Student representatives are on Security Committee.

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Technology and STEM:	Updated Smartboards/Projector in varied classrooms. Revised curricula highlighting technology components and STEM objectives as well as a newly formed STEM club

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Other Information	CMS has a School Safety Team that partners with the Student Assistance Counselor to foster programs like the Bully Free Friends club. CMS is annually recognized for the Willow Tree Teen Educational Leadership program and community service initiatives like Letter to Soldier Campaign. CMS is a diverse school community that offers varied opportunities to highlight the talents and richness of its student body. Communication to parent and guardian communities via social media (Twitter)/monthly newsletters/school and teacher websites.

NJ SCHOOL PERFORMANCE REPORT

Sayen Elementary School
(21-1950-240)
Grades Offered: PK-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Ms. Diana Vasil
Address	3333 NOTTINGHAM WAY HAMILTON, NJ 08690-2603
Phone Number	609-631-4164
Email Address	dvasil@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/563
Twitter	https://twitter.com/HTSD_Sayen

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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	0	0	0
KG	49	49	48
1	37	49	50
2	42	42	48
3	49	43	42
4	36	52	46
5	50	38	53
Total	263	273	287

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.8%	50.5%	49.8%
Male	50.2%	49.5%	50.2%
Economically Disadvantaged Students	14.8%	17.2%	19.2%
Students with Disabilities	14.4%	13.6%	13.6%
English Learners	0.8%	1.5%	3.5%
Homeless Students	0.0%	0.4%	0.3%
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	78.3%	71.8%	69.3%
Hispanic	14.8%	19.4%	21.6%
Black or African American	2.3%	2.9%	2.8%
Asian	1.9%	1.8%	2.8%
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	2.7%	4.0%	3.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	49	49	48

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	88.2%
Spanish	7.3%
Arabic	1.7%
Urdu	1.0%
Other Languages	1.7%

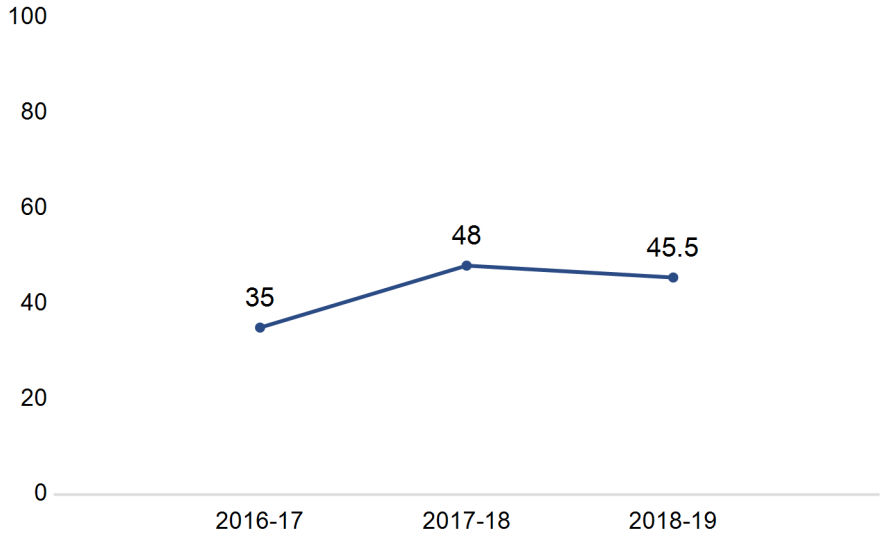
NJ SCHOOL PERFORMANCE REPORT

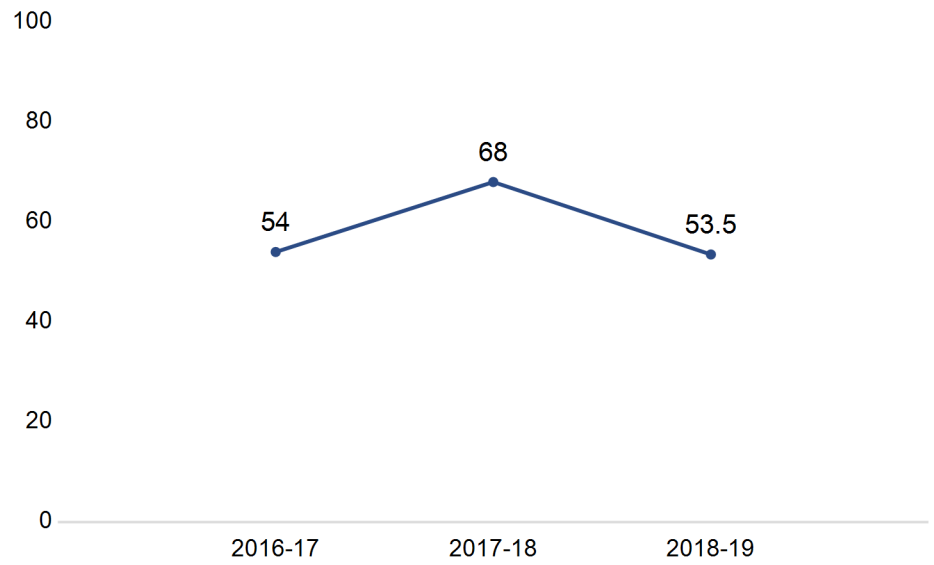
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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	48	45.5	54	68	53.5
Met Standard (40-59.5)?	Not Met	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	45.5	40	50	Met Standard	53.5	44	50	Met Standard
White	46	40	50	Met Standard	53	47	52	Met Standard
Hispanic	31	41	49	**	42	41	47	**
Black or African American	*	36	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	43	44	53	N	47	44	50	N
Male	48	36	47	N	54	45	51	N
Economically Disadvantaged Students	33	38	48	**	56	40	46	**
Students with Disabilities	66	39	43	**	77	43	45	**
English Learners	*	48	52	**	*	36	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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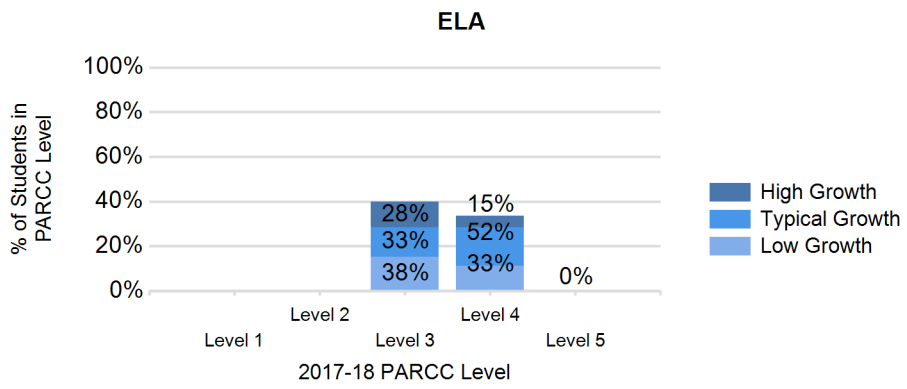
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

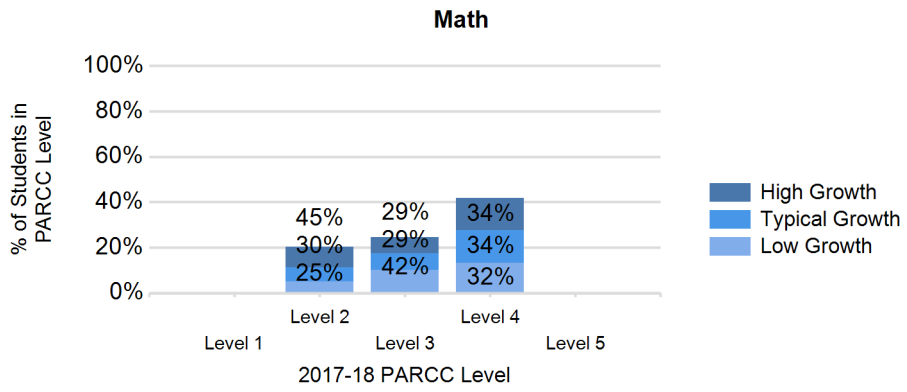
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

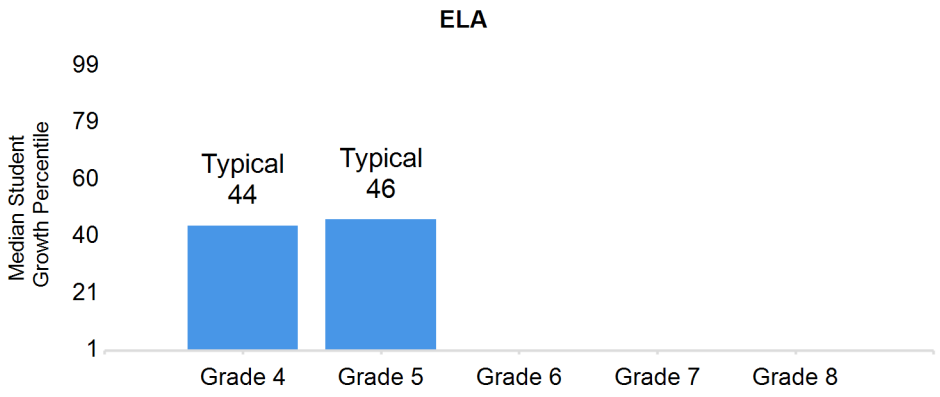
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

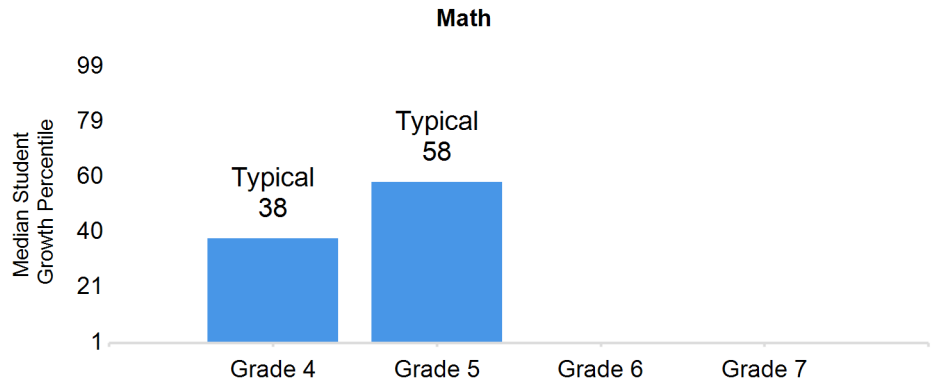




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

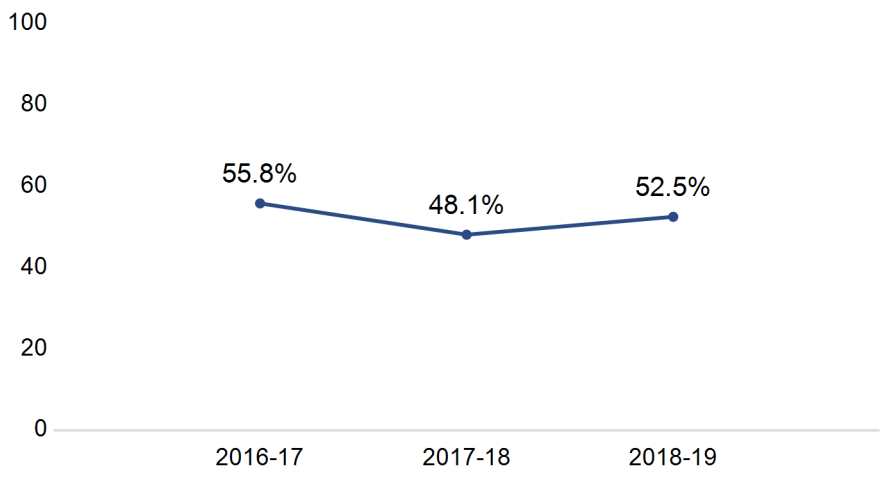
Sayen Elementary School
(21-1950-240)
Grades Offered: PK-05
2018-2019

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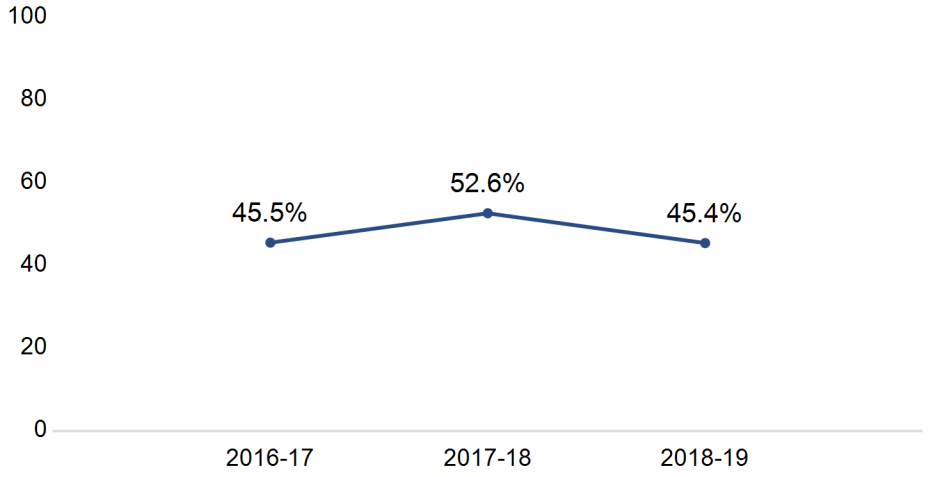
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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%	100.0%	98.6%	99.3%	100.0%
Proficiency Rate for Federal Accountability	55.8%	48.1%	52.5%	45.5%	52.6%	45.4%
Annual Target	55.9%	57.1%	58.4%	49.1%	50.7%	52.4%
Met Annual Target?	Met Target†	Not Met	Met Target†	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	141	100.0	52.5	44.9	57.9	52.5	58.4	Met Target†
White	104	100.0	54.8	*	66.9	54.8	58.8	Met Target†
Hispanic	27	100.0	40.7	36.2	43.9	40.7	42	Met Target†
Black or African American	*	*	*	29.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	65	100.0	47.7	54.3	64.8	47.7		
Male	76	100.0	56.6	36.4	51.3	56.6		
Economically Disadvantaged Students	28	100.0	32.1	32.0	40.0	32.1	N	N
Non-Economically Disadvantaged Students	113	100.0	57.5	52.5	67.9	57.5		
Students with Disabilities	22	100.0	31.8	14.3	22.7	31.8	19.9	Met Target
Students without Disabilities	119	100.0	56.3	51.9	65.1	56.3		
English Learners	*	*	*	20.9	29.3	*	**	**
Non-English Learners	*	*	*	46.8	60.6	*		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

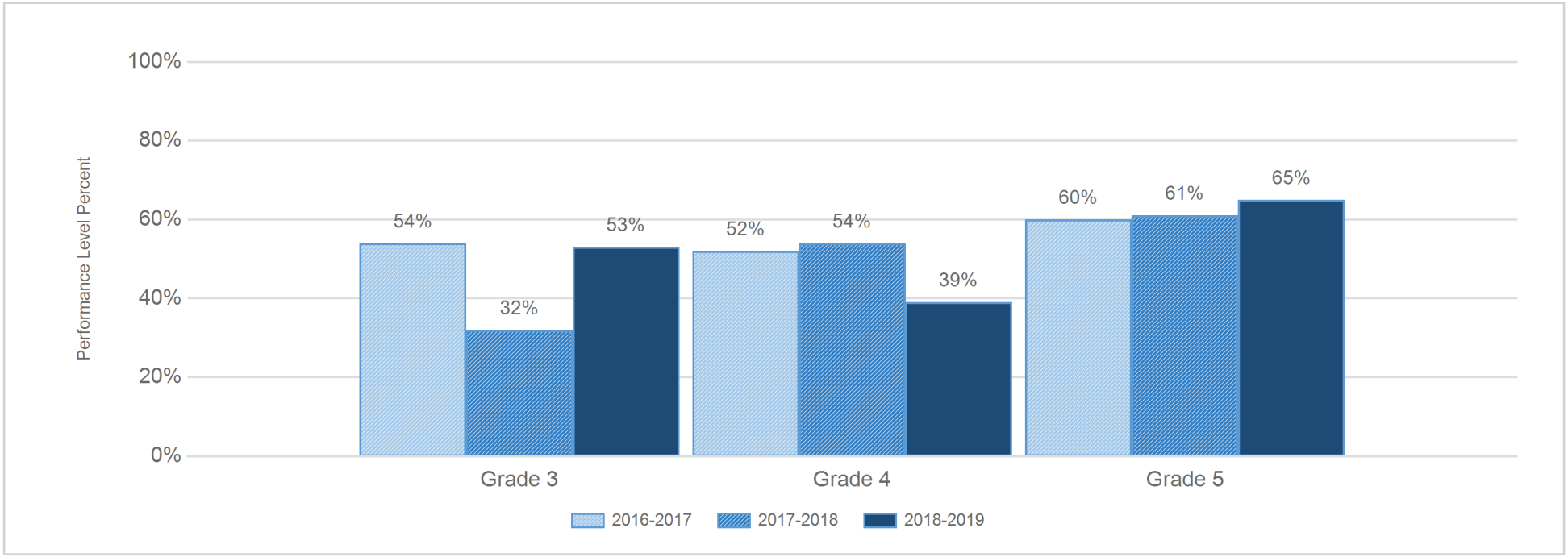
NJ SCHOOL PERFORMANCE REPORT

Sayen Elementary School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	752	742	748	*	*	25%	*	*	53%	50%
White	25	748	750	757	*	*	*	*	*	52%	60%
Hispanic	12	750	733	734	*	0%	*	*	*	42%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	750	756	N	N	N	N	N	N	58%
Female	23	747	747	753	*	*	*	*	*	52%	55%
Male	17	757	737	743	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	13	741	732	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	27	756	748	759	*	*	*	*	*	59%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Sayen Elementary School
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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	46	743	746	755	*	22%	33%	*	*	39%	57%
White	33	750	757	763	0%	*	42%	*	*	42%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	22	741	752	760	*	*	*	*	*	36%	62%
Male	24	745	742	750	*	*	*	*	*	42%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	755	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	761	*	*	*	*	*	*	64%
English Learners	*	*	712	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	754	749	756	*	*	28%	*	*	65%	58%
White	45	756	760	764	*	0%	29%	*	*	67%	68%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	N	N	736	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	19	750	757	761	*	*	*	*	*	58%	64%
Male	35	756	741	750	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	766	*	*	*	*	*	*	69%
Students with Disabilities	13	742	720	724	*	*	*	*	*	46%	23%
Students without Disabilities	41	757	755	762	*	*	*	*	*	71%	65%
English Learners	N	N	703	713	N	N	N	N	N	N	11%
Non-English Learners	54	754	751	758	*	*	28%	*	*	65%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	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	141	100.0	45.4	32.7	44.5	45.4	52.4	Not Met
White	104	100.0	48.1	*	54.1	48.1	52.3	Met Target†
Hispanic	27	100.0	29.6	22.5	28.8	29.6	42	Met Target†
Black or African American	*	*	*	18.5	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	65	100.0	36.9	33.8	44.9	36.9		
Male	76	100.0	52.6	31.7	44.2	52.6		
Economically Disadvantaged Students	28	100.0	32.1	*	26.3	32.1	N	N
Non-Economically Disadvantaged Students	113	100.0	48.7	*	54.9	48.7		
Students with Disabilities	22	100.0	31.8	10.6	17.4	31.8	26.1	Met Target
Students without Disabilities	119	100.0	47.9	37.7	50.0	47.9		
English Learners	*	*	*	15.3	25.0	*	**	**
Non-English Learners	*	*	*	34.2	46.5	*		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

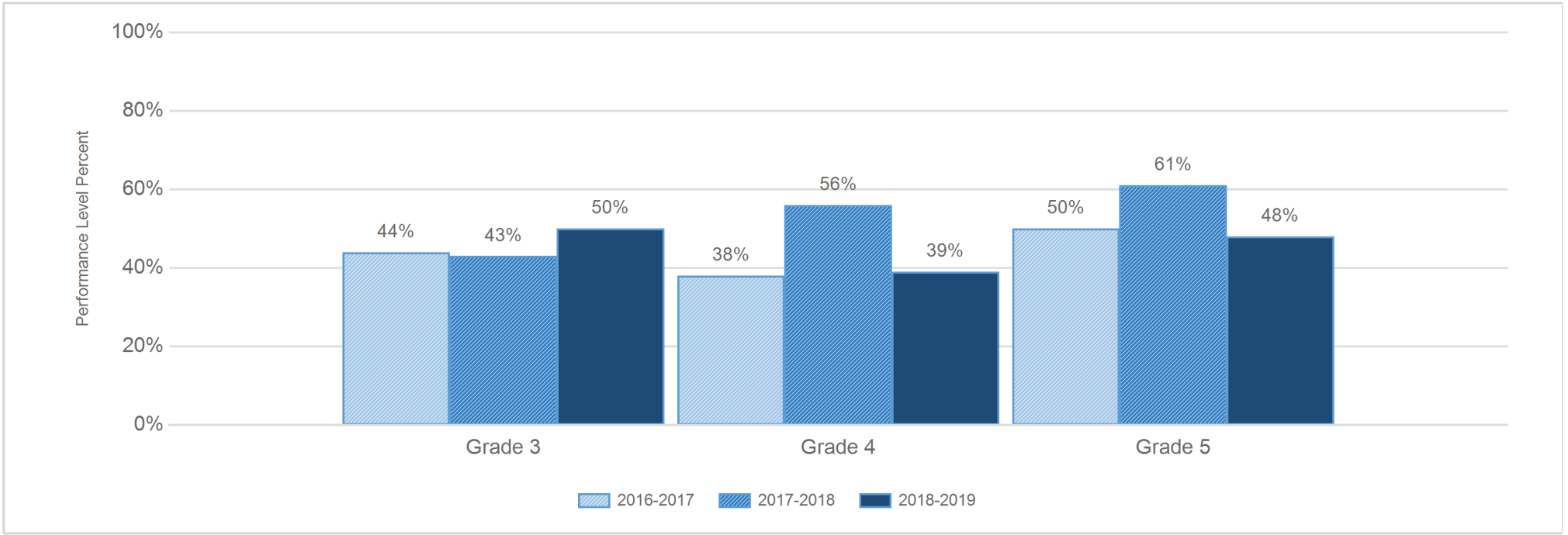
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	750	744	752	*	*	35%	*	*	50%	55%
White	25	753	753	760	0%	*	*	*	*	56%	66%
Hispanic	12	738	735	739	*	*	*	*	*	25%	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	755	758	N	N	N	N	N	N	62%
Female	23	745	743	751	*	*	*	*	*	39%	54%
Male	17	756	745	752	*	*	*	*	*	65%	56%
Economically Disadvantaged Students	13	745	735	737	*	*	*	*	*	54%	37%
Non-Economically Disadvantaged Students	27	752	749	761	*	*	*	*	*	48%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	739	737	749	*	*	28%	*	*	39%	51%
White	33	744	750	757	*	*	33%	*	*	42%	62%
Hispanic	*	*	727	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	22	729	736	749	*	*	*	*	*	32%	50%
Male	24	747	739	749	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	746	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	706	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Sayen Elementary School
(21-1950-240)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	747	740	747	*	24%	26%	*	*	48%	47%
White	45	747	750	755	*	22%	27%	*	*	49%	58%
Hispanic	*	*	731	735	*	*	*	*	*	*	30%
Black or African American	N	N	726	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	19	744	742	747	*	*	*	*	*	42%	47%
Male	35	748	738	747	*	*	*	*	*	51%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	747	757	*	*	*	*	*	*	59%
Students with Disabilities	13	736	718	725	*	*	*	*	*	38%	19%
Students without Disabilities	41	750	744	752	*	*	*	*	*	51%	52%
English Learners	N	N	704	718	N	N	N	N	N	N	12%
Non-English Learners	54	747	742	749	*	24%	26%	*	*	48%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*

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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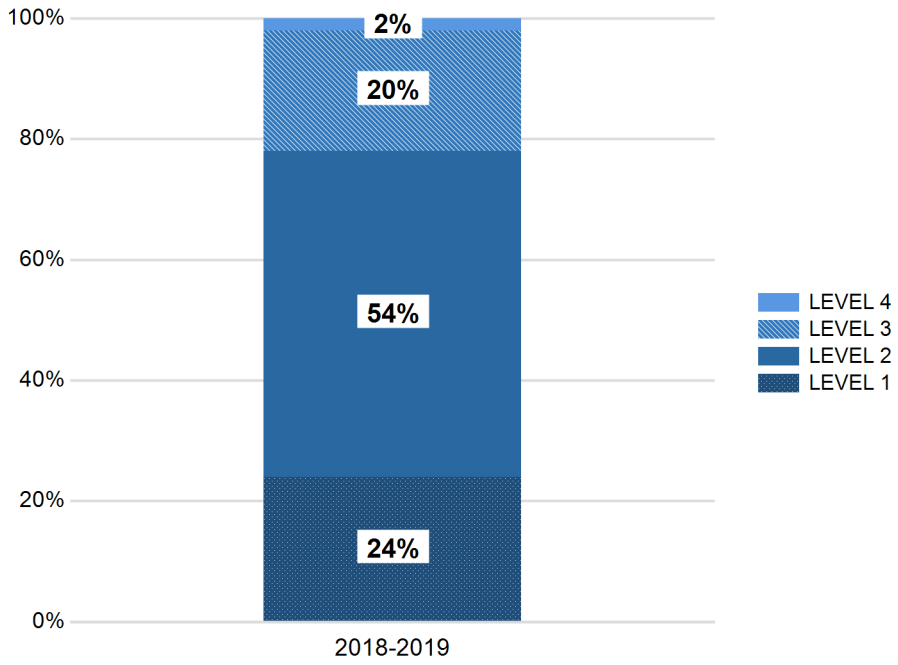
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	54	20	2
White	24	53	20	2
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	53	21	0
Male	23	54	20	3
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	31	62	8	0
Students without Disabilities	22	51	24	2
English Learners	N	N	N	N
Non-English Learners	24	54	20	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

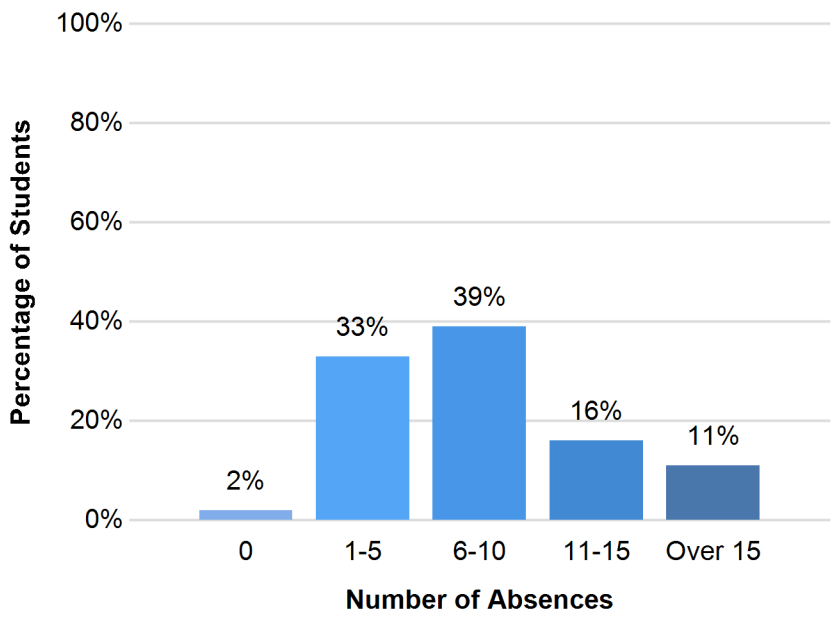
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	7.2	8.9	Met
White	8	4.1	8.9	Met
Hispanic	9	15.3	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	8.1		
Male	9	6.3		
Economically Disadvantaged Students	10	20.4	8.9	Not Met
Students with Disabilities	4	12.9	8.9	Not Met
English Learners	6	60.0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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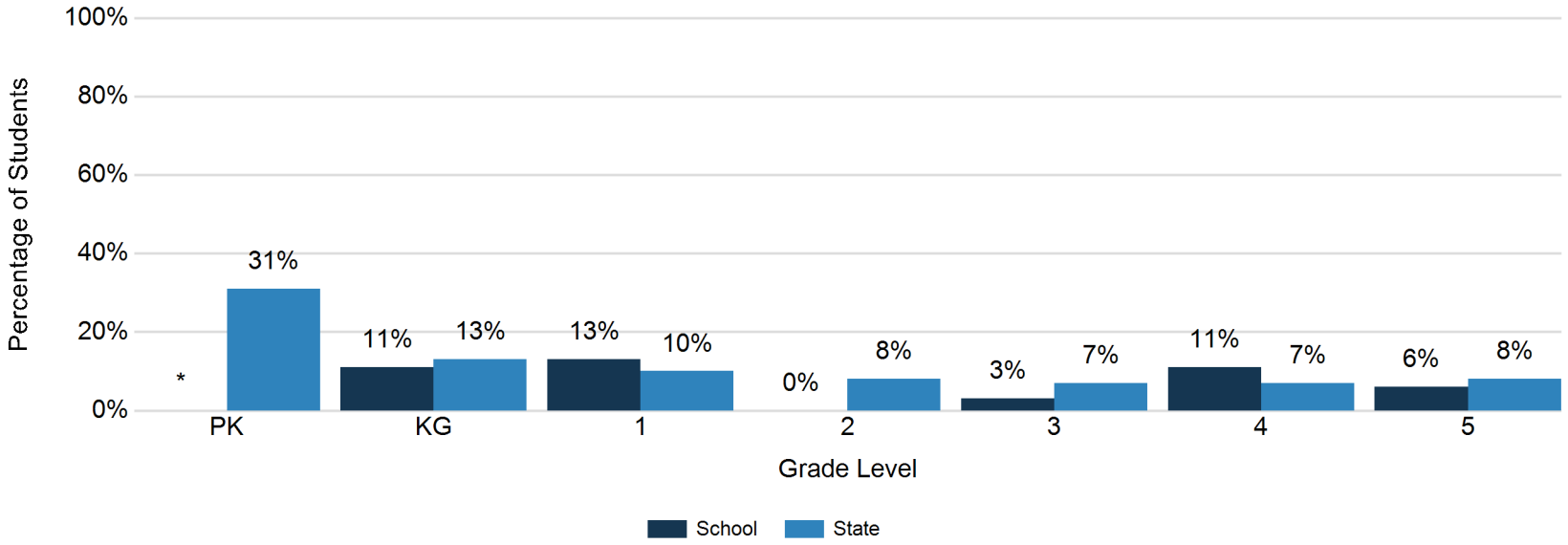
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	14.7	10.8
Percentage of Teachers with 4 or more years experience in the district	88.5%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	287:1	179:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.8%	88.5%	100.0%	48.4%	77.1%	54.9%
Male	50.2%	11.5%	0.0%	51.6%	22.9%	45.1%
White	69.3%	96.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	21.6%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.8%	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	3.5%	0.0%	0.0%	2.1%	0.2%	0.2%

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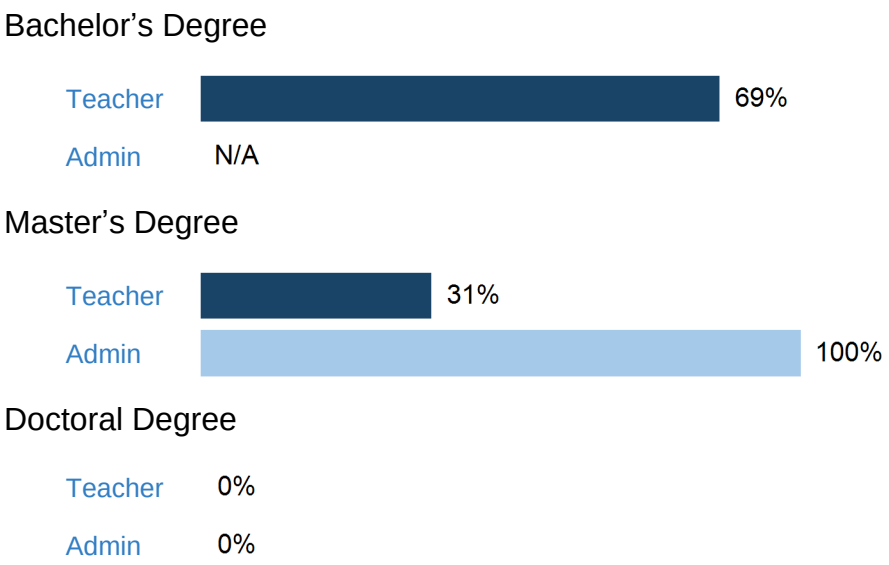
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Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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.

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.8%	48.1%	52.5%
Math Proficiency	45.5%	52.6%	45.4%
ELA Growth	35	48	46
Math Growth	54	68	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.3%	8.1%	7.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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.

NJ SCHOOL PERFORMANCE REPORT

Sayen Elementary School
(21-1950-240)
Grades Offered: PK-05
2018-2019

Report Key:
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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†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Curriculum includes Fundations, Math Expressions, Balanced Literacy, and Next Generation Science Standards. • Small neighborhood school that encourages good character in all our students • Our school grounds have been identified by the National Wildlife Federation as a certified wildlife habitat .
Mission, Vision, Theme:	The goal of Sayen Elementary School is to create an educational environment that allows and encourages each student to grow and to achieve his or her highest potential. Sayen is a school in service to strengthen the future. Student growth will be achieved by a well-educated and dedicated faculty; carefully selected books and learning aides; and loyal committed, and well-trained support personnel.
Awards, Recognition, Accomplishments:	At Sayen Elementary School, students are often recognized for their academic achievement through our "Student of the Month" program. Students are recognized throughout the year for displaying good character traits. We also hold an annual Spelling Bee and Math Bowl. Students are also recognized for their character through our “Caught Being Good” program.

NJ SCHOOL PERFORMANCE REPORT

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Courses, Curriculum, Instruction:	Sayen School's Curriculum includes Fundations (A phonics program),Schoolwide Reading Program 3-5, Math Expressions and guided math, Balanced Literacy, and Next Generation Science Standards which are taught through the Mystery Science Program. An Advanced Learning Program is offered to all students in K, 1 and 2 to provide enrichment activities. ALPs students in grades 3,4,5 whose test scores and academic performance meet the eligibility requirements, receive small group instruction once a week for enrichment.
Clubs and Activities:	Students Serving Sayen- We have bus patrols that keep our buses safe, we have students that help our younger students cross side streets safely, and hall patrols that monitor safety in the hallways. Students complete morning announcements each day. In addition we also have teacher helpers that assist our faculty every morning, a 5th grade advisory committee meets monthly to plan events for the building, and a post office program run by the fourth grade which delivers mail to all of our students once a month.

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Before and After School Programs:	The Hamilton Area YMCA provides before and after school care at Sayen School from 7:30 A.M. to 8:45 A.M. and from 3:35 P.M to 5:50 P.M. On one-session days, care is available from 1:15 P.M. to 5:50 P.M. The before and after school program does not operate on delayed opening and early closing days due to inclement weather. Please call 581-9622 for further information and costs.
Staff and Professional Learning:	Professional Learning is important to the Sayen School staff. Along with participating in district wide workshops, school led workshops on growth mindset, the idea that with hard work and dedication students can change their performance at school and a book study to help develop creative presentations that capture student interest and establish a sense of camaraderie in the classroom. Professional Learning communities are held by teacher leaders to address areas for growth.

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Student Supports and Services:	Sayen School operates a tiered intervention and referral service where families and teachers work together to meet the needs of our students. The Basic Skills Program is a remedial program that provides small group instruction for qualifying students in reading and math. Sayen also has an ESL program that provides services for students with limited English speaking ability.
Student Health and Wellness:	Sayen School has a school nurse five full days a week. She is responsible for health assessment, health counseling, health education and health care. The school nurse welcomes consultation with parents to foster and maintain mutual interest in the health status of the children.
Parent and Community Involvement:	The Sayen School PTA is a dedicated group of parents and teachers whose objectives are to advocate for the well-being of children in the home, school and community. All families are welcome to join the PTA. Throughout the school year there are many opportunities to volunteer to help with PTA sponsored activities such as our Fall Family Fun Night, Father Daughter Dance, Mother Son Event, Holiday Shop and Book Fairs offered several times each year.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year, students, staff, and parents participate in a climate survey. Climate surveys are accessible online. Survey information is shared at Safety Team meetings annually. Within the survey, there are questions about safety, bullying, win!win! guidelines, social media and accessibility. For parents, questions about Sayen's environment, access to teachers and communication, and it also asks for parental input on areas of improvement.
Facilities:	Frederick R. Sayen School is one of seventeen elementary schools in Hamilton Township. The site is on a twelve-acre piece of land, which was purchased for $36,000. The two-floor brick school building was built with twelve classrooms and an All-Purpose Room. In 1956 students entered for the first classes. In 1962 an additional four classrooms were added to the rear of the building. The All-Purpose Room is used as a cafeteria, auditorium, gym and, when necessary, for lessons, such as music.
School Safety:	Sayen now has a secure vestibule welcoming guests to the building. Visitors must be buzzed into the building twice before entering the lobby. Additionally, cameras have been installed giving a bird eye view to every part of the building.

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Technology and STEM:	Each grade level has a cart of chromebooks or ultrabooks available for student use. Teachers incorporate STEM activities into their lessons whenever possible.

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Other Information	The trees, shrubs and flowers that beautify the property are the direct results of projects and work that involved the students, staff and support of our parents including our Sayen School Peace Garden, Where Good Character Grows. The garden serves as an outdoor instructional area, a lovely and functional place where students and teachers can learn and have fun. The school was named for Mr. Frederick R. Sayen (pronounced like lion), a respected lifetime resident of Hamilton Square, who during his lifetime had a great interest in education. He took great pride in the school named for him. Mr. Sayen was a regular and welcomed visitor, also a quiet and generous benefactor. Mr. Herbert Griffiths was the first principal of Sayen. He carefully supervised the building of the structure. Other former principals include: Miss Alice Reedhead, Dr. Richard Radice, Lawrence W. Poinsett, Chris Branas, James E. Dougherty, Amelia Marini, Henry J. Keller, Dr. Lois Braender, and Nancy Whalen. Sayen School is an attractive building both inside and outside. This is credited to the children, parents and staff who are dedicated to our school. They make a school more than a brick structure.

NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
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2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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Sunnybrae Elementary School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Mr. Max Achtau
Address	166 ELTON AVENUE HAMILTON, NJ 08620-1622
Phone Number	609-631-4166
Email Address	machtau@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/606
Twitter	https://twitter.com/HTSD_Sunnybrae

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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	0	0	0
KG	50	53	54
1	71	47	53
2	40	72	48
3	41	41	71
4	64	43	43
5	62	63	44
Total	328	319	313

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	44.5%	47.0%	44.4%
Male	55.5%	53.0%	55.6%
Economically Disadvantaged Students	30.5%	33.5%	32.3%
Students with Disabilities	16.8%	16.3%	20.1%
English Learners	1.2%	2.5%	4.2%
Homeless Students	0.0%	0.0%	0.3%
Students in Foster Care	0.0%	0.0%	0.6%
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	59.8%	54.5%	47.9%
Hispanic	16.8%	21.3%	26.8%
Black or African American	17.4%	16.9%	16.3%
Asian	3.4%	2.5%	3.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.7%	4.7%	5.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	50	53	54

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	83.4%
Spanish	9.3%
Creoles and pidgins, French-based	1.6%
Other Languages	5.8%

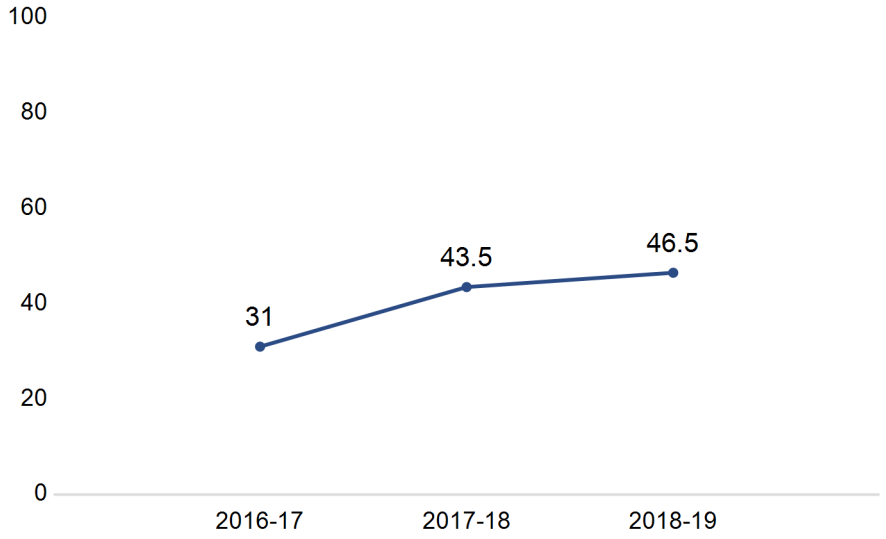
NJ SCHOOL PERFORMANCE REPORT

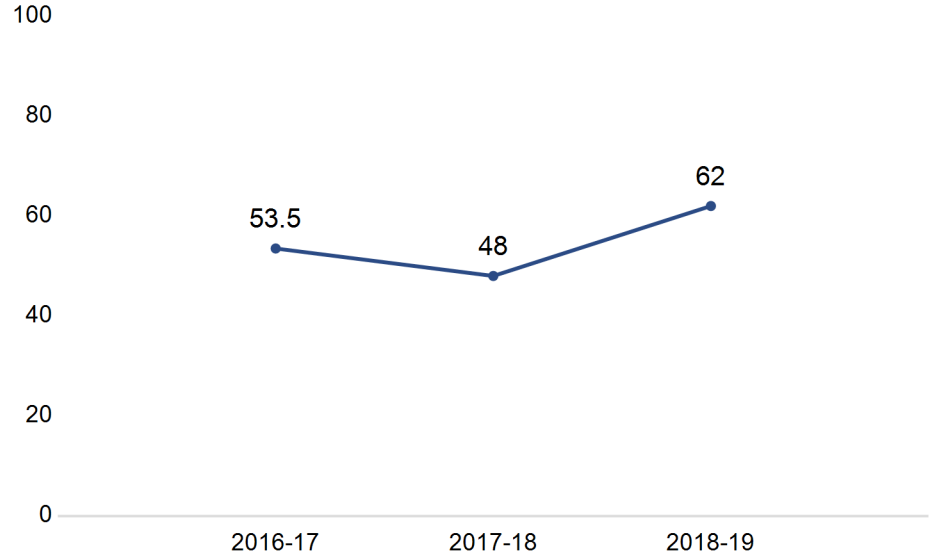
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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	31	43.5	46.5	53.5	48	62
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46.5	40	50	Met Standard	62	44	50	Exceeds Standard
White	45	40	50	Met Standard	62	47	52	Exceeds Standard
Hispanic	47	41	49	**	68.5	41	47	**
Black or African American	43.5	36	45	**	60	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	51	44	53	N	62	44	50	N
Male	44	36	47	N	62.5	45	51	N
Economically Disadvantaged Students	37.5	38	48	Not Met	79.5	40	46	Exceeds Standard
Students with Disabilities	*	39	43	**	*	43	45	**
English Learners	*	48	52	**	*	36	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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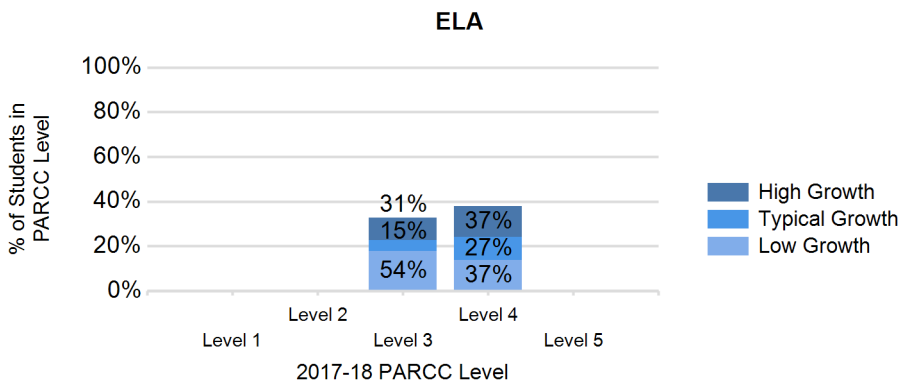
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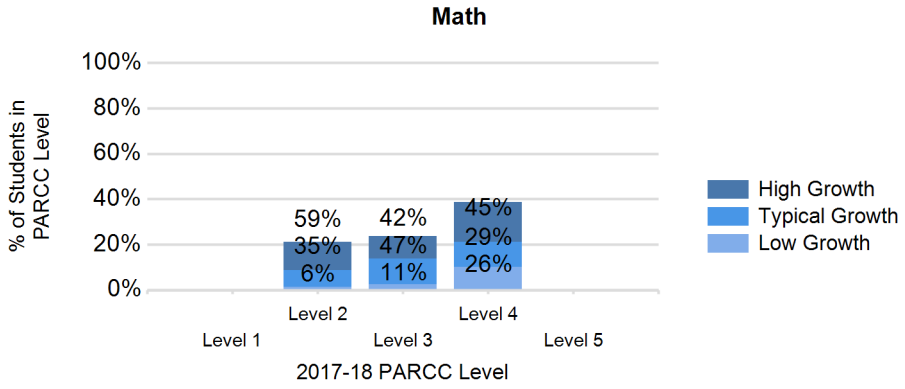
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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Student Growth by Performance Level

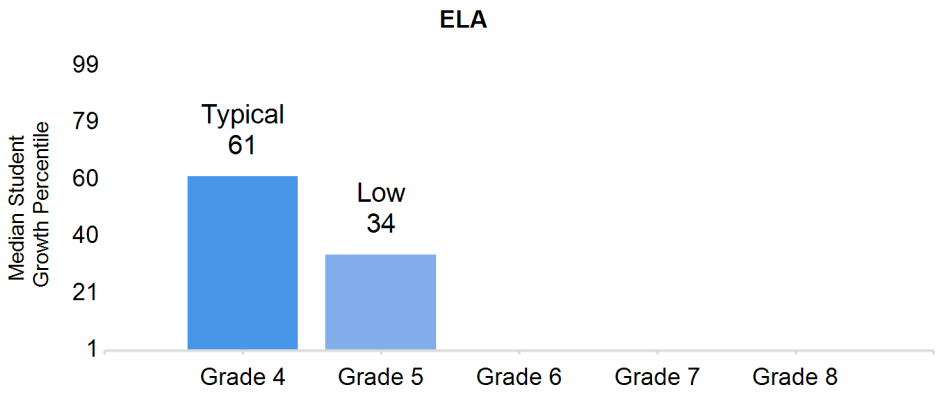
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

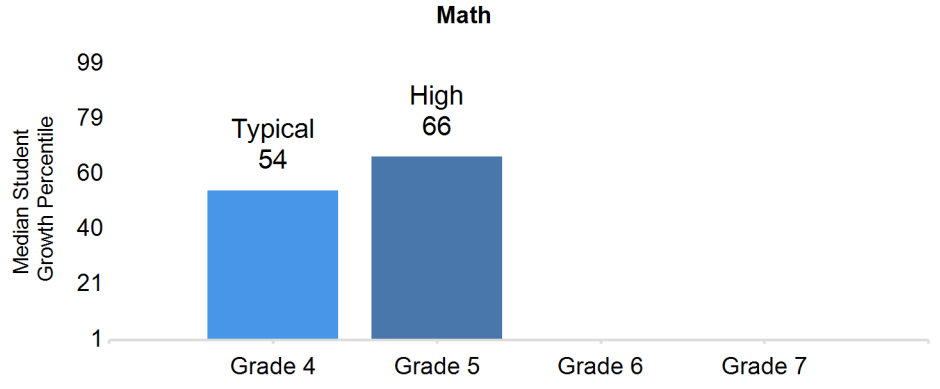




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

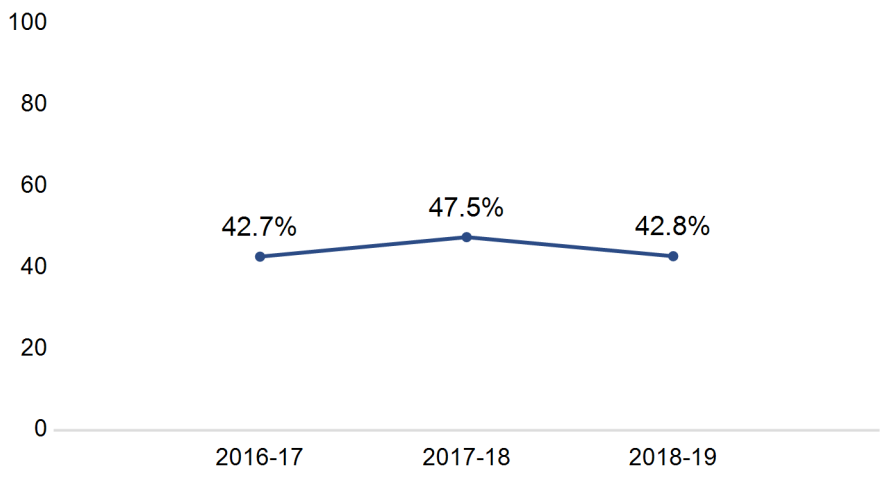
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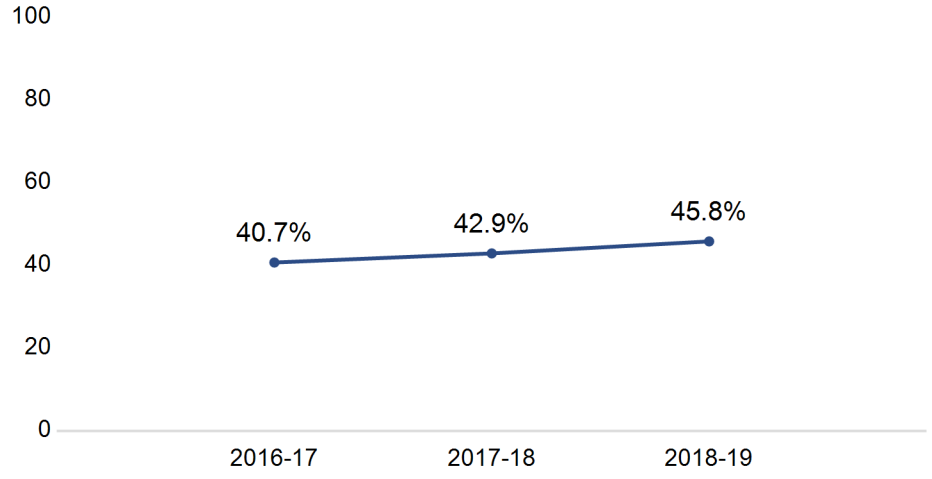
English Language Arts and Mathematics Performance Trends

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	98.1%	99.3%	99.4%	98.8%	99.3%	100.0%
Proficiency Rate for Federal Accountability	42.7%	47.5%	42.8%	40.7%	42.9%	45.8%
Annual Target	55.2%	56.5%	57.8%	44.0%	45.9%	47.8%
Met Annual Target?	Not Met	Not Met	Not Met	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.

NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
Grades Offered: PK-05
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	152	99.4	42.8	44.9	57.9	42.8	57.8	Not Met
White	77	98.7	42.9	*	66.9	42.9	55.6	Not Met
Hispanic	38	100.0	47.4	36.2	43.9	47.4	53	Met Target†
Black or African American	24	100.0	29.2	29.3	38.5	29.2	23	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	67	100.0	50.7	54.3	64.8	50.7		
Male	85	98.9	36.5	36.4	51.3	36.5		
Economically Disadvantaged Students	44	97.8	27.3	32.0	40.0	27.3	42.6	Not Met
Non-Economically Disadvantaged Students	108	100.0	49.1	52.5	67.9	49.1		
Students with Disabilities	12	100.0	25.0	14.3	22.7	25.0	**	**
Students without Disabilities	140	99.3	44.3	51.9	65.1	44.3		
English Learners	*	*	*	20.9	29.3	*	**	**
Non-English Learners	*	*	*	46.8	60.6	*		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

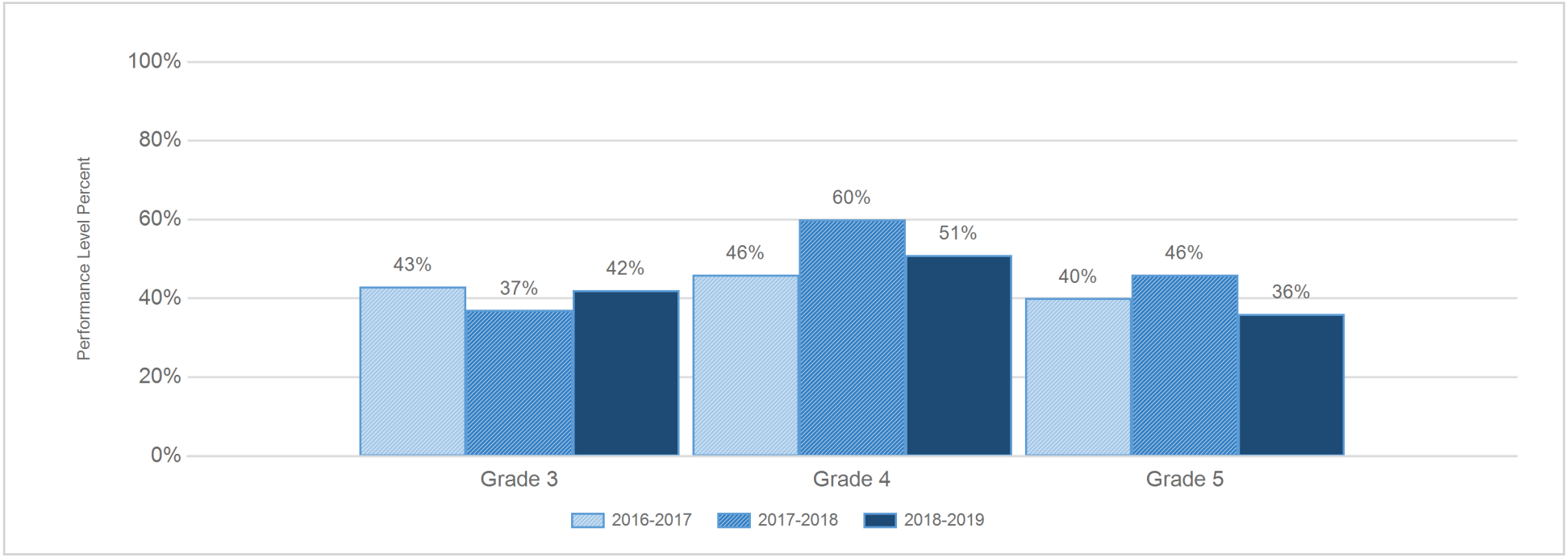
NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
Grades Offered: PK-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	743	742	748	16%	16%	25%	*	*	42%	50%
White	34	748	750	757	*	*	35%	*	*	41%	60%
Hispanic	18	749	733	734	*	*	*	*	*	44%	36%
Black or African American	10	716	733	731	*	*	*	*	*	30%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	32	746	747	753	*	*	*	*	*	47%	55%
Male	35	741	737	743	*	*	*	*	*	37%	46%
Economically Disadvantaged Students	21	734	732	731	*	*	*	*	*	29%	33%
Non-Economically Disadvantaged Students	46	747	748	759	*	*	*	*	*	48%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	756	746	755	*	*	23%	26%	26%	51%	57%
White	23	760	757	763	*	*	*	*	*	57%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	756	762	N	N	N	N	N	N	64%
Female	18	764	752	760	*	*	*	*	*	56%	62%
Male	25	750	742	750	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	11	736	734	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	32	763	755	765	*	*	*	*	*	59%	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	761	*	*	*	*	*	*	64%
English Learners	*	*	712	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	745	749	756	*	*	45%	*	*	36%	58%
White	19	746	760	764	*	*	53%	*	*	32%	68%
Hispanic	12	745	739	743	*	*	*	*	*	42%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	17	752	757	761	*	*	*	*	*	53%	64%
Male	25	741	741	750	*	*	*	*	*	24%	52%
Economically Disadvantaged Students	12	740	735	740	*	*	*	*	*	25%	39%
Non-Economically Disadvantaged Students	30	747	758	766	*	*	*	*	*	40%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

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(21-1950-245)
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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	153	100.0	45.8	32.7	44.5	45.8	47.8	Met Target†
White	78	100.0	50.0	*	54.1	50.0	49.1	Met Target
Hispanic	38	100.0	44.7	22.5	28.8	44.7	39.5	Met Target
Black or African American	24	100.0	16.7	18.5	23.0	16.7	18.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	67	100.0	47.8	33.8	44.9	47.8		
Male	86	100.0	44.2	31.7	44.2	44.2		
Economically Disadvantaged Students	45	100.0	31.1	*	26.3	31.1	32.4	Met Target†
Non-Economically Disadvantaged Students	108	100.0	51.9	*	54.9	51.9		
Students with Disabilities	12	100.0	33.3	10.6	17.4	33.3	**	**
Students without Disabilities	141	100.0	46.8	37.7	50.0	46.8		
English Learners	*	*	*	15.3	25.0	*	**	**
Non-English Learners	*	*	*	34.2	46.5	*		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

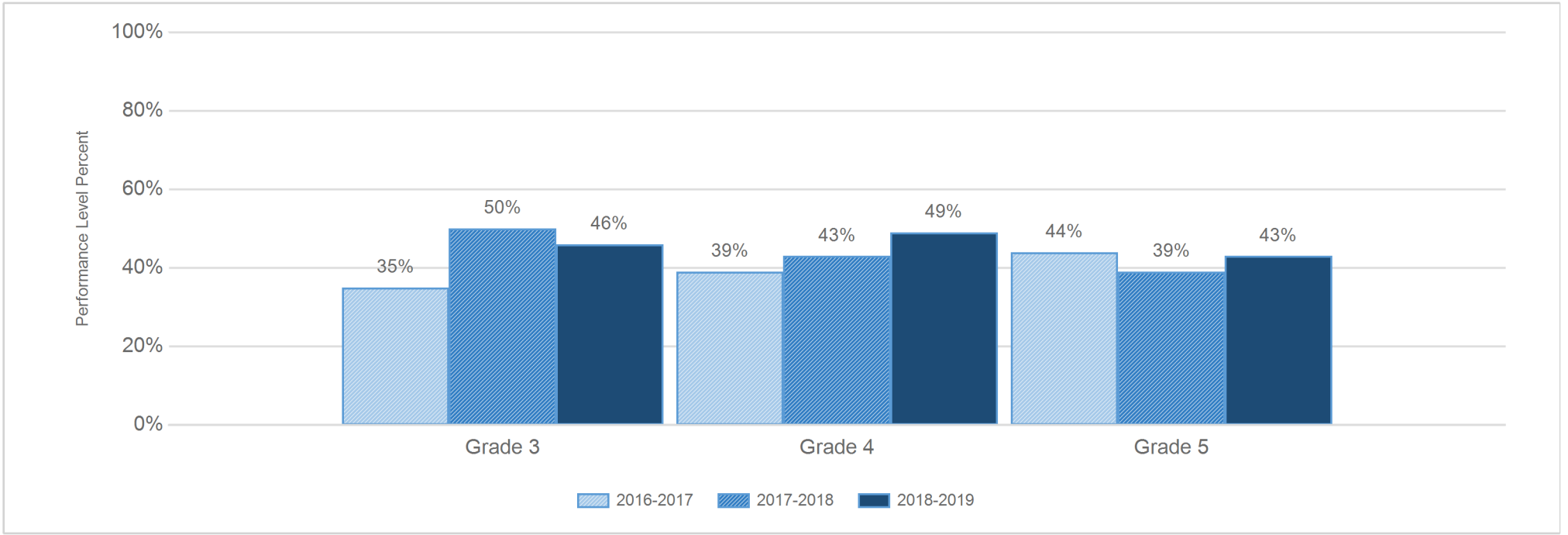
NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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(21-1950-245)
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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	68	749	744	752	*	19%	31%	*	*	46%	55%
White	35	754	753	760	*	*	29%	*	*	51%	66%
Hispanic	18	751	735	739	0%	*	*	*	*	50%	40%
Black or African American	10	729	733	735	0%	*	*	*	*	10%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	32	748	743	751	*	*	31%	*	*	47%	54%
Male	36	750	745	752	*	*	31%	*	*	44%	56%
Economically Disadvantaged Students	22	739	735	737	*	*	*	*	*	32%	37%
Non-Economically Disadvantaged Students	46	754	749	761	*	*	*	*	*	52%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	754	737	749	*	*	40%	*	*	49%	51%
White	23	759	750	757	*	0%	*	*	*	57%	62%
Hispanic	*	*	727	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	740	754	N	N	N	N	N	N	58%
Female	18	758	736	749	*	*	*	*	*	56%	50%
Male	25	752	739	749	*	*	*	*	*	44%	52%
Economically Disadvantaged Students	11	742	726	734	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	32	759	746	759	*	*	*	*	*	56%	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	706	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary 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	42	745	740	747	*	*	36%	*	*	43%	47%
White	19	745	750	755	*	*	*	*	*	42%	58%
Hispanic	12	746	731	735	0%	*	*	*	*	42%	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	17	749	742	747	*	*	*	*	*	41%	47%
Male	25	743	738	747	*	*	*	*	*	44%	47%
Economically Disadvantaged Students	12	742	728	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	30	747	747	757	*	*	*	*	*	47%	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	744	752	*	*	*	*	*	*	52%
English Learners	*	*	704	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	12	*	*
3-4	N	N	N
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

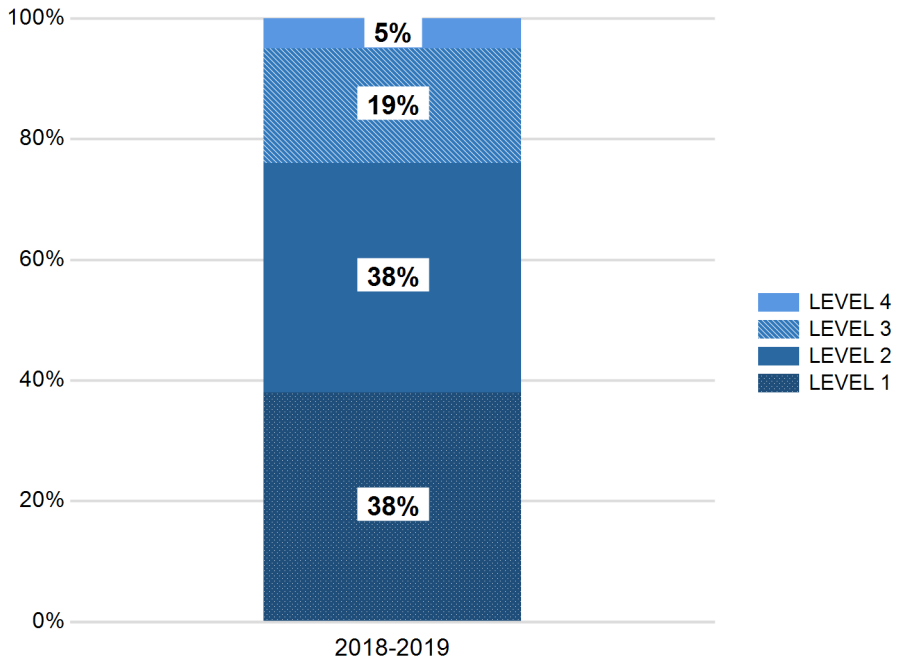
Sunnybrae Elementary School
(21-1950-245)
Grades Offered: PK-05
2018-2019

Report Key:
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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	38	38	19	5
White	37	32	26	5
Hispanic	42	42	17	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	41	29	29	0
Male	36	44	12	8
Economically Disadvantaged Students	54	46	0	0
Non-Economically Disadvantaged Students	31	34	28	7
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

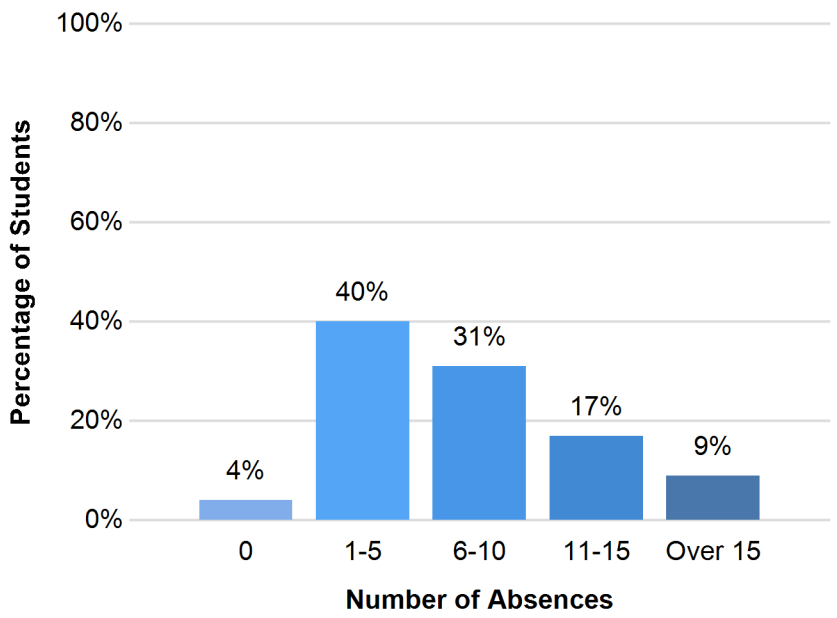
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	16	5.5	8.9	Met
White	7	4.9	8.9	Met
Hispanic	5	6.8	8.9	Met
Black or African American	2	4.3	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	3.6		
Male	11	7.1		
Economically Disadvantaged Students	8	8.6	8.9	Met
Students with Disabilities	6	14.6	8.9	Not Met
English Learners	1	7.7	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

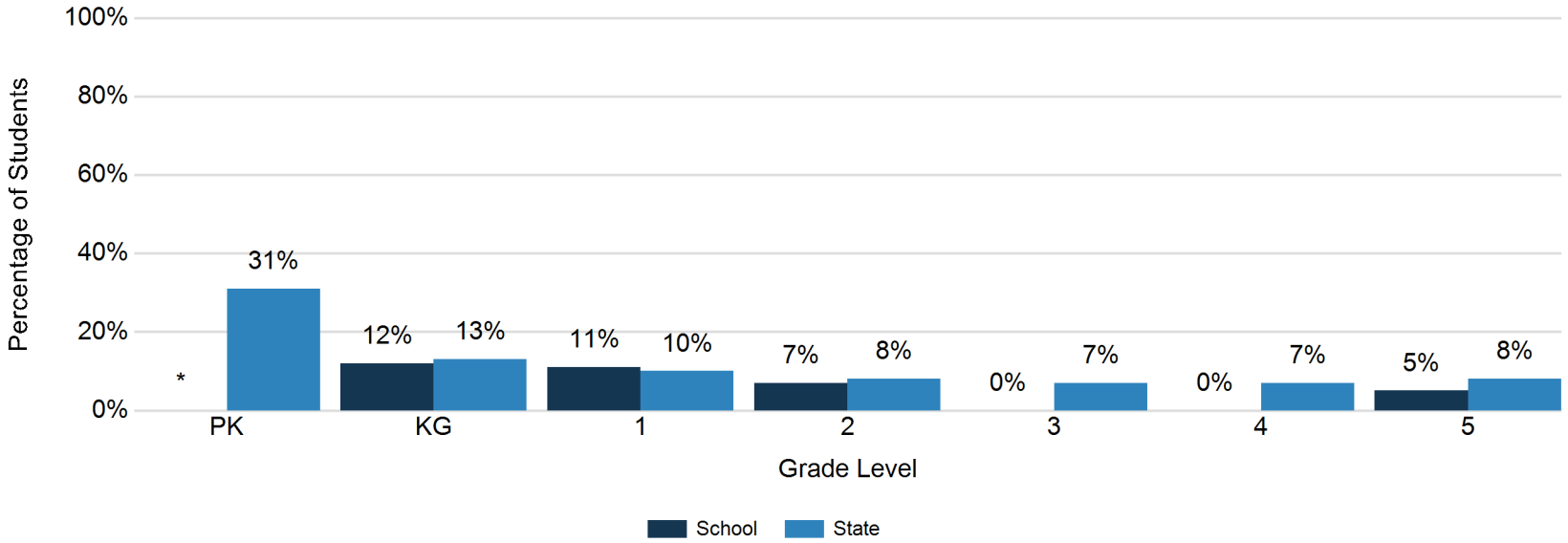
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.32

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	33	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	78.8%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	9:1	12:1
Students to Administrators	313:1	179:1
Teachers to Administrators	33:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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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	44.4%	81.8%	0.0%	48.4%	77.1%	54.9%
Male	55.6%	18.2%	100.0%	51.6%	22.9%	45.1%
White	47.9%	93.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.8%	3.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.3%	3.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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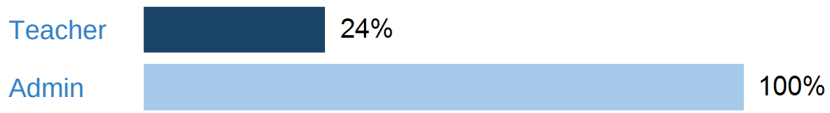
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree

Teacher 0%

Admin 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	96.6%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.7%	47.5%	42.8%
Math Proficiency	40.7%	42.9%	45.8%
ELA Growth	31	44	46
Math Growth	54	48	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.8%	6.3%	5.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target†	Met Standard	Exceeds Standard	**	Met	No
White	Not Met	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target†	Met Target	**	**	n/a	Met	No
Black or African American	Met Target	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target†	Not Met	Exceeds Standard	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Curriculum includes: Readers Workshop, Guided Math Workshop and Next Generation Science Standards. • School Wide "Bee Kind" Challenge, Chracter Educatin Progam, and Fitness Challenge • Sunnybre places a special emphasis on technology. Each grade level has a laptop cart and our PD for staff has been focused on Google Apps for Education.
Mission, Vision, Theme:	Sunnybrae is a K-5 Elementary School that also houses six district K-5 autistic classes. Our daily goal is to provide an inclusive environment that allows our students to work together in academic and social settings. Morning meetings are focused on empathy, kindness and self-awareness.
Awards, Recognition, Accomplishments:	Students are recognized regularly during school-wide celebrations for character education, attendance, and Beeing Kind.

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Courses, Curriculum, Instruction:	Readers Workshop. Guided Math Workshop. Independent reading in school and for homework daily. ASL instruction. ALPS in grades 3-5. Storyworks and Readworks grades K-5. Fundations - Kindergarten. Basic Skills services/LLI Instruction. In class special education support. ELL instruction.
Clubs and Activities:	Instrumental and band lesson for grades 3-5. Safety Patrol. Pals program.

NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
Grades Offered: PK-05
2018-2019

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School Narrative

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Before and After School Programs:	YMCA and CYO provides Before and After Care for all students.
Staff and Professional Learning:	Twice monthly grade level meetings focus on data. Twice monthly faculty meetings focus on Professional Development in the area of Readers and Writers and Math Workshop and Google Technology Training. Supportive Child Study Team that provides support and guidance to our self-contained teachers.

NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
Grades Offered: PK-05
2018-2019

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School Narrative

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Student Supports and Services:	English Language Learners - support and services. Students with disabilities - support and services Occupational and Physical Therapy Speech and Language support and services I & RS services designed to assist students who are having academic or behavioral difficulties. Basic Skills services, ALPs, In Class Resource
Student Health and Wellness:	Morning meetings focused on student well-being. Breakfast and lunch program. 30 minutes recess daily. Health K-2. Guidance lessons K-5. Physical Education K-5.
Parent and Community Involvement:	Parent Groups - PTA, Special Education Sub Committee. Parent Chaperones and Room parents. Monthly PTA meetings. Parent visitation for American Education Week, Grandparents Day, Moving Up Ceremonies Kindergarten and 5th grade.

NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
Grades Offered: PK-05
2018-2019

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Surveys provided by the district yearly.
Facilities:	One APR, One Library, Main Office, 21 Classrooms
School Safety:	The School Safety Committee meets twice a year to review school policies and identify any concerns.

NJ SCHOOL PERFORMANCE REPORT

Sunnybrae Elementary School
(21-1950-245)
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2018-2019

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Technology and STEM:	We have laptop carts for each grade level, 1-5.
Early Childhood Education:	N/A

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Other Information	Each classroom has a Smartboard or Interactive Whiteboard. Document cameras are available at each grade level. A sensory room was created for the 2017-2018 school year for our Autistic population or any student who would benefit from its use. Sunnybrae maintains a Facebook and Twitter account for the immediate dissemination of information to parents.

NJ SCHOOL PERFORMANCE REPORT

University Heights Elementary School
(21-1950-250)
Grades Offered: PK-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

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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	Mercer
District	Hamilton Township Public School District
Principal Name	Ms. Suzanne Diszler
Address	645 PAXSON AVENUE HAMILTON, NJ 08690
Phone Number	609-631-4167
Email Address	sdiszler@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/649
Twitter	https://twitter.com/HTSD_UnivHts

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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	53	47	39
KG	47	40	41
1	43	52	46
2	53	42	51
3	42	54	45
4	45	44	55
5	56	50	48
Total	339	329	325

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	41.9%	41.6%	44.3%
Male	58.1%	58.4%	55.7%
Economically Disadvantaged Students	25.1%	23.4%	25.8%
Students with Disabilities	35.4%	36.2%	32.6%
English Learners	2.9%	3.6%	4.6%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.3%	0.0%	0.3%
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	67.3%	61.7%	55.7%
Hispanic	16.2%	21.9%	22.8%
Black or African American	7.7%	8.5%	12.0%
Asian	5.6%	5.2%	5.2%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.9%	2.4%	4.0%

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	45	27	24
PK - Full Day	8	20	15
KG - Half Day	0	0	0
KG - Full Day	47	40	41

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	85.2%
Spanish	8.3%
Other Languages	6.5%

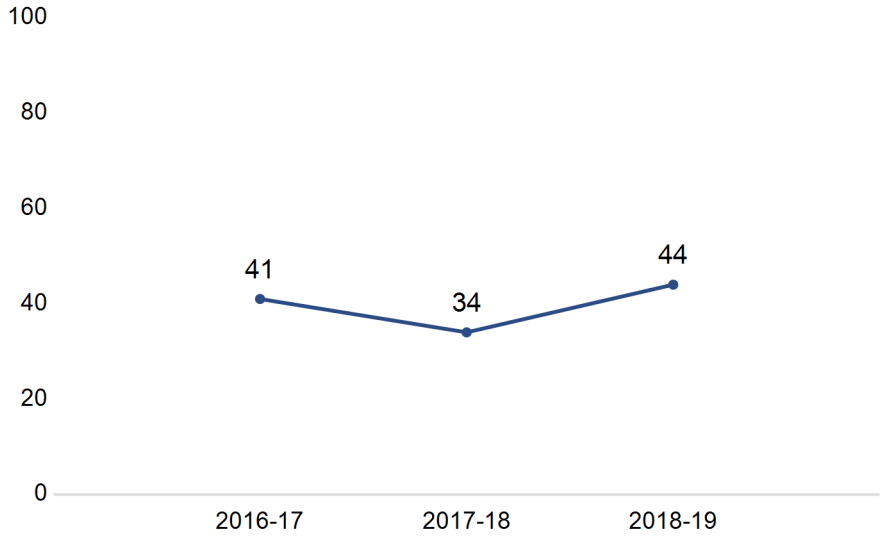
NJ SCHOOL PERFORMANCE REPORT

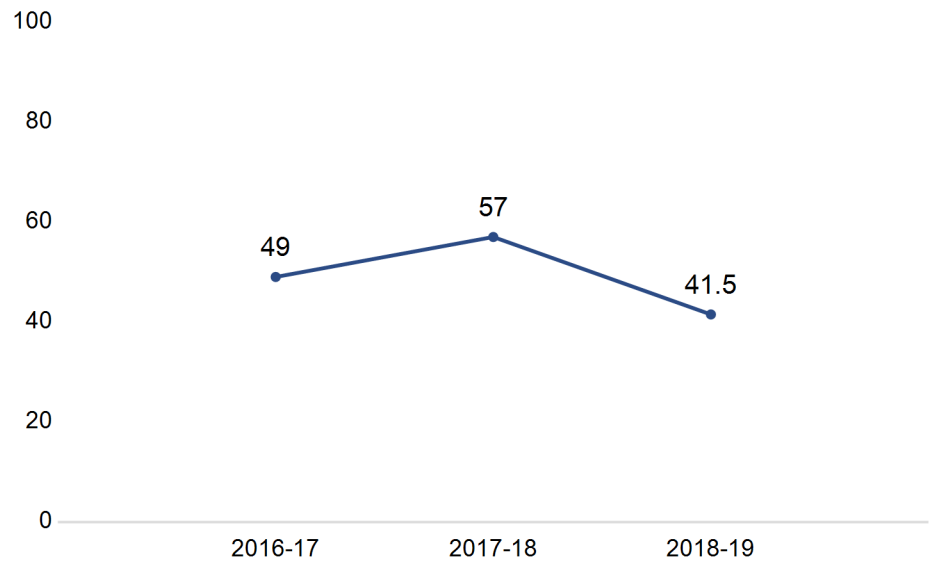
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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	34	44	49	57	41.5
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	44	40	50	Met Standard	41.5	44	50	Met Standard
White	46.5	40	50	Met Standard	49.5	47	52	Met Standard
Hispanic	*	41	49	**	*	41	47	**
Black or African American	*	36	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	40.5	49	**	N	42	52	**
Female	44	44	53	N	39	44	50	N
Male	45	36	47	N	45.5	45	51	N
Economically Disadvantaged Students	*	38	48	**	*	40	46	**
Students with Disabilities	54	39	43	**	48	43	45	**
English Learners	*	48	52	**	*	36	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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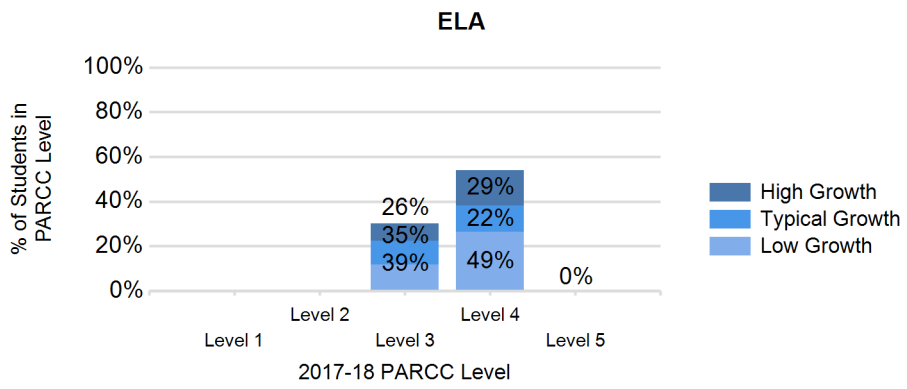
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

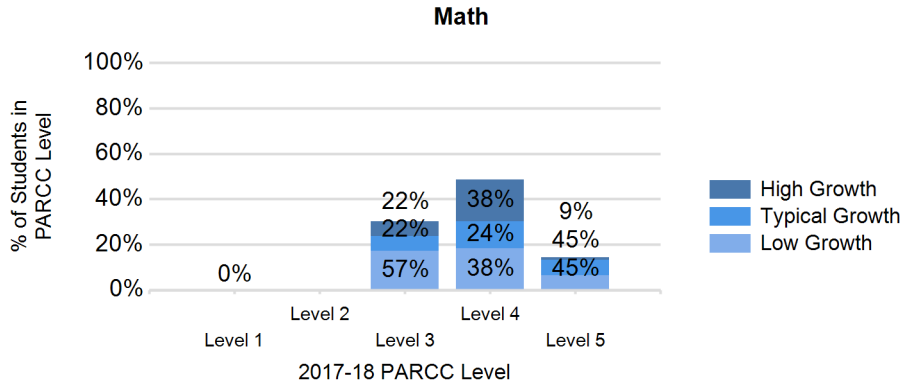
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

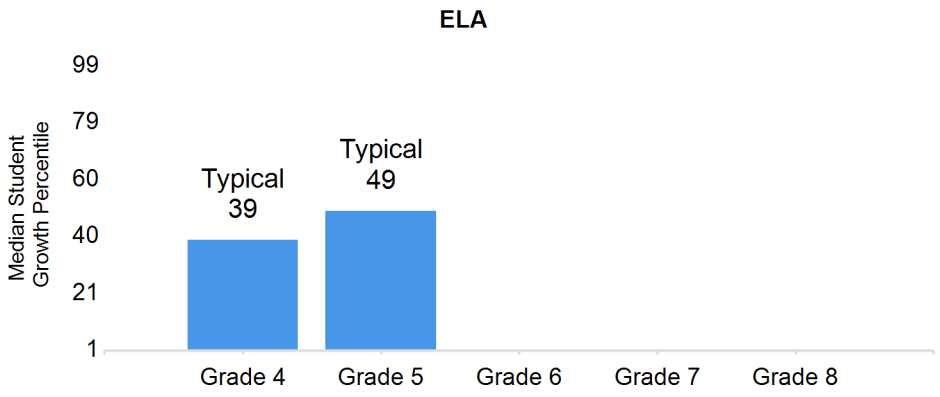
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

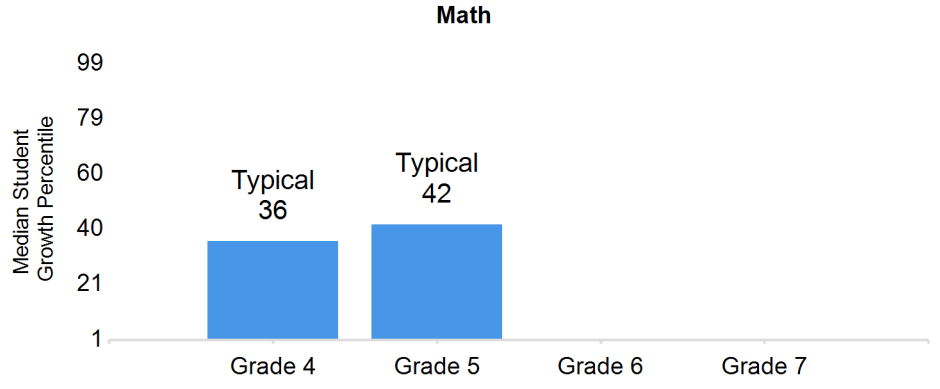




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

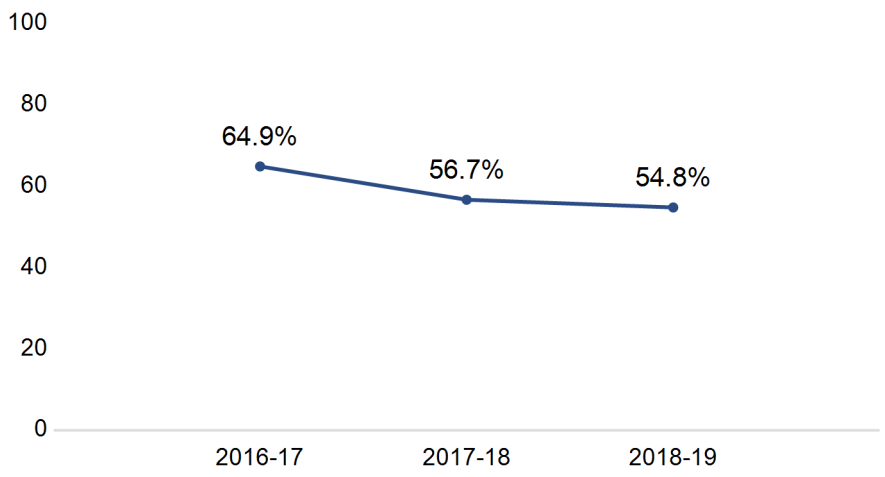
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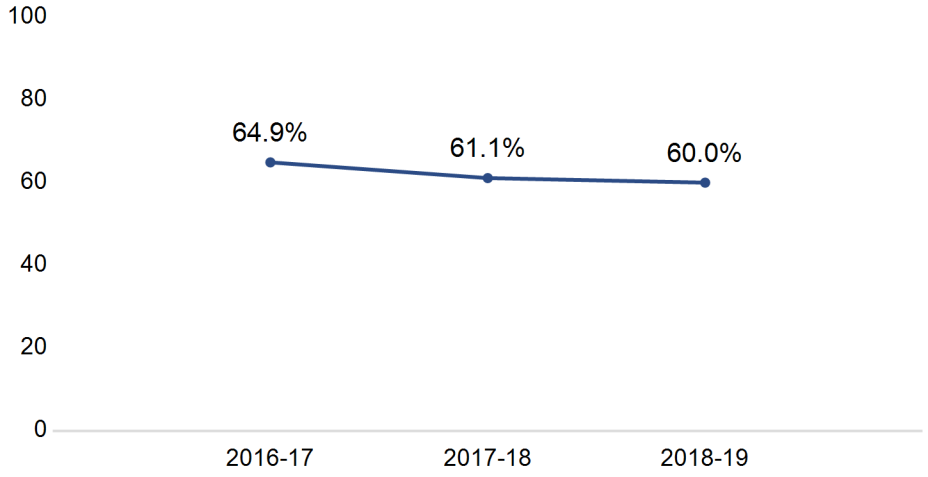
English Language Arts and Mathematics Performance Trends

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	97.5%	100.0%	100.0%	97.5%	100.0%	100.0%
Proficiency Rate for Federal Accountability	64.9%	56.7%	54.8%	64.9%	61.1%	60.0%
Annual Target	56.5%	57.8%	59.0%	63.6%	64.4%	65.3%
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	115	100.0	54.8	44.9	57.9	54.8	59	Met Target†
White	76	100.0	56.6	*	66.9	56.6	61.9	Met Target†
Hispanic	19	100.0	42.1	36.2	43.9	42.1	**	**
Black or African American	12	100.0	58.3	29.3	38.5	58.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	54	100.0	55.6	54.3	64.8	55.6		
Male	61	100.0	54.1	36.4	51.3	54.1		
Economically Disadvantaged Students	23	100.0	47.8	32.0	40.0	47.8	N	N
Non-Economically Disadvantaged Students	92	100.0	56.5	52.5	67.9	56.5		
Students with Disabilities	19	100.0	15.8	14.3	22.7	15.8	**	**
Students without Disabilities	96	100.0	62.5	51.9	65.1	62.5		
English Learners	*	*	*	20.9	29.3	*	**	**
Non-English Learners	*	*	*	46.8	60.6	*		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

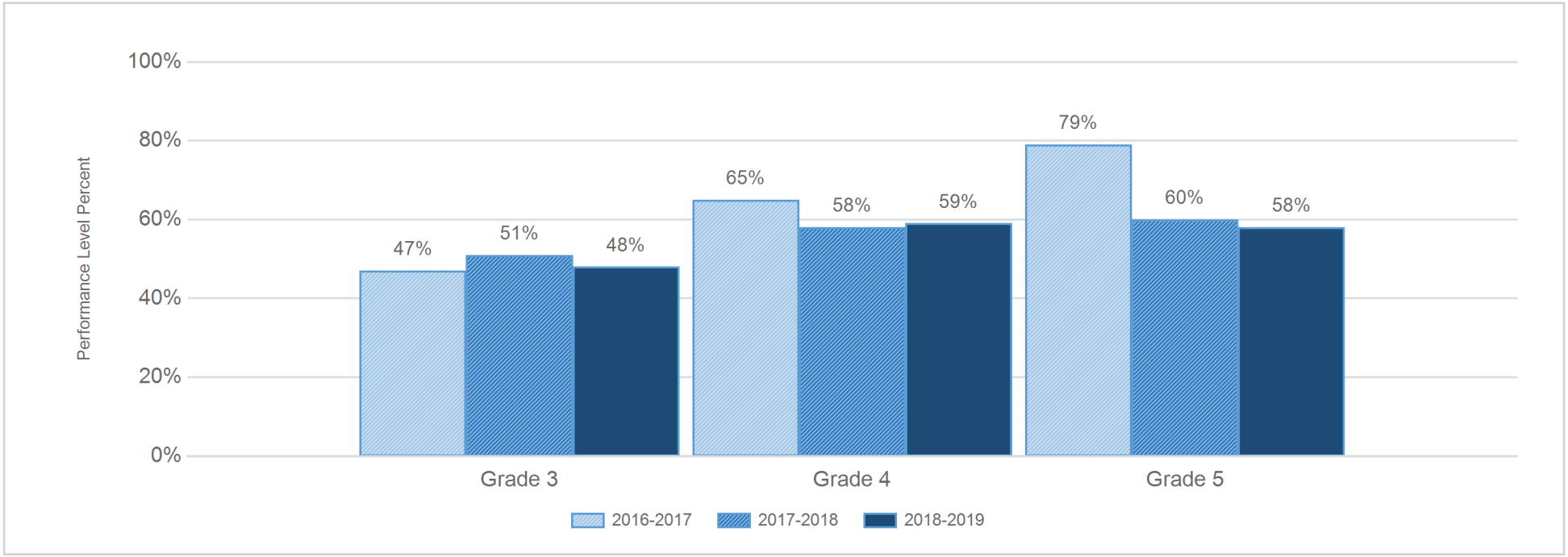
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	742	742	748	*	*	*	*	*	48%	50%
White	19	749	750	757	*	*	*	*	*	58%	60%
Hispanic	12	722	733	734	*	*	*	*	*	25%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	19	741	747	753	*	*	*	*	*	37%	55%
Male	21	743	737	743	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	15	729	732	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	25	750	748	759	*	*	*	*	*	56%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	750	746	755	*	*	*	*	*	59%	57%
White	36	752	757	763	*	*	*	*	*	58%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	756	762	N	N	N	N	N	N	64%
Female	21	760	752	760	*	*	*	*	*	67%	62%
Male	20	740	742	750	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	755	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	761	*	*	*	*	*	*	64%
English Learners	N	N	712	720	N	N	N	N	N	N	17%
Non-English Learners	41	750	749	758	*	*	*	*	*	59%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

University Heights Elementary School
(21-1950-250)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
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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	36	755	749	756	*	0%	*	58%	0%	58%	58%
White	22	756	760	764	0%	0%	50%	50%	0%	50%	68%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	755	762	N	N	N	N	N	N	65%
Female	15	750	757	761	*	0%	*	*	*	60%	64%
Male	21	759	741	750	*	0%	*	*	*	57%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	N	N	703	713	N	N	N	N	N	N	11%
Non-English Learners	36	755	751	758	*	0%	*	58%	0%	58%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

University Heights Elementary School
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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % 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	115	100.0	60.0	32.7	44.5	60.0	65.3	Met Target†
White	76	100.0	67.1	*	54.1	67.1	68.4	Met Target†
Hispanic	19	100.0	36.8	22.5	28.8	36.8	N	N
Black or African American	12	100.0	50.0	18.5	23.0	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	54	100.0	55.6	33.8	44.9	55.6		
Male	61	100.0	63.9	31.7	44.2	63.9		
Economically Disadvantaged Students	23	100.0	39.1	*	26.3	39.1	N	N
Non-Economically Disadvantaged Students	92	100.0	65.2	*	54.9	65.2		
Students with Disabilities	19	100.0	26.3	10.6	17.4	26.3	**	**
Students without Disabilities	96	100.0	66.7	37.7	50.0	66.7		
English Learners	*	*	*	15.3	25.0	*	**	**
Non-English Learners	*	*	*	34.2	46.5	*		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

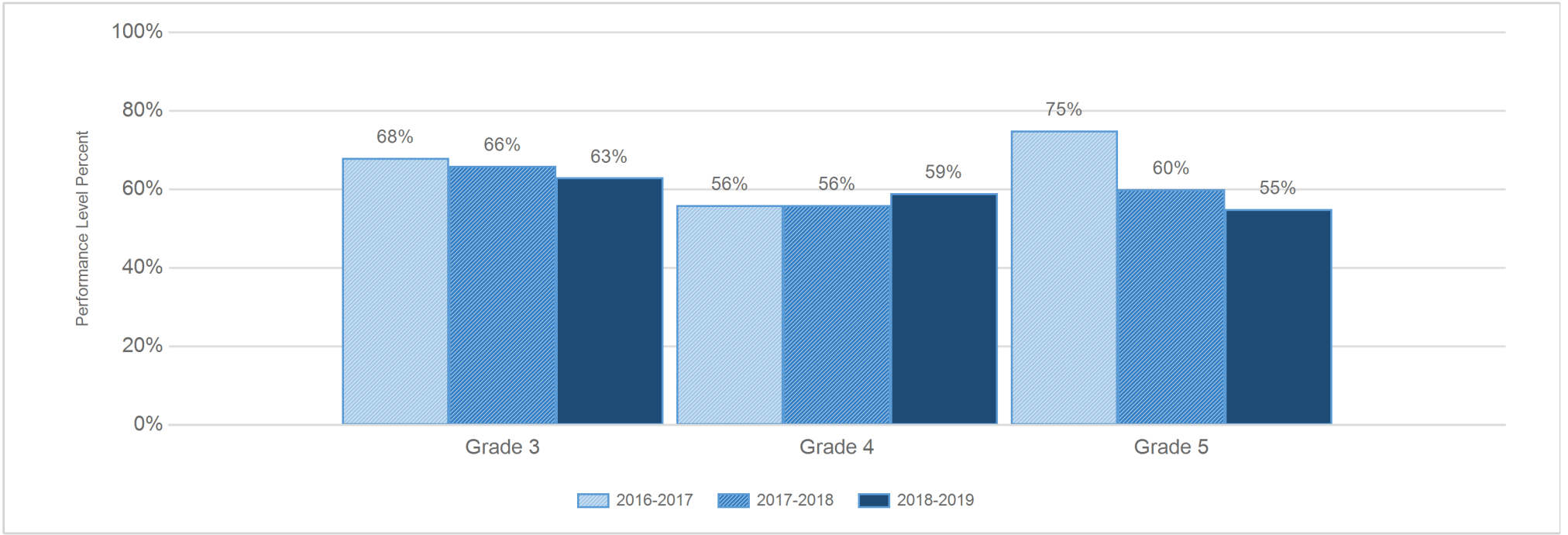
NJ SCHOOL PERFORMANCE REPORT

University Heights Elementary School
(21-1950-250)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	753	744	752	*	*	*	*	*	63%	55%
White	19	766	753	760	*	*	0%	*	*	84%	66%
Hispanic	12	728	735	739	*	*	*	*	*	25%	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	19	746	743	751	*	*	*	*	*	53%	54%
Male	21	758	745	752	*	*	*	*	*	71%	56%
Economically Disadvantaged Students	15	734	735	737	*	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	25	764	749	761	*	*	*	*	*	76%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

University Heights Elementary School
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	756	737	749	0%	*	*	*	*	59%	51%
White	36	757	750	757	0%	*	*	*	*	61%	62%
Hispanic	*	*	727	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	740	754	N	N	N	N	N	N	58%
Female	21	762	736	749	0%	*	*	*	*	62%	50%
Male	20	749	739	749	0%	*	*	*	*	55%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	746	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	N	N	706	722	N	N	N	N	N	N	18%
Non-English Learners	41	756	740	751	0%	*	*	*	*	59%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	752	740	747	*	*	32%	*	*	55%	47%
White	22	759	750	755	0%	*	*	*	*	59%	58%
Hispanic	*	*	731	735	*	*	*	*	*	*	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	745	753	N	N	N	N	N	N	55%
Female	17	741	742	747	*	*	*	*	*	41%	47%
Male	21	760	738	747	*	*	*	*	*	67%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	747	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	744	752	*	*	*	*	*	*	52%
English Learners	*	*	704	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

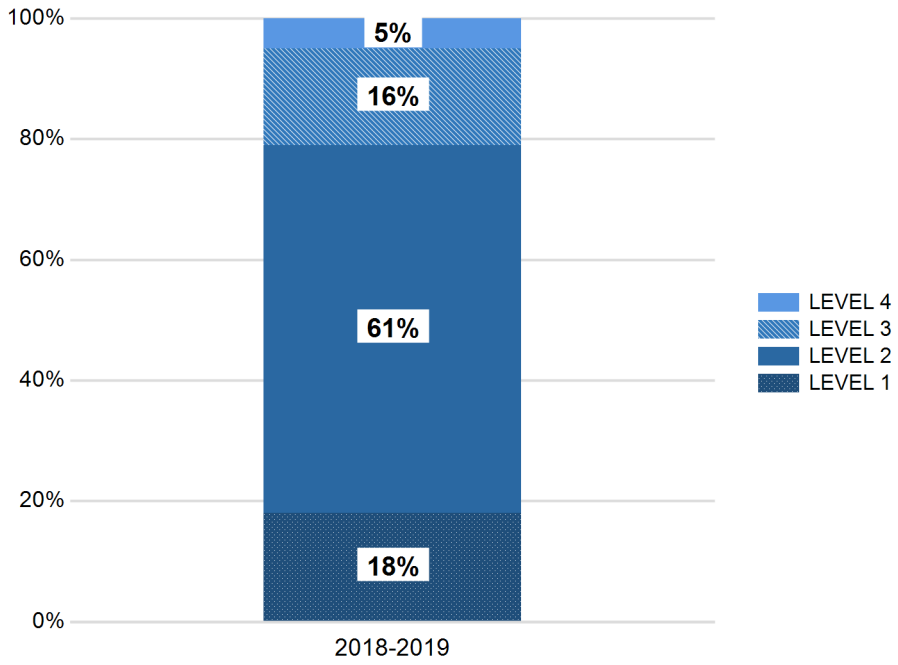
University Heights Elementary School
(21-1950-250)
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2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	18	61	16	5
White	14	64	14	9
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	29	59	12	0
Male	10	62	19	10
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

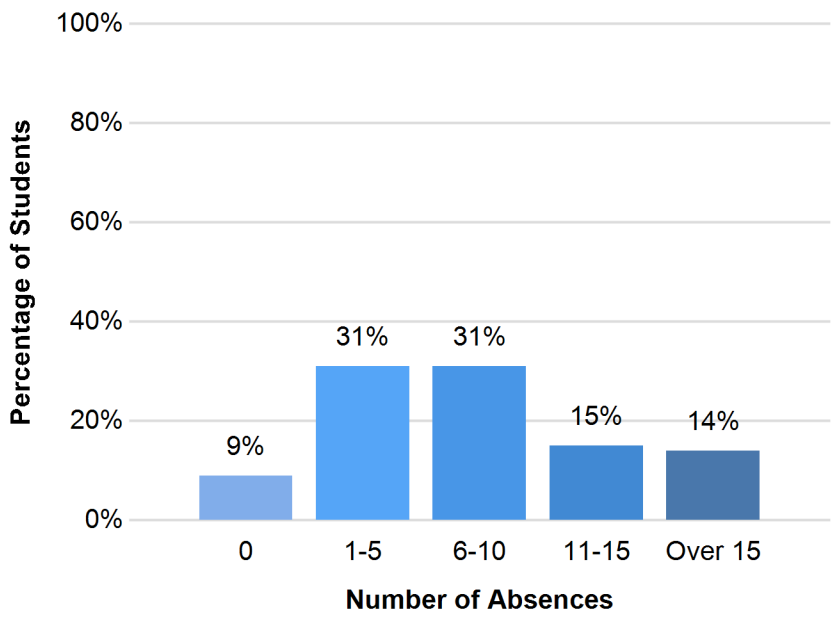
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	9.7	8.9	Not Met
White	7	4.9	8.9	Met
Hispanic	7	17.1	8.9	Not Met
Black or African American	6	25.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	2	11.1	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	9.1	**	**
Female	11	9.5		
Male	12	9.9		
Economically Disadvantaged Students	9	17.6	8.9	Not Met
Students with Disabilities	8	22.9	8.9	Not 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.



NJ SCHOOL PERFORMANCE REPORT

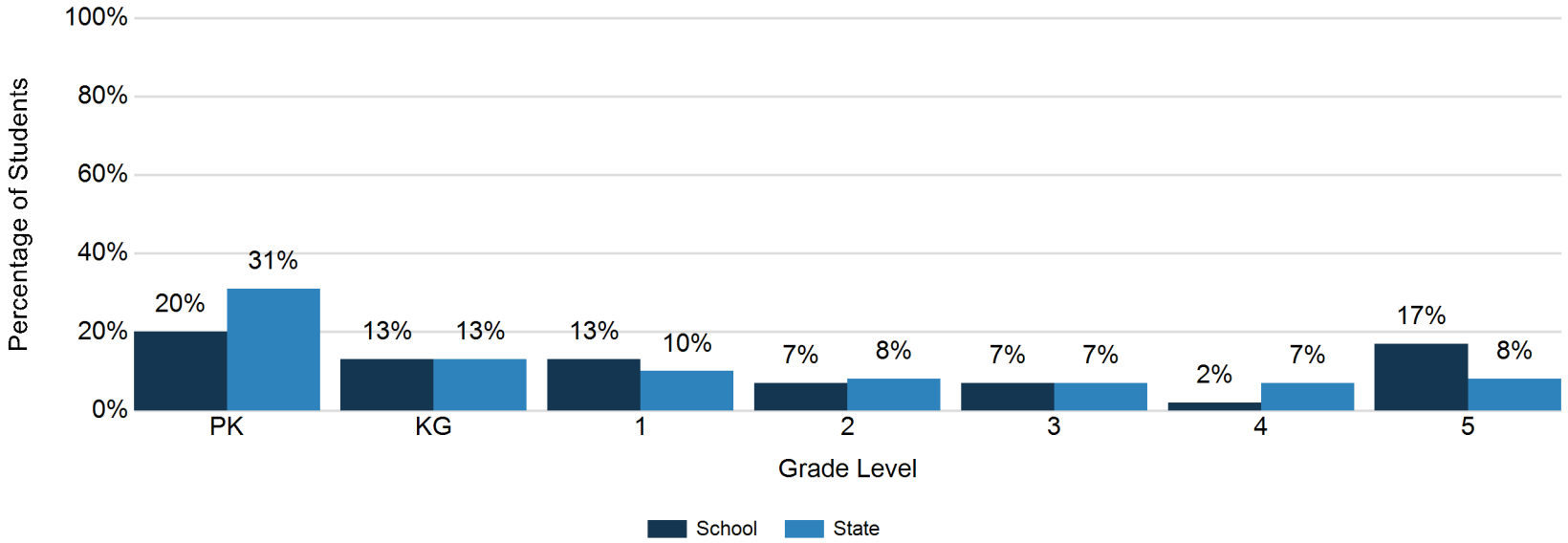
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.31

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

NJ SCHOOL PERFORMANCE REPORT

University Heights Elementary School
(21-1950-250)
Grades Offered: PK-05
2018-2019

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	34	118,214
Average years experience in public schools	15.7	12.1
Average years experience in district	15.7	10.8
Percentage of Teachers with 4 or more years experience in the district	82.4%	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	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	10:1	12:1
Students to Administrators	325:1	179:1
Teachers to Administrators	34:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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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	44.3%	88.2%	100.0%	48.4%	77.1%	54.9%
Male	55.7%	11.8%	0.0%	51.6%	22.9%	45.1%
White	55.7%	94.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.8%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.0%	2.9%	0.0%	15.0%	6.6%	13.9%
Asian	5.2%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

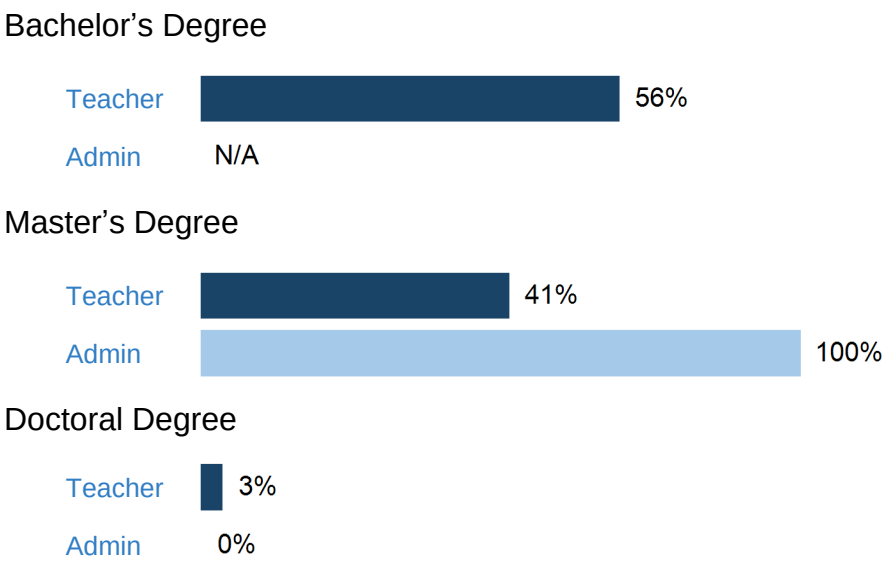
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Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	95.2%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	64.9%	56.7%	54.8%
Math Proficiency	64.9%	61.1%	60.0%
ELA Growth	41	34	44
Math Growth	49	57	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.7%	11.7%	9.7%

† 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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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	**	Not Met	No
White	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	N	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• The school theme aligns with the district theme -Today is Your Day to Make a Difference. Students are recognized for their efforts and achievements throughout the year. • Technology is a part of each school day. Students have access to Google accounts which are used on a daily basis. • Through the assistance of a Hamilton Education Foundation Grant our school will incorporate a sensory playground within the school for our students to utilize.
Mission, Vision, Theme:	The staff prepares students to become life-long learners, critical thinkers, and effective communicators. We respect learning styles, ability levels, and diversity while fostering the development of literacy in a safe and nurturing environment. Our school's mission statement is to provide "Educational excellence through cooperation, caring and commitment. "
Awards, Recognition, Accomplishments:	Hamilton Education Foundation Grant Recepient. Recongnized by the New Jersey State PTA for our membership recruitment video and our first grade teacher was selected as an Outstanding Educator.

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Courses, Curriculum, Instruction:	Students partipate in a balanced lterary program which includes Readers and Writers Workshop, Fundations phonics program in incorprotaed in grades K-2. Students meet the Next Generation Science Standards through the use of Mystrery Science. Mathematics instruction also follows a workshop model and incorporates small group instruction to best meet the needs of the students. Students will participate in Music, Art, Library and Physical Education on a daily basis. Instruction for special education, basic skills, ESL and gifted students is available for those that qualify.
Clubs and Activities:	Instrumental lessons for grades 3-5, Band Lessons in grades 4-5, Safety Patrol Program, Family STEM and ESL tutoring programs offered after school.

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Before and After School Programs:	YMCA provides Before and After care for students. Families may also choose to attend the All Heart Academy afterschool program.
Staff and Professional Learning:	Staff have two faculty meetings each month. One of the meetings is dedicated to in-school professional development. Various book studies have taken place. Most recently we completed book studies on "I Wish My Teacher Knew" and "Unshakeable...20 Ways to Enjoy Teaching Everyday...No Matter What."

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Student Supports and Services:	Student supports are available for special needs students (In-Class Resource and Self-Contained classes). We have a growing ESL program. Basic Skills instruction is provided for students in need. Students also have access to Occupational Therapy, Physical Therapy and Speech Services.
Student Health and Wellness:	Our school nurse arranges presentations on various topics including: cardiac care, stroke, and dental health. We offer a breakfast program to all students. Students have a 20 minute daily recess period. The school participates in a variety of activities that promote health and well-being.
Parent and Community Involvement:	The PTA is essential to our school and community. They provide activities, events and fundraisers that support and enrich our academic, social and family programs. Parents volunteer in the library and assist students is selecting books. Parent Conferences are held twice a year. Family/Community members are invited in for various school activities including Read Across America, Veteran's Day and Grandparents Day.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Culture and Climate Survey is given to students, parents and teachers each year. The information gathered from the survey is used to research, plan and implement strategies to improve student-teacher-parent relationships. Information is communicated to the stakeholders via the Safe Schools Committee.
Facilities:	University Height Elementary School is one of the newest elementary schools in the township. Our fully air-conditioned building opened 42 years ago and now houses 21 classrooms, an open concept Library and Art area, two small workrooms, area for Occupational and Physical Therapy, All-purpose room with stage, Faculty Room, Nurse's Office, Main Office, and Child Study Team Office and School Counselor's Office. All 21 classrooms have a sink and water fountain in the classroom.
School Safety:	The school has a visitor management system and security cameras. Our School Safety Committee meets at least twice a year to discuss improvements and concerns.

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Technology and STEM:	A Family STEM program is offered afterschool. Students have access to a Google account and utilize the laptop carts that are distributed throughout the building.
Early Childhood Education:	We have two full day preschool disabled classes, two integrated preschool classes and two self-contained preschool classes.

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Other Information	School begins at 8:45 and ends at 3:35. Students have 30 minutes for lunch and 20 minutes for recess. Each day students participate in a forty minute special area class: art, music, library and two periods of physical education/health. Students have access to technology during the day. Safety is a top priority at Univeristy Heights Elementary School. Drills are practiced twice a month, the building is monitored by cameras and a visitor management system is used to track who is in the building. Students' emotional well being is supported through character education lessons, anti-bullying programs,and our school counselor.

NJ SCHOOL PERFORMANCE REPORT

Yardville Elementary School
(21-1950-260)
Grades Offered: PK-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Mr. Richard Czyz
Address	450 YARDVILLE ALLENTOWN RD HAMILTON, NJ 08620
Phone Number	609-631-4170
Email Address	rczyz@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/735
Twitter	https://twitter.com/HTSD_Yardville

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Yardville Elementary School
(21-1950-260)
Grades Offered: PK-05
2018-2019

Report Key:
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	55	55	38
KG	40	37	44
1	38	42	42
2	47	39	40
3	38	46	39
4	41	38	45
5	42	41	40
Total	301	298	288

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	41.9%	43.3%	44.1%
Male	58.1%	56.7%	55.9%
Economically Disadvantaged Students	20.3%	16.4%	15.3%
Students with Disabilities	21.6%	20.8%	14.9%
English Learners	4.0%	2.3%	3.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.3%
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	66.4%	65.1%	66.3%
Hispanic	21.9%	22.1%	21.2%
Black or African American	4.0%	3.7%	4.2%
Asian	3.3%	4.4%	3.8%
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	4.3%	4.7%	4.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	45	48	34
PK - Full Day	10	7	4
KG - Half Day	0	0	0
KG - Full Day	40	37	44

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	87.5%
Spanish	9.0%
Other Languages	3.5%

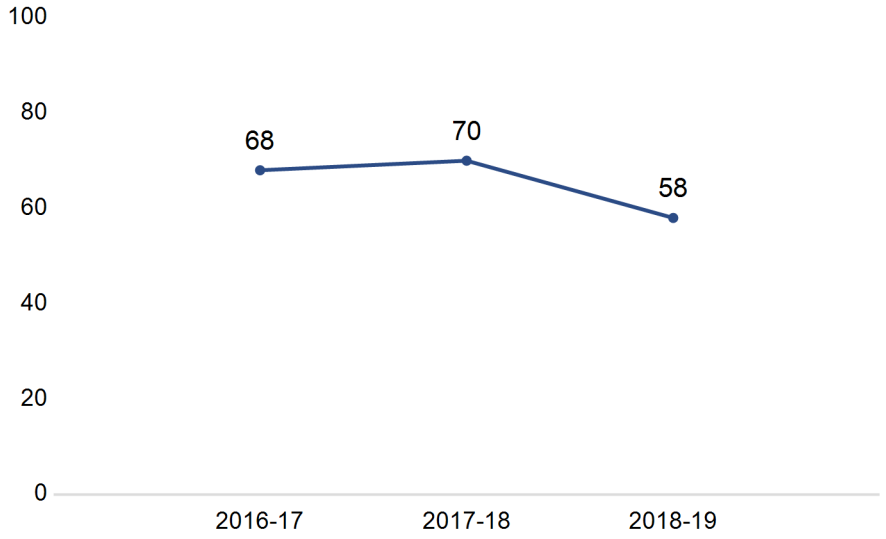
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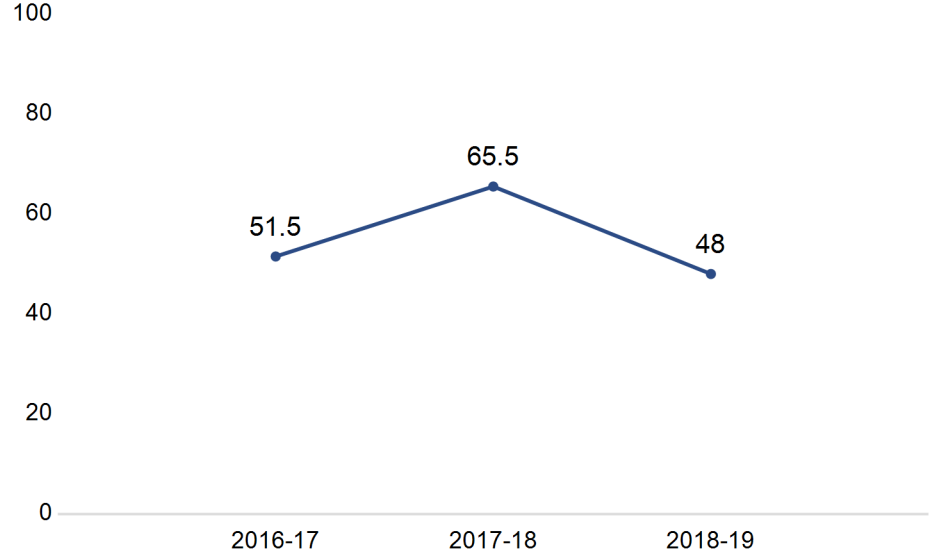
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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	68	70	58	51.5	65.5	48
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	58	40	50	Met Standard	48	44	50	Met Standard
White	52.5	40	50	Met Standard	46.5	47	52	Met Standard
Hispanic	*	41	49	**	*	41	47	**
Black or African American	*	36	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	40.5	49	**	*	42	52	**
Female	59	44	53	N	44	44	50	N
Male	54	36	47	N	52.5	45	51	N
Economically Disadvantaged Students	*	38	48	**	*	40	46	**
Students with Disabilities	42	39	43	**	55	43	45	**
English Learners	*	48	52	**	*	36	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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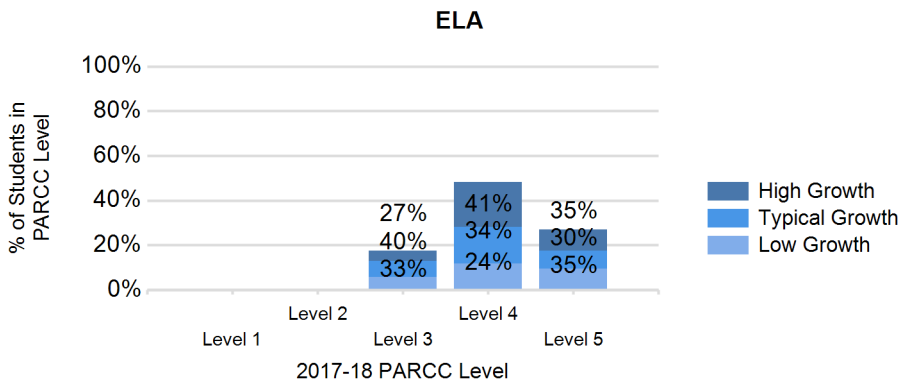
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

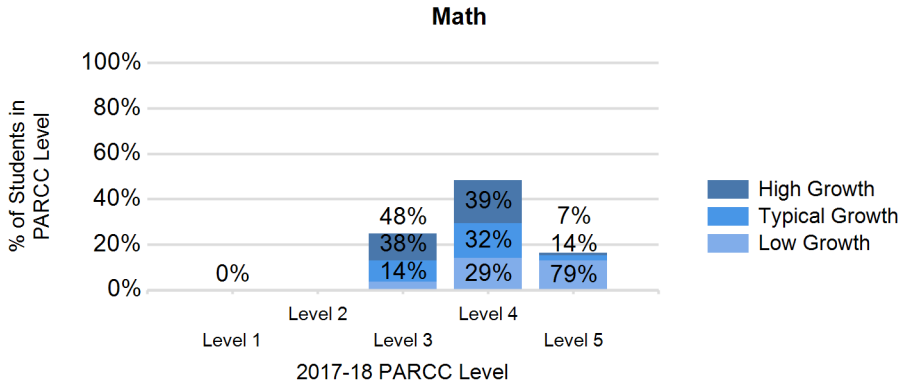
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

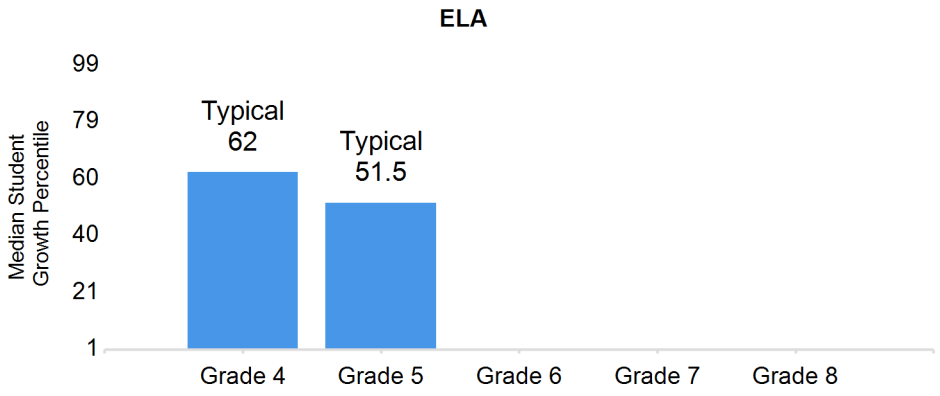
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

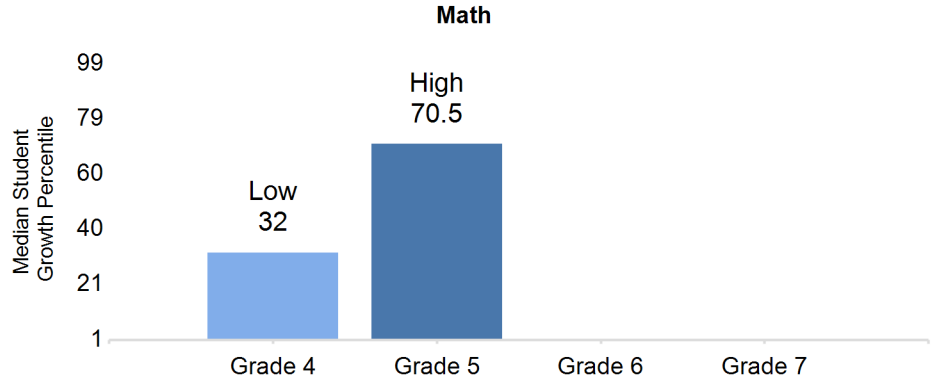




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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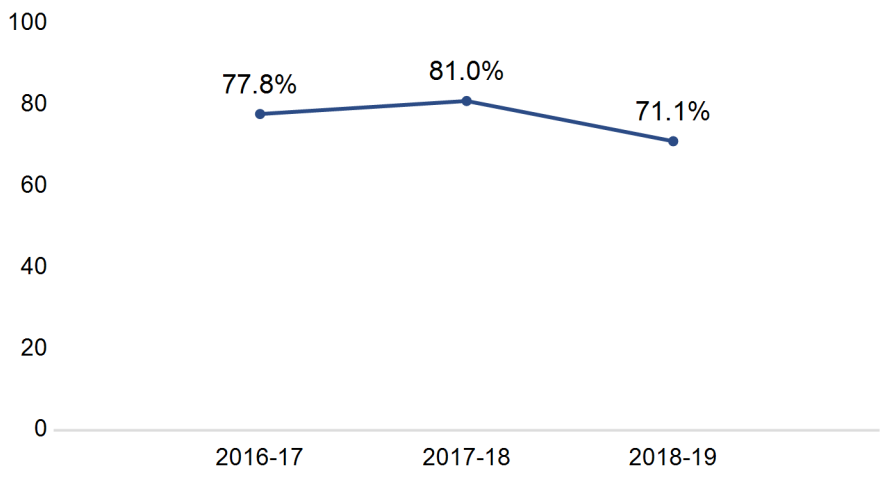
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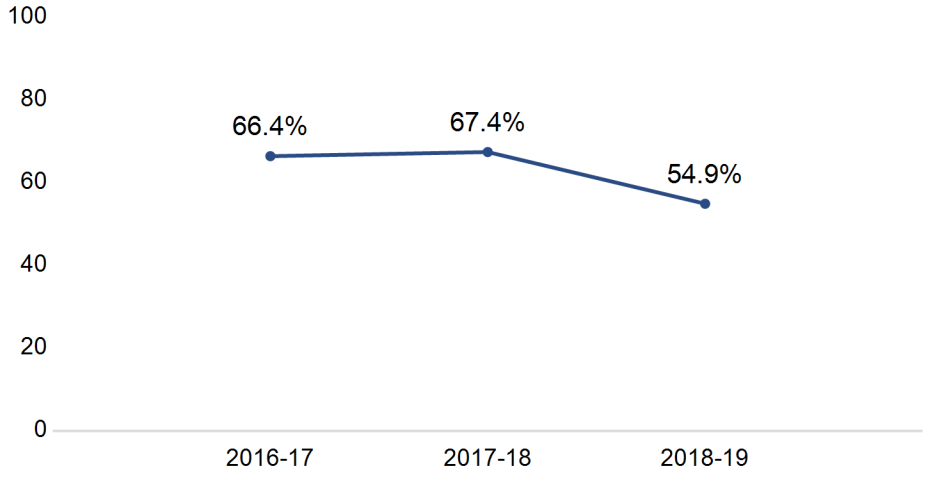
English Language Arts and Mathematics Performance Trends

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%	99.2%	99.2%	99.2%	99.2%
Proficiency Rate for Federal Accountability	77.8%	81.0%	71.1%	66.4%	67.4%	54.9%
Annual Target	79.0%	79.0%	79.1%	68.1%	68.8%	69.4%
Met Annual Target?	Met Target†	Met Goal	Not Met	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	121	99.2	71.1	44.9	57.9	71.1	79.1	Not Met
White	87	98.9	74.7	*	66.9	74.7	78.2	Met Target†
Hispanic	21	100.0	52.4	36.2	43.9	52.4	N	N
Black or African American	*	*	*	29.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	51	98.1	88.2	54.3	64.8	88.2		
Male	70	100.0	58.6	36.4	51.3	58.6		
Economically Disadvantaged Students	17	100.0	64.7	32.0	40.0	64.7	**	**
Non-Economically Disadvantaged Students	104	99.0	72.1	52.5	67.9	72.1		
Students with Disabilities	15	93.7	46.7	14.3	22.7	46.1	**	**
Students without Disabilities	106	100.0	74.5	51.9	65.1	74.5		
English Learners	*	*	*	20.9	29.3	*	**	**
Non-English Learners	*	*	*	46.8	60.6	*		
Homeless Students	N	N	N	25.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

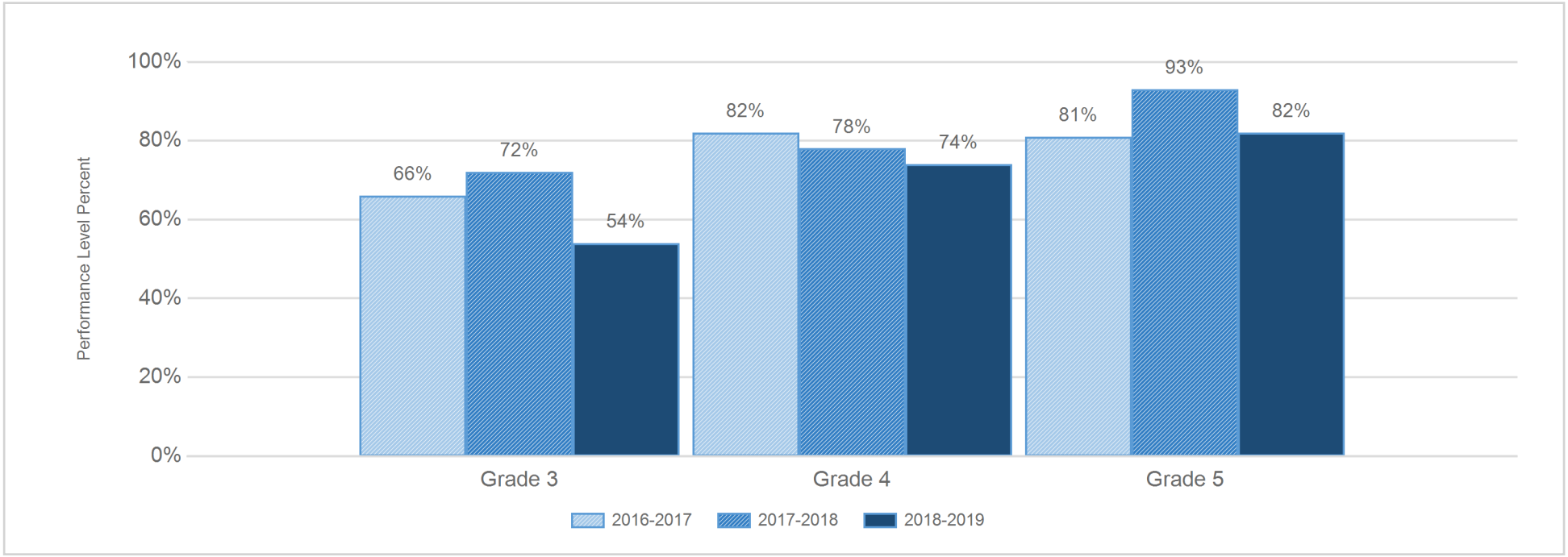
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	753	742	748	*	*	35%	*	*	54%	50%
White	21	753	750	757	*	*	*	52%	0%	52%	60%
Hispanic	*	*	733	734	*	*	*	*	*	*	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	750	756	N	N	N	N	N	N	58%
Female	11	764	747	753	*	*	*	*	*	82%	55%
Male	26	748	737	743	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	10	749	732	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	27	754	748	759	*	*	*	*	*	56%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	776	746	755	0%	*	*	45%	30%	74%	57%
White	40	775	757	763	0%	*	*	53%	25%	78%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	N	N	733	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	756	762	*	*	*	*	*	*	64%
Female	17	792	752	760	0%	*	*	*	*	82%	62%
Male	30	767	742	750	0%	*	*	*	*	70%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	755	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	761	*	*	*	*	*	*	64%
English Learners	N	N	712	720	N	N	N	N	N	N	17%
Non-English Learners	47	776	749	758	0%	*	*	45%	30%	74%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	39	778	749	756	*	0%	*	56%	26%	82%	58%
White	27	781	760	764	0%	0%	*	*	*	85%	68%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	755	762	*	*	*	*	*	*	65%
Female	23	788	757	761	*	0%	*	*	*	96%	64%
Male	16	764	741	750	*	0%	*	*	*	63%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	N	N	703	713	N	N	N	N	N	N	11%
Non-English Learners	39	778	751	758	*	0%	*	56%	26%	82%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	122	99.2	54.9	32.7	44.5	54.9	69.4	Not Met
White	87	98.9	58.6	*	54.1	58.6	69.3	Not Met
Hispanic	22	100.0	40.9	22.5	28.8	40.9	N	N
Black or African American	*	*	*	18.5	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	51	98.1	54.9	33.8	44.9	54.9		
Male	71	100.0	54.9	31.7	44.2	54.9		
Economically Disadvantaged Students	18	100.0	38.9	*	26.3	38.9	N	N
Non-Economically Disadvantaged Students	104	99.0	57.7	*	54.9	57.7		
Students with Disabilities	15	93.7	26.7	10.6	17.4	26.4	**	**
Students without Disabilities	107	100.0	58.9	37.7	50.0	58.9		
English Learners	*	*	*	15.3	25.0	*	**	**
Non-English Learners	*	*	*	34.2	46.5	*		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

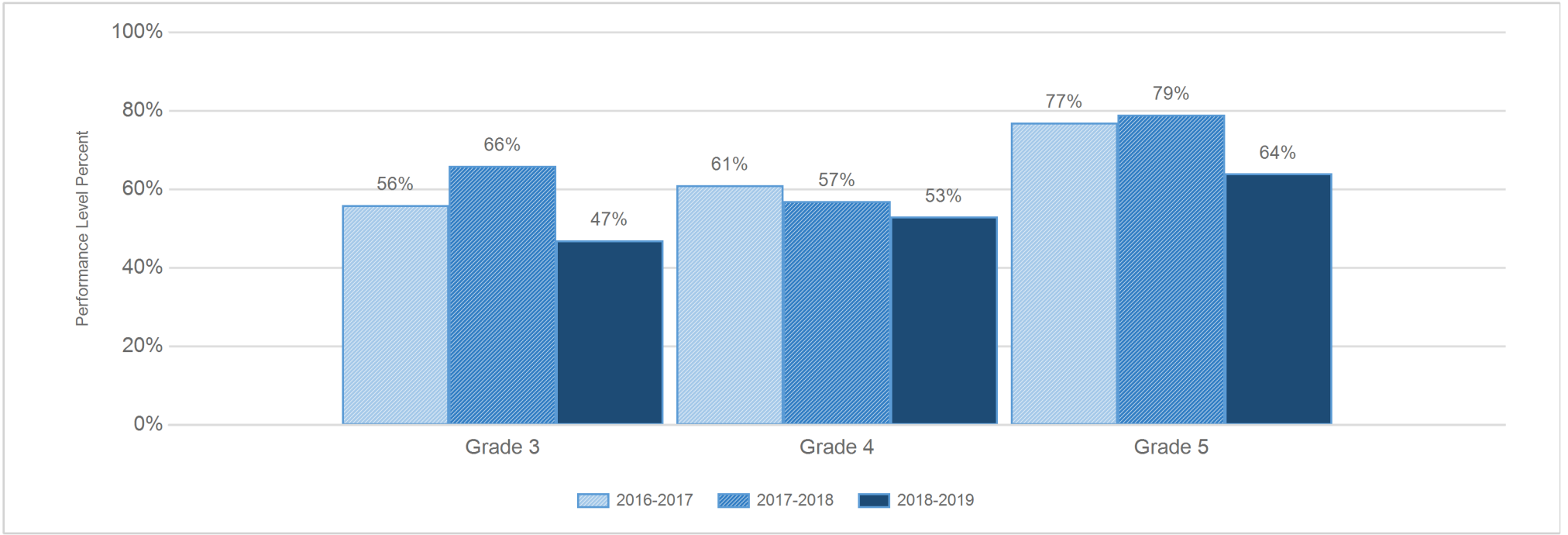
NJ SCHOOL PERFORMANCE REPORT

Yardville Elementary School
(21-1950-260)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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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	38	746	744	752	*	*	26%	*	*	47%	55%
White	21	753	753	760	*	*	*	*	*	52%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	755	758	N	N	N	N	N	N	62%
Female	11	732	743	751	*	*	0%	*	*	36%	54%
Male	27	752	745	752	*	*	37%	*	*	52%	56%
Economically Disadvantaged Students	11	742	735	737	*	*	*	*	*	36%	37%
Non-Economically Disadvantaged Students	27	748	749	761	*	*	*	*	*	52%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	753	737	749	*	*	36%	*	*	53%	51%
White	40	754	750	757	*	*	38%	*	*	53%	62%
Hispanic	*	*	727	737	*	*	*	*	*	*	36%
Black or African American	N	N	725	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	17	751	736	749	*	*	*	*	*	41%	50%
Male	30	754	739	749	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	746	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	N	N	706	722	N	N	N	N	N	N	18%
Non-English Learners	47	753	740	751	*	*	36%	*	*	53%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	762	740	747	*	*	*	*	*	64%	47%
White	27	765	750	755	*	*	*	*	*	70%	58%
Hispanic	*	*	731	735	*	*	*	*	*	*	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	745	753	*	*	*	*	*	*	55%
Female	23	768	742	747	*	*	*	*	*	74%	47%
Male	16	753	738	747	*	*	*	*	*	50%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	747	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	744	752	*	*	*	*	*	*	52%
English Learners	N	N	704	718	N	N	N	N	N	N	12%
Non-English Learners	39	762	742	749	*	*	*	*	*	64%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

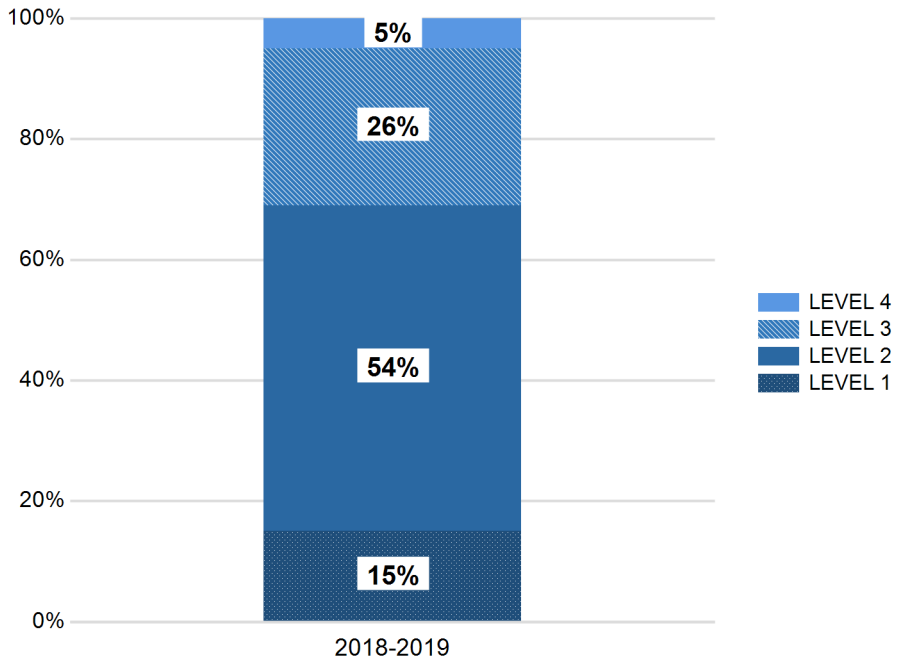
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	15	54	26	5
White	4	63	30	4
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	4	57	39	0
Male	31	50	6	13
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	15	54	26	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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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

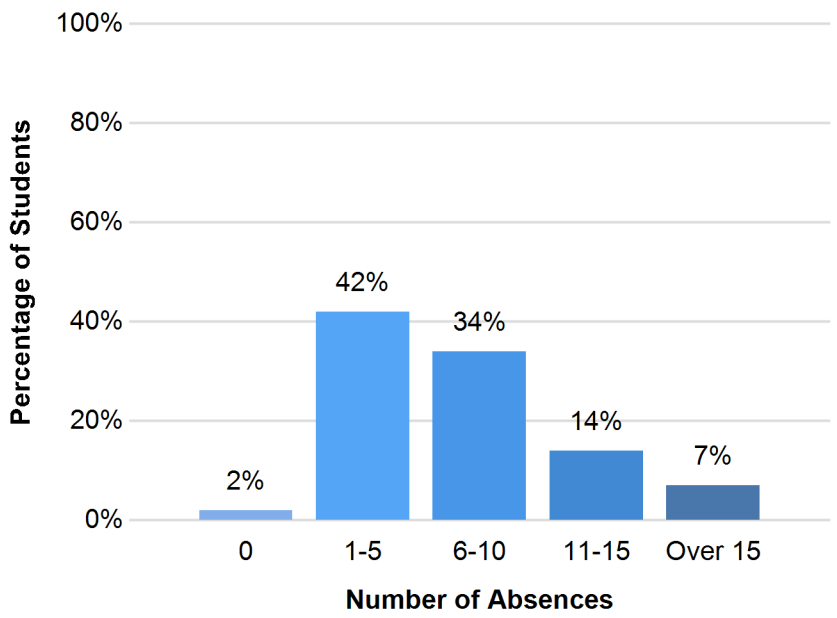
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	10	4.0	8.9	Met
White	6	3.4	8.9	Met
Hispanic	3	6.4	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	4	3.5		
Male	6	4.3		
Economically Disadvantaged Students	6	16.2	8.9	Not Met
Students with Disabilities	2	8.0	8.9	Met
English Learners	2	20.0	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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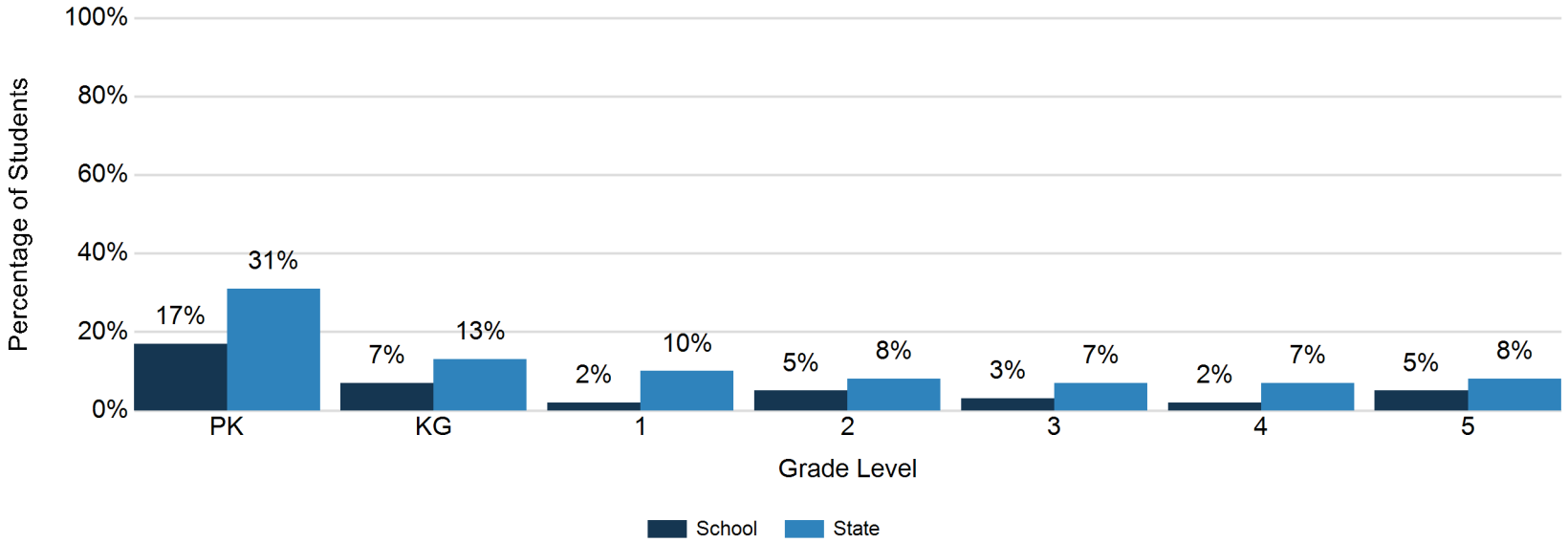
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	8
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	3.82

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	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	10	3.5%
Any Suspension	10	3.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
14

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	73.1%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	288:1	179:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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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	44.1%	88.5%	0.0%	48.4%	77.1%	54.9%
Male	55.9%	11.5%	100.0%	51.6%	22.9%	45.1%
White	66.3%	96.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	21.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.2%	3.8%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	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	4.5%	0.0%	0.0%	2.1%	0.2%	0.2%

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

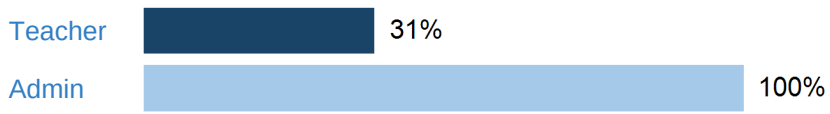
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree

Teacher 0%

Admin 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.4%

NJ SCHOOL PERFORMANCE REPORT

Yardville Elementary School
(21-1950-260)
Grades Offered: PK-05
2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	77.8%	81.0%	71.1%
Math Proficiency	66.4%	67.4%	54.9%
ELA Growth	68	70	58
Math Growth	52	66	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.0%	3.7%	4.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	N	N	**	**	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	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	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:	• Yardville is a 2017 NJ School of Character and a National School of Character recipient and was ranked 45th out of all New Jersey Elementary and Middle Schools during the 2018-2019 school year. • All Students in Grade K-5 receive physical education and health two times per week. • Yardville's teachers are learning about helping students and families develop a growth mindset, and focusing on Social Emotional Learning using the Zones of Regulation.
Mission, Vision, Theme:	Yardville's mission, S.T.A.R.S.-Students Taking Action & Responsibility for Success, encourages students to advocate for their own learning. We foster academic, physical, and social-emotional development of all students, assisting them to become life-long, responsible citizens who know how to collaborate and problem-solve. This year our theme, which supports our mission, is 'Let the GAMES Begin: Goals And Motivation Equals Success!'
Awards, Recognition, Accomplishments:	Yardville is very proud of the recently earned 2017 NJ School of Character and 2017 National School of Character awards which we will be able to claim for the next three years before having to reapply for this honor.

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Courses, Curriculum, Instruction:	The core subjects (ELA, Math, Science, and SS) are taught daily. Students also participate in Art, Music, PE, and Library weekly. Gr K-5 participate in two weekly Health and Physical Education lessons. Guidance lessons are taught monthly. Character Ed and Social Emotional Learning is infused throughout the day. Fundations is taught in Kindergarten, 1st and 2nd grades. A gifted and talented program is available for eligible students in Grades 3-5. Basic skills, ESL, and Resource Room instruction are also provided for qualifying students.
Clubs and Activities:	Students are offered a variety of leadership and community-building opportunities. Based on their grade-level, students may participate in the service learning club, safety patrol, peer leadership & tutoring, morning announcements, band and orchestra, chorus, & curriculum-based family nights. In addition, several classes in the building participate in a regular Genius Hour.

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Before and After School Programs:	Yardville Elementary School offers students a Family Night program where students and parents learn about a variety of topics and participate in various academic and social learning activities. During the Family Night program, parents have the opportunity to hear from teachers and other community organizations with regard to health, safety, and instructional strategies.
Staff and Professional Learning:	Monthly faculty meetings are held for in-school professional development focused on meeting the needs of Teacher Professional Growth Plans. A Choice book study supports this learning as do PLCs and action research by our teachers. Monthly grade level data team meetings and grade level planning meetings are held. Yardville joins in monthly meetinsg with two other elementary schools in the school district for PD LIFT (Learning & Innovation From Teachers).

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Student Supports and Services:	The following services and supports are available to eligible students at Yardville Elementary: ESL Instruction, Basic Skills Instruction, Speech/Language Instruction, OT, and PT. Students with disabilities may also receive Resource Room Support and/or Replacement Instruction. I&RS services are tiered and designed to assist students who are having academic, behavior, or health difficulties that significantly impact their ability to learn and achieve.
Student Health and Wellness:	Yardville Elementary School offers a breakfast program for all students. Students engage in physical activity daily during recess and weekly during two physical education classes. This year, the students at Yardville participated in a school wide "Fun Run" which was a character building, fitness event designed to also fundraise for our school to benefit the students. In the spring, students also participate in their Field Day event where they collaborate in teams in a variety of physical activities.
Parent and Community Involvement:	Yardville's 2017 National School of Character award recognized our school for having an especially strong parent and community involvement program. Our PTA is an integral part of the school. Members serve as room parents for classroom parties, the Book Fair, Ice Skating Party, Field day, movie nights, Family events, Sweetheart dance, kindergarten orientation, Halloween dance, and a 5th grade end of year celebration, to name a few. Parents also lead our school's service learning club.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers An annual school climate survey is administered to parents, staff & students to address the physical & emotional environment, teaching & learning, relationships & morale. The school climate committee analyzes the results to identify areas of strength & growth & collaboratively sets goals for the following year. As noted in the 18-19 survey, 92% of parents agree that the learning environment is excellent and 95% of parents agree that teachers have built strong relationships with their children.
Facilities:	Yardville Elementary School is 80 years old. Although our facility is starting to show its age, our custodial staff take pride in keeping the building clean and in the upkeep of our renovated playground. Our wireless network was recently updated and our auditorium roof will be repaired at the end of this school year. We recently had our hallways painted blue in keeping with our school colors of blue and gold. We also opened an outdoor learning space this year.

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Other Information	The school day starts at Yardville Elementary School at 8:45 a.m. and concludes at 3:35 p.m. We have three lunch periods that are 30 minutes each allowing students plenty of time to eat and socialize with peers. Students participate in a 20 minute recess with their classmates monitored by the classroom teacher. We have two integrated half-day preschool classrooms and a full-day disabled preschool class. We have SMART boards and/or interactive whiteboards in each classroom. Our students and teachers utilize Google classroom for discussion and collaboration. Students participate in formative benchmark testing and results are analyzed to plan for future instruction. Teachers collaborate to plan for rigorous, student-centered data-driven lessons. We communicate with our families via "Quick News" emails sent by our PTA, as well as a twice a month Newsletter - YES This Week from the Principal. Our School Climate Committee reviews and evaluates all cases of possible and confirmed cases of HIB to improve safety and well-being in our school.

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Mercer
District	Hamilton Township Public School District
Principal Name	Mr. James Sterenczak
Address	3880 SOUTH BROAD STREET HAMILTON, NJ 08620-2502
Phone Number	609-631-4171
Email Address	jsterenczak@hamilton.k12.nj.us
Website	https://www.hamilton.k12.nj.us/Domain/778
Facebook	https://www.facebook.com/YardvilleHeightsElementarySchool/
Twitter	https://twitter.com/HTSD_YardHts

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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	0	0	0
KG	42	42	39
1	41	45	43
2	39	45	44
3	38	44	48
4	42	44	49
5	43	45	42
Total	245	265	265

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.6%	52.1%	48.7%
Male	51.4%	47.9%	51.3%
Economically Disadvantaged Students	29.4%	39.2%	41.1%
Students with Disabilities	20.4%	18.5%	20.0%
English Learners	4.5%	9.4%	10.9%
Homeless Students	0.0%	0.8%	0.8%
Students in Foster Care	0.4%	0.8%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	60.8%	47.2%	42.3%
Hispanic	23.3%	30.9%	36.2%
Black or African American	10.6%	16.2%	17.4%
Asian	2.0%	1.9%	1.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.8%	0.0%	0.0%
Two or More Races	2.4%	3.8%	3.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	42	42	39

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	75.8%
Spanish	16.2%
Arabic	2.3%
Creoles and pidgins, French-based	1.5%
Other Languages	4.2%

NJ SCHOOL PERFORMANCE REPORT

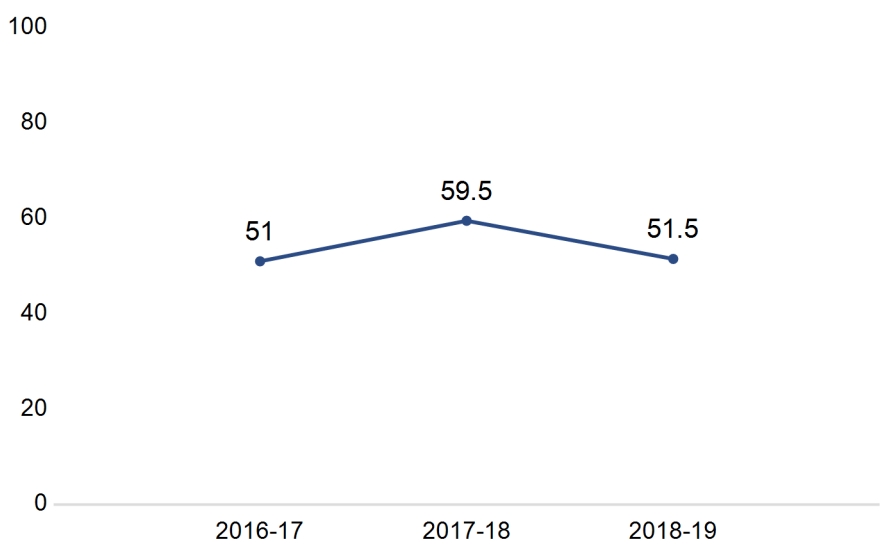
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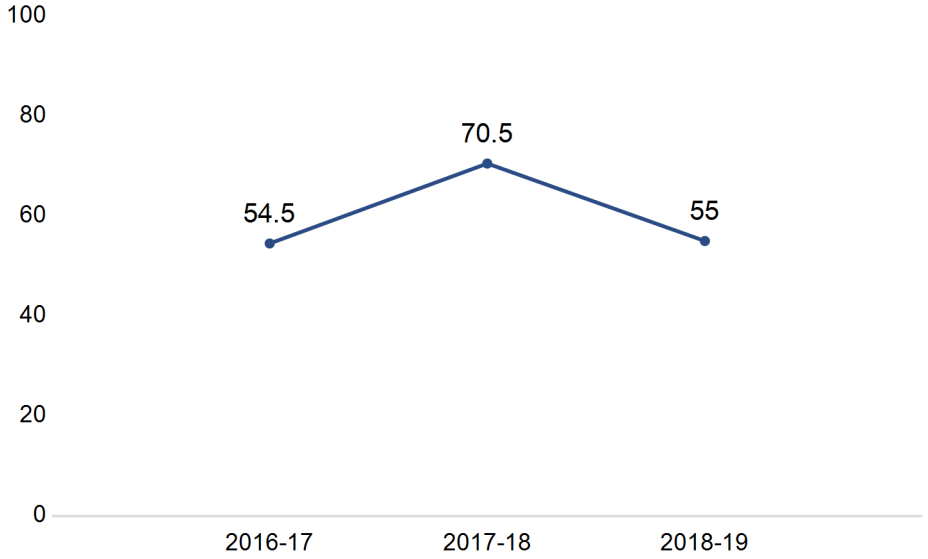
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	59.5	51.5	54.5	70.5	55
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	51.5	40	50	Met Standard	55	44	50	Met Standard
White	53	40	50	Met Standard	48	47	52	Met Standard
Hispanic	68	41	49	**	59.5	41	47	Met Standard
Black or African American	*	36	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	N	56	59	**	N	54.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	40.5	49	**	N	42	52	**
Female	51.5	44	53	N	53.5	44	50	N
Male	52	36	47	N	57	45	51	N
Economically Disadvantaged Students	64.5	38	48	**	60.5	40	46	Exceeds Standard
Students with Disabilities	37	39	43	**	44.5	43	45	**
English Learners	*	48	52	**	33	36	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Yardville Heights Elementary School
(21-1950-270)
Grades Offered: PK-05
2018-2019

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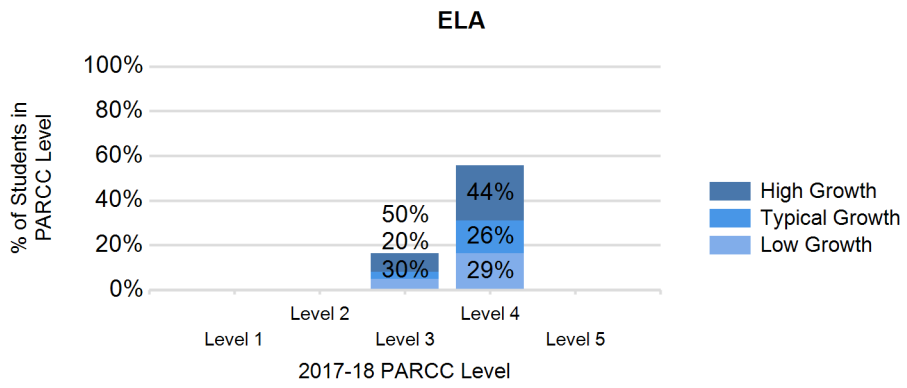
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

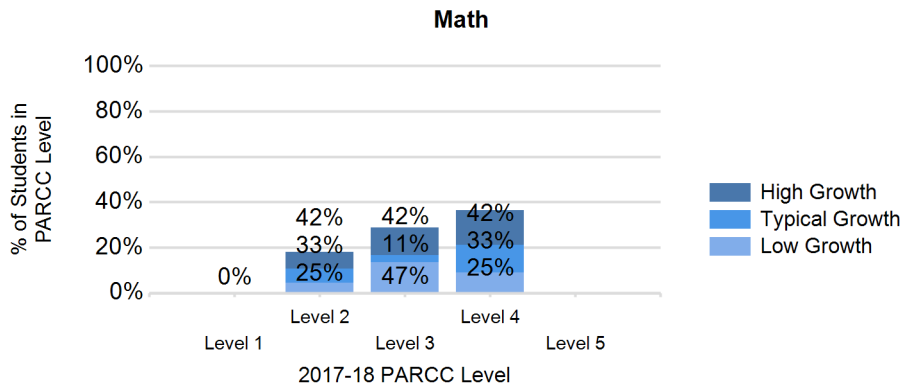
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

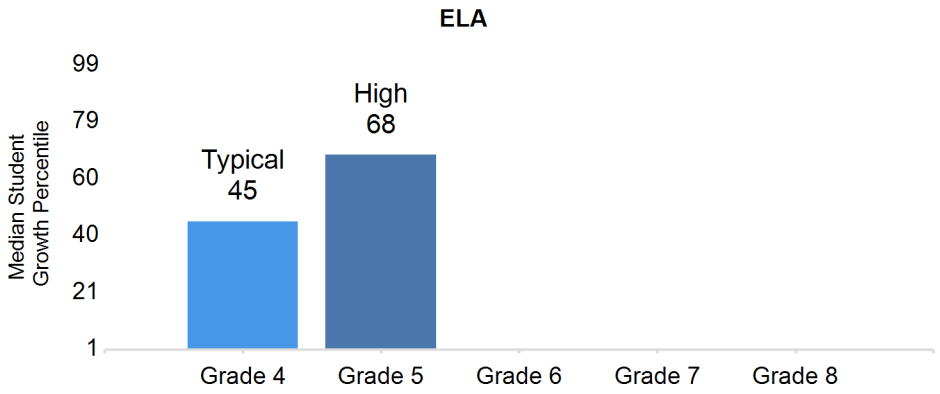
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

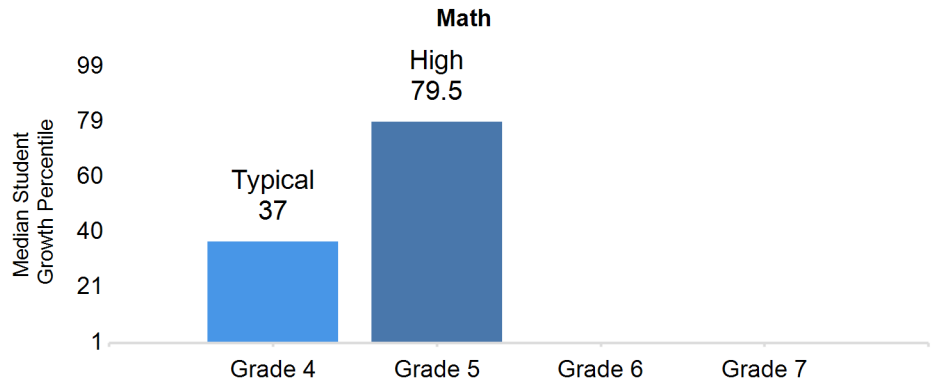




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

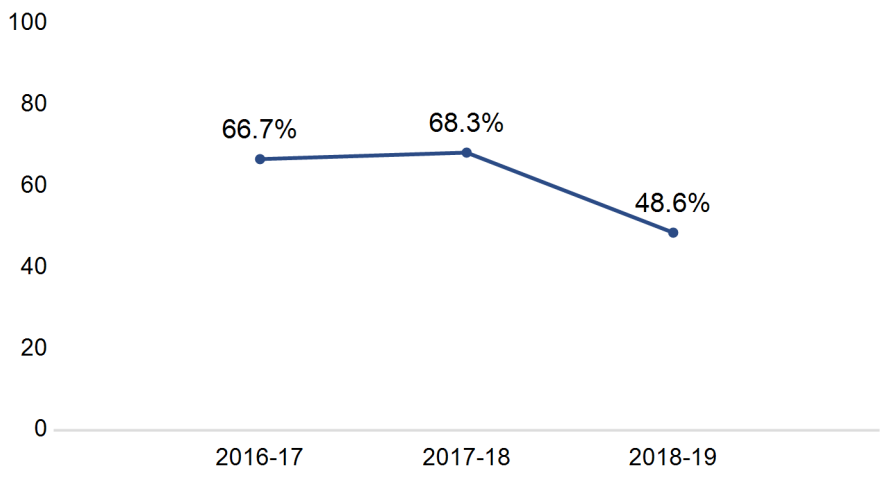
Yardville Heights Elementary School
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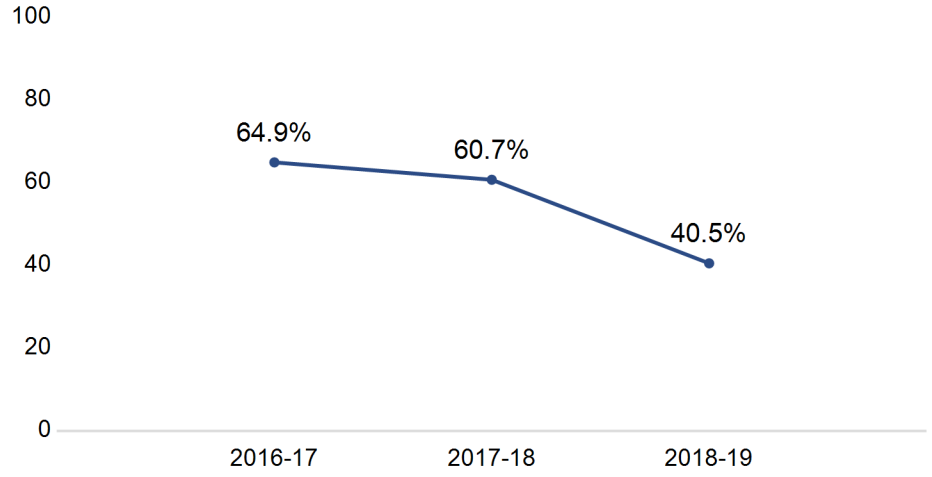
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.2%	96.4%	96.6%	97.1%	97.3%	96.6%
Proficiency Rate for Federal Accountability	66.7%	68.3%	48.6%	64.9%	60.7%	40.5%
Annual Target	56.6%	57.9%	59.1%	56.6%	57.9%	59.1%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	109	96.6	48.6	44.9	57.9	48.6	59.1	Not Met
White	56	95.0	55.4	*	66.9	55.4	58.2	Met Target†
Hispanic	34	97.1	41.2	36.2	43.9	41.2	70	Not Met
Black or African American	*	*	*	29.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	74.1	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	53	96.5	62.3	54.3	64.8	62.3		
Male	56	96.6	35.7	36.4	51.3	35.7		
Economically Disadvantaged Students	39	95.5	43.6	32.0	40.0	43.6	51.5	Met Target†
Non-Economically Disadvantaged Students	70	97.2	51.4	52.5	67.9	51.4		
Students with Disabilities	23	92.0	26.1	14.3	22.7	25.2	N	N
Students without Disabilities	86	97.8	54.7	51.9	65.1	54.7		
English Learners	13	100.0	30.8	20.9	29.3	30.8	**	**
Non-English Learners	96	96.1	51.0	46.8	60.6	51.0		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

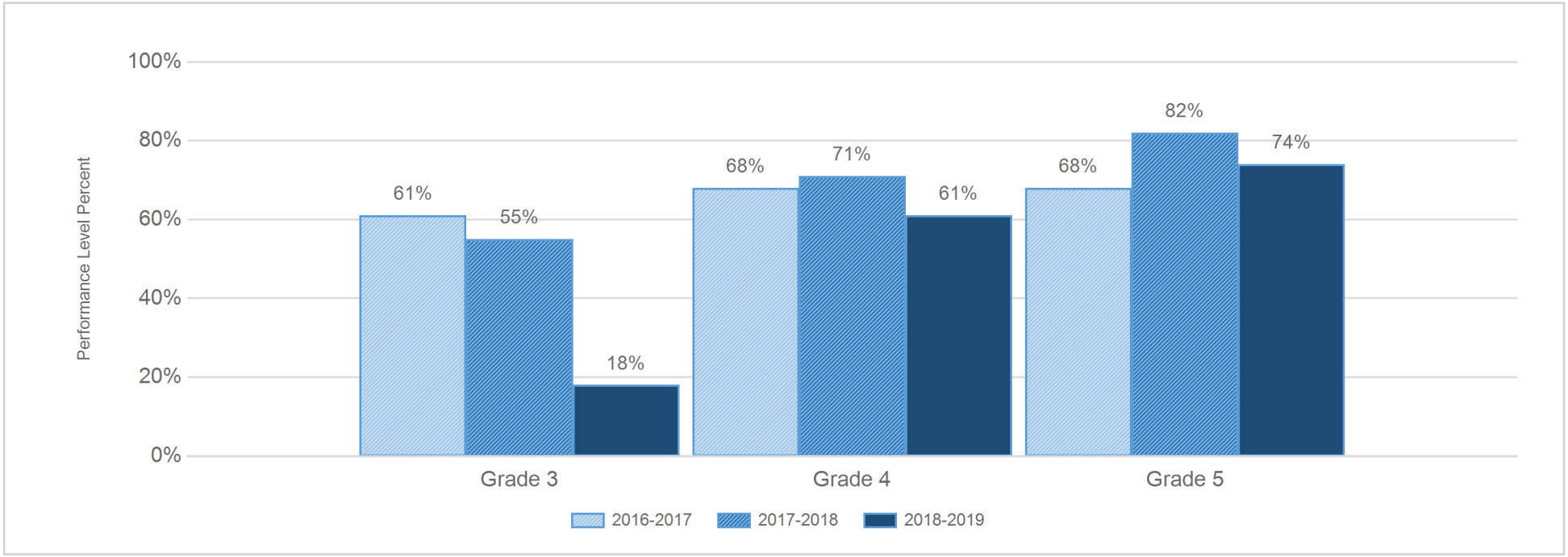
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	723	742	748	31%	*	38%	*	*	18%	50%
White	19	727	750	757	*	*	*	*	*	21%	60%
Hispanic	11	723	733	734	*	*	*	*	*	18%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	750	756	*	*	*	*	*	*	58%
Female	10	739	747	753	*	*	*	*	*	40%	55%
Male	29	718	737	743	*	*	*	*	*	10%	46%
Economically Disadvantaged Students	15	716	732	731	*	*	*	*	*	13%	33%
Non-Economically Disadvantaged Students	24	728	748	759	*	*	*	*	*	21%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	748	754	*	*	*	*	*	*	56%
English Learners	*	*	703	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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	41	753	746	755	*	*	*	*	*	61%	57%
White	24	759	757	763	*	*	*	*	*	67%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	756	762	N	N	N	N	N	N	64%
Female	24	753	752	760	*	*	*	*	*	58%	62%
Male	17	754	742	750	*	*	*	*	*	65%	53%
Economically Disadvantaged Students	13	748	734	740	*	*	*	*	*	62%	40%
Non-Economically Disadvantaged Students	28	756	755	765	*	*	*	*	*	61%	69%
Students with Disabilities	12	733	718	725	*	*	*	*	*	42%	25%
Students without Disabilities	29	762	753	761	*	*	*	*	*	69%	64%
English Learners	*	*	712	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	31	766	749	756	*	*	*	*	*	74%	58%
White	14	779	760	764	0%	0%	*	*	*	86%	68%
Hispanic	13	752	739	743	*	*	*	*	*	62%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	755	762	N	N	N	N	N	N	65%
Female	21	771	757	761	*	*	*	*	*	81%	64%
Male	10	756	741	750	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	14	754	735	740	*	*	*	*	*	64%	39%
Non-Economically Disadvantaged Students	17	775	758	766	*	*	*	*	*	82%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	755	762	*	*	*	*	*	*	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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	111	96.6	40.5	32.7	44.5	40.5	59.1	Not Met
White	56	95.0	50.0	*	54.1	50.0	57.1	Met Target†
Hispanic	36	97.3	27.8	22.5	28.8	27.8	57.2	Not Met
Black or African American	*	*	*	18.5	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	55.5	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	53	96.5	43.4	33.8	44.9	43.4		
Male	58	96.7	37.9	31.7	44.2	37.9		
Economically Disadvantaged Students	39	95.5	30.8	*	26.3	30.8	48.6	Not Met
Non-Economically Disadvantaged Students	72	97.3	45.8	*	54.9	45.8		
Students with Disabilities	23	92.0	17.4	10.6	17.4	16.8	N	N
Students without Disabilities	88	97.8	46.6	37.7	50.0	46.6		
English Learners	15	100.0	20.0	15.3	25.0	20.0	**	**
Non-English Learners	96	96.1	43.8	34.2	46.5	43.8		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

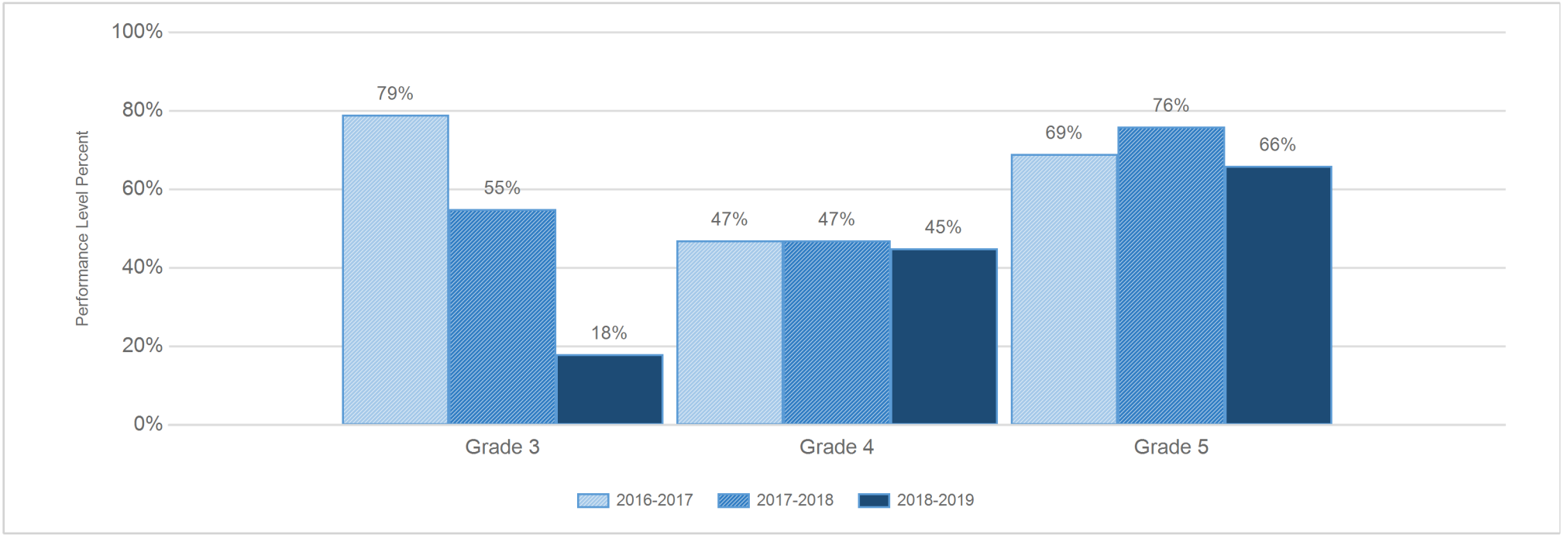
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	723	744	752	*	26%	33%	*	*	18%	55%
White	19	725	753	760	*	*	*	*	*	21%	66%
Hispanic	11	727	735	739	*	*	*	*	*	18%	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	755	758	*	*	*	*	*	*	62%
Female	10	727	743	751	*	*	*	*	*	20%	54%
Male	29	721	745	752	*	*	*	*	*	17%	56%
Economically Disadvantaged Students	15	711	735	737	*	*	*	*	*	13%	37%
Non-Economically Disadvantaged Students	24	730	749	761	*	*	*	*	*	21%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	717	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	740	737	749	*	*	24%	*	*	45%	51%
White	24	749	750	757	0%	*	*	*	*	58%	62%
Hispanic	*	*	727	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	740	754	N	N	N	N	N	N	58%
Female	24	737	736	749	*	*	*	*	*	38%	50%
Male	18	743	739	749	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	13	728	726	734	*	*	*	*	*	31%	32%
Non-Economically Disadvantaged Students	29	745	746	759	*	*	*	*	*	52%	63%
Students with Disabilities	12	731	714	726	*	*	*	*	*	33%	25%
Students without Disabilities	30	743	743	754	*	*	*	*	*	50%	56%
English Learners	*	*	706	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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(21-1950-270)
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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	32	760	740	747	*	*	*	*	*	66%	47%
White	14	775	750	755	0%	0%	*	*	*	79%	58%
Hispanic	14	743	731	735	*	*	*	*	*	43%	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	745	753	N	N	N	N	N	N	55%
Female	21	762	742	747	*	*	*	*	*	67%	47%
Male	11	754	738	747	*	*	*	*	*	64%	47%
Economically Disadvantaged Students	14	748	728	732	*	*	*	*	*	57%	27%
Non-Economically Disadvantaged Students	18	768	747	757	*	*	*	*	*	72%	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	744	752	*	*	*	*	*	*	52%
English Learners	*	*	704	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	742	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	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	N	N
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	61.9%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	20	85.0%	15.0%
3-4	*	*	*
5 or more	N	N	N

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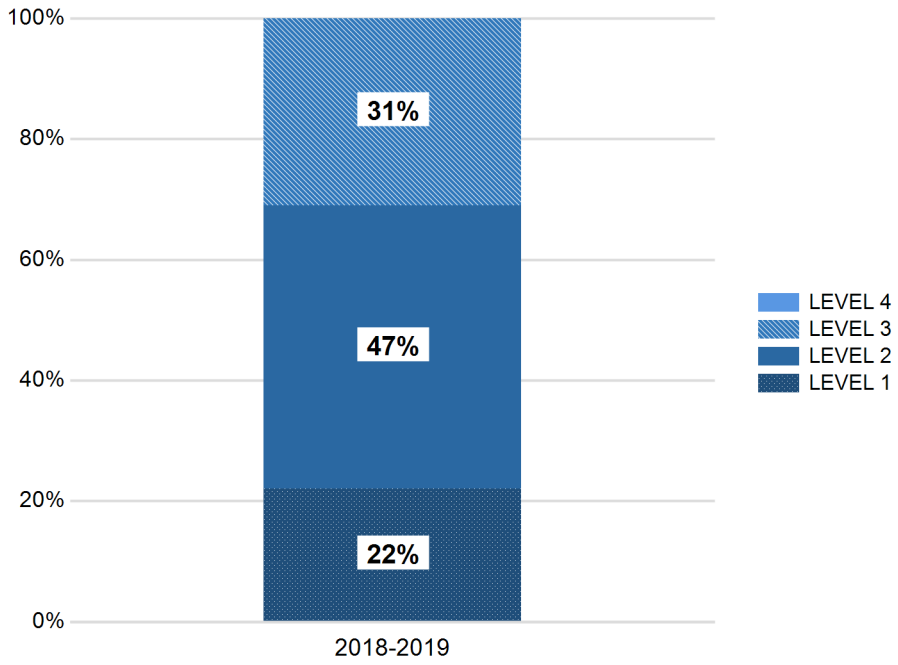
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	22	47	31	0
White	7	50	43	0
Hispanic	43	36	21	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	14	57	29	0
Male	36	27	36	0
Economically Disadvantaged Students	29	50	21	0
Non-Economically Disadvantaged Students	17	44	39	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

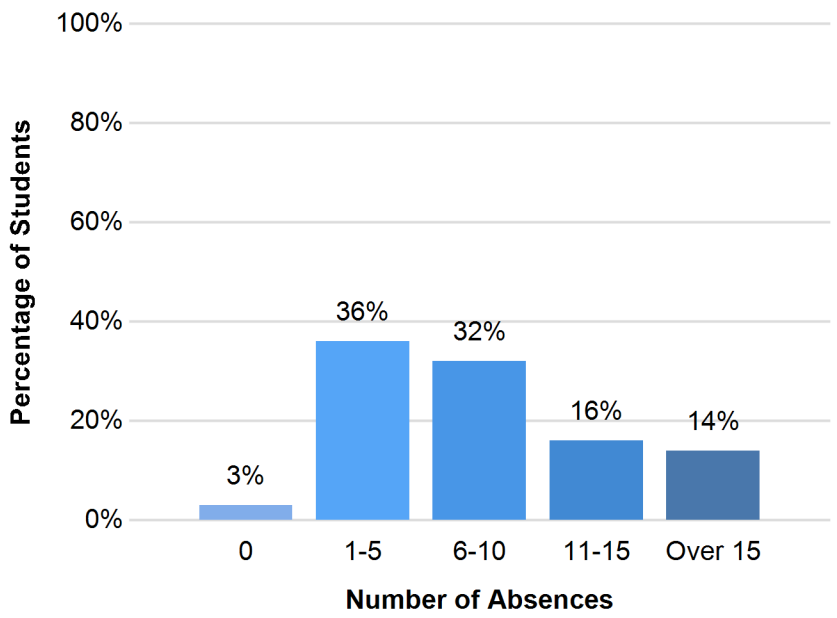
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	8.5	8.9	Met
White	9	7.8	8.9	Met
Hispanic	10	12.5	8.9	Not Met
Black or African American	1	2.4	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	12	10.2		
Male	9	6.9		
Economically Disadvantaged Students	13	14.3	8.9	Not Met
Students with Disabilities	3	7.3	8.9	Met
English Learners	3	15.0	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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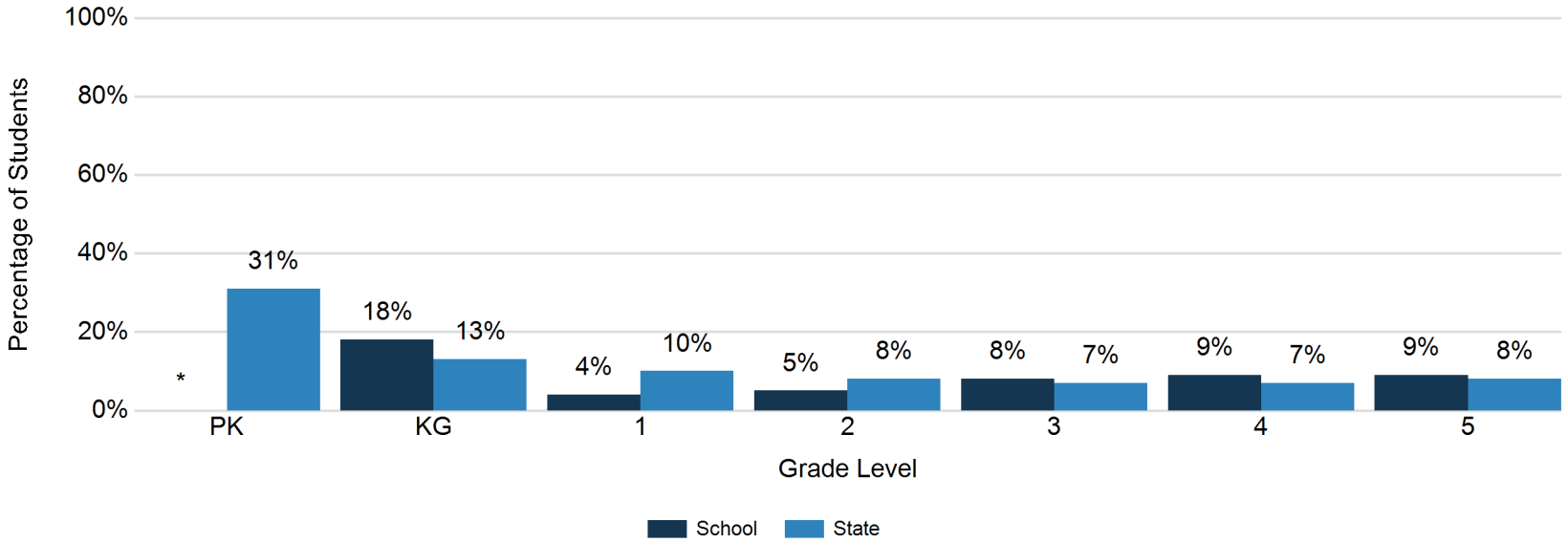
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.13

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	7		7

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
14

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	92.6%	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	64	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	13.4	12.0
Percentage of Administrators with 4 or more years experience in the district	70.3%	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	10:1	12:1
Students to Administrators	265:1	179:1
Teachers to Administrators	27:1	15:1
Students to Librarians/Media Specialists		882:1
Students to Nurses		425:1
Students to Counselors		255:1
Students to Child Study Team Members		267:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	81.5%	0.0%	48.4%	77.1%	54.9%
Male	51.3%	18.5%	100.0%	51.6%	22.9%	45.1%
White	42.3%	96.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	36.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.1%	3.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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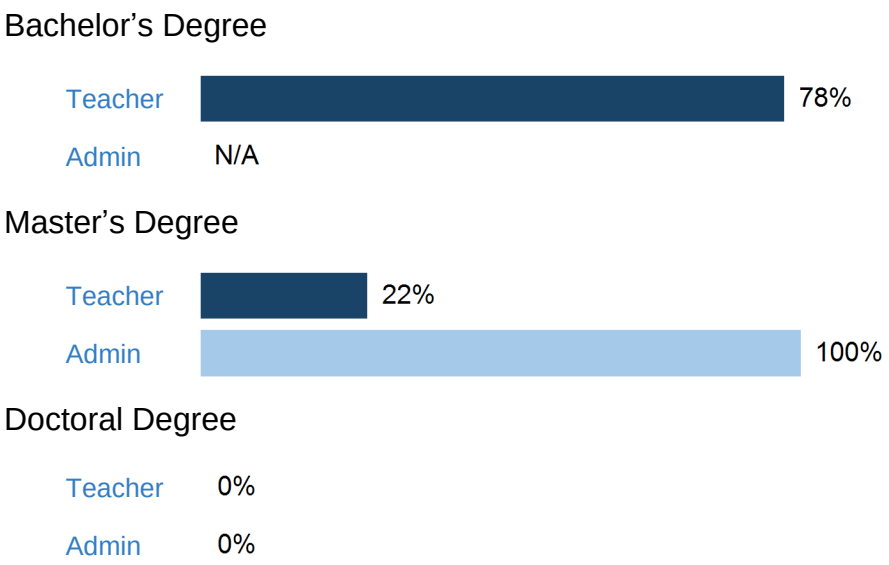
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Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.7%	68.3%	48.6%
Math Proficiency	64.9%	60.7%	40.5%
ELA Growth	51	60	52
Math Growth	54	70	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.2%	61.9%
Chronic Absenteeism	10.2%	11.7%	8.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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	Not Met	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Not Met	Not Met	**	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	**	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	N	N	**	**	n/a	Met	No
English Learners	**	**	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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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 school's theme is YHS, The Wild, Wild Best. Students are recognized for actions that relate to the Six Pillars of Character. Classes are also given a 'Gold Star' award for weekly attendance. • Students engage in daily guided math and guided reading lessons, which take place is a small group setting. The teacher-to-student ratio allows additional, leveled support for students. • Yardville Heights currently has eight laptop carts that students use on a daily basis with Google Apps for Education and other software.
Mission, Vision, Theme:	The vision of Yardville Heights Elementary School is to create a positive school climate where students are able to achieve academic, social, and emotional growth. The relationship between staff, students, and parents are genuine. We believe that communication between home and school is essential. We are eager to work as a team to instill a sense of pride and provide the tools for students to become successful.
Awards, Recognition, Accomplishments:	Yardville Heights has been recognized as a Star School.

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Courses, Curriculum, Instruction:	Students at our school are exposed to the following: Fundations, Balanced Literacy, Writer's Workshop Math Expressions, Next Generation Science Standards, and the ALPS Program - Gifted and Talented. The school has mobile laptop carts, which are utilized daily by the students/teachers. Classrooms are equipped with Smartboard technology. Our Basic Skills Instruction (BSI) helps to bridge the gap for students who are not performing on grade level. Students learn Spanish as their World Language. Students in the BSI program have an opportunity to participate in our Before School Tutoring program in math and ELA.
Clubs and Activities:	Students volunteer to become 'safety patrols' and give up their time to offer assistance to individuals around the building. Students also participate in a group called Student Community Leaders where they plan projects for the community. 5th grade students apply and are selected to become 'peer tutors' where they assist kindergarten and first grade students in reading. The Wild, Wild Best Committee encourages students to arrive to school on time daily and complete all of their homework on a nightly basis. Students in grades 3-5 participate in instrumental lessons. Staff and students bring in food to donate to the needy in the weeks leading up to Thanksgiving. Also, a Giving Tree and Toys for Tots boxes are place in the foyer during the holidays for staff and students to bring in presents as part of our Toys for Tots Drive. Lastly, Parent Information Nights take place during each trimester.

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Before and After School Programs:	The Good News Club, sponsored by the Child Evangelism Fellowship of New Jersey meets on a weekly basis and welcomes students in grades K-5. Students can attend before/after school care through the YMCA. The PTA sponsors events throughout the year for students in grades K-5. Events include YHS Spirit Night, Summer Reading Party, Santa's Workshop, Dinner and a Movie, BINGO Night, Cupid's Ball, Variety Show, Mystery Egg, Parent and Me Paint Night, Soccer/Golf Family Event, Mother's Day Make and Take, and an APEX Fun Run. The PTA has also donated soccer nets and equipment for students to use during recess.
Staff and Professional Learning:	Staff members have two professional development days a month. One meeting is to build teacher capacity, the second meeting is called PD LIFT. In the PD LIFT program, teachers from Yardville Heights, Sunnybrae, and Yardville articulate among grade levels and engage in professional development. Teachers have data meetings with the principal once a month to review student achievement data and how to use it to drive instruction. Teachers participate in grade level PLCs on a daily basis. Staff are involved in one of two book studies throughout the year, with parents being invited to participate in them as well. Teachers focus on using Google Apps for Education and attend workshops offered by the district. Students in all grade levels develop academic and social goals for themselves. Students in grades 3-5 also participated in our Parent/Teacher Conferences in October to talk about their academic and social goals with their parents/guardians and teachers.

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Student Supports and Services:	Our school offers an ESL program for English Language Learners. Teachers tier students, track their academic data, and differentiate instruction daily. If needed, students are referred to the I&RS team where additional strategies are recommended. Students may also receive Basic Skills Instruction (BSI) and then be referred for an evaluation from the Child Study Team. If eligible, students may be place in a smaller group setting – Resource Room. Students also have access to OT and Speech. If necessary, students with learning/language differences may be placed into one of our two self-contained classrooms.
Student Health and Wellness:	Yardville Heights has a breakfast and lunch program available for students. Students have field trips/assemblies regarding mental and physical health. The PTA also sponsors a mental health information session at the Feburary PD LIFT, which will be open to staff member as well as parents at Yardville Heights, Sunnybrae, and Yardville. All grade levels participate in a dental health assembly, AED drills, monthly safety and security drills, daily recess, and physical education/health classes twice a week. Teachers supervise students at recess and have a recess curriculum to use with the students. Students in grades K-5 also have lessons provided by the guidance counselor. The school nurse also provides lessons for students throughout the year.
Parent and Community Involvement:	The PTA meets once a month to plan, and then provides students with events on a monthly basis (BINGO Night, Movie Night, Western Dance, etc.). Local restaurants have Family Dinner Nights to raise money for the PTA. Parents use the Parent Portal located on the school website to enter information about their children. ROBINS assist teachers on a weekly basis. Class parent/chaperones assist teachers with classroom parties/field trips. There are two Parent/Teacher Conferences a year. YHS also has two band/orchestra/chorus concerts as well. Every parent in the school was invited to take part in one of the two book studies taking place to address the Social Emotional Learning of the students.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A survey is offered one time a year for parents and students to respond via the school website. Responses are reviewed by the School Safety Team and presented to staff members at a monthly faculty meeting. The survey is used to measure the physical and emotional environment of the school, teaching and learning, and relationships and building morale.
Facilities:	The original building was built in 1917 and was 10,688 sq. ft. Additions were made in 1922 - 819 sq. ft., 1957 - 19,267 sq. ft., and 1999 - 2,591 sq. ft. The school has both art and music rooms. It has a library, which is also equipped with a Smartboard. The multi-purpose room serves as the cafeteria, gymnasium, and auditorium. A new play area was provided for the students to use during recess.
School Safety:	Staff and students participate in two emergency drills per month - one fire drill and one safety drill. Meetings are held after the monthly drills to discuss best practices. New security cameras were installed inside and outside of the building. A special safety film has been placed on all of the exterior windows making them more difficult to break if struck by an object. The front office has been equipped with a guest management system, which registers all visitors to the building. A sign in/out sheet is utilized to determine if anyone is in the building from facilities, grounds, etc. Administration communicates to parents when students participate in school security drills.

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Technology and STEM:	Students and their families are also invited to attend a STEM Night twice a year for both grades k-2 and 3-5. Lesson plans must reflect that technology is infused in the teachers' daily lessons. There are eight laptop carts that are used by staff/students on a daily basis. Google Apps for Education as well as other software is used throughout the day by staff and students.

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Other Information	The administration and staff at Yardville Heights Elementary School believe that all students can learn and achieve academic success at the highest level. We take pride in our differences and celebrate them. By doing so, students feel emotionally safe and secure, allowing them to open their minds to learning. However, teaching and learning are only part of the equation. Establishing a student-centered learning environment promotes self-confidence and creates a team mentality. Research shows the direct link between higher levels of student achievement and the school/home connection. Yardville Heights, the PTA, and parent volunteers work together to bring educational activities to the students that will gauge their attention and motivate them to learn. Yardville Heights Elementary School will continue to strive to make the students well-rounded individuals, capable of making decisions in an ever-changing world.