



**Allenwood Elementary School**  
(25-5420-060)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

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

### Navigating through the reports:

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

### Other Resources:

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

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

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(25-5420-060)

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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	Monmouth
District	Wall Township Public School District
Principal Name	Dr. Erin O'Connell
Address	3301 ALLENWOOD LAKEWOOD RD WALL, NJ 07719-1199
Phone Number	732-556-2150
Email Address	<a href="mailto:eoconnell@wall.k12.nj.us">eoconnell@wall.k12.nj.us</a>
Website	<a href="https://aw.wall.k12.nj.us/">https://aw.wall.k12.nj.us/</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	59	67	64
1	58	64	73
2	57	66	66
3	53	59	69
4	66	58	62
5	62	67	62
Total	355	381	397

### 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	47.6%	45.4%	44.8%
Male	52.4%	54.6%	55.2%
Economically Disadvantaged Students	5.9%	4.7%	6.0%
Students with Disabilities	23.7%	22.0%	20.4%
English Learners	0.3%	1.0%	0.8%
Homeless Students	0.0%	0.3%	0.5%
Students in Foster Care	0.3%	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	89.3%	90.3%	92.9%
Hispanic	5.9%	5.5%	3.5%
Black or African American	0.8%	0.3%	0.5%
Asian	2.0%	1.6%	1.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.0%	2.4%	1.5%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	59	67	64

### Enrollment by Home Language

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

Home Language	% of Students
English	96.2%
Other Languages	3.8%



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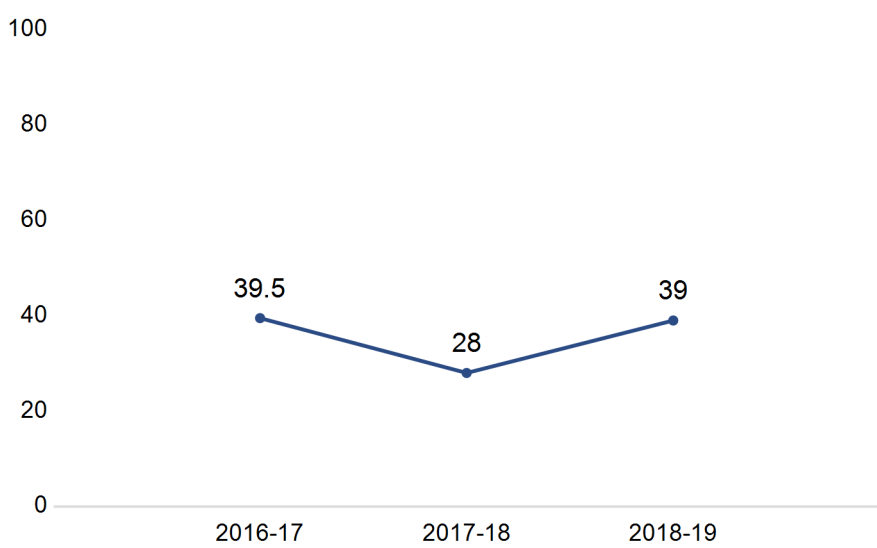
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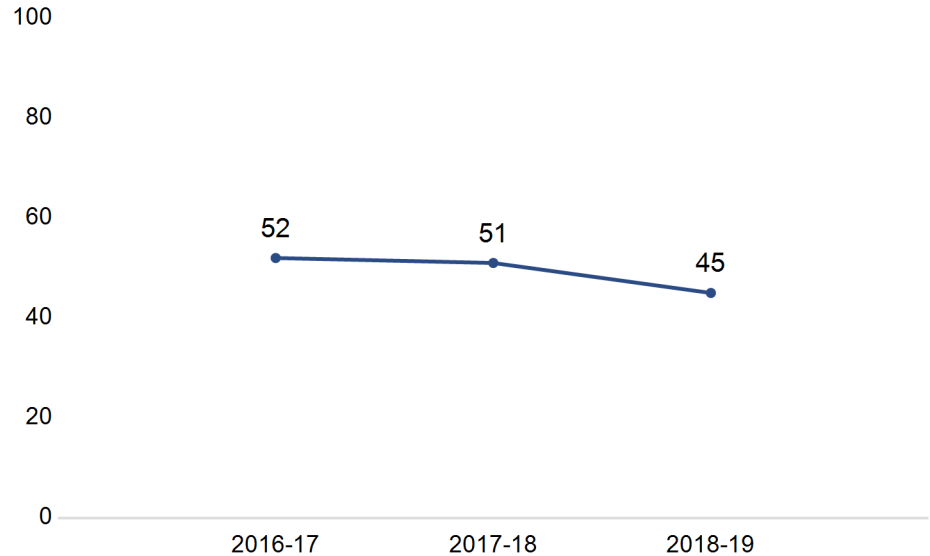
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39.5	28	39	52	51	45
Met Standard (40-59.5)?	Not Met	Not Met	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	39	52	50	Not Met	45	56	50	Met Standard
White	43	51	50	Met Standard	46	56	52	Met Standard
Hispanic	*	49.5	49	**	*	66	47	**
Black or African American	*	55	45	**	*	35	43	**
Asian, Native Hawaiian, or Pacific Islander	*	65	59	**	*	73	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	56	49	**	N	48.5	52	**
Female	40.5	56	53	N	43.5	56	50	N
Male	39	46	47	N	45	56.5	51	N
Economically Disadvantaged Students	*	54	48	**	*	62	46	**
Students with Disabilities	43.5	48	43	**	29	54.5	45	**
English Learners	*	52	52	**	*	72	50	**
Homeless Students	N	49.5	43	N	N	*	44	N
Students in Foster Care	N	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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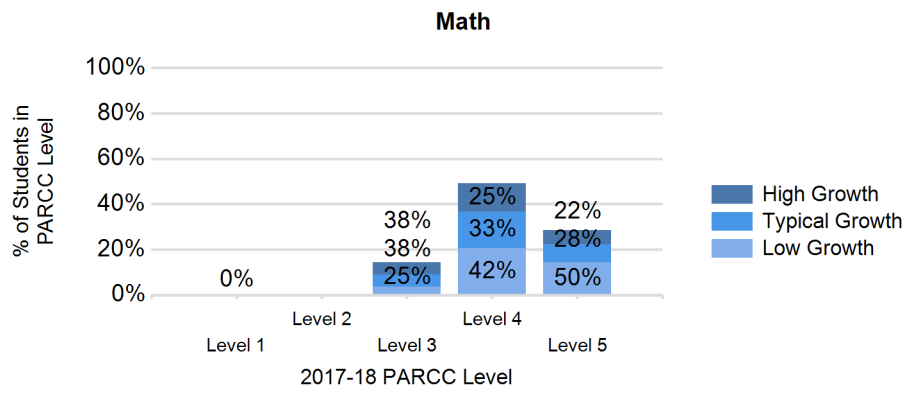
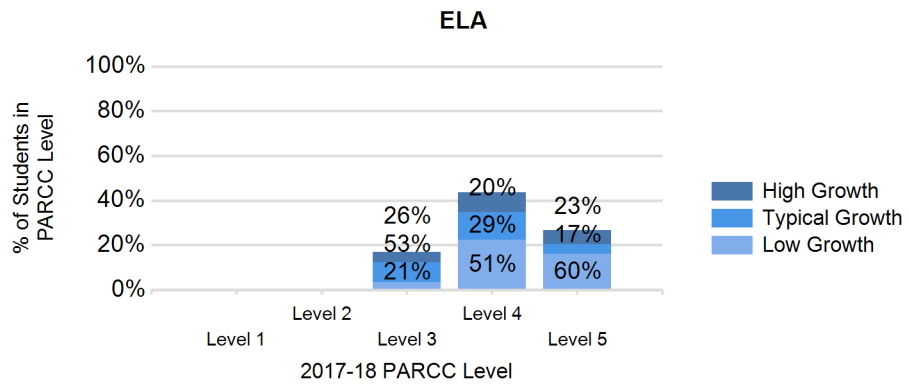
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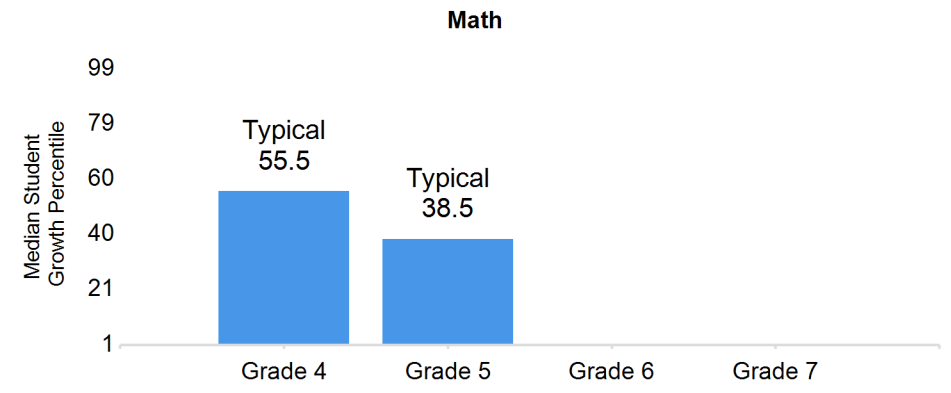
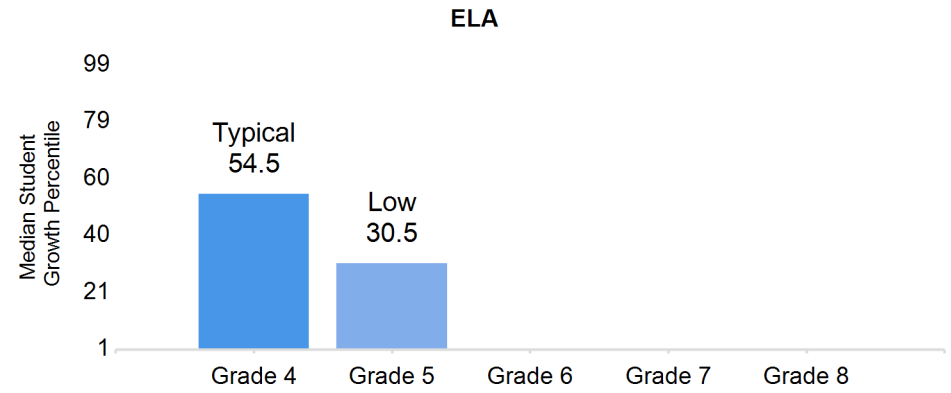
**Student Growth by Performance Level**

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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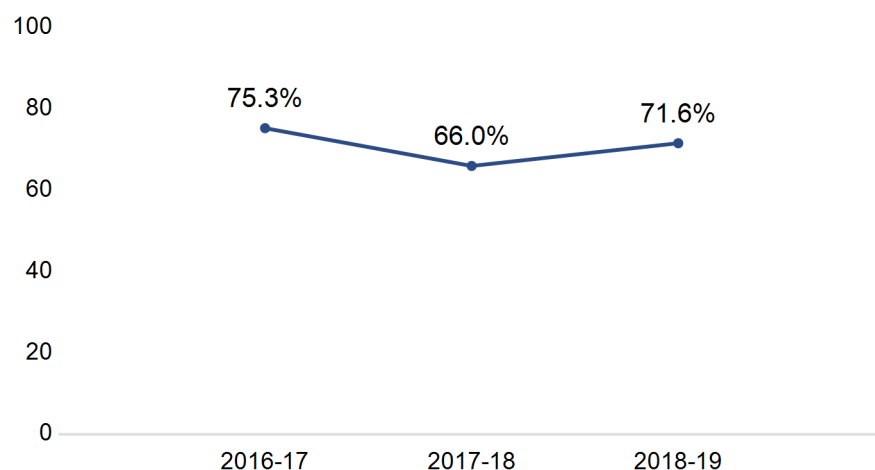
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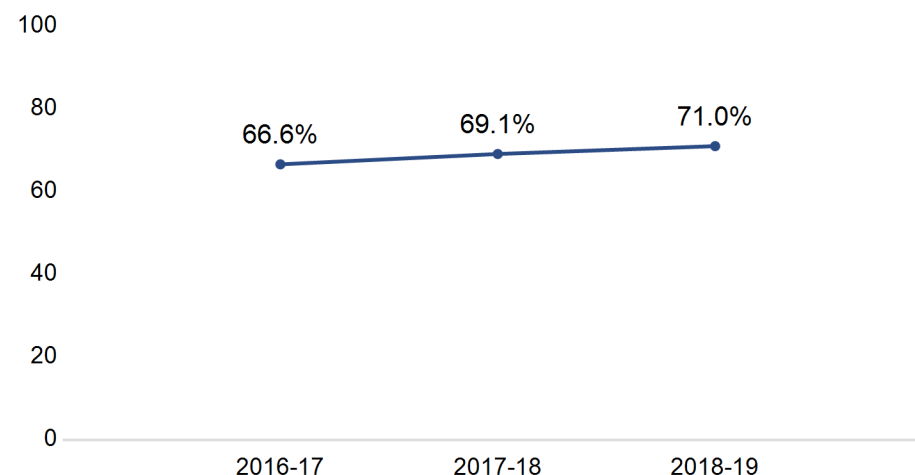
## English Language Arts and Mathematics Performance Trends

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	97.2%	96.8%	96.9%	97.2%	96.2%	96.9%
Proficiency Rate for Federal Accountability	75.3%	66.0%	71.6%	66.6%	69.1%	71.0%
Annual Target	71.1%	71.5%	72.0%	62.3%	63.3%	64.2%
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	183	96.9	71.6	68.1	57.9	71.6	72	Met Target†
White	171	96.6	72.5	70.1	66.9	72.5	70	Met Target
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	*	*	*	39.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	71.4	64.4	*	**	**
Female	78	97.6	79.5	77.1	64.8	79.5		
Male	105	96.4	65.7	60.0	51.3	65.7		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	33	87.2	39.4	33.2	22.7	36.0	40.4	Met Target†
Students without Disabilities	150	99.3	78.7	76.3	65.1	78.7		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	26.3	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.



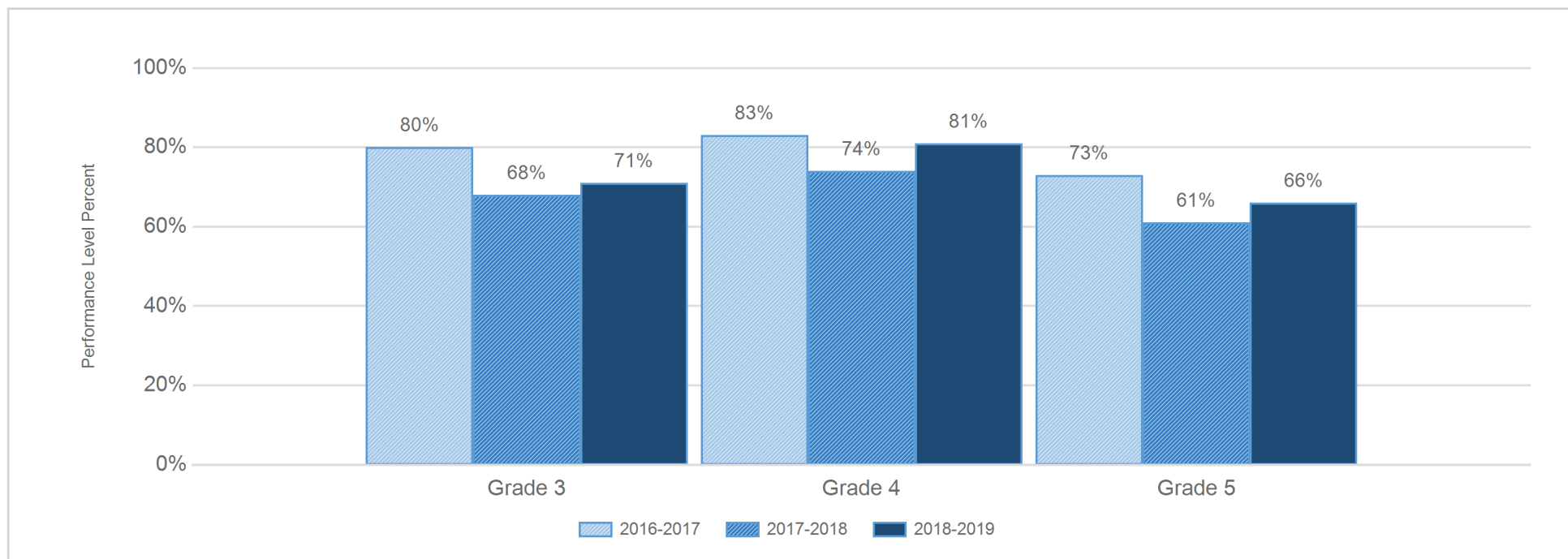
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### English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	66	763	760	748	*	*	*	*	*	71%	50%
White	60	763	762	757	*	*	*	*	*	72%	60%
Hispanic	*	*	751	734	*	*	*	*	*	*	36%
Black or African American	N	N	723	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	35	768	763	753	*	*	*	*	*	74%	55%
Male	31	758	757	743	*	*	*	*	*	68%	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	763	759	*	*	*	*	*	*	61%
Students with Disabilities	11	737	734	719	*	*	*	*	*	45%	24%
Students without Disabilities	55	768	766	754	*	*	*	*	*	76%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	66	763	*	751	*	*	*	*	*	71%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	59	775	767	755	*	*	*	46%	36%	81%	57%
White	55	778	770	763	0%	*	*	45%	38%	84%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	25	788	774	760	*	*	*	*	*	92%	62%
Male	34	766	761	750	*	*	*	*	*	74%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	13	748	*	725	*	*	*	*	*	54%	25%
Students without Disabilities	46	783	*	761	*	*	*	*	*	89%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	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
<b>Schoolwide</b>	58	761	768	756	*	*	21%	*	*	66%	58%
White	54	761	769	764	*	*	20%	*	*	67%	68%
Hispanic	*	*	763	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	20	772	779	761	*	*	*	*	*	75%	64%
Male	38	756	759	750	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	*	*	756	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	771	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	58	761	*	758	*	*	21%	*	*	66%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### 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	183	96.9	71.0	60.6	44.5	71.0	64.2	Met Target
White	171	96.6	71.9	62.9	54.1	71.9	63.3	Met Target
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	*	*	*	18.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	70.7	53.3	*	**	**
Female	78	97.6	74.4	62.8	44.9	74.4		
Male	105	96.4	68.6	58.6	44.2	68.6		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	33	87.2	27.3	30.4	17.4	24.9	44.7	Not Met
Students without Disabilities	150	99.3	80.7	67.8	50.0	80.7		
English Learners	*	*	*	49.2	25.0	*	**	**
Non-English Learners	*	*	*	61.0	46.5	*		
Homeless Students	N	N	N	10.5	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.



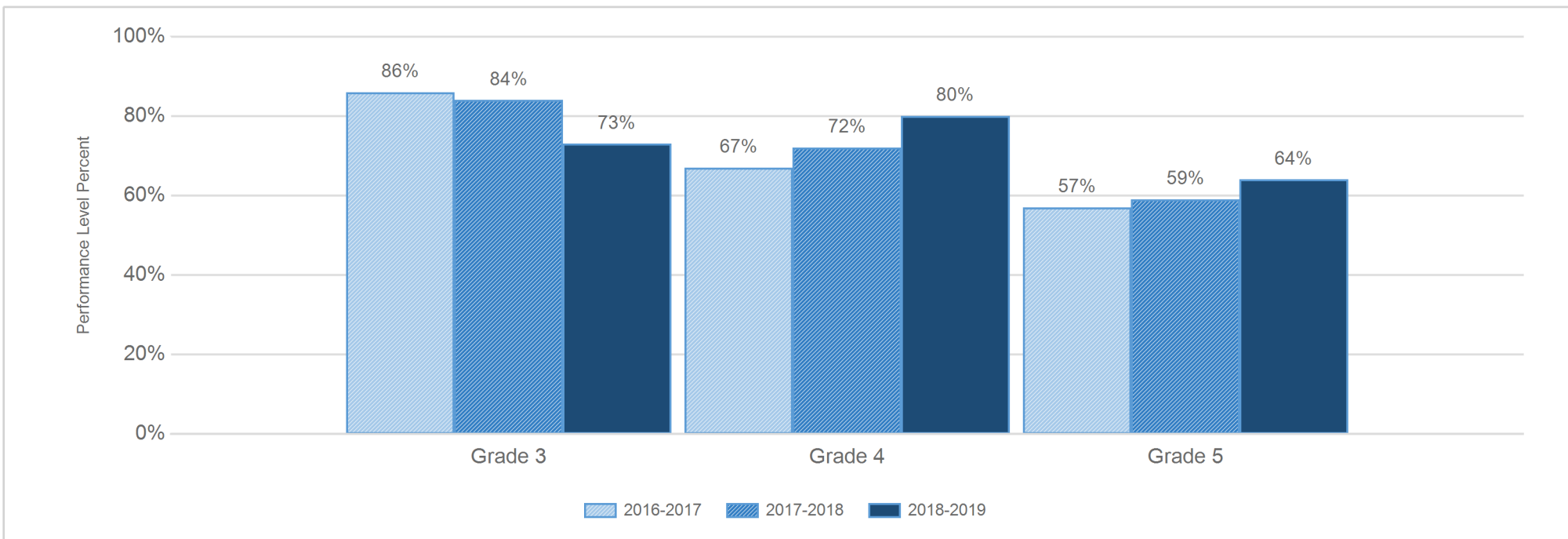
**Allenwood Elementary School**  
(25-5420-060)  
Grades Offered: KG-05  
2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	66	766	765	752	*	*	17%	52%	21%	73%	55%
White	60	765	766	760	*	*	17%	50%	22%	72%	66%
Hispanic	*	*	767	739	*	*	*	*	*	*	40%
Black or African American	N	N	727	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	35	766	761	751	*	*	*	*	*	74%	54%
Male	31	766	768	752	*	*	*	*	*	71%	56%
Economically Disadvantaged Students	*	*	742	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	11	730	743	731	*	*	*	*	*	36%	31%
Students without Disabilities	55	773	769	756	*	*	*	*	*	80%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	66	766	*	754	*	*	17%	52%	21%	73%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	59	769	761	749	*	*	*	*	*	80%	51%
White	55	771	763	757	0%	*	*	*	*	82%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	25	773	761	749	*	*	*	*	*	84%	50%
Male	34	765	762	749	*	*	*	*	*	76%	52%
Economically Disadvantaged Students	*	*	748	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	763	759	*	*	*	*	*	*	63%
Students with Disabilities	13	741	*	726	*	*	*	*	*	38%	25%
Students without Disabilities	46	776	*	754	*	*	*	*	*	91%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	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
<b>Schoolwide</b>	58	762	759	747	*	*	22%	47%	17%	64%	47%
White	54	763	761	755	*	*	20%	*	*	67%	58%
Hispanic	*	*	753	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	20	762	761	747	*	*	*	*	*	65%	47%
Male	38	762	757	747	*	*	*	*	*	63%	47%
Economically Disadvantaged Students	*	*	748	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	761	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	58	762	*	749	*	*	22%	47%	17%	64%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

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

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



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2018-2019

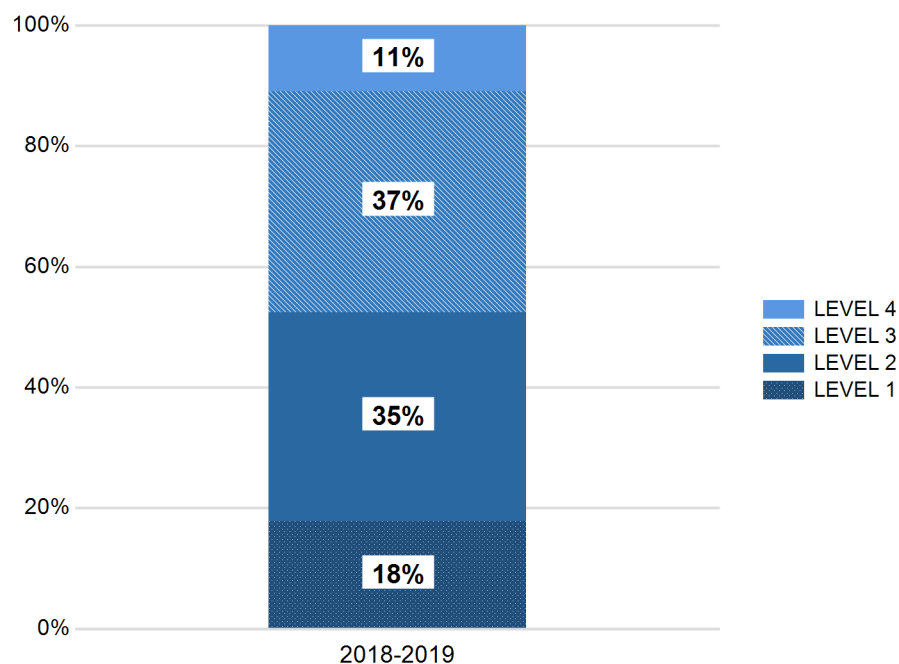
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	18	35	37	11
White	17	34	40	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	*	*	*	*
Female	25	35	35	5
Male	14	35	38	14
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	18	35	37	11
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.

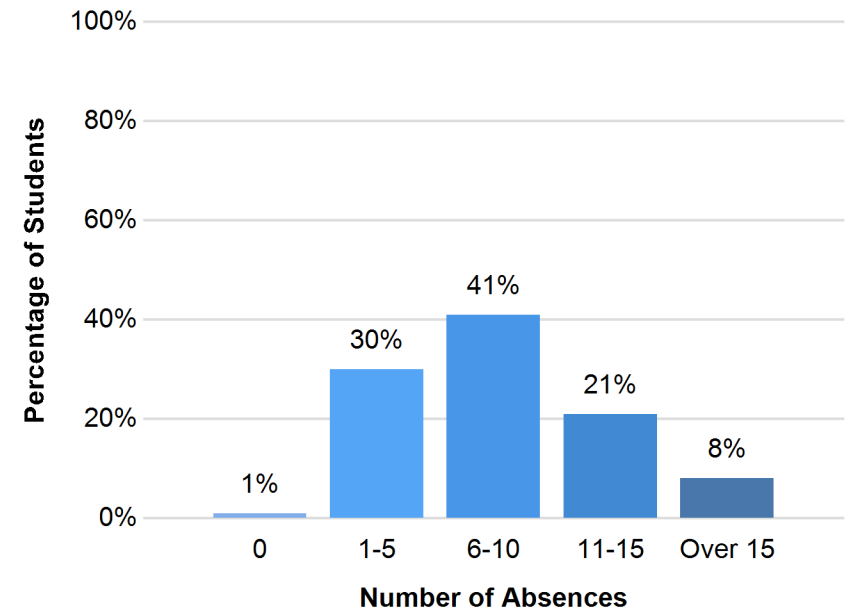
### Chronic Absenteeism

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	4.1	8.9	Met
White	15	4.1	8.9	Met
Hispanic	0	0	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	2.8		
Male	11	5.1		
Economically Disadvantaged Students	5	20.0	8.9	Not Met
Students with Disabilities	7	9.3	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





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2018-2019

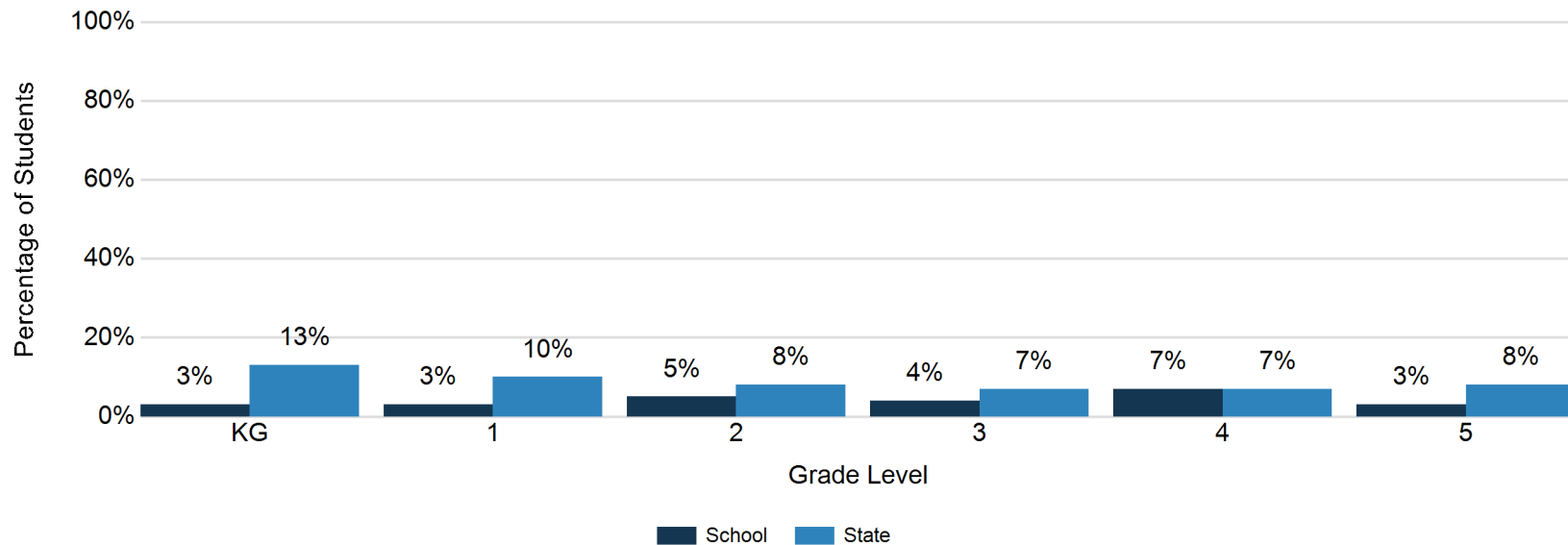
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### Chronic Absenteeism by Grade

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

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

### 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	9:05 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	78.6%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	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	9:1
Students to Administrators	397:1	142:1
Teachers to Administrators	42:1	15:1
Students to Librarians/Media Specialists		1137:1
Students to Nurses		487:1
Students to Counselors		341:1
Students to Child Study Team Members		136:1



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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	44.8%	90.5%	100.0%	48.4%	77.1%	54.9%
Male	55.2%	9.5%	0.0%	51.6%	22.9%	45.1%
White	92.9%	92.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	3.5%	7.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%



**Allenwood Elementary School**  
(25-5420-060)  
Grades Offered: KG-05  
2018-2019

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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.8%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.3%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.3%	66.0%	71.6%
Math Proficiency	66.6%	69.1%	71.0%
ELA Growth	40	28	39
Math Growth	52	51	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	4.3%	4.3%	4.1%

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



### Allenwood Elementary School

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

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

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

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



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

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target	Not Met	Met Standard	**	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	**	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	Met Target†	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:

- Curriculum includes comprehensive literacy instruction and EnVision 2.0 math.
- Students in Grades 2-5 have Chrome Books.
- Students participate in art, music, physical education, Spanish, and Technology classes each week.



### Mission, Vision, Theme:

The mission of the Wall Township Public Schools is to empower all students to lead lives of fulfillment and purpose by providing a comprehensive and caring educational environment that will enable students to achieve their unique potential academically, socially and emotionally. Our students will become confident, creative and critical thinkers who communicate effectively and engage meaningfully as responsible members of a global society.



### Awards, Recognition, Accomplishments:

At the elementary level, students and staff are recognized for individual accomplishments at monthly assemblies. Classes are recognized for model behavior in the cafeteria (Golden Spatula Award) and for stellar participation in physical education (Golden Sneaker Award). Each year, one teacher and one education support staff member are chosen by colleagues and community members as the Governor's Educators of the Year.



### Allenwood Elementary School

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2018-2019

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our academic program, anchored by the NJ State Learning Standards, includes English language arts, mathematics, science, social studies, physical education, music, art, technology, and Spanish. Our comprehensive literacy program uses direct instruction and the workshop model; students progress from teacher-led reading and writing to independent practice. enVision 2.0 encourages our students to develop their math skills through problem-based instruction, visual learning, and small group work. The district has adopted an evidence-based, multi-tiered system of supports to address the needs of struggling learners, both academically and behaviorally.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Theater Club - Interested students rehearse, design sets, and perform for the school community. Student Advisory Board - Select fourth &amp; fifth graders work with Administration to design spirit days and initiate new activities.</p>



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2018-2019

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 <p><b>Before and After School Programs:</b></p>	<p>The Parent Teacher Group offers after school enrichment that include STEM courses and opportunities for physical activities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The Wall Township elementary staff use weekly curriculum development time to collaborate and design challenging lesson plans including meaningful technology integration. Supervisors lead a monthly meeting dedicated to areas of curricular focus, particularly with regard to the roll out of standards based report cards. Teachers are afforded two half-day articulation meetings to share professional discussion with their district grade level colleagues. Teachers are deeply involved in the district's RTI model, which provides a multi-tiered system of supports to meet the needs of at risk learners. Professional learning is offered as both in-district and out-of-district formats. The district continues to build a cadre of teacher leaders to provide pathways to leadership and to build internal capacity for peer modeling/coaching.</p>



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#### Student Supports and Services:

Programs for students with disabilities include: general education classes, in-class resource, pull-out resource, Behavioral Disabilities K-2, Behavioral Disabilities 3-5, Multiply Disabled K-2, Multiply Disabled 3-5. Services include: Speech and Language therapy, Occupational therapy, physical therapy, BCBA services, Teacher of the Visually Impaired and Teacher of the Deaf services as needed, paraprofessional support, adaptive physical education, and counseling. ESL students enrolled at AW due to declining of program services or special education needs are taught by teachers who have been trained in Sheltered Instruction protocols in order to provide best practices to meet their unique needs as ELs.



#### Student Health and Wellness:

Wellness Committee, 3 days of PE each week (40 minutes/period), Daily recess, Healthy lunches, Field Days, Wellness Week Activities, Fun & Fitness Day



#### Parent and Community Involvement:

Monthly Meetings, Events for Students, Climate Team, Wellness Committee, Genesis Parent Portal, Blackboard Connect Messaging System, Halloween Parade, Field Days, Family Community Festival, Winter/Spring Concerts



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### School Safety:

Allenwood School has a contained entrance vestibule that allows for all visitors to be screened before gaining access to the school building. Visitors are checked into a visitor management system called Hall Pass that reads a driver's license and can flag people who should not have access to the school. Allenwood currently staffs two School Safety Officers who are both retired law enforcement officers and who train annually with the Wall Police Department. Allenwood School uses electronic surveillance monitoring devices in the school building and on school grounds to enhance safety and security for students, staff, community members, and other building occupants and to protect the building and properties.



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Technology and STEM:

Chrome Carts in every classroom Grades 2-5, Technology Teacher and Lab, Smartboards in every classroom, iReady, Measuring Up, Google Classrooms, Ozobot Coding



**Central Elementary School**  
(25-5420-070)  
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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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



**Central Elementary School**  
(25-5420-070)  
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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	Monmouth
District	Wall Township Public School District
Principal Name	Jill Antonello
Address	2007 ALLENWOOD ROAD WALL, NJ 07719-1199
Phone Number	732-556-2540
Email Address	<a href="mailto:jantonello@wall.k12.nj.us">jantonello@wall.k12.nj.us</a>
Website	<a href="https://cn.wall.k12.nj.us/">https://cn.wall.k12.nj.us/</a>
Twitter	<a href="https://twitter.com/CentralSchool3">https://twitter.com/CentralSchool3</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	85	83	80
1	85	89	85
2	88	85	91
3	97	87	89
4	79	97	90
5	84	78	94
Total	518	519	529

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	43.1%	44.5%	49.3%
Male	56.9%	55.5%	50.7%
Economically Disadvantaged Students	15.8%	14.6%	15.5%
Students with Disabilities	17.6%	16.8%	16.6%
English Learners	0.0%	0.6%	0.4%
Homeless Students	0.4%	0.4%	1.3%
Students in Foster Care	0.0%	0.2%	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	84.2%	85.2%	84.5%
Hispanic	4.6%	4.2%	6.0%
Black or African American	7.7%	6.9%	6.4%
Asian	0.8%	1.0%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	2.5%	2.5%	1.9%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	85	83	80

### 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	97.9%
Other Languages	2.1%



**Central Elementary School**  
(25-5420-070)  
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2018-2019

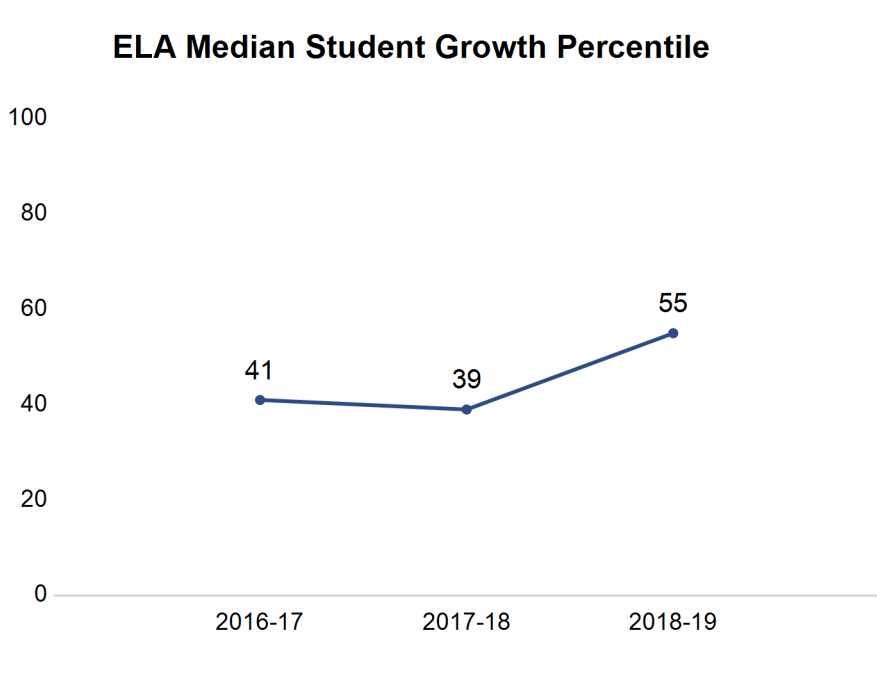
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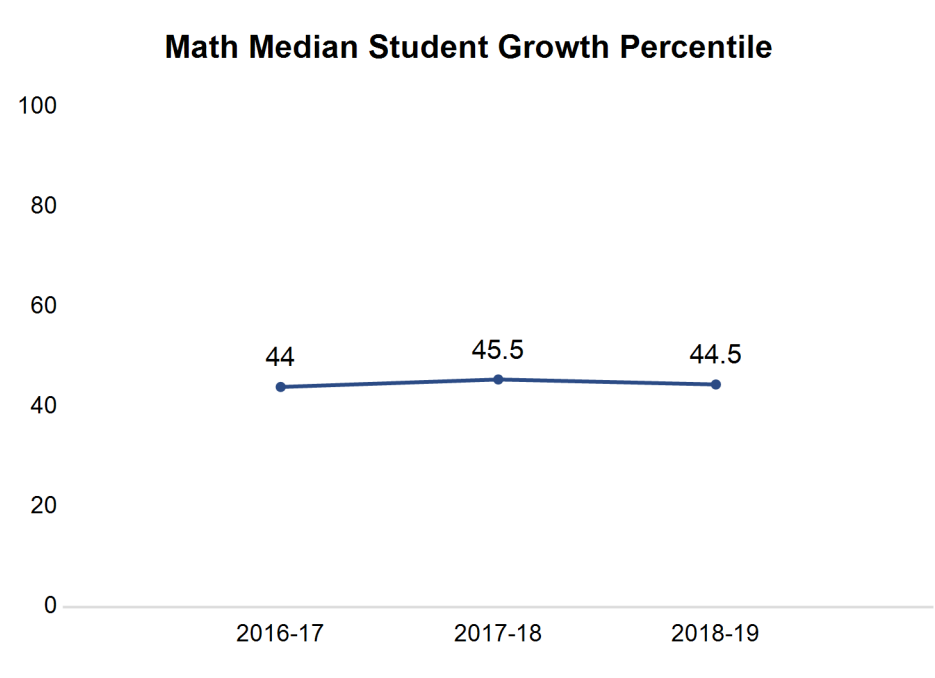
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	39	55	44	45.5	44.5
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	55	52	50	Met Standard	44.5	56	50	Met Standard
White	56.5	51	50	Met Standard	44	56	52	Met Standard
Hispanic	*	49.5	49	**	*	66	47	**
Black or African American	55	55	45	**	35	35	43	**
Asian, Native Hawaiian, or Pacific Islander	*	65	59	**	*	73	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56	49	**	*	48.5	52	**
Female	57	56	53	N	42	56	50	N
Male	48	46	47	N	48	56.5	51	N
Economically Disadvantaged Students	49	54	48	Met Standard	50	62	46	Met Standard
Students with Disabilities	47.5	48	43	Met Standard	47	54.5	45	Met Standard
English Learners	N	52	52	**	N	72	50	**
Homeless Students	*	49.5	43	N	*	*	44	N
Students in Foster Care	N	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



**Central Elementary School**  
(25-5420-070)  
Grades Offered: KG-05  
2018-2019

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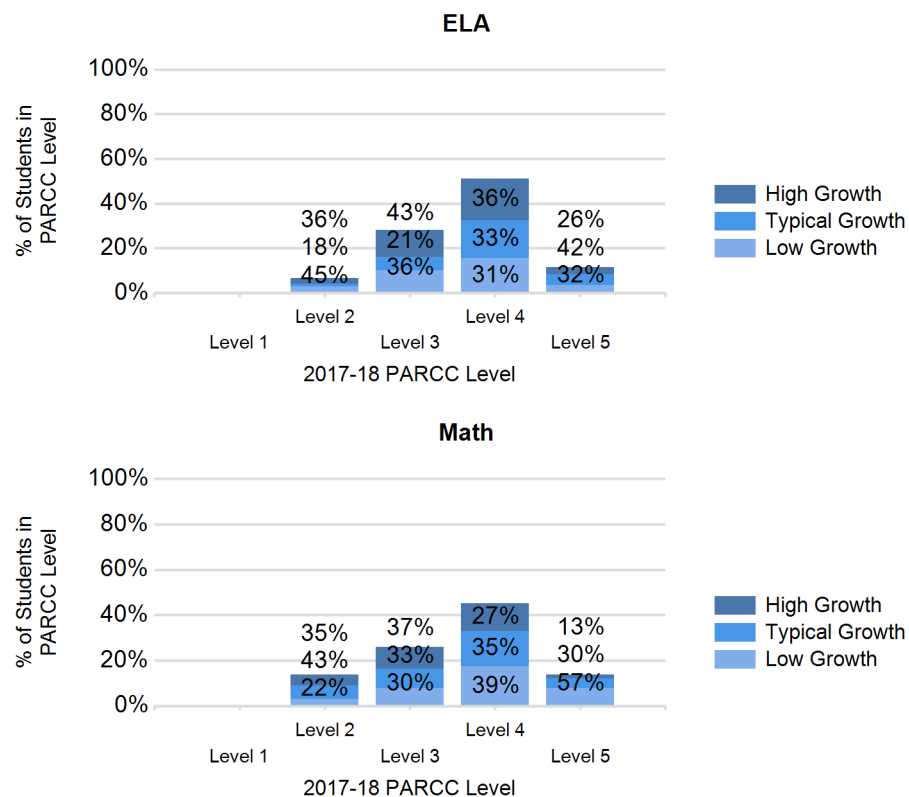
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

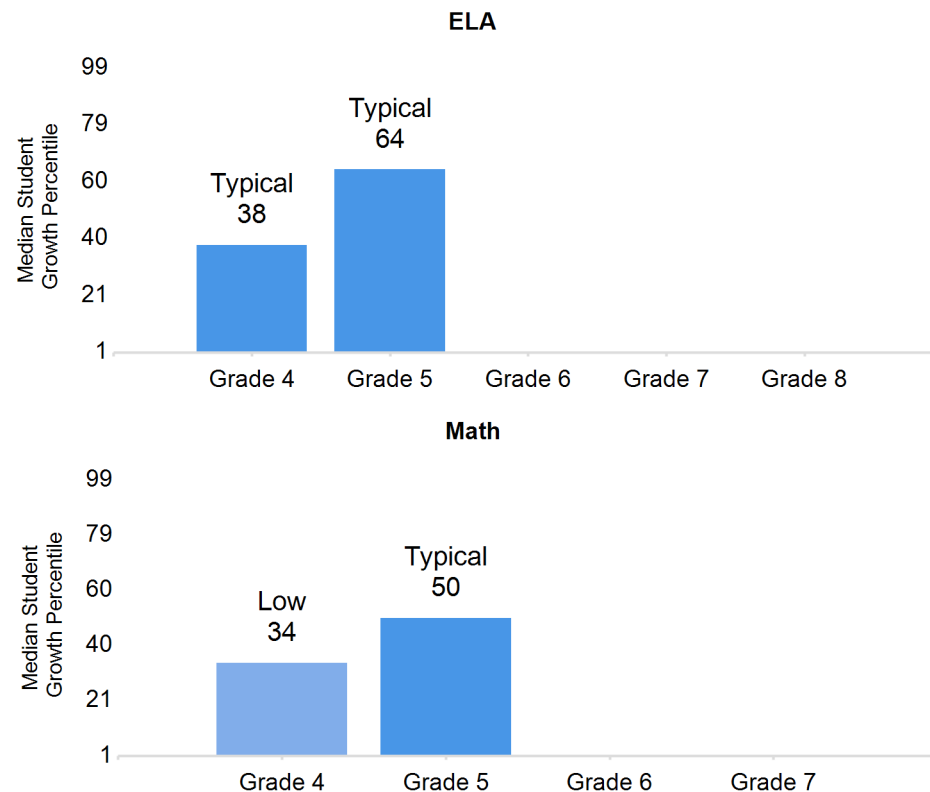
**Student Growth by Performance Level**

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.





**Central Elementary School**  
(25-5420-070)  
Grades Offered: KG-05  
2018-2019

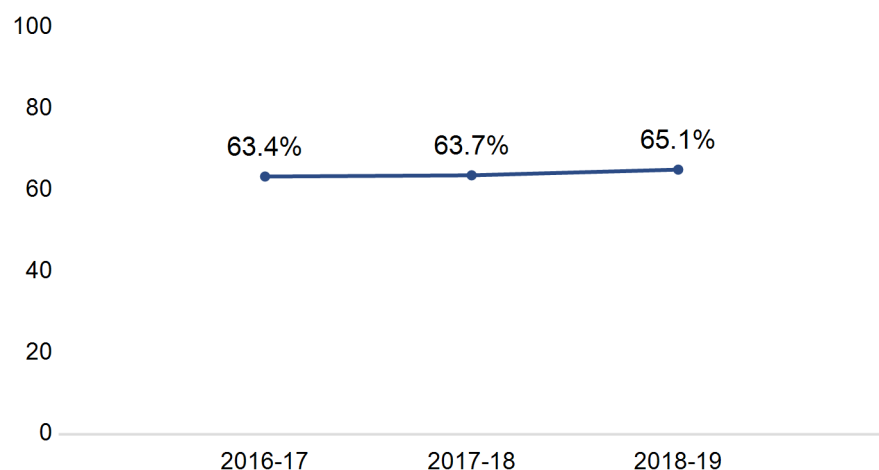
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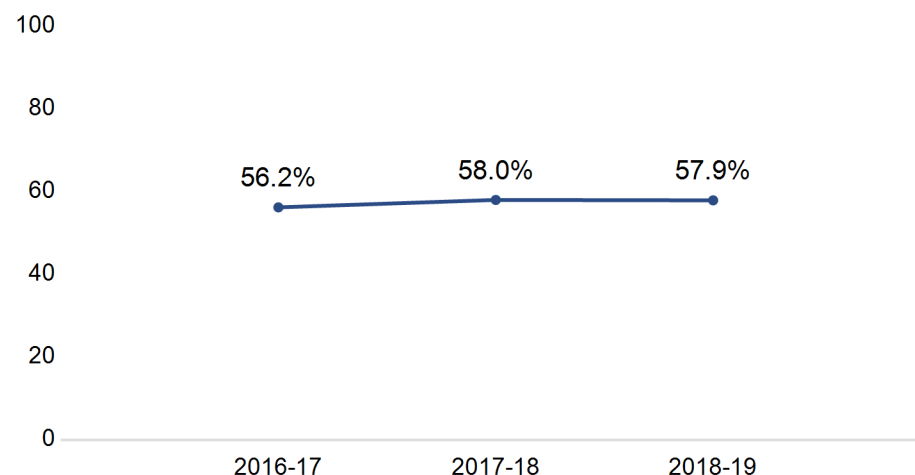
### English Language Arts and Mathematics Performance Trends

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

#### ELA Proficiency Rate for Federal Accountability



#### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	91.6%	93.9%	95.9%	91.6%	93.9%	95.6%
Proficiency Rate for Federal Accountability	63.4%	63.7%	65.1%	56.2%	58.0%	57.9%
Annual Target	66.1%	66.9%	67.6%	49.6%	51.2%	52.8%
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	255	95.9	65.1	68.1	57.9	65.1	67.6	Met Target†
White	217	95.3	67.7	70.1	66.9	67.7	70.3	Met Target†
Hispanic	13	100.0	53.8	*	43.9	53.8	**	**
Black or African American	20	100.0	50.0	39.6	38.5	50.0	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	71.4	64.4	*	**	**
Female	120	96.8	75.8	77.1	64.8	75.8		
Male	135	95.2	55.6	60.0	51.3	55.6		
Economically Disadvantaged Students	42	97.7	47.6	*	40.0	47.6	43.1	Met Target
Non-Economically Disadvantaged Students	213	95.6	68.5	*	67.9	68.5		
Students with Disabilities	45	92.0	26.7	33.2	22.7	25.8	31.6	Met Target†
Students without Disabilities	210	96.8	73.3	76.3	65.1	73.3		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	255	95.9	65.1	*	60.6	65.1		
Homeless Students	*	*	*	26.3	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.



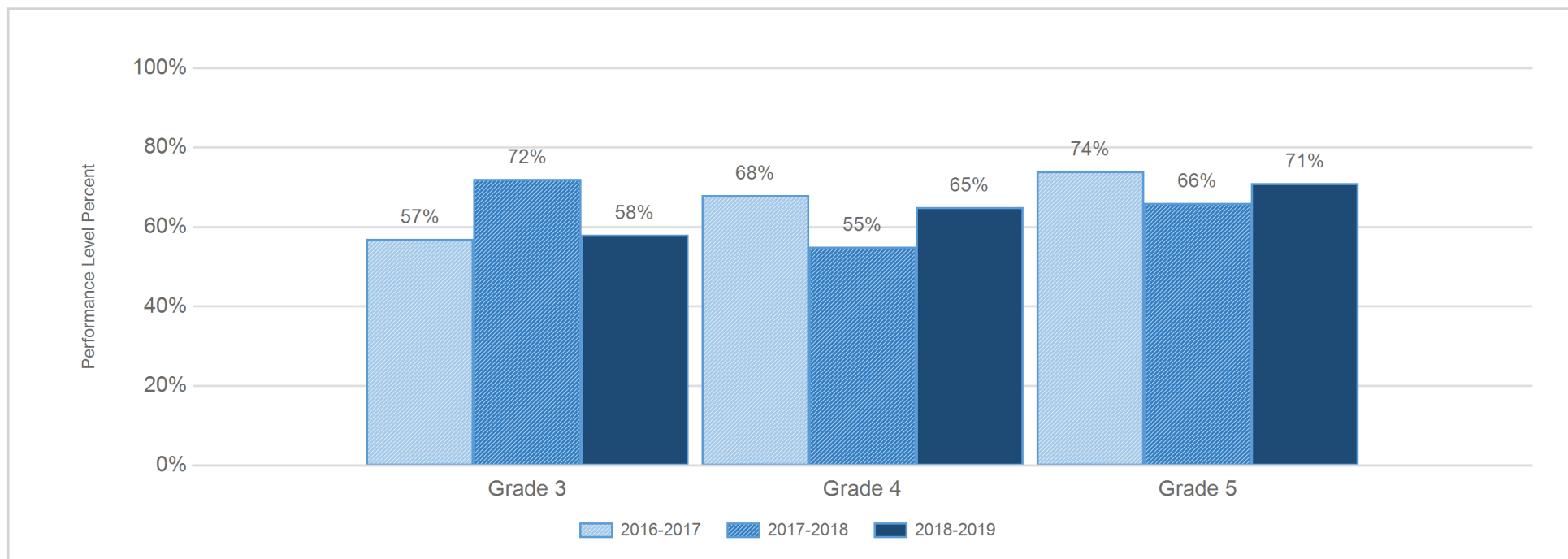
**Central Elementary School**  
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### English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	88	762	760	748	*	*	31%	47%	11%	58%	50%
White	75	767	762	757	0%	*	28%	*	*	63%	60%
Hispanic	*	*	751	734	*	*	*	*	*	*	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	44	763	763	753	*	*	23%	*	*	64%	55%
Male	44	762	757	743	*	*	39%	*	*	52%	46%
Economically Disadvantaged Students	17	731	734	731	*	*	*	*	*	24%	33%
Non-Economically Disadvantaged Students	71	770	763	759	*	*	*	*	*	66%	61%
Students with Disabilities	15	723	734	719	*	*	*	*	*	*	24%
Students without Disabilities	73	770	766	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	88	762	*	751	*	*	31%	47%	11%	58%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	765	767	755	*	*	23%	44%	20%	65%	57%
White	69	767	770	763	*	*	23%	45%	22%	67%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	38	773	774	760	*	*	*	*	*	71%	62%
Male	41	757	761	750	*	*	*	*	*	59%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	15	727	*	725	*	*	*	*	*	20%	25%
Students without Disabilities	64	774	*	761	*	*	*	*	*	75%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	79	765	*	758	*	*	23%	44%	20%	65%	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
<b>Schoolwide</b>	93	766	768	756	*	*	20%	57%	14%	71%	58%
White	78	766	769	764	*	*	18%	58%	14%	72%	68%
Hispanic	*	*	763	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	40	779	779	761	*	*	*	*	*	90%	64%
Male	53	756	759	750	*	*	*	*	*	57%	52%
Economically Disadvantaged Students	18	758	756	740	*	*	*	*	*	61%	39%
Non-Economically Disadvantaged Students	75	768	771	766	*	*	*	*	*	73%	69%
Students with Disabilities	16	746	*	724	*	*	*	*	*	50%	23%
Students without Disabilities	77	770	*	762	*	*	*	*	*	75%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	93	766	*	758	*	*	20%	57%	14%	71%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	254	95.6	57.9	60.6	44.5	57.9	52.8	Met Target
White	216	94.8	63.4	62.9	54.1	63.3	55.9	Met Target
Hispanic	13	100.0	38.5	*	28.8	38.5	**	**
Black or African American	20	100.0	*	18.9	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	70.7	53.3	*	**	**
Female	119	96.0	62.2	62.8	44.9	62.2		
Male	135	95.2	54.1	58.6	44.2	54.1		
Economically Disadvantaged Students	42	97.7	23.8	*	26.3	23.8	27.6	Met Target†
Non-Economically Disadvantaged Students	212	95.2	64.6	*	54.9	64.6		
Students with Disabilities	45	92.0	28.9	30.4	17.4	27.9	38.2	Met Target†
Students without Disabilities	209	96.4	64.1	67.8	50.0	64.1		
English Learners	N	N	N	49.2	25.0	N	**	**
Non-English Learners	254	95.6	57.9	61.0	46.5	57.9		
Homeless Students	*	*	*	10.5	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.



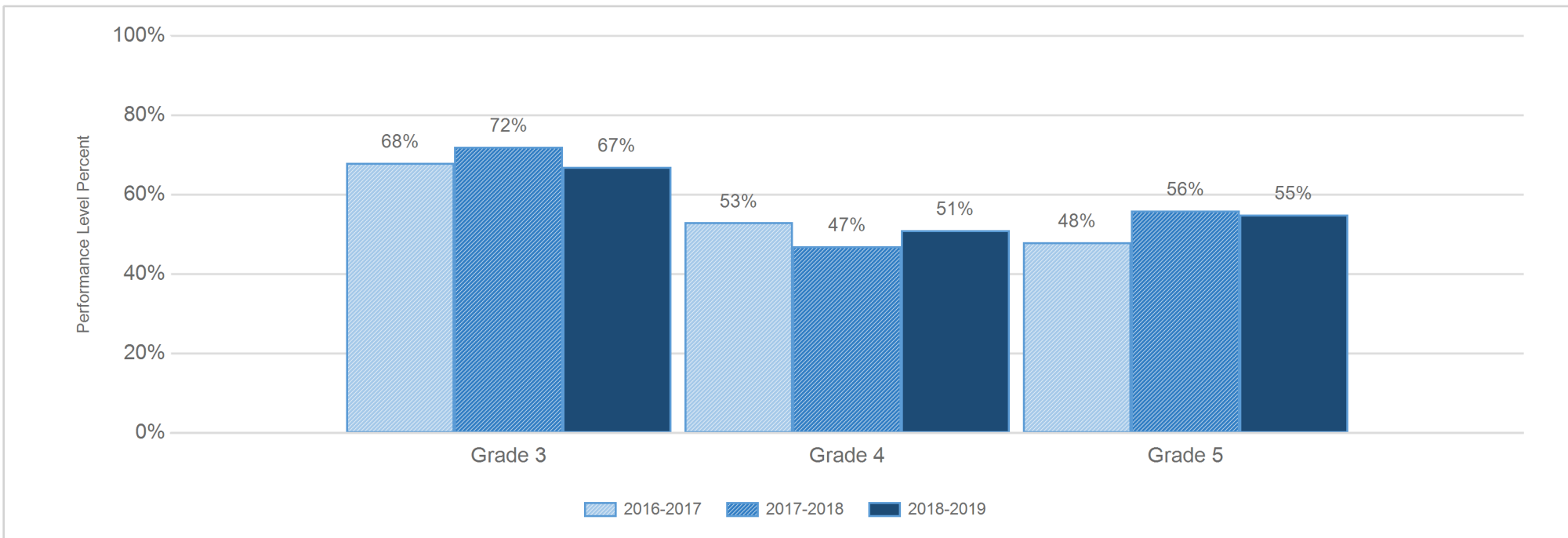
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### Mathematics Assessment – Performance Trends

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	763	765	752	0%	*	24%	*	*	67%	55%
White	74	768	766	760	0%	*	*	51%	24%	76%	66%
Hispanic	*	*	767	739	*	*	*	*	*	*	40%
Black or African American	*	*	727	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	43	759	761	751	0%	*	23%	*	*	60%	54%
Male	44	767	768	752	0%	*	25%	*	*	73%	56%
Economically Disadvantaged Students	17	735	742	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	70	770	767	761	*	*	*	*	*	*	67%
Students with Disabilities	15	742	743	731	0%	*	*	*	*	40%	31%
Students without Disabilities	72	768	769	756	0%	*	*	*	*	72%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	87	763	*	754	0%	*	24%	*	*	67%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	753	761	749	*	14%	34%	*	*	51%	51%
White	69	756	763	757	*	*	30%	*	*	55%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	38	754	761	749	*	*	32%	*	*	55%	50%
Male	41	753	762	749	*	*	37%	*	*	46%	52%
Economically Disadvantaged Students	*	*	748	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	763	759	*	*	*	*	*	*	63%
Students with Disabilities	15	727	*	726	*	*	*	*	*	20%	25%
Students without Disabilities	64	760	*	754	*	*	*	*	*	58%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	79	753	*	751	*	14%	34%	*	*	51%	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
<b>Schoolwide</b>	93	751	759	747	*	12%	31%	*	*	55%	47%
White	78	753	761	755	*	*	31%	*	*	58%	58%
Hispanic	*	*	753	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	40	758	761	747	*	*	*	*	*	68%	47%
Male	53	746	757	747	*	*	*	*	*	45%	47%
Economically Disadvantaged Students	18	743	748	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	75	753	761	757	*	*	*	*	*	60%	59%
Students with Disabilities	16	730	*	725	*	*	*	*	*	25%	19%
Students without Disabilities	77	756	*	752	*	*	*	*	*	61%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	93	751	*	749	*	12%	31%	*	*	55%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



**Central 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	N	N	N
5 or more	*	*	*



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2018-2019

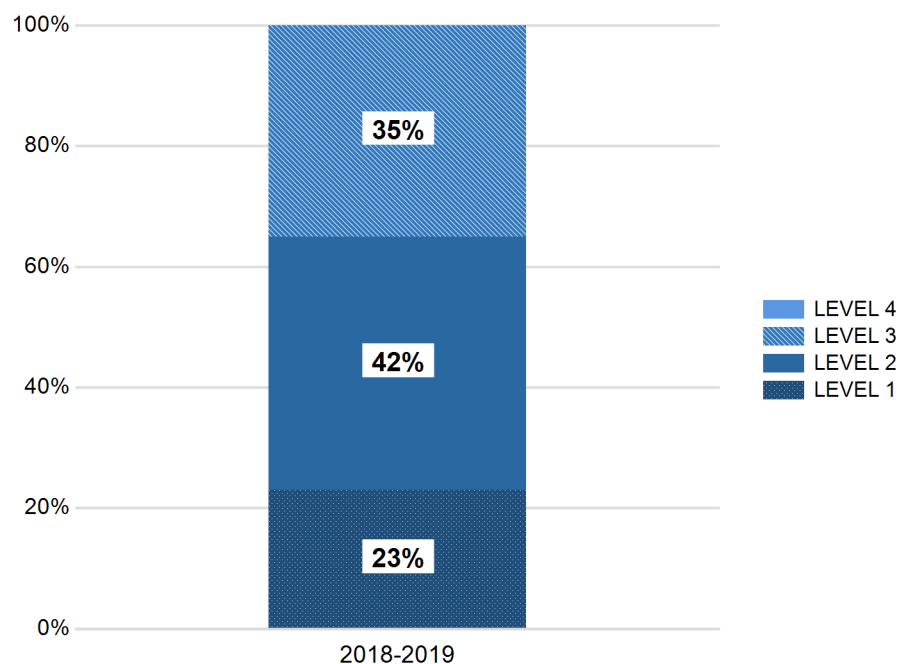
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	23	42	35	0
White	19	44	36	0
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	25	35	40	0
Male	21	48	31	0
Economically Disadvantaged Students	39	44	17	0
Non-Economically Disadvantaged Students	19	42	39	0
Students with Disabilities	50	44	6	0
Students without Disabilities	17	42	41	0
English Learners	N	N	N	N
Non-English Learners	23	42	35	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

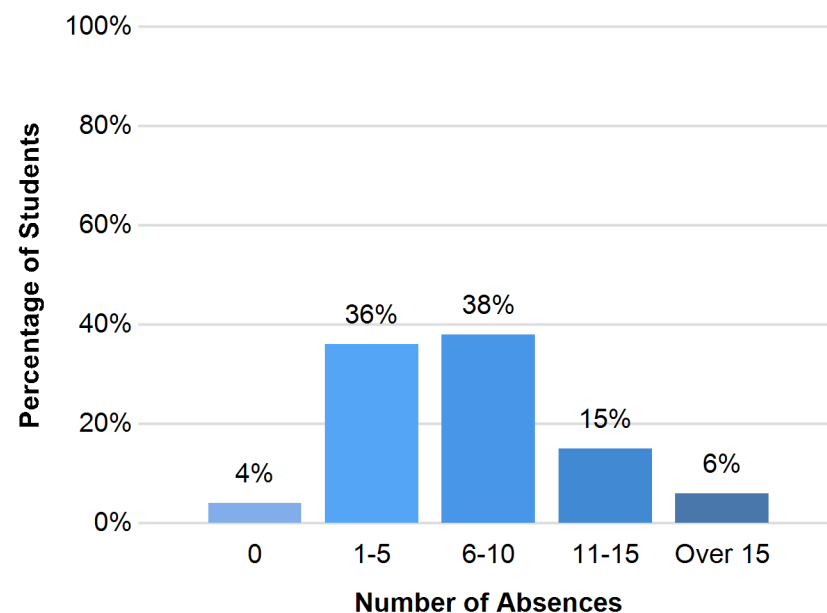
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	3.6	8.9	Met
White	14	3.2	8.9	Met
Hispanic	3	9.7	8.9	Not Met
Black or African American	2	5.9	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	8	3.1		
Male	11	4.2		
Economically Disadvantaged Students	4	5.0	8.9	Met
Students with Disabilities	6	6.9	8.9	Met
English Learners	*	*	**	**
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.





### Central Elementary School

(25-5420-070)

Grades Offered: KG-05

2018-2019

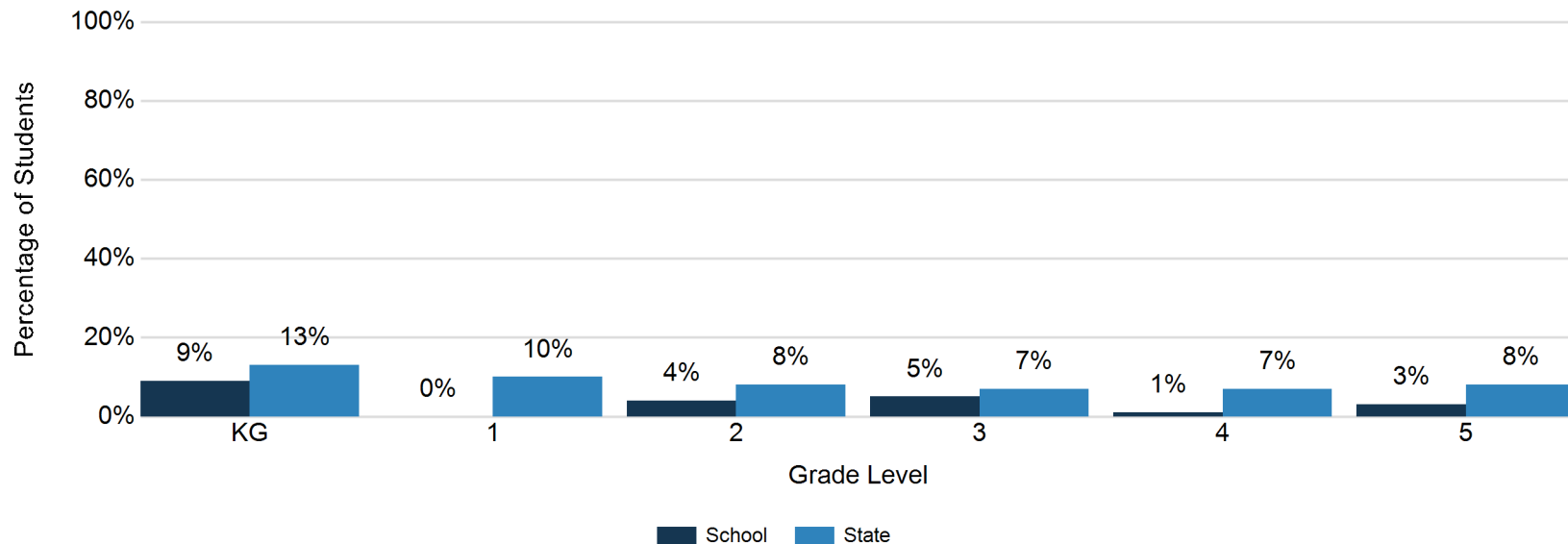
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### Chronic Absenteeism by Grade

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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	9:05 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	76.0%	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	24	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	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	9:1
Students to Administrators	529:1	142:1
Teachers to Administrators	50:1	15:1
Students to Librarians/Media Specialists		1137:1
Students to Nurses		487:1
Students to Counselors		341:1
Students to Child Study Team Members		136:1



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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	49.3%	88.0%	100.0%	48.4%	77.1%	54.9%
Male	50.7%	12.0%	0.0%	51.6%	22.9%	45.1%
White	84.5%	98.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.0%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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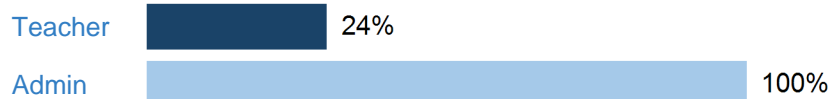
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.8%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	94.6%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.4%	63.7%	65.1%
Math Proficiency	56.2%	58.0%	57.9%
ELA Growth	41	39	55
Math Growth	44	46	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	24.7%	6.0%	3.6%

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

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

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



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

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

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

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

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



**Central Elementary School**  
(25-5420-070)  
Grades Offered: KG-05  
2018-2019

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## School Narrative

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



### Highlights:

- Curriculum includes comprehensive literacy instruction and EnVision 2.0 math
- Students in Grades 2-5 have Chrome Books
- Students participate in art, music, physical education, Spanish, and Technology classes each week



### Mission, Vision, Theme:

The mission of the Wall Township Public Schools is to empower all students to lead lives of fulfillment and purpose by providing a comprehensive and caring educational environment that will enable students to achieve their unique potential academically, socially and emotionally. Our students will become confident, creative and critical thinkers who communicate effectively and engage meaningfully as responsible members of a global society.



### Awards, Recognition, Accomplishments:

At the elementary level, students and staff are recognized for individual accomplishments. Classes are recognized for model behavior in the cafeteria (Honorable Knights) and for stellar participation in physical education. Each year, one teacher and one education support staff member are chosen by colleagues and community members as the Governor's Educators of the Year.



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#### Courses, Curriculum, Instruction:

Our academic program, anchored by the NJ State Learning Standards, includes English language arts, mathematics, science, social studies, physical education, music, art, technology, and Spanish. Our comprehensive literacy program uses direct instruction and the workshop model; students progress from teacher-led reading and writing to independent practice. enVision 2.0 encourages our students to develop their math skills through problem-based instruction, visual learning, and small group work. The district has adopted an evidence-based, multi-tiered system of supports to address the needs of struggling learners, both academically and behaviorally.



#### Clubs and Activities:

Theater Club - Interested students rehearse, design sets, and perform for the school community. Student Advisory Board - Select students work with Administration to spearhead fundraisers and design spirit days. Student Council 5th grade.





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 <p><b>Before and After School Programs:</b></p>	<p>Months Offered: September-June; Days Offered: Monday-Friday; Hours: 7:00 a.m. - 9:00 a.m. and 3:15 p.m. - 6:15 p.m.; Age Range: Kindergarten-5th grade; Activities Offered: Homework help, gym/outside activities, arts, science projects, technology, STEM activities</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The Wall Township elementary staff use weekly curriculum development time to collaborate and design challenging lesson plans, inclusive of meaningful technology integration. Supervisors lead a monthly meeting dedicated to areas of curricular focus, particularly with regard to the roll out of standards based report cards. Teachers are afforded two half-day articulation meetings to share professional discussion with their district grade level colleagues. Teachers are deeply involved in the district's RTI model, which provides a multi-tiered system of supports to meet the needs of at risk learners. Professional learning is offered as both in-district and out-of-district formats. The district continues to build a cadre of teacher leaders to provide pathways to leadership and to build internal capacity for peer modeling/coaching.</p>



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#### Student Supports and Services:

Programs for students with disabilities include: general education classes, in-class resource, pull-out resource. Services include: Speech and Language therapy, occupational therapy, physical therapy, BCBA services, Teacher of the Visually Impaired and Teacher of the Deaf services as needed, paraprofessional support, and counseling. Title I services are provided to students throughout the year both during and after the school day and are determined through thorough data collection and analysis by teachers, administrators, and the RTI and I&RS teams. ESL students enrolled at CS due to declining of program services are taught by teachers who have been trained in Sheltered Instruction protocols in order to provide best practices to meet their unique needs as ELs.



#### Student Health and Wellness:

Wellness Committees, 3 days of PE each week (40 minutes/period), Daily recess, Healthy lunches, Field Days, Wellness Week Activities, Fun & Fitness Day



#### Parent and Community Involvement:

CAPE - Monthly Meetings, Events for Students, Climate Teams, Wellness Committees, Genesis Parent Portal, Connect Ed Messaging System, Halloween Parades, Field Days, Family Community Festival, Winter/Spring Concerts



### Central Elementary School

(25-5420-070)

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2018-2019

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### School Safety:

Central School has a contained entrance vestibule that allows for all visitors to be screened before gaining access to the school building. Visitors are checked into a visitor management system called Hall Pass that reads a driver's license and can flag people who should not have access to the school. Central School currently staffs two School Safety Officers who are both retired law enforcement officers and who train annually with the Wall Police Department. Central School uses electronic surveillance monitoring devices in the school building and on school grounds to enhance safety and security for students, staff, community members, and other building occupants and to protect the building and properties.



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School Narrative

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Technology and STEM:

Chrome Carts in every classroom Grades 2-5, Technology Teachers and Labs, Smartboards in every classroom, iReady, Measuring Up, Google Classrooms, Ozobot Coding



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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



**Old Mill 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	Monmouth
District	Wall Township Public School District
Principal Name	Eric Laughlin
Address	2119 OLD MILL ROAD SEA GIRT, NJ 08750-1199
Phone Number	732-556-2140
Email Address	<a href="mailto:elaughlin@wall.k12.nj.us">elaughlin@wall.k12.nj.us</a>
Website	<a href="https://om.wall.k12.nj.us/">https://om.wall.k12.nj.us/</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	63	67	53
1	56	64	60
2	76	57	59
3	68	81	55
4	65	71	82
5	54	66	72
Total	382	406	381

### 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	47.4%	51.0%	49.9%
Male	52.6%	49.0%	50.1%
Economically Disadvantaged Students	8.9%	8.9%	7.6%
Students with Disabilities	18.6%	19.5%	20.5%
English Learners	0.0%	0.7%	0.8%
Homeless Students	0.5%	1.5%	1.0%
Students in Foster Care	0.8%	0.2%	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	88.0%	86.7%	88.2%
Hispanic	5.8%	6.4%	4.7%
Black or African American	0.8%	1.7%	2.1%
Asian	1.3%	1.5%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	3.9%	3.7%	2.9%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	63	67	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	98.2%
Other Languages	1.8%



**Old Mill Elementary School**  
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 2018-2019

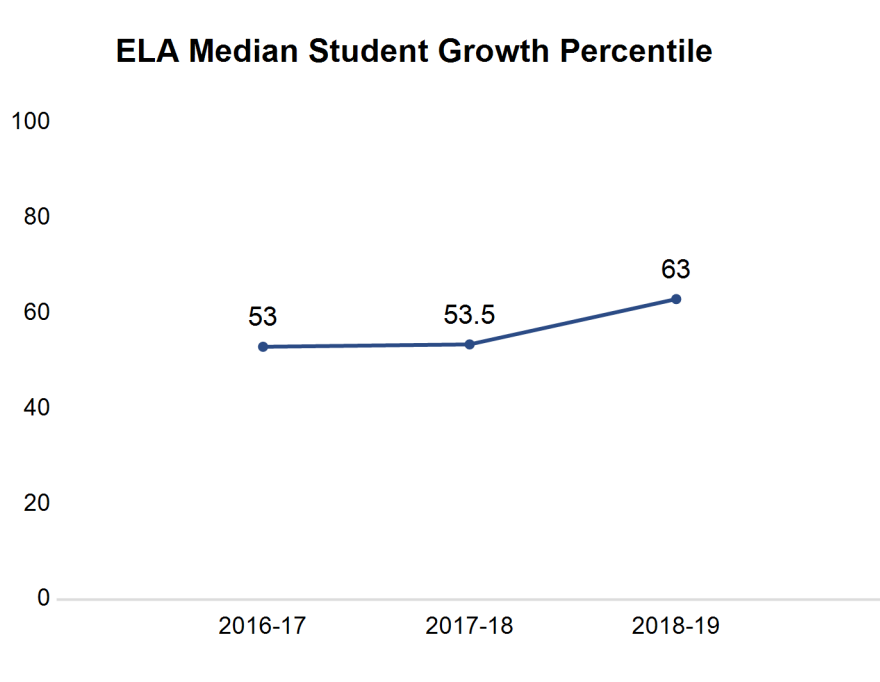
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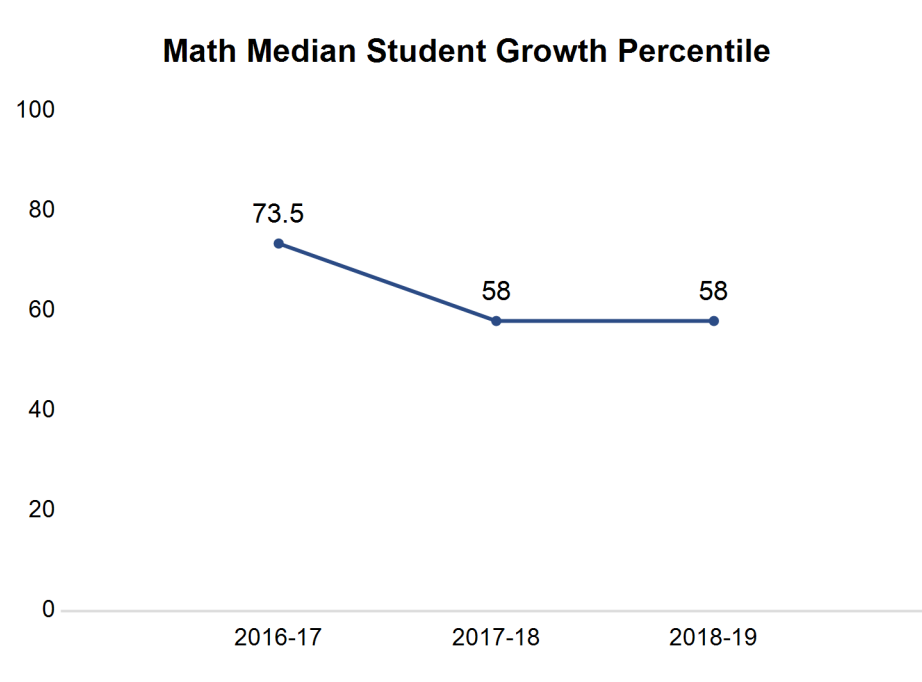
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	53.5	63	73.5	58	58
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	63	52	50	Exceeds Standard	58	56	50	Met Standard
White	61	51	50	Exceeds Standard	58	56	52	Met Standard
Hispanic	*	49.5	49	**	*	66	47	**
Black or African American	*	55	45	**	*	35	43	**
Asian, Native Hawaiian, or Pacific Islander	*	65	59	**	*	73	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56	49	**	*	48.5	52	**
Female	67	56	53	N	53	56	50	N
Male	53	46	47	N	60	56.5	51	N
Economically Disadvantaged Students	55.5	54	48	**	60	62	46	**
Students with Disabilities	66.5	48	43	Exceeds Standard	59.5	54.5	45	Met Standard
English Learners	N	52	52	**	N	72	50	**
Homeless Students	*	49.5	43	N	*	*	44	N
Students in Foster Care	N	N	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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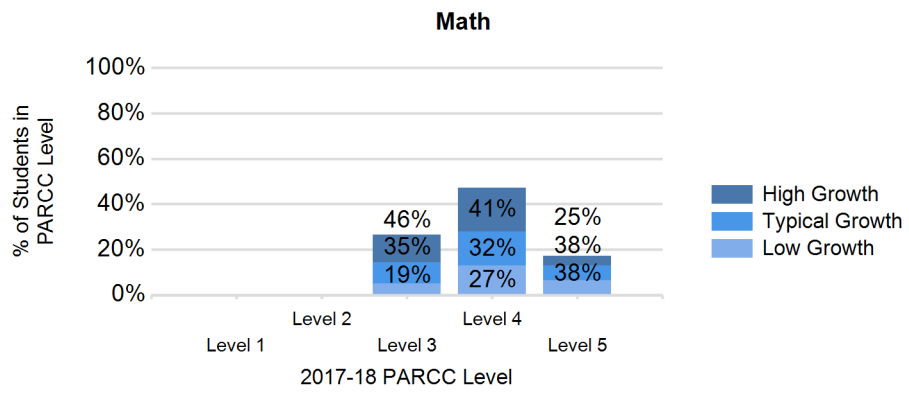
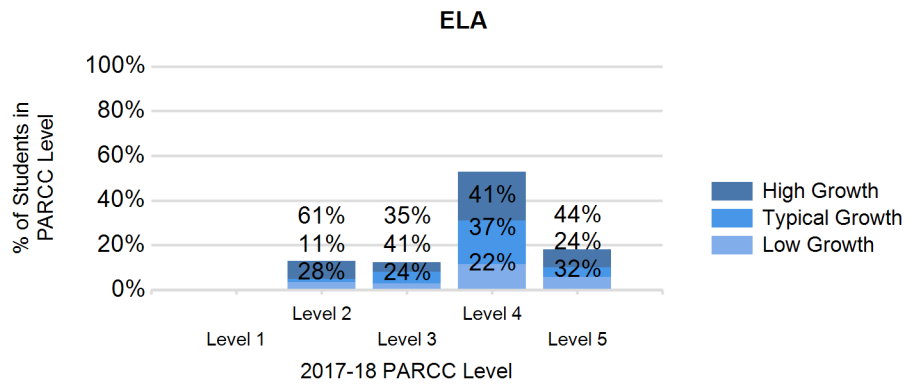
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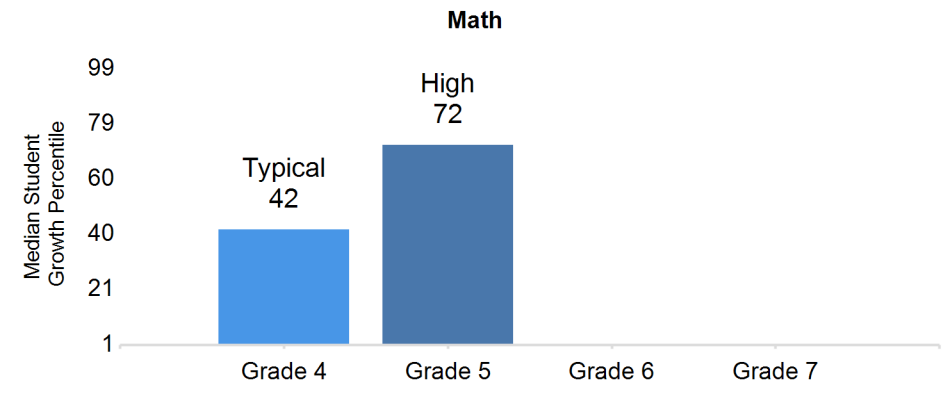
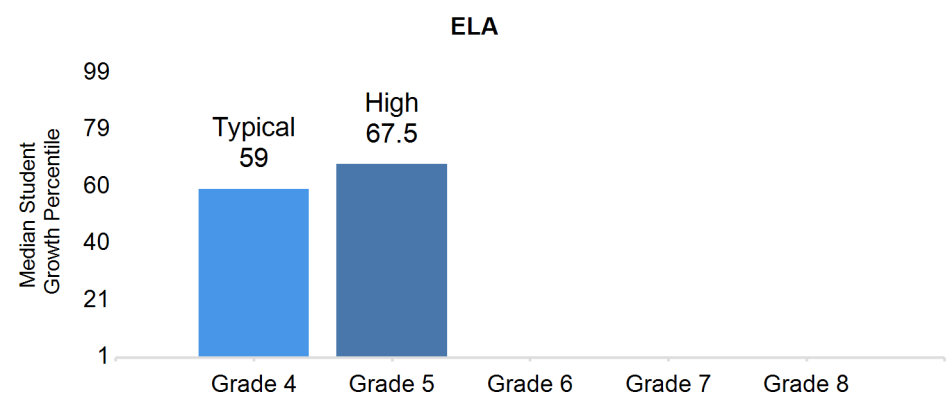
**Student Growth by Performance Level**

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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2018-2019

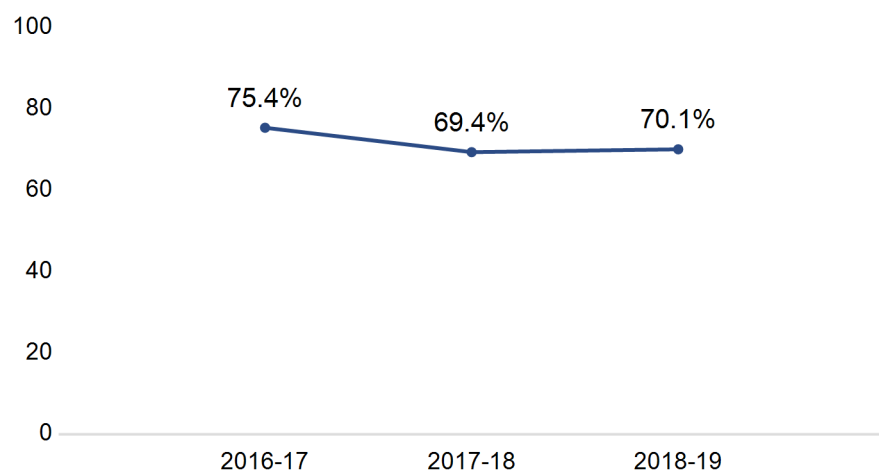
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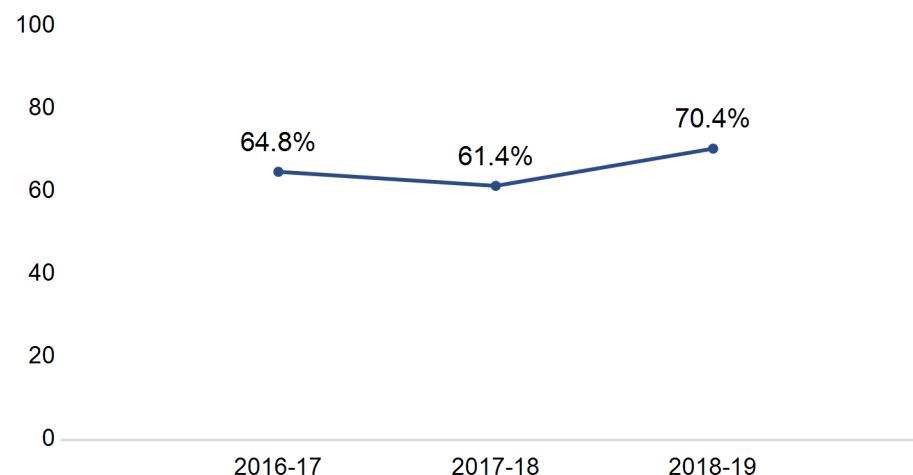
## English Language Arts and Mathematics Performance Trends

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	97.3%	97.3%	98.6%	97.9%	97.7%	99.0%
Proficiency Rate for Federal Accountability	75.4%	69.4%	70.1%	64.8%	61.4%	70.4%
Annual Target	68.7%	69.3%	69.9%	60.9%	61.9%	62.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	204	98.6	70.1	68.1	57.9	70.1	69.9	Met Target
White	181	98.4	71.3	70.1	66.9	71.3	70.1	Met Target
Hispanic	10	100.0	50.0	*	43.9	50.0	**	**
Black or African American	*	*	*	39.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	71.4	64.4	*	**	**
Female	103	99.0	75.7	77.1	64.8	75.7		
Male	101	98.1	64.4	60.0	51.3	64.4		
Economically Disadvantaged Students	16	100.0	25.0	*	40.0	25.0	**	**
Non-Economically Disadvantaged Students	188	98.4	73.9	*	67.9	73.9		
Students with Disabilities	36	94.7	41.7	33.2	22.7	41.6	51.5	Met Target†
Students without Disabilities	168	99.4	76.2	76.3	65.1	76.2		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	204	98.6	70.1	*	60.6	70.1		
Homeless Students	*	*	*	26.3	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.



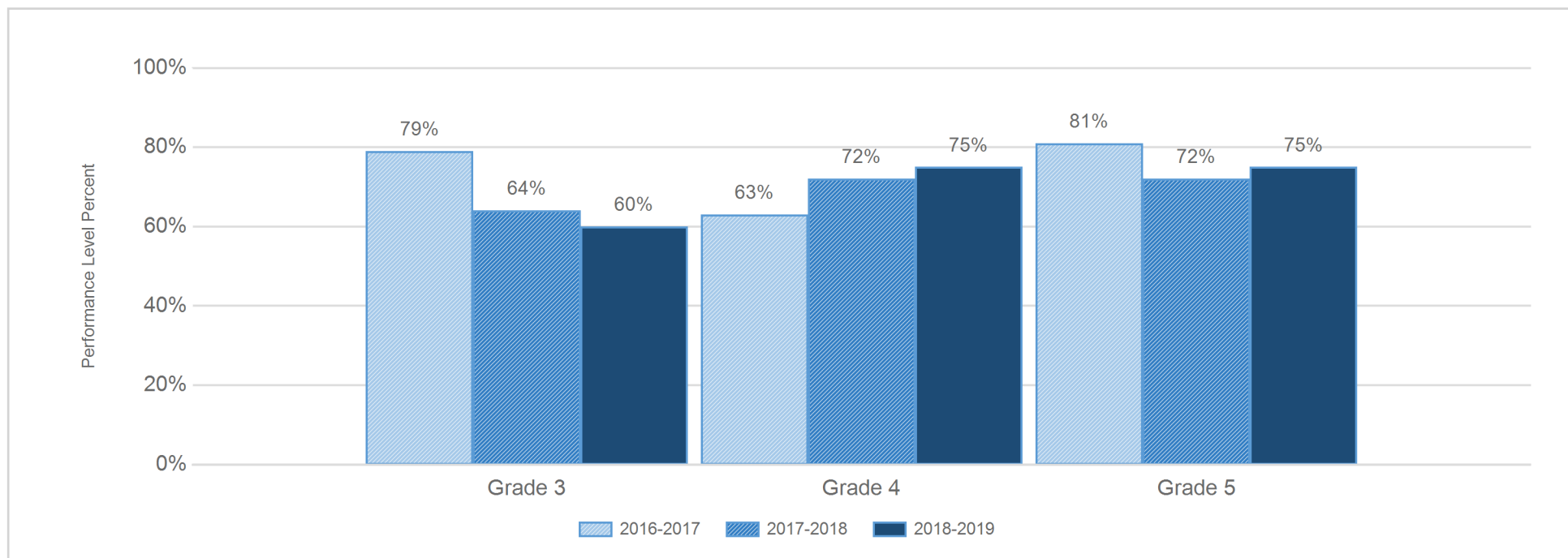
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### English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	53	757	760	748	0%	*	23%	*	*	60%	50%
White	48	756	762	757	0%	*	23%	*	*	58%	60%
Hispanic	*	*	751	734	*	*	*	*	*	*	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	21	761	763	753	0%	*	*	*	*	76%	55%
Male	32	754	757	743	0%	*	*	*	*	50%	46%
Economically Disadvantaged Students	N	N	734	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	53	757	763	759	0%	*	23%	*	*	60%	61%
Students with Disabilities	*	*	734	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	53	757	*	751	0%	*	23%	*	*	60%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Old Mill Elementary School**  
(25-5420-077)  
Grades Offered: KG-05  
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	77	765	767	755	*	13%	*	57%	18%	75%	57%
White	68	768	770	763	*	*	*	59%	19%	78%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	45	769	774	760	*	*	*	*	*	76%	62%
Male	32	760	761	750	*	*	*	*	*	75%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	11	734	*	725	*	*	*	*	*	45%	25%
Students without Disabilities	66	770	*	761	*	*	*	*	*	80%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	77	765	*	758	*	13%	*	57%	18%	75%	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
<b>Schoolwide</b>	71	775	768	756	*	*	18%	51%	24%	75%	58%
White	65	776	769	764	*	*	15%	55%	22%	77%	68%
Hispanic	*	*	763	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	36	784	779	761	*	*	*	*	*	78%	64%
Male	35	767	759	750	*	*	*	*	*	71%	52%
Economically Disadvantaged Students	*	*	756	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	771	766	*	*	*	*	*	*	69%
Students with Disabilities	12	743	*	724	*	*	*	*	*	42%	23%
Students without Disabilities	59	782	*	762	*	*	*	*	*	81%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	71	775	*	758	*	*	18%	51%	24%	75%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	206	99.0	70.4	60.6	44.5	70.4	62.9	Met Target
White	182	98.9	70.3	62.9	54.1	70.3	64.2	Met Target
Hispanic	10	100.0	60.0	*	28.8	60.0	**	**
Black or African American	*	*	*	18.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	70.7	53.3	*	**	**
Female	104	100.0	65.4	62.8	44.9	65.4		
Male	102	98.1	75.5	58.6	44.2	75.5		
Economically Disadvantaged Students	17	100.0	41.2	*	26.3	41.2	**	**
Non-Economically Disadvantaged Students	189	99.0	73.0	*	54.9	73.0		
Students with Disabilities	37	97.4	48.6	30.4	17.4	48.6	55.8	Met Target†
Students without Disabilities	169	99.4	75.1	67.8	50.0	75.1		
English Learners	*	*	*	49.2	25.0	*	**	**
Non-English Learners	*	*	*	61.0	46.5	*		
Homeless Students	*	*	*	10.5	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.



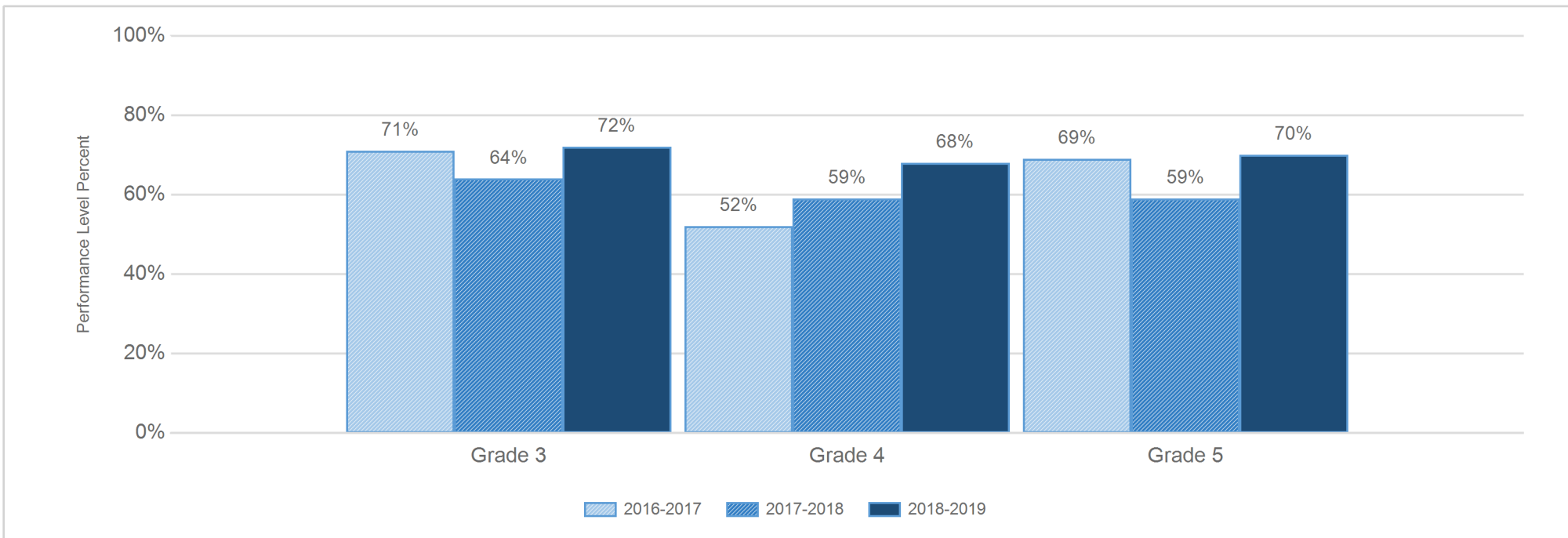
**Old Mill Elementary School**  
(25-5420-077)  
Grades Offered: KG-05  
2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	54	763	765	752	0%	*	*	*	*	72%	55%
White	48	763	766	760	0%	*	*	*	*	71%	66%
Hispanic	*	*	767	739	*	*	*	*	*	*	40%
Black or African American	*	*	727	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	21	756	761	751	0%	*	*	*	*	62%	54%
Male	33	767	768	752	0%	*	*	*	*	79%	56%
Economically Disadvantaged Students	*	*	742	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	743	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	769	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	758	761	749	*	*	19%	*	*	68%	51%
White	69	761	763	757	*	*	20%	*	*	70%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	46	756	761	749	*	*	*	*	*	63%	50%
Male	32	761	762	749	*	*	*	*	*	75%	52%
Economically Disadvantaged Students	*	*	748	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	763	759	*	*	*	*	*	*	63%
Students with Disabilities	12	735	*	726	*	*	*	*	*	42%	25%
Students without Disabilities	66	762	*	754	*	*	*	*	*	73%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	78	758	*	751	*	*	19%	*	*	68%	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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### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	71	767	759	747	0%	*	*	45%	25%	70%	47%
White	65	767	761	755	0%	*	*	45%	26%	71%	58%
Hispanic	*	*	753	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	36	767	761	747	0%	*	*	*	*	69%	47%
Male	35	768	757	747	0%	*	*	*	*	71%	47%
Economically Disadvantaged Students	*	*	748	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	761	757	*	*	*	*	*	*	59%
Students with Disabilities	12	743	*	725	0%	*	*	*	*	42%	19%
Students without Disabilities	59	773	*	752	0%	*	*	*	*	76%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	71	767	*	749	0%	*	*	45%	25%	70%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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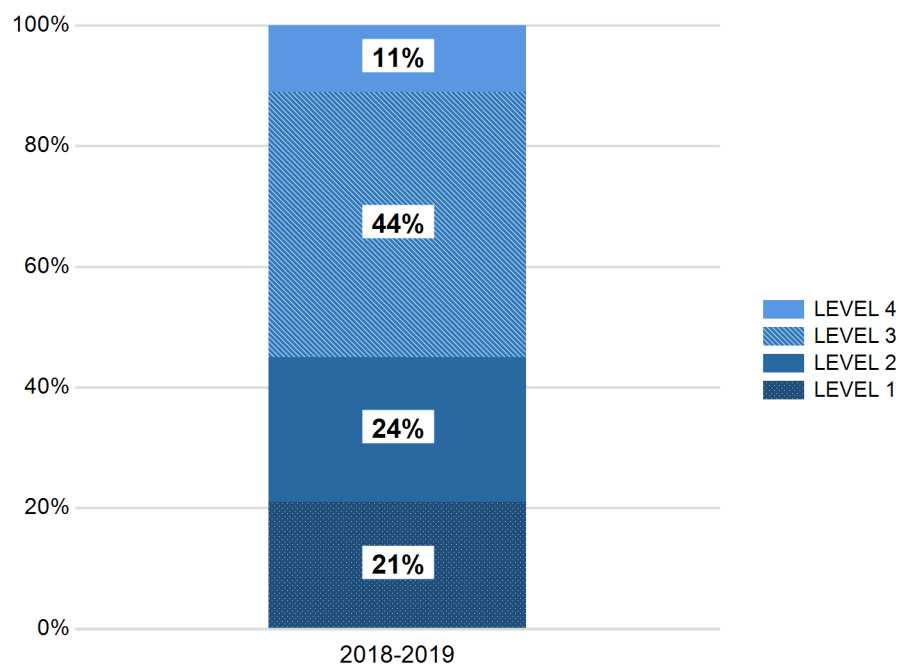
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	21	24	44	11
White	20	24	45	11
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	22	25	39	14
Male	19	22	50	8
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	54	31	15	0
Students without Disabilities	14	22	51	14
English Learners	N	N	N	N
Non-English Learners	21	24	44	11
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.

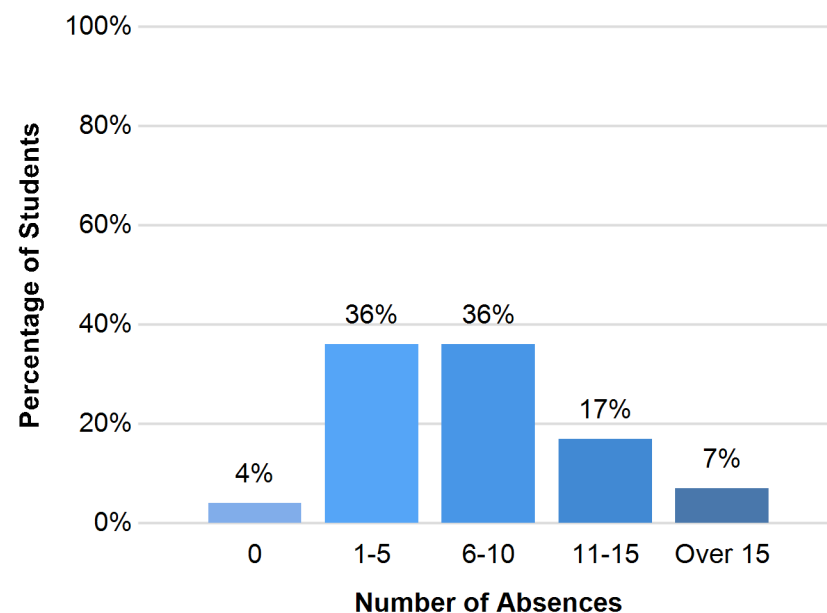
### Chronic Absenteeism

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	15	3.9	8.9	Met
White	12	3.6	8.9	Met
Hispanic	0	0	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	1	9.1	**	**
Female	7	3.6		
Male	8	4.1		
Economically Disadvantaged Students	5	15.2	8.9	Not Met
Students with Disabilities	5	6.3	8.9	Met
English Learners	*	*	**	**
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.





### Old Mill Elementary School

(25-5420-077)

Grades Offered: KG-05

2018-2019

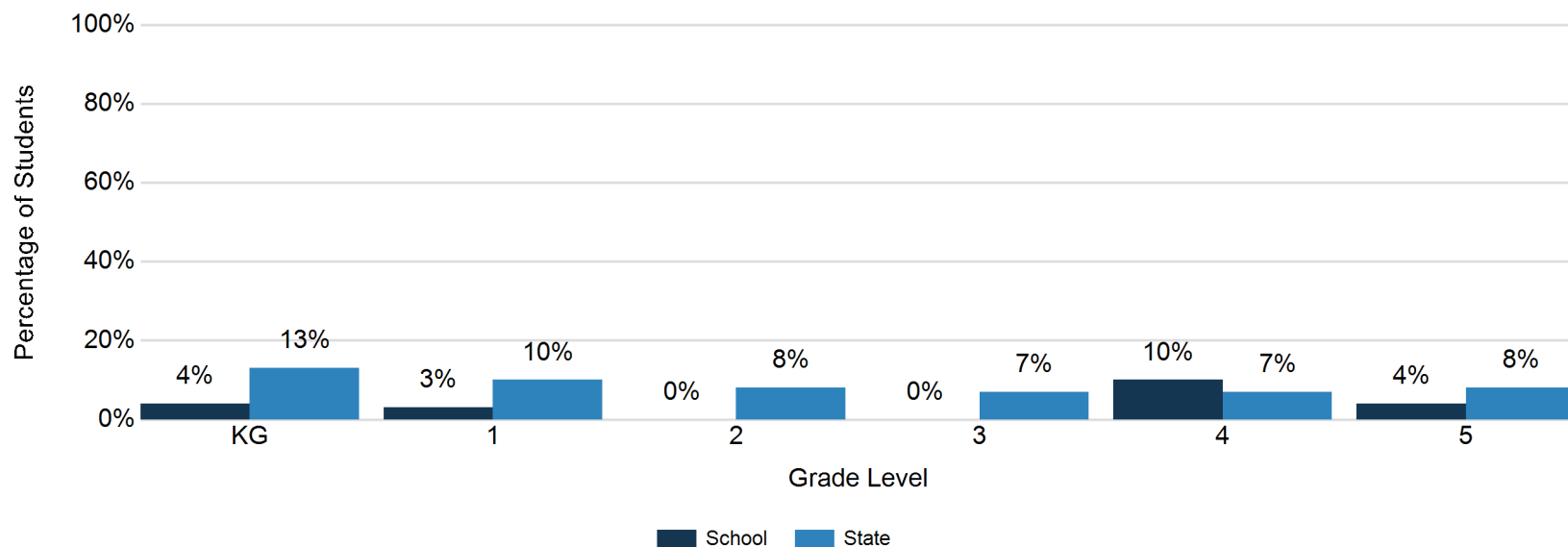
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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





**Old Mill Elementary School**  
(25-5420-077)  
Grades Offered: KG-05  
2018-2019

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

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.26

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

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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



### Old Mill Elementary School

(25-5420-077)

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#### School Day

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

Category	School
Typical Start Time	9:05 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	85.7%	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	24	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	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	9:1
Students to Administrators	381:1	142:1
Teachers to Administrators	42:1	15:1
Students to Librarians/Media Specialists		1137:1
Students to Nurses		487:1
Students to Counselors		341:1
Students to Child Study Team Members		136:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.9%	90.5%	0.0%	48.4%	77.1%	54.9%
Male	50.1%	9.5%	100.0%	51.6%	22.9%	45.1%
White	88.2%	97.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.7%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.8%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

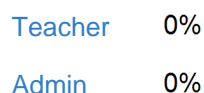
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.8%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	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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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.4%	69.4%	70.1%
Math Proficiency	64.8%	61.4%	70.4%
ELA Growth	53	54	63
Math Growth	74	58	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.5%	5.2%	3.9%

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



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

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

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

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

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



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

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Met Standard	**	Met	No
White	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	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	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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## School Narrative

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



### Highlights:

- Curriculum includes comprehensive literacy instruction and EnVision 2.0 math
- Students in Grades 2-5 have Chrome Books while students in K-1 have access to iPads
- Students participate in art, music, physical education, Spanish, and Technology classes each week



### Mission, Vision, Theme:

The mission of the Wall Township Public Schools is to empower all students to lead lives of fulfillment and purpose by providing a safe, comprehensive and caring educational environment that will enable students to achieve their unique potential academically, socially and emotionally. Our students will become confident, creative and critical thinkers who communicate effectively and engage meaningfully as responsible members of a global society.



### Awards, Recognition, Accomplishments:

At the elementary level, students and staff are recognized for individual accomplishments at monthly assemblies. Classes are recognized for model behavior and stellar participation in special area classes. Additionally each year, one teacher and one education support staff member are chosen by colleagues and community members as the Governors Educators of the Year.



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#### Courses, Curriculum, Instruction:

Our academic program, anchored by the NJ State Learning Standards, includes English language arts, mathematics, science, social studies, physical education, music, art, technology, and Spanish. Our comprehensive literacy program uses direct instruction and the workshop model. Students progress from teacher-led reading and writing to independent practice. enVision 2.0 encourages our students to develop their math skills through problem-based instruction, visual learning, and small group work. The district has adopted an evidence-based, multi-tiered system of supports to address the needs of struggling learners, both academically and behaviorally.



#### Clubs and Activities:

Theater Club - Interested students rehearse, design sets, and perform for the school community. Student Advisory Board. Select students work with Administration to spearhead fundraisers and design spirit days, such as Student Council 5th grade.





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 <p><b>Before and After School Programs:</b></p>	<p>Months Offered: September-June; Days Offered: Monday-Friday; Hours: 7:00 a.m. - 9:00 a.m. and 3:15 p.m. - 6:15 p.m.; Age Range: Kindergarten-5th grade; Activities Offered: Homework help, gym/outside activities, arts, science projects, technology, STEM activities</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Staff use weekly curriculum development time to collaborate and design challenging lesson plans, inclusive of meaningful technology integration. Supervisors assist in leading monthly meetings dedicated to areas of curricular focus, particularly with regard to the roll out of Standards Based Report Cards and new program implementation. Teachers are afforded two half-day articulation meetings to share in professional discussion with their district grade level colleagues. Teachers are deeply involved in the district's RTI model, which provides a tiered system of supports to meet the needs of at risk learners. Professional learning is offered as both in-district and out-of-district formats. The district continues to build a cadre of teacher leaders to provide pathways to leadership and to build internal capacity for peer modeling/coaching.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Programs for students with disabilities include: general education classes, in-class resource, pull-out resource, Learning and Learning Disabilities K-5. Services include Speech and Language therapy, occupational therapy, physical therapy, BCBA services, Teacher of the Visually Impaired and Teacher of the Deaf services as needed, paraprofessional support, adaptive physical education, and counseling. Title I services are provided to students throughout the year both during and after the school day and are determined through thorough data collection and analysis by teachers, administrators, and the RTI and I&amp;RS teams. ESL students enrolled at OM due to declining of program services or special education needs are taught by teachers who have been trained in Sheltered Instruction protocols.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Wellness Committees, 3 days of PE each week (40 minutes/period), Daily recess, Healthy lunches, Field Days, Wellness Week Activities, Fun &amp; Fitness Day</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Home and School - Monthly Meetings, Events for Students, Climate Teams, Wellness Committees, Genesis Parent Portal, Connect Ed Messaging System, Halloween Parades, Field Days, Family Nights, Winter/Spring Concerts, District Elementary Fun Run</p>



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#### School Safety:

Old Mill School has a contained entrance vestibule that allows for all visitors to be screened before gaining access to the school building. Visitors are checked into a visitor management system called Hall Pass that reads a driver's license and can flag people who should not have access to the school. Old Mill School currently staffs two School Safety Officers who are both retired law enforcement officers and who train annually with the Wall Police Department. Old Mill School uses electronic surveillance monitoring devices in the school building and on school grounds to enhance safety and security for students, staff, community members, and other building occupants and to protect the building and properties.



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



Technology and STEM:

Chrome Carts in every classroom Grades 2-5, iPads K-1, Technology Teachers and Labs, Smartboards in every classroom, iReady, Measuring Up, Google Classrooms, Ozobot Coding



**Wall High School**  
(25-5420-050)  
Grades Offered: 09-12  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



**Wall High 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	Monmouth
District	Wall Township Public School District
Principal Name	Rosaleen Sirchio
Address	1630 18TH AVE WALL, NJ 07719-1199
Phone Number	732-556-2040
Email Address	<a href="mailto:rsirchio@wall.k12.nj.us">rsirchio@wall.k12.nj.us</a>
Website	<a href="https://hs.wall.k12.nj.us/">https://hs.wall.k12.nj.us/</a>
Twitter	<a href="https://twitter.com/WallHSKnights">https://twitter.com/WallHSKnights</a>



## Wall High 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
9	240	284	273
10	280	240	281
11	281	268	239
12	294	284	276
Total	1,095	1,076	1,069

### 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	49.0%	50.1%	47.7%
Male	51.0%	49.9%	52.3%
Economically Disadvantaged Students	9.7%	10.9%	9.0%
Students with Disabilities	12.4%	12.4%	17.2%
English Learners	0.8%	0.6%	0.6%
Homeless Students	0.9%	1.3%	1.7%
Students in Foster Care	0.4%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.2%	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	88.8%	88.8%	87.1%
Hispanic	5.8%	6.2%	7.4%
Black or African American	2.1%	2.0%	1.9%
Asian	1.7%	1.0%	1.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.6%	2.0%	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	1,071	1,051	1,046
Shared Time Students	47	47	43
Full Time Equivalent	1,095	1,075	1,068

### Enrollment by Home Language

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

Home Language	% of Students
English	96.3%
Spanish	2.1%
Other Languages	1.6%



**Wall High School**  
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2018-2019

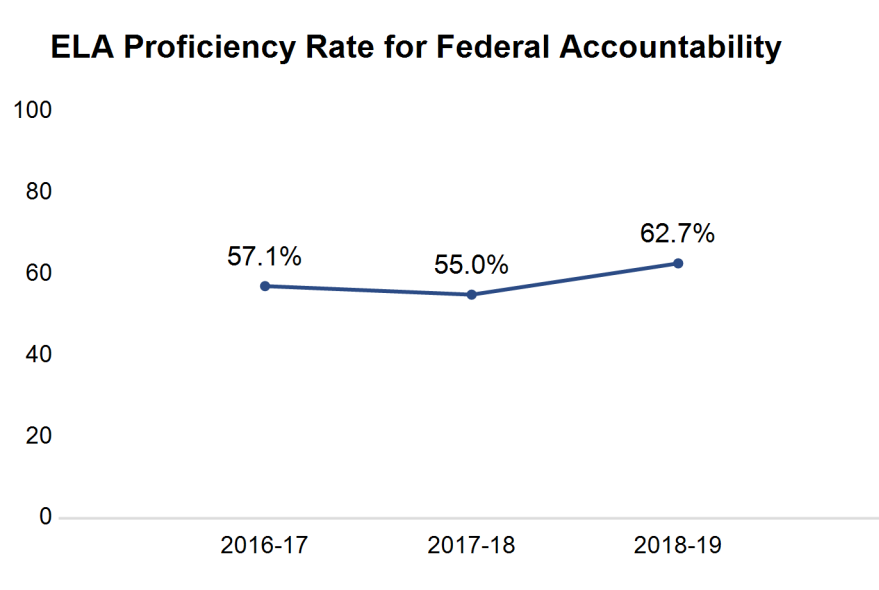
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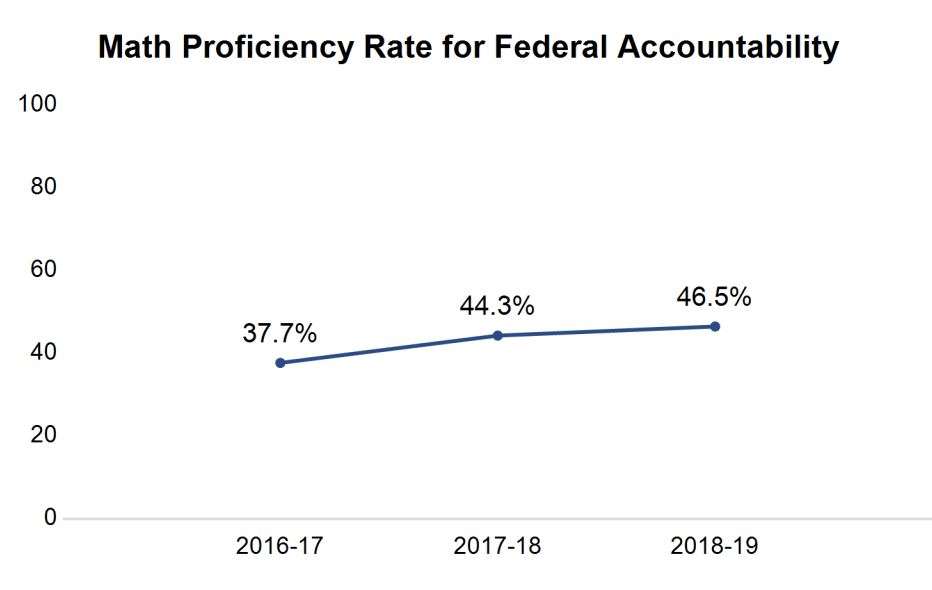
## English Language Arts and Mathematics Performance Trends

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	96.2%	97.2%	98.6%	96.2%	97.0%	97.7%
Proficiency Rate for Federal Accountability	57.1%	55.0%	62.7%	37.7%	44.3%	46.5%
Annual Target	62.0%	62.9%	63.9%	34.1%	36.5%	38.9%
Met Annual Target?	Not Met	Not Met	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	547	98.6	62.7	68.1	57.9	62.7	63.9	Met Target†
White	474	98.3	64.8	70.1	66.9	64.8	65.8	Met Target†
Hispanic	41	100.0	48.8	*	43.9	48.8	49.4	Met Target†
Black or African American	*	*	*	39.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	71.4	64.4	*	**	**
Female	263	98.9	71.9	77.1	64.8	71.9		
Male	284	98.3	54.2	60.0	51.3	54.2		
Economically Disadvantaged Students	36	100.0	47.2	*	40.0	47.2	40.1	Met Target
Non-Economically Disadvantaged Students	511	98.5	63.8	*	67.9	63.8		
Students with Disabilities	104	98.1	16.3	33.2	22.7	16.3	24.1	Not Met
Students without Disabilities	443	98.7	73.6	76.3	65.1	73.6		
English Learners	10	100.0	40.0	*	29.3	40.0	**	**
Non-English Learners	537	98.5	63.1	*	60.6	63.1		
Homeless Students	*	*	*	26.3	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.



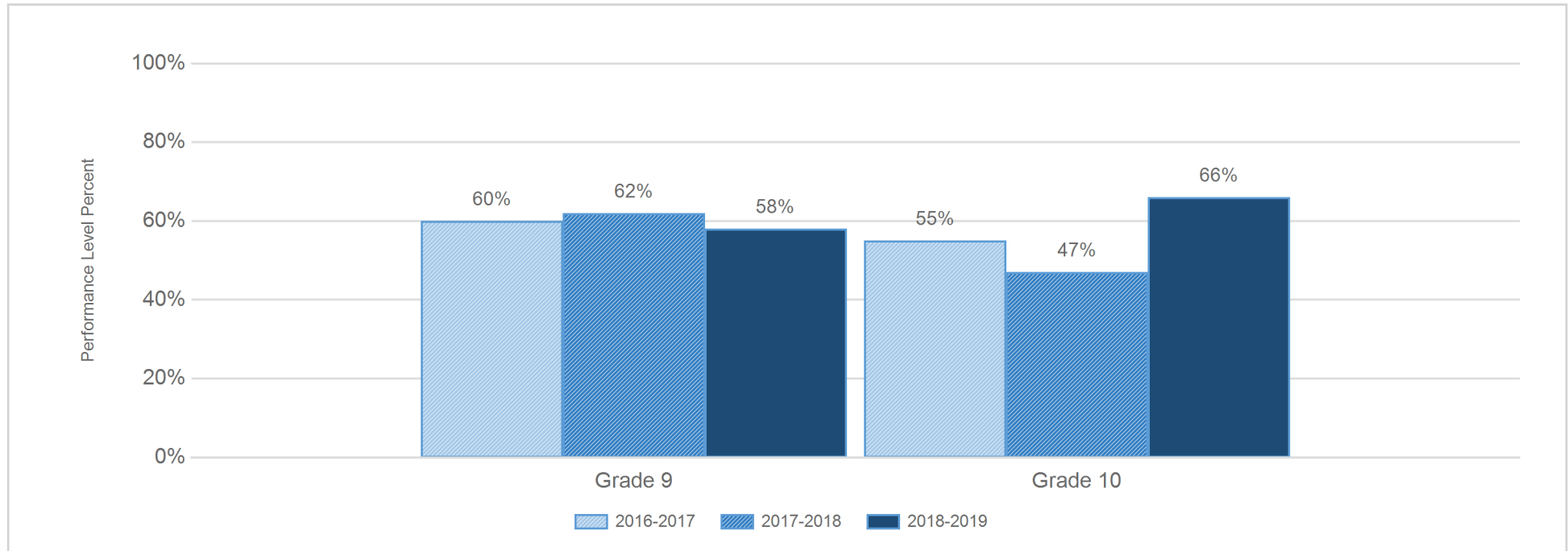
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### English Language Arts Assessment - Performance Trends

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 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	265	758	758	753	6%	8%	27%	40%	18%	58%	56%
White	223	760	760	762	5%	9%	26%	40%	20%	60%	65%
Hispanic	24	748	748	737	*	*	*	*	*	50%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	762	762	783	0%	*	*	*	*	50%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	119	765	765	760	*	*	24%	40%	25%	66%	63%
Male	146	752	752	746	*	*	29%	40%	13%	53%	49%
Economically Disadvantaged Students	23	754	754	734	*	*	*	*	*	61%	36%
Non-Economically Disadvantaged Students	242	759	759	762	*	*	*	*	*	58%	65%
Students with Disabilities	46	730	730	717	*	*	43%	*	*	20%	17%
Students without Disabilities	219	764	764	760	*	*	24%	*	*	67%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	283	768	768	757	7%	9%	17%	35%	31%	66%	58%
White	250	771	771	767	6%	8%	16%	37%	32%	69%	67%
Hispanic	18	736	736	738	*	*	*	*	*	44%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	146	780	780	766	*	*	16%	35%	42%	77%	66%
Male	137	755	755	749	*	*	19%	36%	20%	55%	51%
Economically Disadvantaged Students	13	709	709	735	*	*	*	*	*	23%	40%
Non-Economically Disadvantaged Students	270	771	771	767	*	*	*	*	*	69%	67%
Students with Disabilities	56	716	716	711	*	*	30%	*	*	13%	19%
Students without Disabilities	227	781	781	765	*	*	14%	*	*	80%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	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	503	97.7	46.5	60.6	44.5	46.5	38.9	Met Target
White	430	97.5	48.4	62.9	54.1	48.4	39.5	Met Target
Hispanic	42	97.7	33.3	*	28.8	33.3	45.2	Met Target†
Black or African American	*	*	*	18.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	70.7	53.3	*	**	**
Female	243	98.0	51.4	62.8	44.9	51.4		
Male	260	97.4	41.9	58.6	44.2	41.9		
Economically Disadvantaged Students	36	100.0	44.4	*	26.3	44.4	28.1	Met Target
Non-Economically Disadvantaged Students	467	97.5	46.7	*	54.9	46.7		
Students with Disabilities	100	97.1	19.0	30.4	17.4	19.0	15.5	Met Target
Students without Disabilities	403	97.8	53.3	67.8	50.0	53.3		
English Learners	10	100.0	30.0	49.2	25.0	30.0	**	**
Non-English Learners	493	97.6	46.9	61.0	46.5	46.9		
Homeless Students	*	*	*	10.5	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.



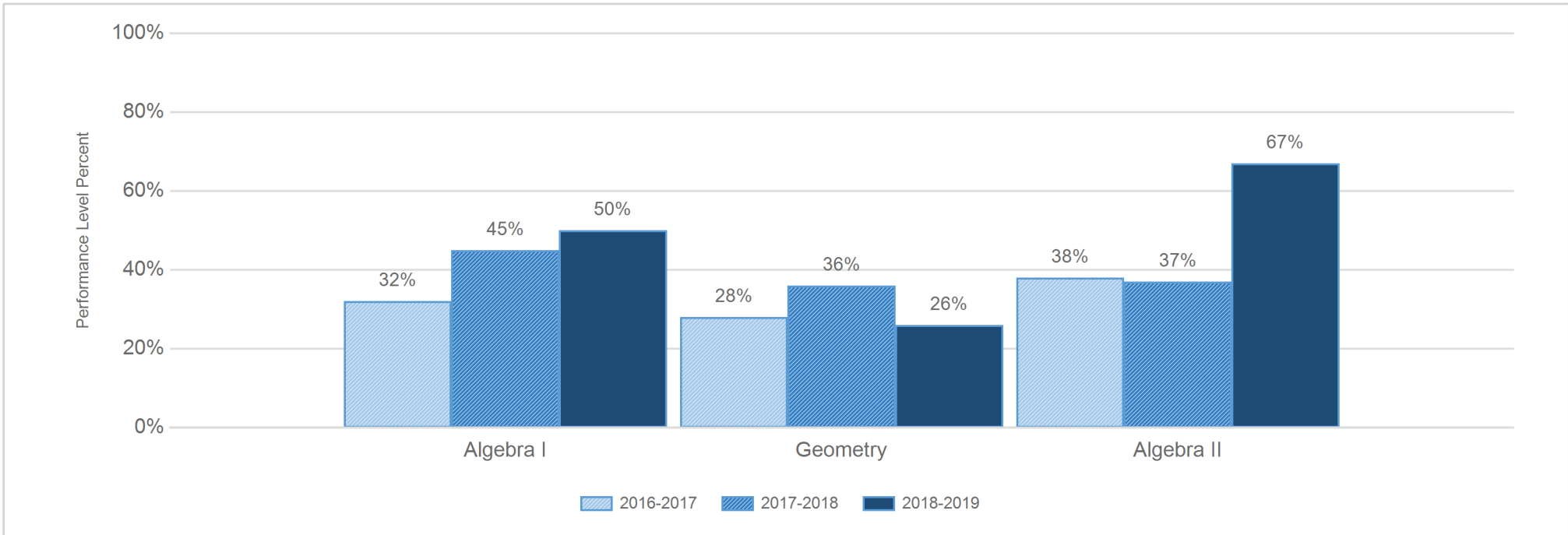
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### Mathematics Assessment – Performance Trends

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 Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	161	745	758	744	6%	17%	26%	*	*	50%	42%
White	129	748	760	752	*	16%	26%	*	*	53%	53%
Hispanic	20	735	*	728	*	*	*	*	*	30%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	63	749	762	745	*	*	19%	*	*	60%	44%
Male	98	743	755	743	*	*	31%	*	*	44%	41%
Economically Disadvantaged Students	20	738	*	727	*	*	*	*	*	45%	23%
Non-Economically Disadvantaged Students	141	746	*	752	*	*	*	*	*	51%	52%
Students with Disabilities	40	727	*	717	*	25%	35%	*	*	23%	12%
Students without Disabilities	121	751	*	748	*	15%	23%	*	*	60%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	184	736	743	737	5%	22%	46%	*	*	26%	35%
White	155	736	743	743	6%	22%	45%	*	*	27%	43%
Hispanic	17	739	*	724	0%	*	65%	*	*	24%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	87	739	745	738	*	14%	51%	*	*	31%	36%
Male	97	733	741	736	*	30%	42%	*	*	22%	34%
Economically Disadvantaged Students	14	733	*	722	*	*	*	*	*	36%	16%
Non-Economically Disadvantaged Students	170	736	*	743	*	*	*	*	*	25%	43%
Students with Disabilities	54	724	724	712	*	*	33%	*	*	15%	*
Students without Disabilities	130	741	748	741	*	*	52%	*	*	31%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	184	736	743	738	5%	22%	46%	*	*	26%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Wall High School**  
(25-5420-050)  
Grades Offered: 09-12  
2018-2019

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	159	757	757	755	*	8%	21%	*	*	67%	58%
White	145	757	757	758	*	9%	19%	*	*	68%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	95	754	754	752	*	*	21%	*	*	64%	55%
Male	64	762	762	758	*	*	22%	*	*	70%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	159	757	757	755	*	8%	21%	*	*	67%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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2018-2019

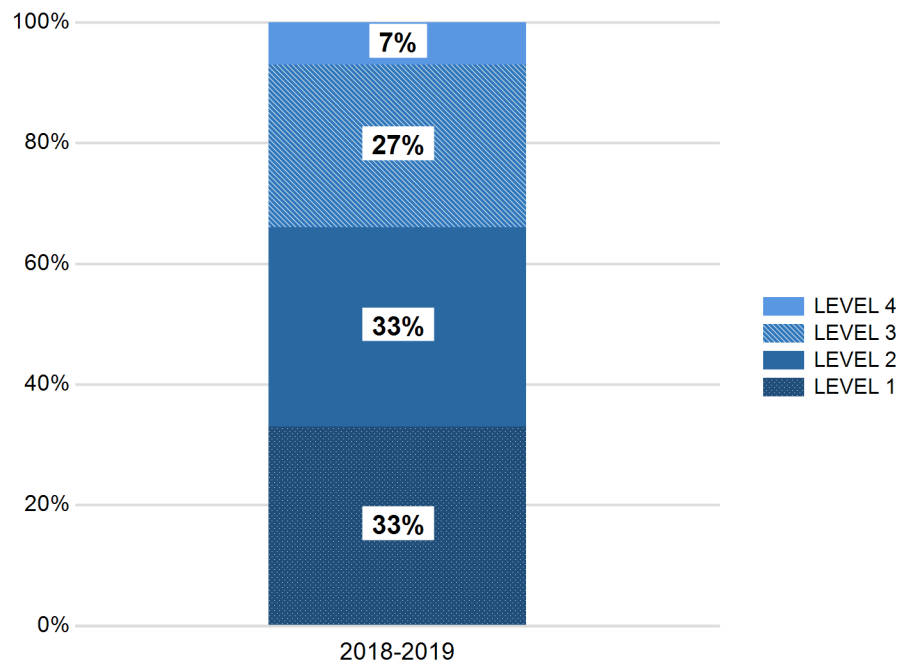
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	33	33	27	7
White	28	34	30	7
Hispanic	71	29	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	26	40	27	7
Male	39	27	27	8
Economically Disadvantaged Students	76	24	0	0
Non-Economically Disadvantaged Students	29	34	29	8
Students with Disabilities	74	21	3	3
Students without Disabilities	25	35	32	8
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	98.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	81.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	24.0%	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	495	476	Grade 10: 430 Grade 11: 460	71%	61%
PSAT 10/NMSQT - Math	501	477	Grade 10: 480 Grade 11: 510	55%	43%
SAT - Reading and Writing	569	539	480	84%	70%
SAT - Math	576	541	530	74%	53%
ACT - Reading	24	25	22	68%	66%
ACT - English	23	24	18	82%	81%
ACT - Math	24	24	22	68%	65%
ACT - Science	23	24	23	56%	57%



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2018-2019

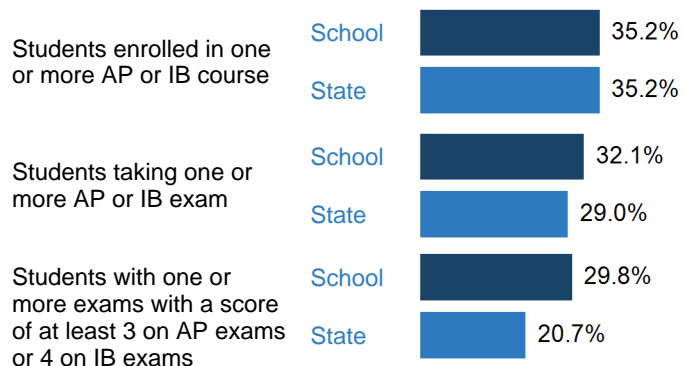
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

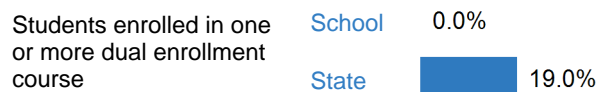
### AP/IB Coursework – Participation and Performance

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	49	45
AP Calculus AB	37	36
AP Calculus BC	33	33
AP Chemistry	9	9
AP Comparative Government and Politics	15	0
AP English Language and Composition	18	18
AP English Literature and Composition	14	13
AP Environmental Science	16	14
AP French Language and Culture	2	2
AP Human Geography	4	4
AP Latin (Virgil, Catullus and Horace)	9	8
AP Macroeconomics	28	27
AP Microeconomics	9	9
AP Music Theory	5	5
AP Physics 1	0	13
AP Physics B	13	0



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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	46	44
AP Spanish Language	22	21
AP Statistics	21	18
AP Studio Art—Drawing Portfolio	11	6
AP Studio Art—Two-Dimensional	0	5
AP U.S. Government and Politics	0	14
AP U.S. History	7	7
Total Exams taken		351
Exams with scores of at least 3 on AP exams or 4 on IB exams		298



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 2018-2019

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

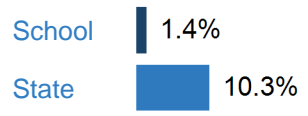
**Career and Technical Education Participation**

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

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



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



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**





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### Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	1.4%	7.7%	10.3%
White	*	1.3%	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

**Wall High School**

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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 0.0%

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	*		
Arts, AV Technology & Communications	*		
Business Management & Administration	*		
Health Science	*		
Hospitality & Tourism	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*		
<b>Total (All Clusters)</b>	<b>39</b>	<b>0</b>	<b>0</b>



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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	138	90	46	0	0	0	5
10	8	110	137	40	0	23	4
11	3	4	96	76	40	11	66
12	1	1	21	25	93	15	112
Total	150	205	300	141	133	49	187
Enrolled in AP/IB Course					70	21	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	264	0	0	0	0	5
10	14	267	0	0	7	3
11	16	21	0	1	218	40
12	45	19	0	15	74	159
Total	339	307	0	16	299	207
Enrolled in AP/IB Course	49	9		16	13	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	268	6	0	0	0	5
10	1	291	0	8	9	21
11	6	226	5	43	12	54
12	2	22	32	58	35	140
Total	277	545	37	109	56	220
Enrolled in AP/IB Course	0	7	37	46		18
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	202	35	0	24	0	0	0
10	221	35	0	17	0	0	2
11	133	27	0	26	0	0	2
12	63	11	0	22	0	0	10
Total	619	108	0	89	0	0	14
Enrolled in AP/IB Course	22	2	0	9	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	271	43	0	32	0	0	0

**Wall High School**

(25-5420-050)

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2018-2019

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

### Computer Science and Information Technology – Course Participation

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

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

**Wall High School**

(25-5420-050)

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2018-2019

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## Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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 2018-2019

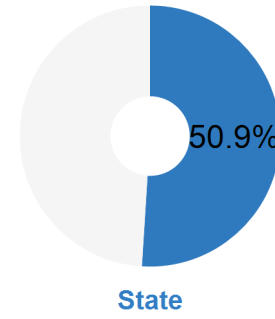
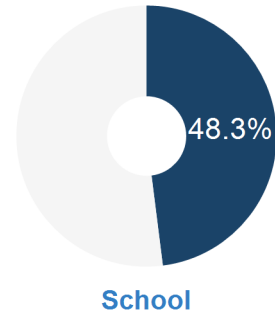
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**Visual and Performing Arts – Course Participation**

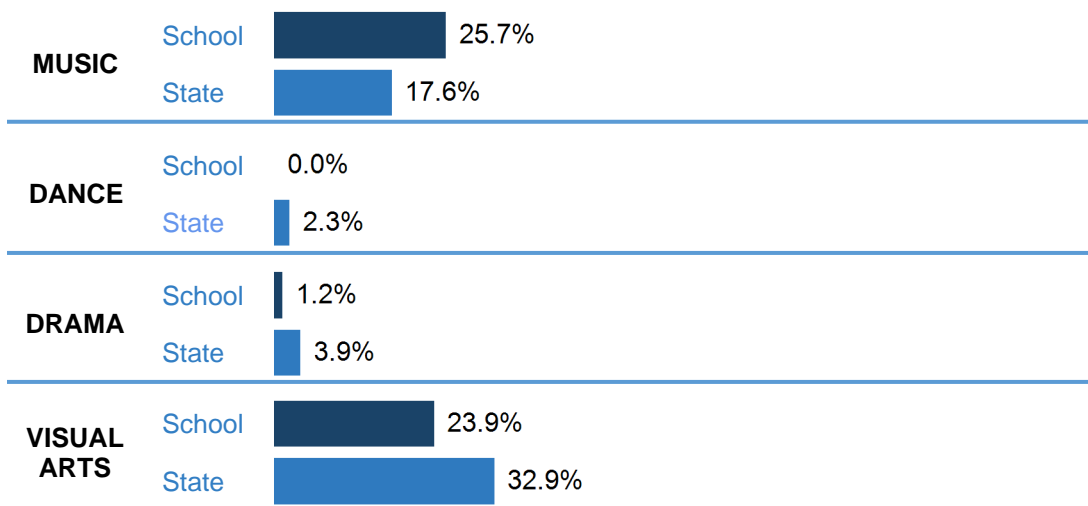
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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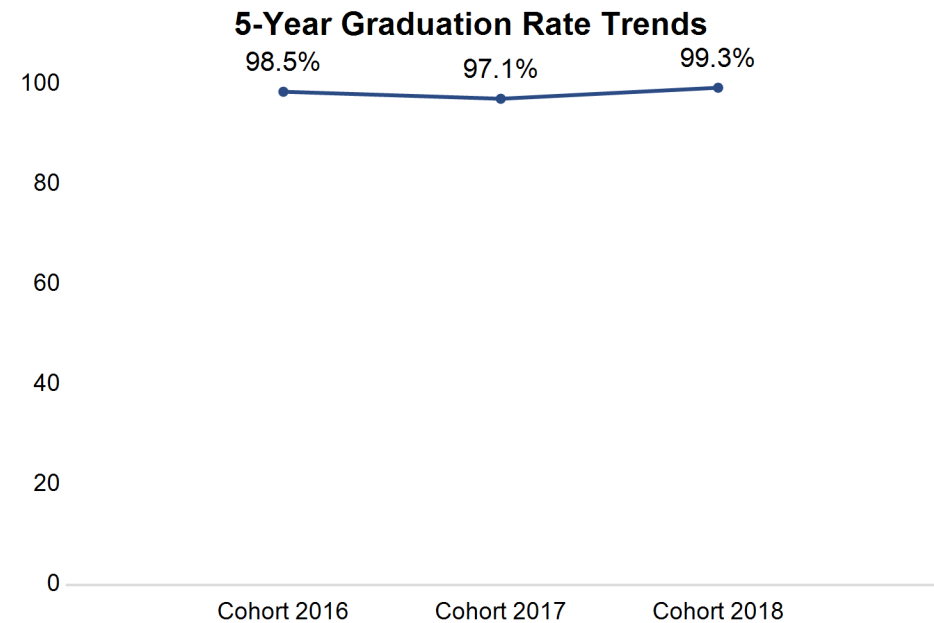
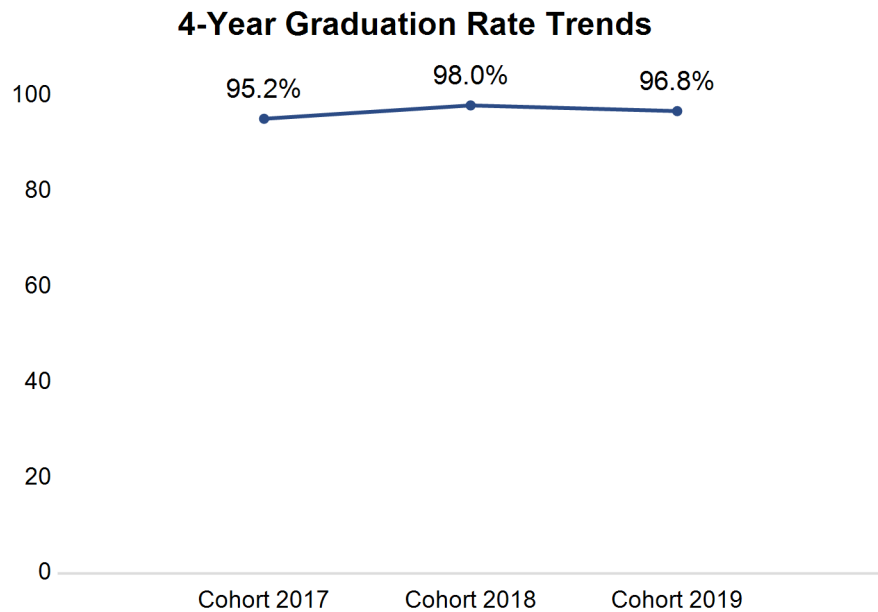
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### 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	95.2%	98.0%	96.8%	98.5%	97.1%	99.3%
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%



**Wall High School**  
(25-5420-050)  
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2018-2019

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

### Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.8%	90.6%	99.3%	92.5%	98.0%	N	Met Goal	97.1%	N	Met Goal
White	97.6%	94.9%	99.3%	95.9%	98.1%	N	Met Goal	97.4%	N	Met Goal
Hispanic	93.8%	84.5%	100.0%	87.3%	90.9%	**	**	89.5%	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.1%	92.8%	98.7%	94.4%	97.4%			96.8%		
Male	96.5%	88.5%	100.0%	90.8%	98.6%			97.4%		
Economically Disadvantaged Students	89.7%	84.0%	97.0%	87.3%	93.9%	95.0%	Not Met	94.7%	93.4%	Met Target
Students with Disabilities	83.8%	79.2%	97.9%	83.8%	91.8%	83.5%	Met Target	93.5%	89.0%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	*	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	77.1%	77.9%
Substitute Competency Test	16.2%	13.7%
Portfolio Appeals Process	0.7%	0.7%
Alternate Requirements specified in IEP	5.9%	7.7%
Unknown	0.0%	0.0%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.1%	1.1%



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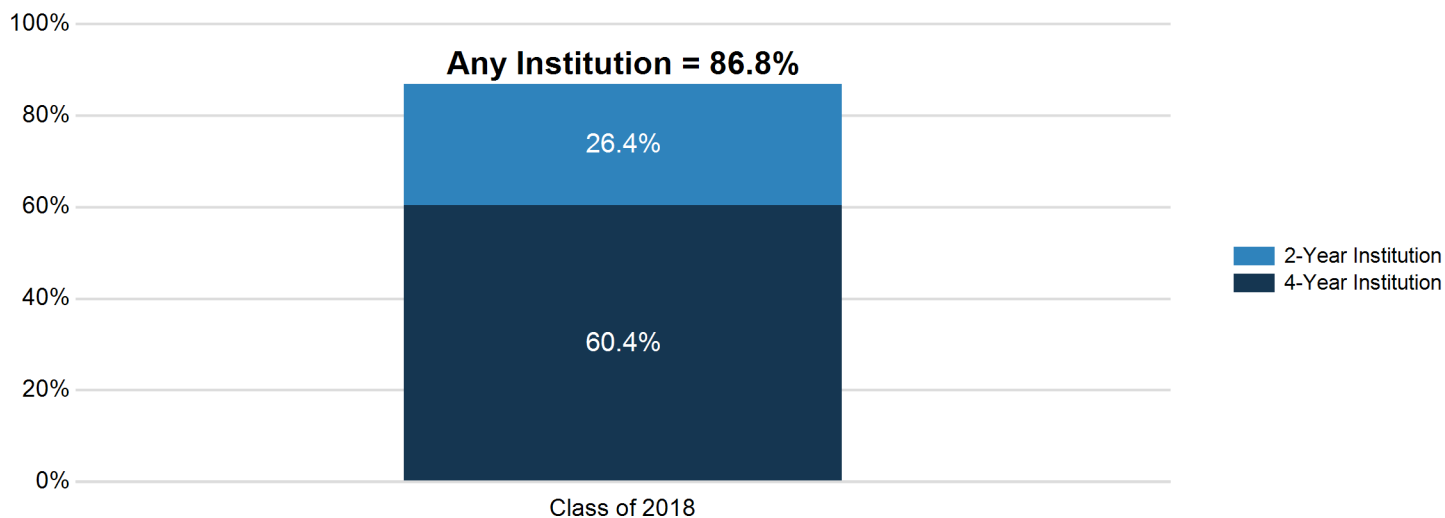
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

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

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	26.4%
% Enrolled in 4-Year Institution	60.4%
% Enrolled in Any Postsecondary Institution	86.8%



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

### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	83.6%	31%	69%
White	85.2%	29.5%	70.5%
Hispanic	62.5%	50%	50%
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	65.5%	68.4%	31.6%
Students with Disabilities	62.8%	74.1%	25.9%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	86.8%	30.4%	69.6%	69.6%	30.4%	64.4%	35.6%
White	88.2%	29.7%	70.3%	68.5%	31.5%	62.9%	37.1%
Hispanic	70%	57.1%	42.9%	85.7%	14.3%	71.4%	28.6%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	62.1%	44.4%	55.6%	77.8%	22.2%	94.4%	5.6%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	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.

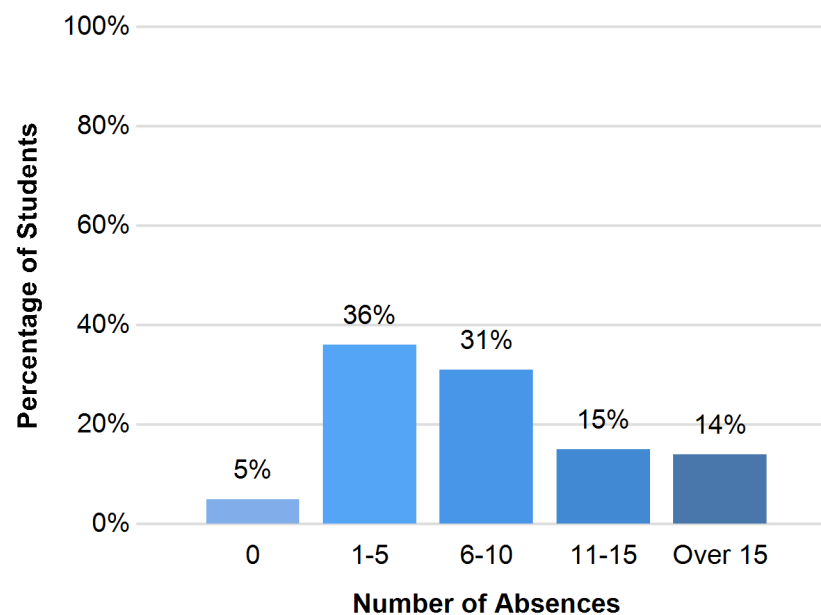
### Chronic Absenteeism

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	115	10.5	14.2	Met
White	95	9.9	14.2	Met
Hispanic	16	19.3	14.2	Not Met
Black or African American	2	9.5	14.2	Met
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	10.0	14.2	Met
Female	56	10.8		
Male	59	10.1		
Economically Disadvantaged Students	27	26.2	14.2	Not Met
Students with Disabilities	34	16.2	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	11	52.4		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





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2018-2019

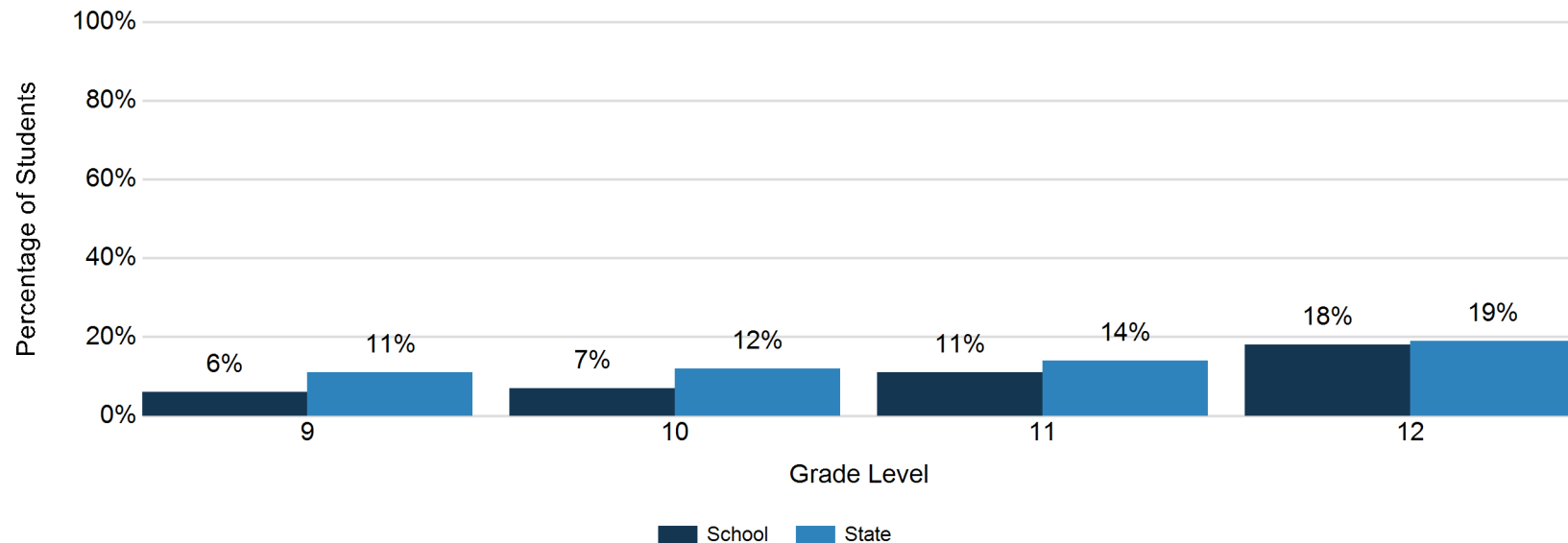
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### Chronic Absenteeism by Grade

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	4
Weapons	1
Vandalism	1
Substances	16
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	3.00

### 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	2
Weapons	1
Vandalism	0
Substances	10
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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	0	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	1	2
Other	9	9	18
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	25	2.3%
Out-of-School Suspensions	34	3.2%
Any Suspension	49	4.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
285

**Wall High School**

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**School Day**

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

Category	School
Typical Start Time	7:20 AM
Typical End Time	2:02 PM
Length of School Day	6 Hrs 42 Mins
Full Time - Instructional Time	6 Hrs 23 Mins
Shared Time - Instructional Time	6 Hrs. 23 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



## Wall High School

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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	117	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	88.9%	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	24	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	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	9:1
Students to Administrators	153:1	142:1
Teachers to Administrators	17:1	15:1
Students to Librarians/Media Specialists		1137:1
Students to Nurses		487:1
Students to Counselors		341:1
Students to Child Study Team Members		136:1



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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.7%	61.5%	71.4%	48.4%	77.1%	54.9%
Male	52.3%	38.5%	28.6%	51.6%	22.9%	45.1%
White	87.1%	94.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.4%	4.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.9%	0.9%	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	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers and Administrators - Level of Education**

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

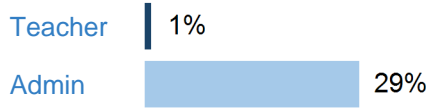
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.8%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	93.9%

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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	57.1%	55.0%	62.7%
Math Proficiency	37.7%	44.3%	46.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.2%	98.0%	96.8%
5-Year Graduation Rate†	98.5%	97.1%	99.3%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	10.8%	13.7%	10.5%

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



### Wall High School

(25-5420-050)

Grades Offered: 09-12

2018-2019

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

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

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

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

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

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

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

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

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

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

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



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(25-5420-050)  
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2018-2019

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

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

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

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



**Wall High School**  
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## School Narrative

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



### Highlights:

- Provide comprehensive educational experiences, with the goal of ensuring all students are prepared to become productive citizens, informed decision makers, and life-long learners.
- We have a strong Advanced Placement Program and were placed on the College Board's 7th annual AP District Honor Roll for significant gains in student success. We house four rigorous elite academies.
- We believe that a true evaluation of the school must come from the staff, students and families. Continuous communication is paramount to the success of our school and achievement of our goals.



### Mission, Vision, Theme:

The mission of the Wall Township Public Schools is to empower all students to lead lives of fulfillment and purpose by providing a safe, comprehensive and caring educational environment that will enable students to achieve their unique potential academically, socially and emotionally. Our students will become confident, creative and critical thinkers who communicate effectively and engage meaningfully as responsible members of a global society.



### Awards, Recognition, Accomplishments:

Wall High School is recognized by New Jersey Monthly magazine as one of the top 100 performing high schools in New Jersey. Additionally, the high school was recognized by College Board in the 7th Annual AP District Honor Roll. Wall High School students are competent, well-rounded individuals who are prepared for an ever-changing society.



### Wall High School

(25-5420-050)

Grades Offered: 09-12

2018-2019

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### Courses, Curriculum, Instruction:

The WHS community is comprised of approximately 1050 students and 120 professional staff members. The environment is one that is rich in tradition yet challenging and innovative, focusing on the student as an individual. Students are provided a multitude of course offerings that enable them to develop their personal interests, strengths, & talents. WHS houses four academies for students. The Visual and Performing Arts Academy, The Pre-Engineering Academy, The Business and Finance Academy, and The Service & Leadership Academy. Seniors may also participate in Dual Enrollment with Brookdale Community College. WHS also offers the Middle College Program. The district has adopted an evidence-based, multi-tiered system of supports to address the needs of struggling learners, both academically and behaviorally.



### Sports and Athletics:

Sports Offered: Baseball (Coed), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), 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), Volleyball (Boys & Girls), Wrestling (Coed)

Additional sports offered: Surf, Chess, Cheer (sideline and competition)



### Clubs and Activities:

All students are encouraged to become involved in activities beyond the classroom. It is our belief that students who participate in extracurricular activities will find their high school years more rewarding both socially and educationally. Participation in extracurricular activities benefits students by helping to create an increased sense of belonging, improved academics, better organizational/time management skills, as well as helping to develop life skills. We offer over 50 clubs and activities at Wall High School.



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### Staff and Professional Learning:

Wall High School teachers use weekly curriculum development time to collaborate and design challenging lesson plans, inclusive of meaningful technology integration. Teachers meet in PLCs monthly to analyze student achievement data, to develop common assessments, and to share high-quality instructional practices to improve student learning and engagement. Teachers are deeply involved in the district's RTI model, which provides a multi-tiered system of supports to meet the needs of at risk learners. Professional learning is offered as both in-district and out-of-district formats. The district continues to build a cadre of teacher leaders to provide pathways to leadership and to build internal capacity for peer modeling/coaching.



### Postsecondary Information:

Class of 2019-274 students, 88.6% applied to a 2 or 4 year college/university, 4-year colleges/university-67%, 2-year colleges/technical/vocational- 21.6%, Employment/Military/Gap Year- 8.4%. WHS offers programs in applying to college/Financial Aid including: junior classroom lessons on how to search & what to look for in a college, College Planning Night, junior parent & student meeting with school counselor, senior classroom lessons on the College Application Process, Senior Parent & Student College Application Process Night, Lunch Bunch for Common Application assistance, College Representative visits, and a Financial Aid Presentation by HESSA. WHS offers programs to support students taking college entrance exams: offering an SAT course during the school day for students, offering an SAT course to all students who live in Wall, offering PSAT by the district to ensure all student have access to college entrance exams, and offering fee waivers to qualifying students.



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### Student Supports and Services:

Programs for students with disabilities include: general education classes, in-class resource, pull-out resource, and a class for students with multiple disabilities. Services include: Speech and Language therapy, occupational therapy, physical therapy, BCBA services, Teacher of the Visually Impaired and Teacher of the Deaf services as needed, paraprofessional support, adaptive physical education, counseling, and Community Based Instruction and Structured Learning Experiences. ELLs at WHS receive 84 minutes of daily ESL instruction that is targeted to their individual needs based on their current language proficiency levels as determined by a normed assessment. ELLs who transfer into WHS from international schools work with a counselor and the ESL supervisor to ensure the appropriate transfer of credits toward graduation.



### Student Health and Wellness:

We are committed to fostering a positive climate grounded in health and wellness. We employ the following Wellness Committees, Physical Education Classes, Nutritional Breakfast Program, Healthy lunches, Wellness Week Activities, Interscholastic Sports.



### Parent and Community Involvement:

We believe that a true evaluation of the school must come from the students and families it serves. The home-school connection and continuous communication are paramount to the success of the school programs and to the achievement of our goals. Parents can participate in the following ways: PTO, Parent Advisory Committee, Wall Athletic Booster Groups, Wall Alliance, Genesis Parent Portal, Oncourse Homework Portal, Google Classroom Access, Teacher Websites, Blackboard Connect Communication System for Emails, Phone calls & Text Messages.



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### School Safety:

Wall High School has a contained entrance vestibule that allows for all visitors to be screened before gaining access to the school building. Visitors are checked into a visitor management system called Hall Pass that reads a driver's license and can flag people who should not have access to the school. The high school currently staffs four School Safety Officers who are all retired law enforcement officers and who train annually with the Wall Police Department. Wall High School uses electronic surveillance monitoring devices in the school building and on school grounds to enhance safety and security for students, staff, community members, and other building occupants and to protect the building and properties.



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### Technology and STEM:

Technology is incorporated into classroom lessons on a daily basis. Some of the daily opportunities include: Chromebooks for each student, Pre-Engineering Academy, and the Technology Student Association. Technology electives: Engineering Design, Robotics, Capstone, Digital Media Design, Architecture, Yearbook, Television Production, Computer Technologies, Digital Animation and Game Design. Students participated in the NJSBA Steam Tank Challenge. All classrooms are equipped with a teacher computer station, computer mounted projector, and an ELMO projector.



**Wall Intermediate School**  
(25-5420-075)  
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2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



**Wall Intermediate School**  
 (25-5420-075)  
 Grades Offered: 06-08  
 2018-2019

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### School Contact Information

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

Type	Contact Information
County	Monmouth
District	Wall Township Public School District
Principal Name	Erin Embon
Address	2801 ALLAIRE ROAD WALL, NJ 07719-1199
Phone Number	732-556-2500
Email Address	<a href="mailto:eembon@wall.k12.nj.us">eembon@wall.k12.nj.us</a>
Website	<a href="https://in.wall.k12.nj.us/">https://in.wall.k12.nj.us/</a>
Twitter	<a href="https://twitter.com/WallInPrincipal">https://twitter.com/WallInPrincipal</a>



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

**Enrollment Trends by Grade**

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

Grade	2016-17	2017-18	2018-19
6	282	247	248
7	280	282	253
8	310	284	288
Total	872	813	789

**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	49.4%	46.5%	46.4%
Male	50.6%	53.5%	53.6%
Economically Disadvantaged Students	10.4%	11.3%	12.9%
Students with Disabilities	18.6%	18.1%	19.4%
English Learners	2.3%	1.1%	1.3%
Homeless Students	0.6%	0.9%	0.8%
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	86.1%	85.7%	83.5%
Hispanic	8.1%	8.2%	10.1%
Black or African American	1.9%	2.0%	1.8%
Asian	1.6%	2.0%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	2.2%	2.0%	3.2%

**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	93.4%
Spanish	4.4%
Other Languages	2.2%



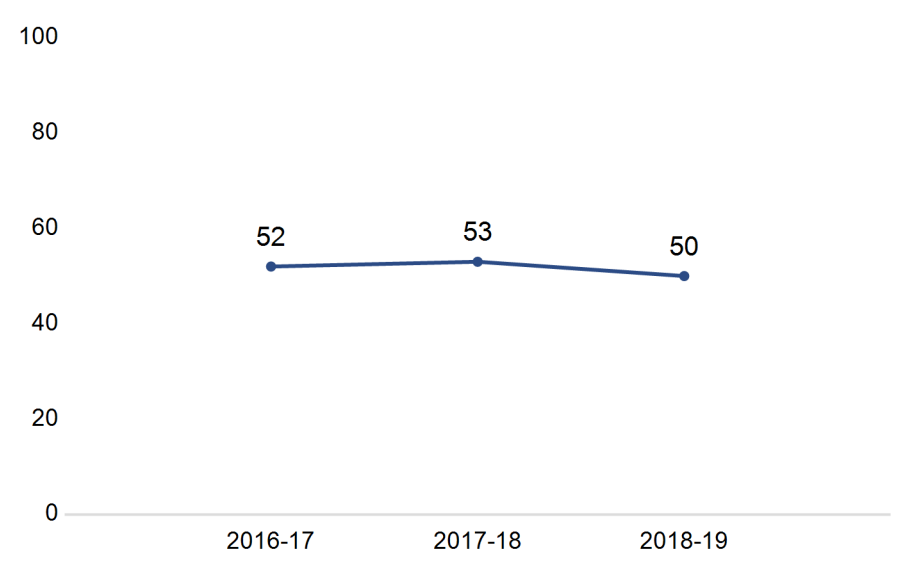
**Wall Intermediate School**  
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 2018-2019

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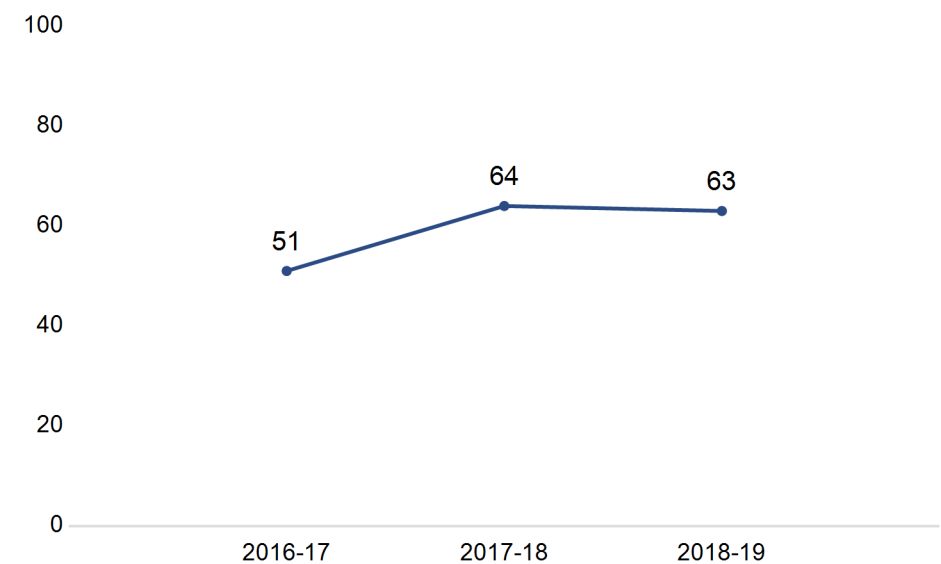
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	53	50	51	64	63
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50	52	50	Met Standard	63	56	50	Exceeds Standard
White	49	51	50	Met Standard	63	56	52	Exceeds Standard
Hispanic	49.5	49.5	49	Met Standard	68	66	47	Exceeds Standard
Black or African American	57.5	55	45	**	*	35	43	**
Asian, Native Hawaiian, or Pacific Islander	*	65	59	**	*	73	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	55	56	49	Met Standard	48	48.5	52	**
Female	54	56	53	N	65.5	56	50	N
Male	45	46	47	N	61	56.5	51	N
Economically Disadvantaged Students	53.5	54	48	Met Standard	68	62	46	Exceeds Standard
Students with Disabilities	44.5	48	43	Met Standard	61	54.5	45	Exceeds Standard
English Learners	48.5	52	52	Met Standard	71	72	50	**
Homeless Students	*	49.5	43	N	*	*	44	N
Students in Foster Care	N	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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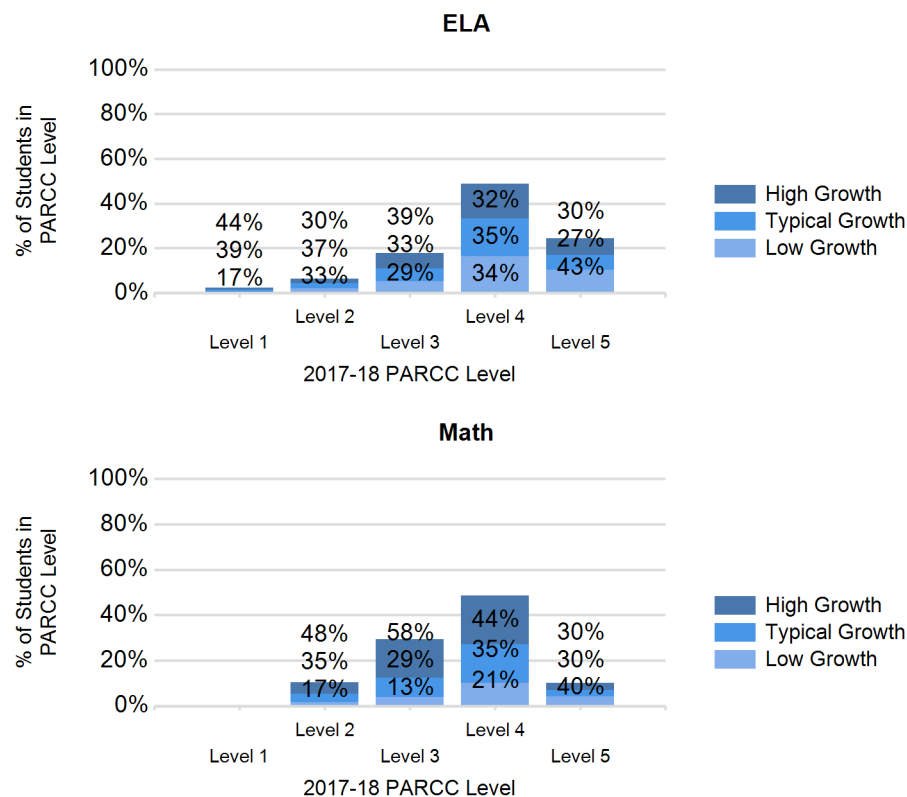
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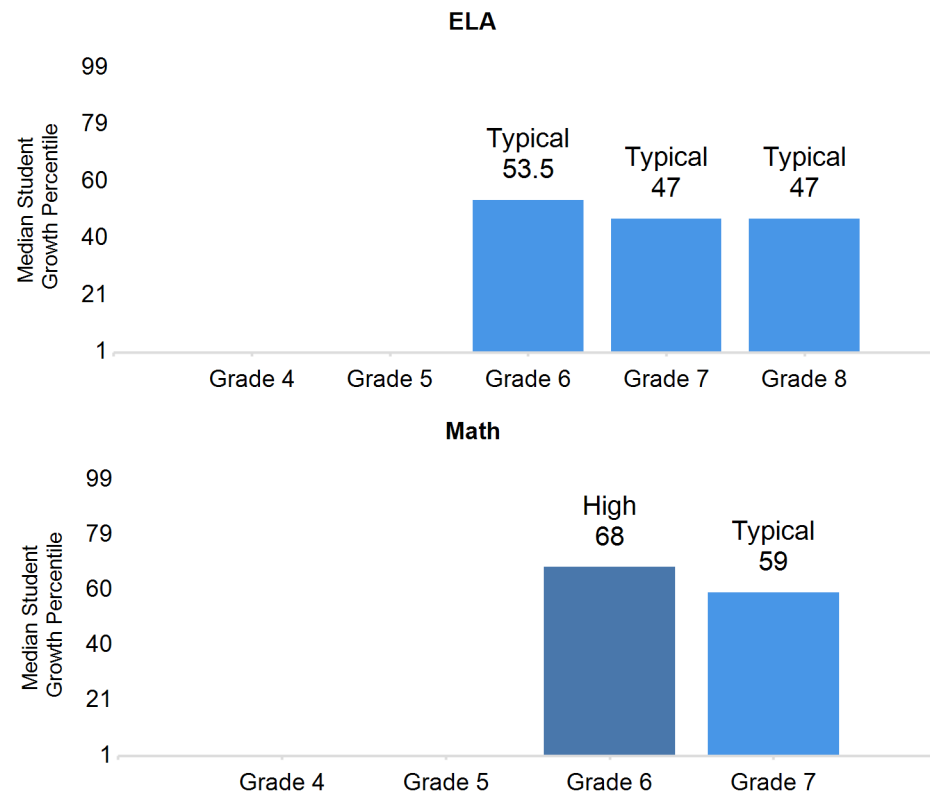
**Student Growth by Performance Level**

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.





**Wall Intermediate School**  
(25-5420-075)  
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2018-2019

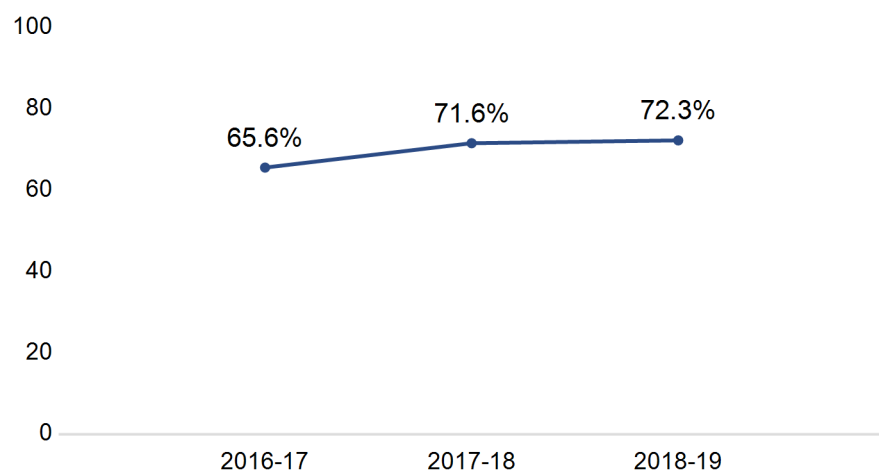
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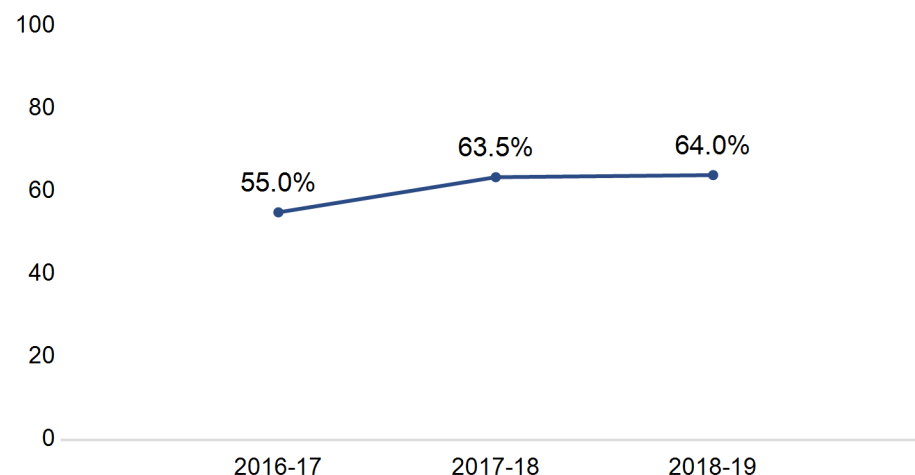
## English Language Arts and Mathematics Performance Trends

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	97.4%	98.0%	96.6%	97.7%	98.2%	96.6%
Proficiency Rate for Federal Accountability	65.6%	71.6%	72.3%	55.0%	63.5%	64.0%
Annual Target	57.8%	58.9%	60.1%	59.3%	60.4%	61.5%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## 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	751	96.6	72.3	68.1	57.9	72.3	60.1	Met Target
White	631	96.5	73.9	70.1	66.9	73.9	61.4	Met Target
Hispanic	74	98.7	63.5	*	43.9	63.5	47.3	Met Target
Black or African American	12	85.7	33.3	39.6	38.5	30.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	24	96.0	70.8	71.4	64.4	70.8	75.5	Met Target†
Female	355	98.4	82.5	77.1	64.8	82.5		
Male	396	95.0	63.1	60.0	51.3	63.1		
Economically Disadvantaged Students	85	90.7	49.4	*	40.0	47.0	42.7	Met Target
Non-Economically Disadvantaged Students	666	97.4	75.2	*	67.9	75.2		
Students with Disabilities	143	91.2	42.7	33.2	22.7	40.9	32.6	Met Target
Students without Disabilities	608	97.9	79.3	76.3	65.1	79.3		
English Learners	30	100.0	50.0	*	29.3	50.0	19.7	Met Target
Non-English Learners	721	96.4	73.2	*	60.6	73.2		
Homeless Students	*	*	*	26.3	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.

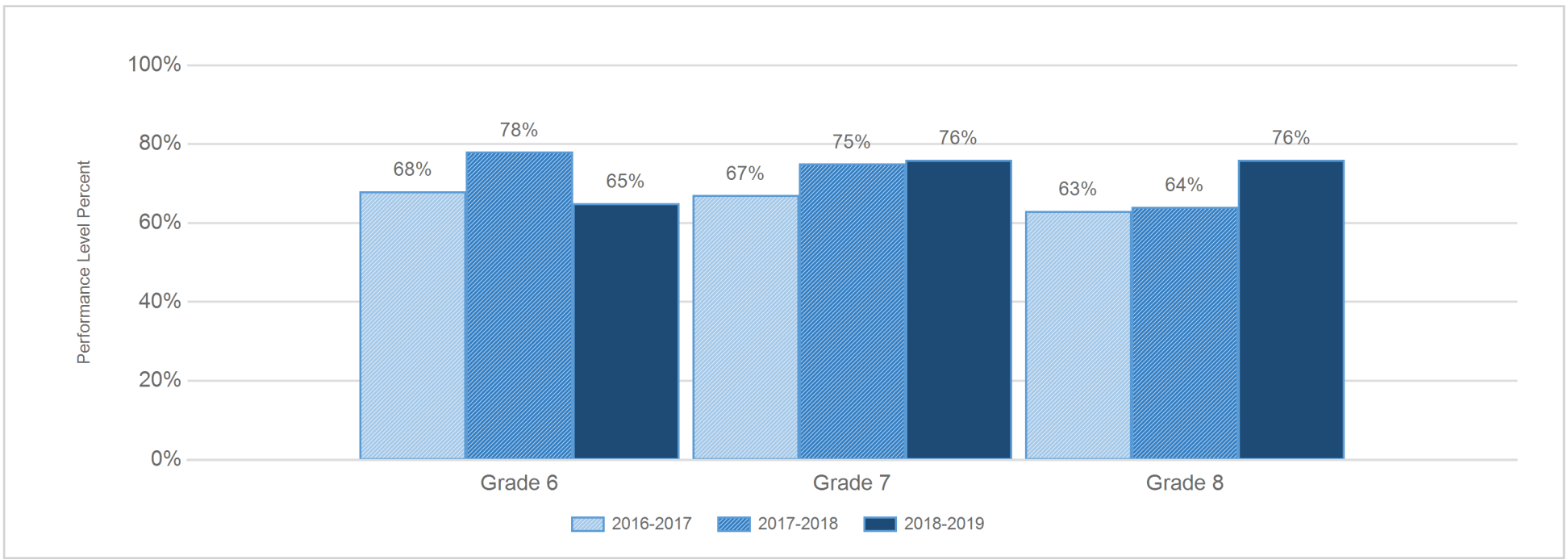


**Wall Intermediate School**  
 (25-5420-075)  
 Grades Offered: 06-08  
 2018-2019

**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.





**Wall Intermediate School**  
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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
<b>Schoolwide</b>	236	764	764	754	*	*	25%	47%	19%	65%	56%
White	194	763	763	762	*	*	26%	48%	16%	65%	65%
Hispanic	29	767	767	743	*	*	*	*	*	69%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	106	774	774	762	*	*	16%	52%	26%	78%	64%
Male	130	756	756	748	*	*	32%	42%	12%	55%	48%
Economically Disadvantaged Students	30	750	750	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	206	766	766	763	*	*	*	*	*	68%	67%
Students with Disabilities	48	744	744	722	*	*	31%	*	*	42%	19%
Students without Disabilities	188	769	769	761	*	*	23%	*	*	71%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	245	773	773	761	5%	5%	14%	38%	37%	76%	63%
White	212	775	775	769	*	*	15%	38%	39%	76%	72%
Hispanic	18	756	756	747	*	*	*	*	*	72%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	110	784	784	769	*	*	13%	31%	50%	81%	71%
Male	135	764	764	753	*	*	15%	44%	27%	71%	55%
Economically Disadvantaged Students	28	749	749	743	*	*	*	*	*	54%	45%
Non-Economically Disadvantaged Students	217	776	776	771	*	*	*	*	*	78%	73%
Students with Disabilities	41	738	738	720	*	*	*	*	*	37%	22%
Students without Disabilities	204	780	780	769	*	*	*	*	*	83%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	271	774	774	762	*	*	14%	49%	28%	76%	63%
White	224	777	777	770	*	*	13%	51%	29%	80%	72%
Hispanic	29	754	754	747	0%	*	*	*	*	52%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	10	765	765	769	0%	*	*	*	*	60%	69%
Female	139	783	783	771	*	*	7%	51%	36%	87%	71%
Male	132	764	764	753	*	*	22%	46%	19%	65%	55%
Economically Disadvantaged Students	27	751	751	743	*	*	*	*	*	52%	45%
Non-Economically Disadvantaged Students	244	776	776	772	*	*	*	*	*	79%	72%
Students with Disabilities	46	743	743	721	*	*	26%	*	*	46%	22%
Students without Disabilities	225	780	780	770	*	*	12%	*	*	83%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	749	96.6	64.0	60.6	44.5	64.0	61.5	Met Target
White	628	96.5	66.9	62.9	54.1	66.9	62.7	Met Target
Hispanic	75	98.7	37.3	*	28.8	37.3	47.3	Not Met
Black or African American	12	85.7	25.0	18.9	23.0	22.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	24	96.0	75.0	70.7	53.3	75.0	66.5	Met Target
Female	355	98.4	66.8	62.8	44.9	66.8		
Male	394	95.0	61.4	58.6	44.2	61.4		
Economically Disadvantaged Students	85	90.7	34.1	*	26.3	32.5	45.8	Not Met
Non-Economically Disadvantaged Students	664	97.4	67.8	*	54.9	67.8		
Students with Disabilities	143	91.2	28.7	30.4	17.4	27.5	37.3	Not Met
Students without Disabilities	606	97.9	72.3	67.8	50.0	72.3		
English Learners	31	100.0	32.3	49.2	25.0	32.3	27.5	Met Target
Non-English Learners	718	96.4	65.3	61.0	46.5	65.3		
Homeless Students	*	*	*	10.5	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.



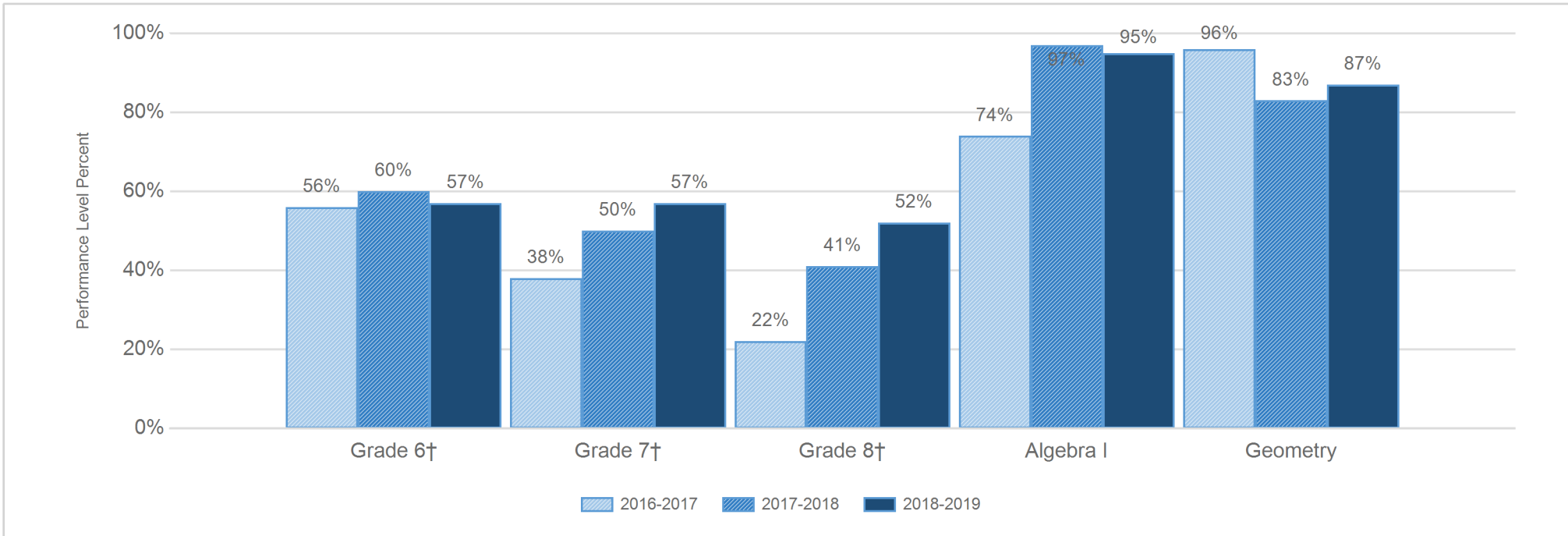
**Wall Intermediate School**  
(25-5420-075)  
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2018-2019

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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 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	235	753	753	741	*	11%	29%	*	*	57%	41%
White	193	754	754	749	*	11%	27%	*	*	60%	51%
Hispanic	29	749	749	729	*	*	45%	*	*	41%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	106	756	756	742	*	*	28%	*	*	59%	42%
Male	129	752	752	740	*	*	29%	*	*	56%	40%
Economically Disadvantaged Students	30	743	743	726	*	*	43%	*	*	33%	21%
Non-Economically Disadvantaged Students	205	755	755	750	*	*	27%	*	*	61%	53%
Students with Disabilities	48	734	734	716	*	*	44%	*	*	19%	12%
Students without Disabilities	187	759	759	746	*	*	25%	*	*	67%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	195	752	752	744	*	15%	26%	*	*	57%	42%
White	165	753	753	751	*	14%	25%	*	*	60%	53%
Hispanic	19	747	747	733	0%	*	*	*	*	32%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	89	755	755	744	*	*	28%	*	*	57%	42%
Male	106	749	749	743	*	*	25%	*	*	57%	42%
Economically Disadvantaged Students	28	737	737	731	*	*	43%	*	*	32%	24%
Non-Economically Disadvantaged Students	167	754	754	751	*	*	23%	*	*	61%	53%
Students with Disabilities	39	730	730	718	*	33%	33%	*	*	23%	13%
Students without Disabilities	156	757	757	749	*	10%	24%	*	*	65%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	148	747	747	728	*	13%	30%	*	*	52%	29%
White	112	752	752	737	*	11%	30%	*	*	57%	38%
Hispanic	26	732	732	722	*	*	*	*	*	31%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	70	750	750	731	*	*	20%	*	*	61%	31%
Male	78	745	745	726	*	*	38%	*	*	44%	27%
Economically Disadvantaged Students	21	728	728	719	*	*	*	*	*	24%	20%
Non-Economically Disadvantaged Students	127	751	751	735	*	*	*	*	*	57%	36%
Students with Disabilities	42	732	732	707	*	*	26%	*	*	31%	10%
Students without Disabilities	106	753	753	734	*	*	31%	*	*	60%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	112	777	758	744	0%	*	*	*	*	95%	42%
White	101	776	760	752	0%	*	*	*	*	94%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	62	776	762	745	0%	*	*	*	*	92%	44%
Male	50	779	755	743	0%	*	*	*	*	98%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	112	777	*	745	0%	*	*	*	*	95%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Wall Intermediate School**  
(25-5420-075)  
Grades Offered: 06-08  
2018-2019

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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	60	765	743	737	0%	0%	*	*	*	87%	35%
White	56	764	743	743	0%	0%	*	*	*	86%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	28	766	745	738	0%	0%	*	*	*	82%	36%
Male	32	764	741	736	0%	0%	*	*	*	91%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	724	712	N	N	N	N	N	N	*
Students without Disabilities	60	765	748	741	0%	0%	*	*	*	87%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	60	765	743	738	0%	0%	*	*	*	87%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

### English Language Progress to Proficiency

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

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

† 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	*	*	*



**Wall Intermediate School**  
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2018-2019

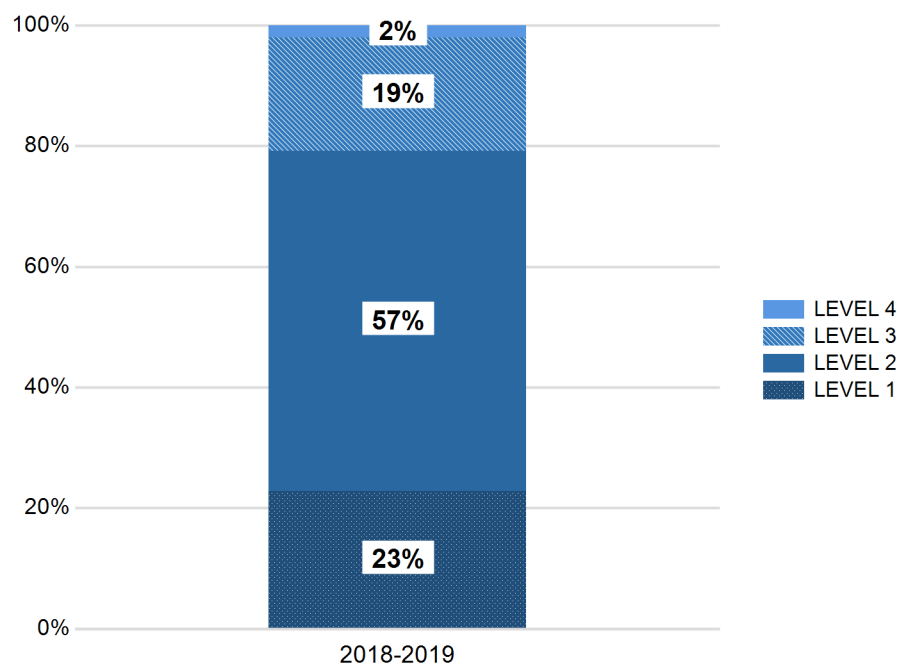
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	23	57	19	2
White	18	59	21	2
Hispanic	57	39	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	30	50	20	0
Female	20	64	14	1
Male	25	48	24	2
Economically Disadvantaged Students	54	36	11	0
Non-Economically Disadvantaged Students	19	59	20	2
Students with Disabilities	49	42	9	0
Students without Disabilities	17	60	21	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	1	0	251
7	54	2	205
8	71	60	164
Total	126	62	620

### 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	131	58	0	0	0	0	0
7	141	35	0	16	0	0	0
8	141	36	0	16	0	0	0
Total	413	129	0	32	0	0	0



**Wall Intermediate School**  
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 2018-2019

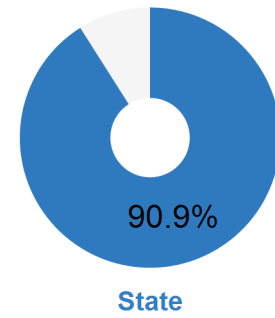
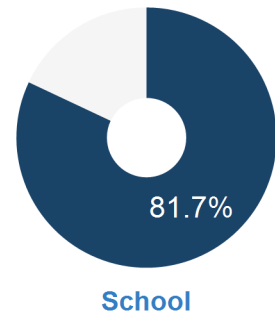
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**Visual and Performing Arts – Course Participation**

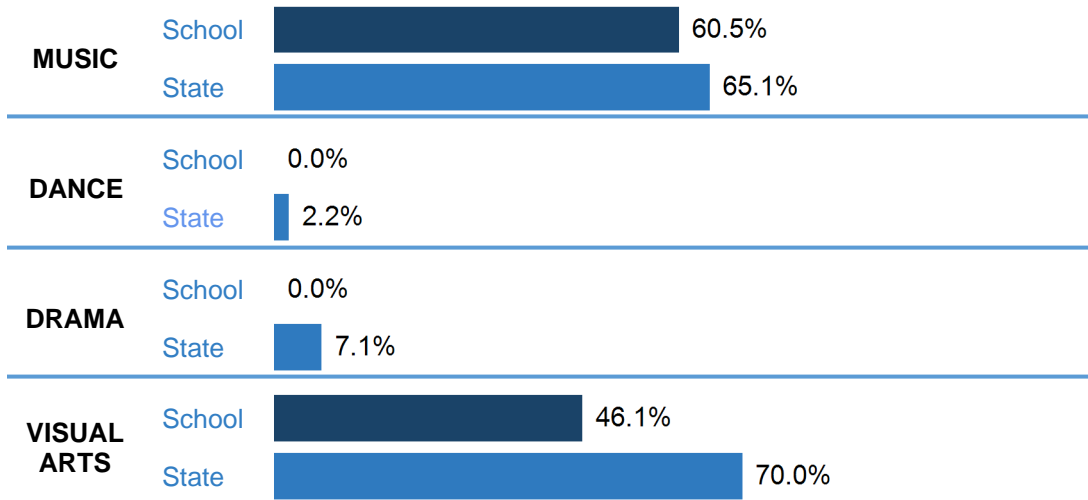
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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



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.

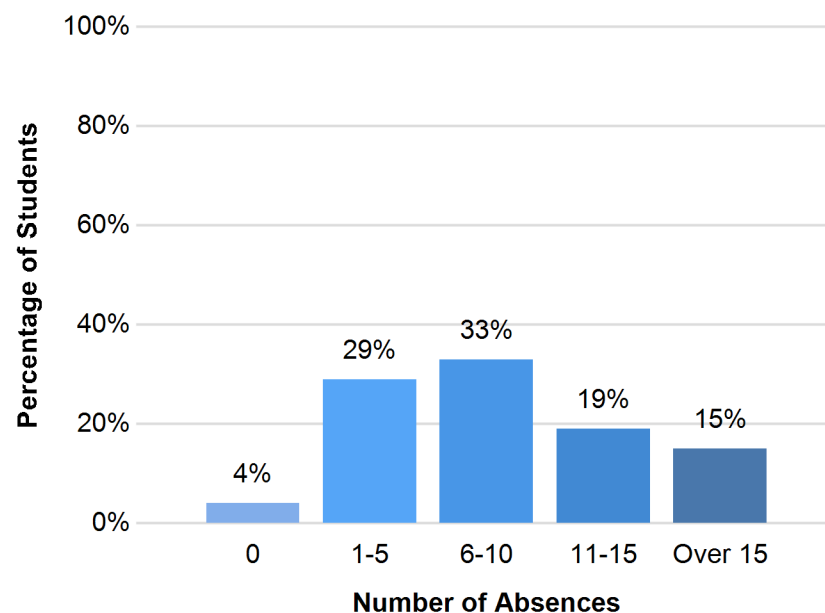
### Chronic Absenteeism

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	68	8.6	9.1	Met
White	54	8.2	9.1	Met
Hispanic	9	11.5	9.1	Not Met
Black or African American	1	7.1	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	15.4	9.1	Not Met
Female	30	8.2		
Male	38	9.0		
Economically Disadvantaged Students	20	20.0	9.1	Not Met
Students with Disabilities	27	17.4	9.1	Not Met
English Learners	0	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.





**Wall Intermediate School**  
 (25-5420-075)  
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 2018-2019

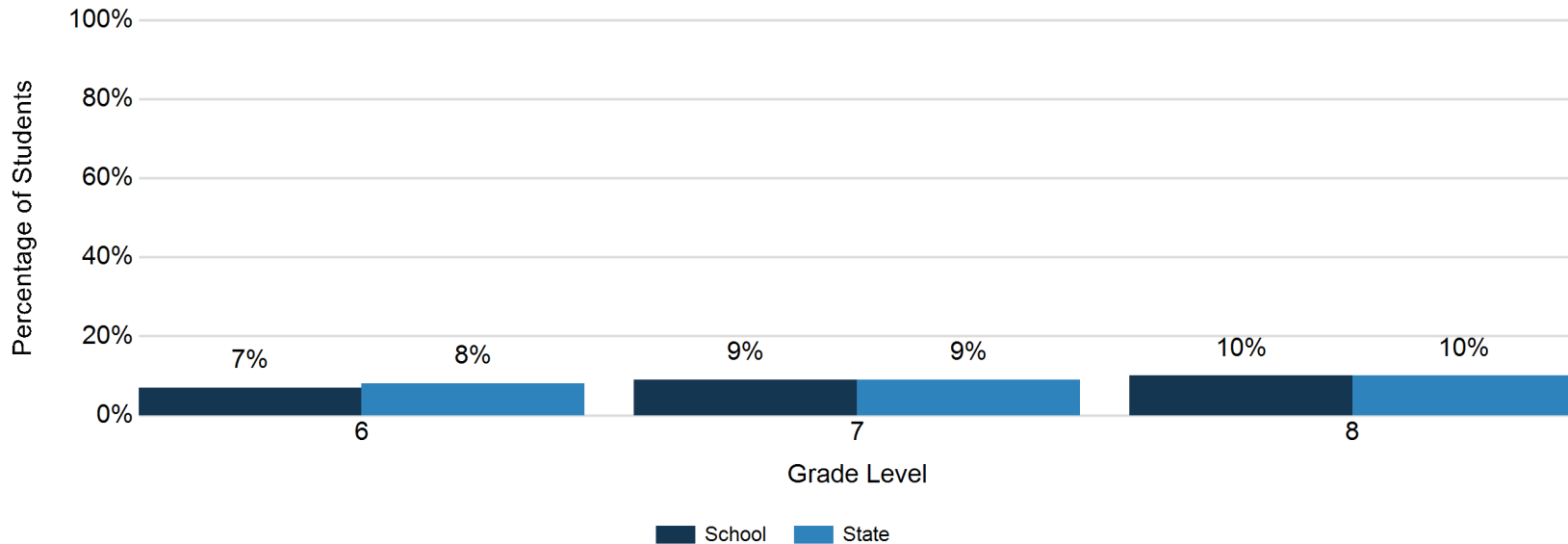
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**Chronic Absenteeism by Grade**

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





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

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.27

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	0	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	1	1
Other	10	8	18
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	27	3.4%
Out-of-School Suspensions	*	*
Any Suspension	31	3.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
23



### Wall Intermediate School

(25-5420-075)

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	8:10 AM
Typical End Time	2:50 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	96	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	71.9%	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	24	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	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	8:1	9:1
Students to Administrators	158:1	142:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		1137:1
Students to Nurses		487:1
Students to Counselors		341:1
Students to Child Study Team Members		136:1



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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	46.4%	75.0%	60.0%	48.4%	77.1%	54.9%
Male	53.6%	25.0%	40.0%	51.6%	22.9%	45.1%
White	83.5%	99.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.1%	1.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	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	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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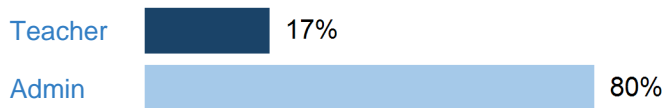
**Teachers and Administrators - Level of Education**

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

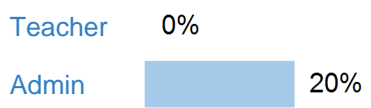
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.8%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	93.3%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



**Wall Intermediate School**  
(25-5420-075)  
Grades Offered: 06-08  
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 Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.6%	71.6%	72.3%
Math Proficiency	55.0%	63.5%	64.0%
ELA Growth	52	53	50
Math Growth	51	64	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.4%	10.4%	8.6%

† 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	Met Target	Met Standard	Exceeds Standard	**	Met	No
White	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Exceeds 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	Met Target†	Met Target	Met Standard	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	**	**	**	No

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



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## School Narrative

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



### Highlights:

- WIS offers a comprehensive educational program aligned to our district goals and current trends in education. We provide instruction that creates a seamless transition to high school.
- Social and emotional growth are equally as important to the overall proliferation and development of our students. We are committed to helping students reach their maximum potential.
- The school-home connection and ongoing communication are crucial to the success of our school's programs and goals. We strive to maintain an open and free-flowing dialogue with all stakeholders.



### Mission, Vision, Theme:

The WIS mission statement is that our vocation is to help our students grow academically, socially and emotionally through teaching using best practices, offering our students rigorous and realistic assessments and always fostering positive relationships. The educational program, which is designed to promote cognitive as well as affective growth, strives to increase our students' overall self-confidence as well as their positive feelings toward learning. We provide an atmosphere that encourages students to respect and accept one another's uniqueness. Working together and participating in curricular and extra-curricular activities on a regular basis promotes understanding, cooperation and tolerance. The school population, a little over 800, is energized by its comprehensive clubs and activities, student support programs and highly successful interscholastic and intramural athletic programs. All are designed to meet the needs and interests of our students.



### Awards, Recognition, Accomplishments:

Wall Intermediate School was recently awarded a \$10,000 grant from Ocean First Foundation to build a mini robotics lab that can be accessed by all students throughout the day.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>At WIS, we employ a student-centered approach to instruction. A 76-minute period of leveled mathematics is provided to all students daily. About 20% of the population take an accelerated path (Pre Algebra, Algebra &amp; Honors Geometry) while the remaining students use the Envisions program for Math 6, Math 7, and Math 8. In English Language Arts, the workshop model is followed with teachers using novels as mentor texts to teach the NJSLs, and students being provided time daily to read at their independent level and actively engage with and hone critical literacy skills. The district has adopted an evidence-based, multi-tiered system of supports to address the needs of struggling learners, both academically and behaviorally.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Coed)</p>
 <p><b>Clubs and Activities:</b></p>	<p>The following clubs and activities are available to students at WIS: Anime Club, Book Buzz, Chamber/Orchestra, Chess Club, Competition Choir, Computer Club, Debate, Diversity Club, Engage and Create Club, Fitness Club, Go Green Club, Guitar Club, Homework Club, Jazz Club, Junior Art Honor Society, Math Counts Club, National Jr. Honor Society, Newspaper Club, Pride Club, Robotics Club, Robotics Team, School Play, Stage Crew, Student Council, Ukulele Club, Videography Club, Yearbook Club, Mindfulness Club, Sign Language Club</p>




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 <p><b>Staff and Professional Learning:</b></p>	<p>Wall Intermediate School teachers are provided daily curriculum development time to collaborate and design challenging lesson plans, inclusive of meaningful technology integration. This CD period is led by the building supervisor and includes a weekly focus goal to improve instruction and learning. Teachers are deeply involved in the district's RTI model, which provides a multi-tiered system of supports to meet the needs of at risk learners. Professional learning is offered as both in-district and out-of-district formats. The district continues to build a cadre of teacher leaders to provide pathways to leadership and to build internal capacity for peer modeling/coaching.</p>
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 <p><b>Student Supports and Services:</b></p>	<p>Programs for students with disabilities include: general education classes, in-class resource, pull-out resource, Learning and Language Disabilities classes, Multiply Disabled class. Services include: Speech and Language therapy, occupational therapy, physical therapy, BCBA services, Teacher of the Visually Impaired and Teacher of the Deaf services as needed, paraprofessional support, adaptive physical education, counseling, and Community Based Instruction. ELs at WIS receive 76 minutes of daily ESL instruction. There are two ESL classes, and students are assigned to their classes based on their current language proficiency levels as determined by a normed assessment. This allows the ESL teacher to provide appropriate and individualized instruction that meets their unique needs as language learners.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>In order to support our mission, Wall Intermediate School is committed to fostering a positive climate grounded in health and wellness. We employ the following: Wellness Committees, 5 days of PE each week (40 minutes/period), Fitness Club, Mindfulness Club, Nutritional Breakfast Program, Healthy lunches, Wellness Week Activities, Greek Olympics, Intramural Sports (after school), Interscholastic Sports (after school), Annual Health and Wellness Fair.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We believe that a true evaluation of the school must come from the families it serves. The school-home connection and continuous communication are paramount to the success of the school programs and to the achievement of our goals. Parents can participate in the following ways: PTO, Parent Advisory Committee, Genesis Parent Portal (access through the website), On-Course Homework Portal (access through the website), Google Classroom Access, Teacher Websites, Blackboard Connect Communication System for Emails, Phone calls &amp; Text Messages, WIS Twitter feed, WIS PTO Facebook page</p>



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### School Safety:

Wall Intermediate School has a contained entrance vestibule that allows for all visitors to be screened before gaining access to the school building. Visitors are checked into a visitor management system called Hall Pass that reads a driver's license and can flag people who should not have access to the school. Wall Intermediate School currently staffs two School Safety Officers who are both retired law enforcement officers and who train annually with the Wall Police Department. Wall Intermediate School uses electronic surveillance monitoring devices in the school building and on school grounds to enhance safety and security for students, staff, community members, and other building occupants and to protect the building and properties.



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### Technology and STEM:

Students incorporate technology into lessons on a daily basis. Some of the daily opportunities are as follows: One to One Chromebooks - within the school day. All students have access to Measuring Up, NewsELA, Google Suite, Envisions 2.0. Technology Electives are available for grades 7 & 8: Technology Workshop, Robotics, Pre-Engineering & Design, Video Game Design, Videography. Maker Space and Robotics Lab available to all students during their lunch periods and after school. Robotics Team and Robotics Club -After School Activities. We participate in the NJSBA STEAM TANK CHALLENGE, First Lego League and MakerFest. All classrooms are equipped with a teacher computer station, computer mounted projector, and an ELMO projector.

**Wall Primary School**

(25-5420-078)

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

**Wall Primary School**

(25-5420-078)

Grades Offered: PK-PK

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Monmouth
District	Wall Township Public School District
Principal Name	Carol Duffy
Address	2500 BEDFORD CORNER LANE WALL, NJ 07719-1199
Phone Number	732-556-2114
Email Address	<a href="mailto:cduffy@wall.k12.nj.us">cduffy@wall.k12.nj.us</a>
Website	<a href="https://pr.wall.k12.nj.us/">https://pr.wall.k12.nj.us/</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	64	66	65
Total	64	66	65

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	39.1%	42.4%	44.6%
Male	60.9%	57.6%	55.4%
Economically Disadvantaged Students	0.0%	0.0%	0.0%
Students with Disabilities	73.4%	66.7%	64.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	3.1%	0.0%	1.5%
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	84.4%	83.3%	81.5%
Hispanic	9.4%	10.6%	10.8%
Black or African American	6.3%	1.5%	0.0%
Asian	0.0%	4.5%	7.7%
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	0.0%	0.0%	0.0%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	55	60	58
PK - Full Day	9	6	7

### Enrollment by Home Language

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

Home Language	% of Students
English	93.8%
Spanish	3.1%
Polish	1.5%
Chinese	1.5%



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

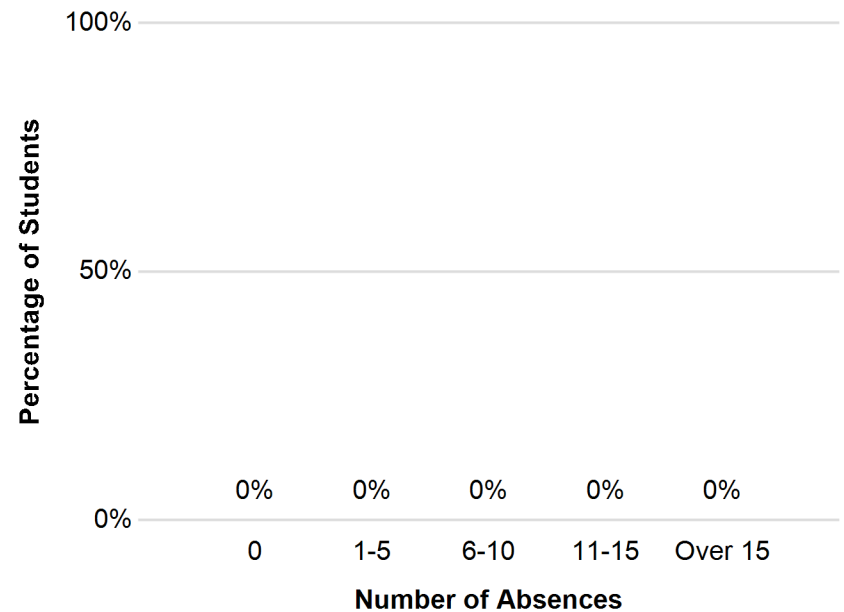
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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



**Wall Primary School**

(25-5420-078)

Grades Offered: PK-PK

2018-2019

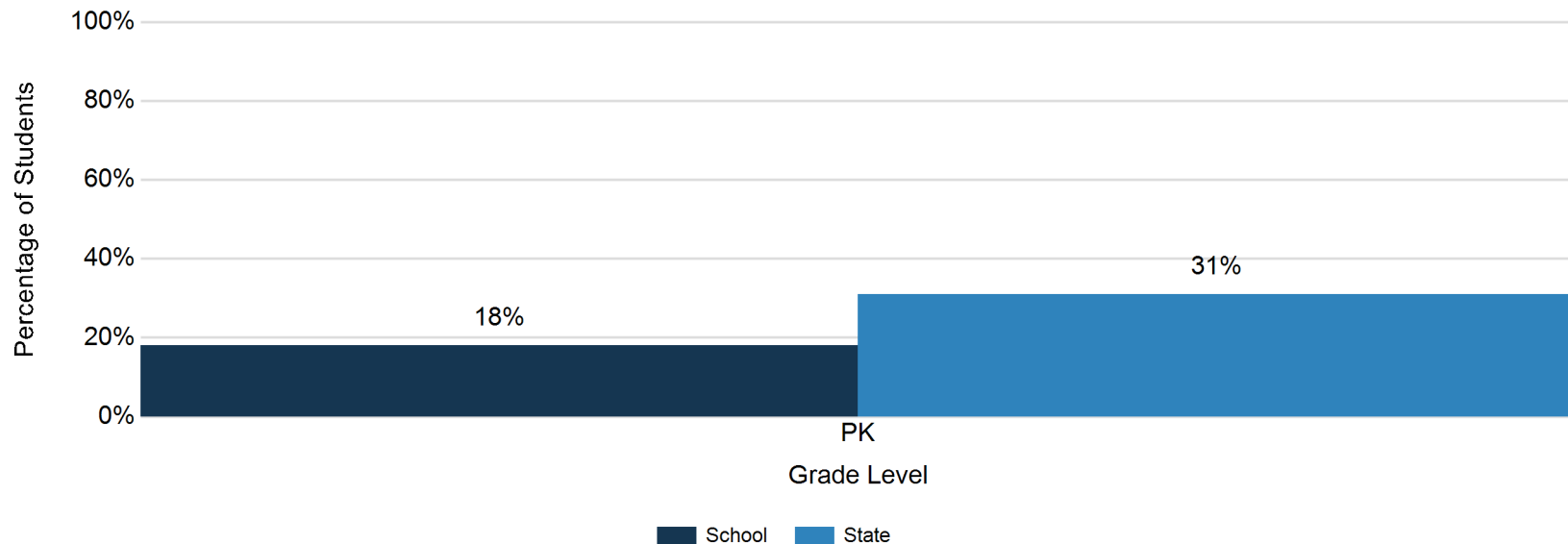
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### Chronic Absenteeism by Grade

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

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

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

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## School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	1:20 PM
Length of School Day	5 Hrs 5 Mins
Full Time - Instructional Time	2 Hrs 20 Mins
Shared Time - Instructional Time	2 Hrs. 20 Mins.

## Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



## Wall Primary School

(25-5420-078)

Grades Offered: PK-PK

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	5	118,214
Average years experience in public schools	7.8	12.1
Average years experience in district	6.2	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	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	24	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	9:1
Students to Administrators	N	142:1
Teachers to Administrators	N	15:1
Students to Librarians/Media Specialists		1137:1
Students to Nurses		487:1
Students to Counselors		341:1
Students to Child Study Team Members		136:1



### Wall Primary School

(25-5420-078)

Grades Offered: PK-PK

2018-2019

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.6%	100.0%	N	48.4%	77.1%	54.9%
Male	55.4%	0.0%	N	51.6%	22.9%	45.1%
White	81.5%	100.0%	N	42.4%	83.6%	77.4%
Hispanic	10.8%	0.0%	N	29.9%	7.3%	7.2%
Black or African American	0.0%	0.0%	N	15.0%	6.6%	13.9%
Asian	7.7%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	N	2.1%	0.2%	0.2%



**Wall Primary School**  
(25-5420-078)  
Grades Offered: PK-PK  
2018-2019

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**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.8%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	90.2%



### Wall Primary School

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2018-2019

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## Per-Pupil Expenditures by Source

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

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

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

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

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



### Wall Primary School

(25-5420-078)

Grades Offered: PK-PK

2018-2019

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## School Narrative

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



### Highlights:

- The Wall Primary School offers two hours and twenty minute sessions, both in the morning and the afternoon. It also offers a four hour program for preschool students with disabilities.
- WPS is funded with local funds & Individuals with Disabilities Education Act grants, as well as through tuition for general education students. Some assembly programs & field trips are paid by the PTG.



### Mission, Vision, Theme:

The mission of the Wall Township Public Schools is to empower all students to lead lives of fulfillment and purpose by providing a safe, comprehensive and caring educational environment that will enable students to achieve their unique potential academically, socially and emotionally. Our students will become confident, creative and critical thinkers who communicate effectively and engage meaningfully as responsible members of a global society.



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Courses, Curriculum,  
Instruction:

The district has adopted an evidence-based, multi-tiered system of supports to address the needs of struggling learners, both academically and behaviorally.



### Wall Primary School

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## School Narrative

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### Student Supports and Services:

Programs for Preschool Disabled include: general education classes, Preschool Disabled classes. Services include: Speech and Language therapy, occupational therapy, physical therapy, BCBA services, Teacher of the Visually Impaired and Teacher of the Deaf services as needed, paraprofessional support.



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### School Safety:

Primary School has a contained entrance vestibule that allows for all visitors to be screened before gaining access to the school building. Visitors are checked into a visitor management system called Hall Pass that reads a driver's license and can flag people who should not have access to the school. Primary School currently has assigned one School Safety Officer who is a retired law enforcement officer who trains annually with the Wall Police Department. Primary School uses electronic surveillance monitoring devices in the school building and on school grounds to enhance safety and security for students, staff, community members, and other building occupants and to protect the building and properties.



**West Belmar Elementary School**  
(25-5420-080)  
Grades Offered: KG-05  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



**West Belmar Elementary School**  
(25-5420-080)  
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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	Monmouth
District	Wall Township Public School District
Principal Name	Anthony Abeal
Address	925 17TH AVENUE WALL, NJ 07719-1199
Phone Number	732-556-2560
Email Address	<a href="mailto:aabeal@wall.k12.nj.us">aabeal@wall.k12.nj.us</a>
Website	<a href="https://wb.wall.k12.nj.us/">https://wb.wall.k12.nj.us/</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	41	21	23
1	31	43	25
2	27	31	39
3	34	29	28
4	29	32	30
5	43	28	36
Total	206	184	181

### 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	50.0%	51.6%	51.9%
Male	50.0%	48.4%	48.1%
Economically Disadvantaged Students	32.5%	36.4%	33.7%
Students with Disabilities	22.3%	22.8%	26.0%
English Learners	27.7%	22.3%	23.2%
Homeless Students	0.0%	1.1%	2.2%
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	65.0%	62.5%	59.1%
Hispanic	27.7%	29.9%	30.9%
Black or African American	2.4%	2.7%	2.2%
Asian	1.9%	2.2%	5.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.9%	2.7%	2.8%

### 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
KG - Half Day	0	0	0
KG - Full Day	41	21	23

### Enrollment by Home Language

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

Home Language	% of Students
English	66.9%
Spanish	24.9%
Gujarati	2.2%
Chinese	1.1%
Other Languages	5.0%



**West Belmar Elementary School**  
(25-5420-080)  
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2018-2019

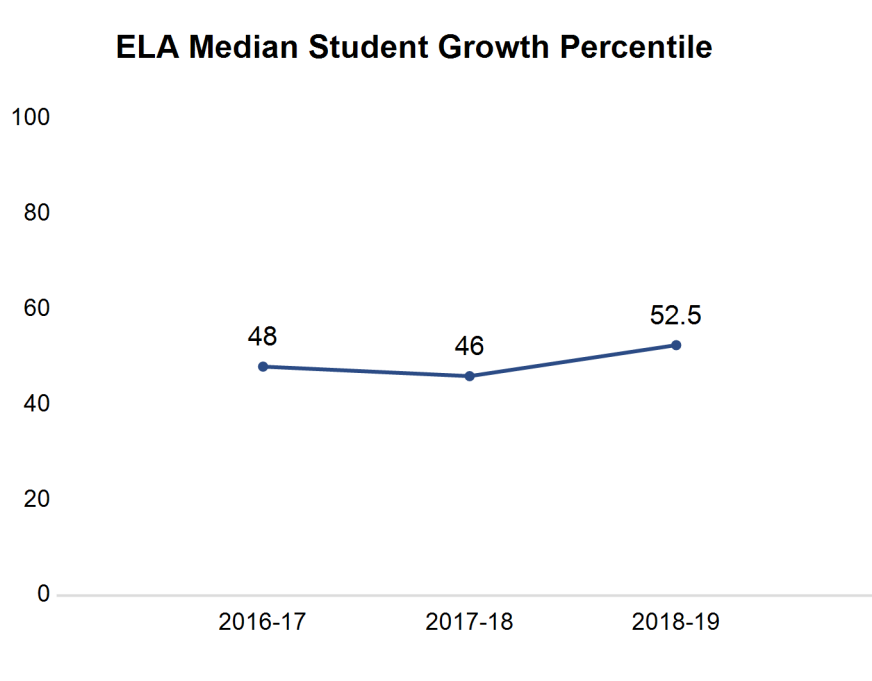
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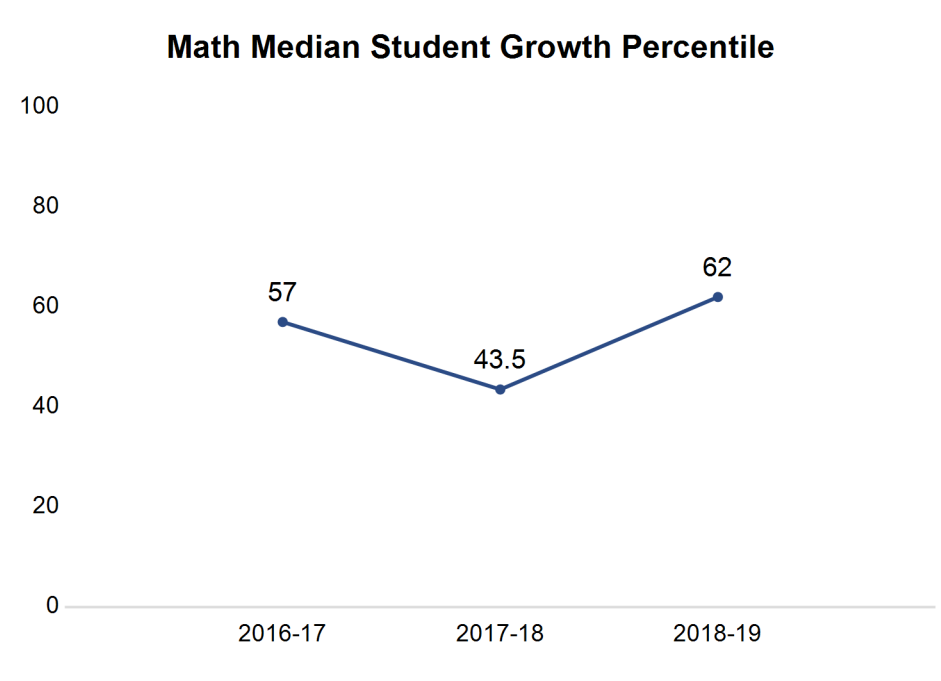
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	46	52.5	57	43.5	62
Met Standard (40-59.5)?	Met Standard	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	52.5	52	50	Met Standard	62	56	50	Exceeds Standard
White	51	51	50	Met Standard	56	56	52	Met Standard
Hispanic	60	49.5	49	**	66	66	47	**
Black or African American	*	55	45	**	*	35	43	**
Asian, Native Hawaiian, or Pacific Islander	*	65	59	**	*	73	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	56	49	**	N	48.5	52	**
Female	53.5	56	53	N	63	56	50	N
Male	51.5	46	47	N	56	56.5	51	N
Economically Disadvantaged Students	67.5	54	48	Exceeds Standard	68.5	62	46	Exceeds Standard
Students with Disabilities	50	48	43	**	62	54.5	45	**
English Learners	64	52	52	**	73	72	50	**
Homeless Students	N	49.5	43	N	N	*	44	N
Students in Foster Care	N	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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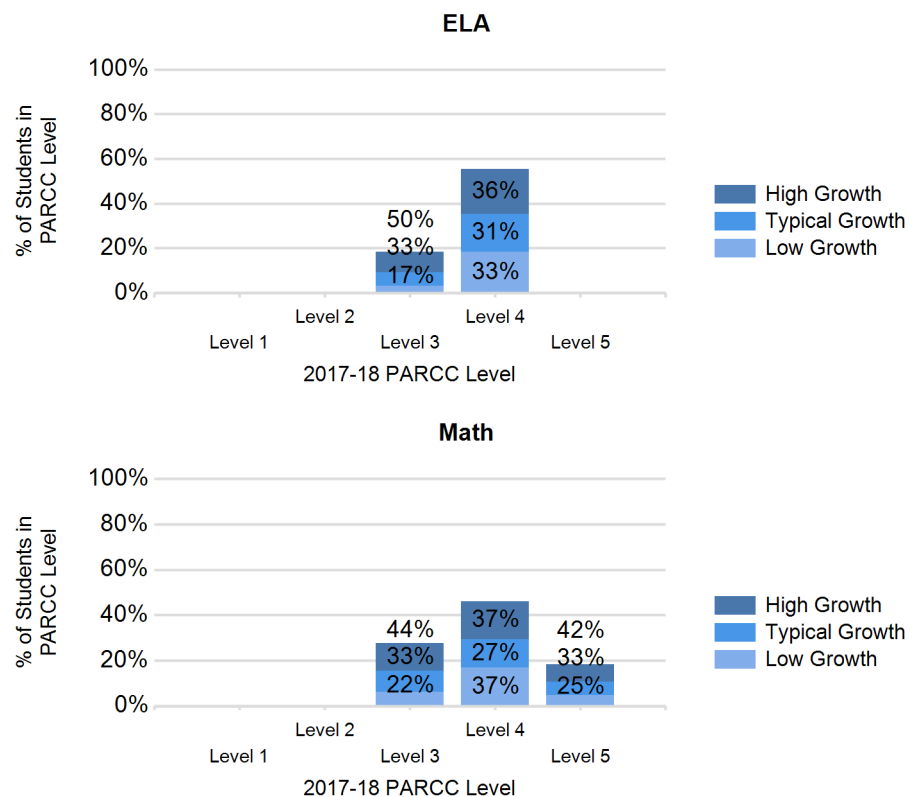
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

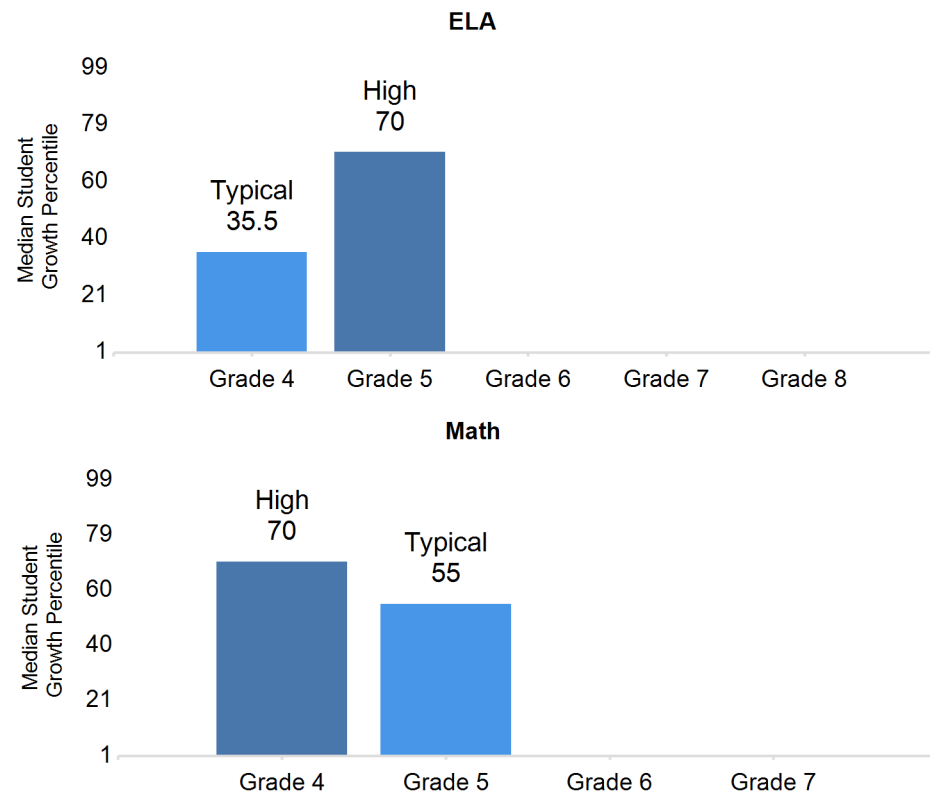
**Student Growth by Performance Level**

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.





**West Belmar Elementary School**  
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2018-2019

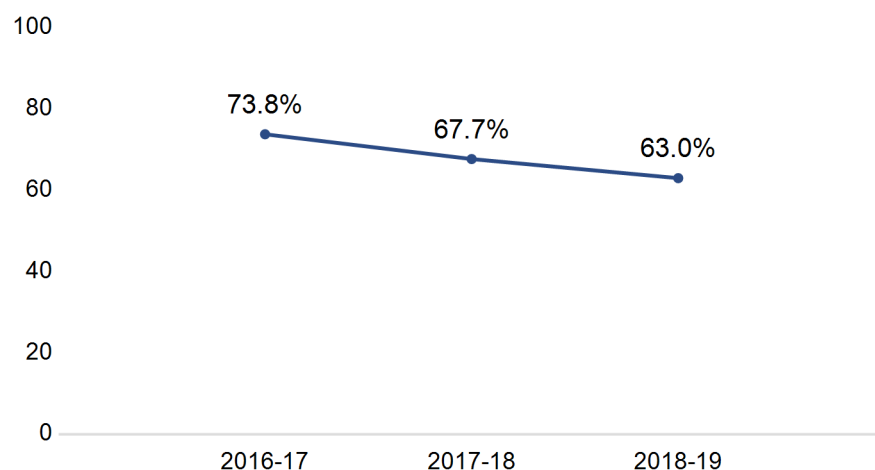
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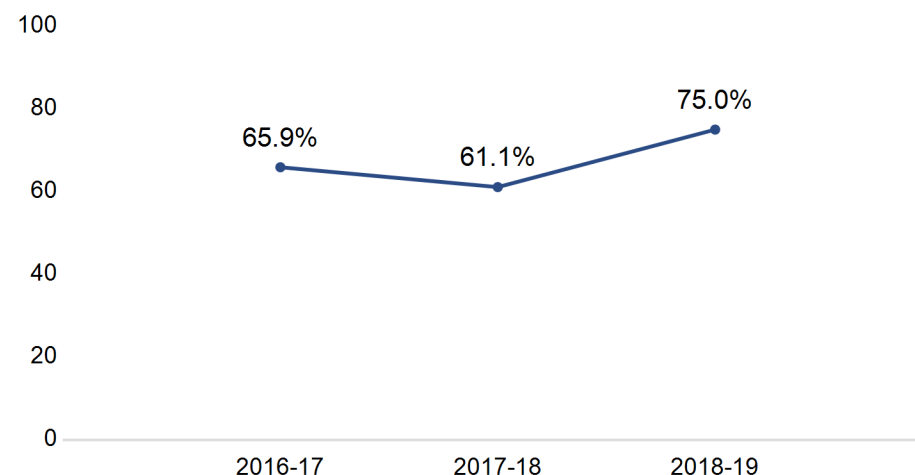
## English Language Arts and Mathematics Performance Trends

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	92.8%	100.0%	100.0%	92.8%	100.0%	100.0%
Proficiency Rate for Federal Accountability	73.8%	67.7%	63.0%	65.9%	61.1%	75.0%
Annual Target	63.8%	64.7%	65.5%	49.6%	51.2%	52.8%
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	92	100.0	63.0	68.1	57.9	63.0	65.5	Met Target†
White	59	100.0	69.5	70.1	66.9	69.5	68.4	Met Target
Hispanic	29	100.0	51.7	*	43.9	51.7	60.5	Met Target†
Black or African American	*	*	*	39.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	71.4	64.4	N	**	**
Female	46	100.0	67.4	77.1	64.8	67.4		
Male	46	100.0	58.7	60.0	51.3	58.7		
Economically Disadvantaged Students	28	100.0	57.1	*	40.0	57.1	48.4	Met Target
Non-Economically Disadvantaged Students	64	100.0	65.6	*	67.9	65.6		
Students with Disabilities	24	100.0	41.7	33.2	22.7	41.7	38.9	Met Target
Students without Disabilities	68	100.0	70.6	76.3	65.1	70.6		
English Learners	20	100.0	50.0	*	29.3	50.0	62.2	Met Target†
Non-English Learners	72	100.0	66.7	*	60.6	66.7		
Homeless Students	N	N	N	26.3	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.



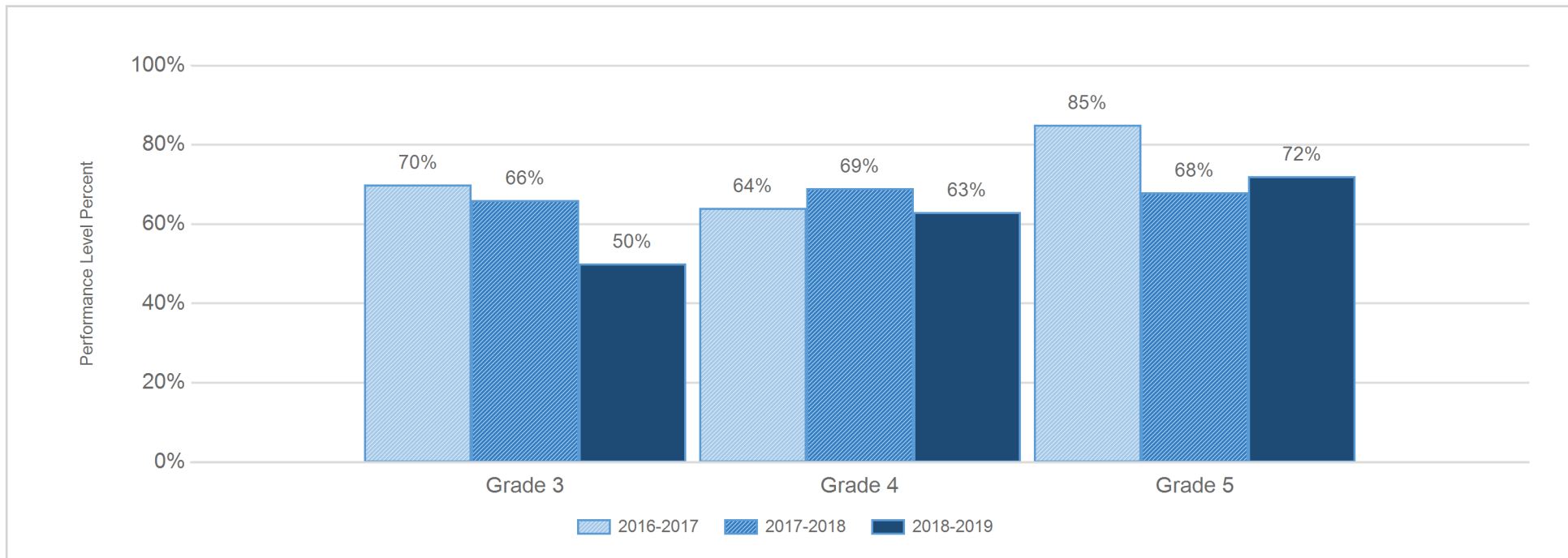
**West Belmar Elementary School**  
 (25-5420-080)  
 Grades Offered: KG-05  
 2018-2019

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**English Language Arts Assessment - Performance Trends**

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





**West Belmar Elementary School**  
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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	28	753	760	748	*	*	36%	*	*	50%	50%
White	17	760	762	757	*	*	*	*	*	59%	60%
Hispanic	11	744	751	734	*	*	*	*	*	36%	36%
Black or African American	N	N	723	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	15	757	763	753	*	*	*	*	*	47%	55%
Male	13	749	757	743	*	*	*	*	*	54%	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	763	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	734	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	30	762	767	755	0%	*	*	*	*	63%	57%
White	23	765	770	763	0%	*	*	*	*	70%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	11	767	774	760	0%	*	*	*	*	73%	62%
Male	19	759	761	750	0%	*	*	*	*	58%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	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
<b>Schoolwide</b>	36	772	768	756	0%	*	*	*	*	72%	58%
White	20	780	769	764	0%	0%	*	*	*	75%	68%
Hispanic	13	764	763	743	0%	*	*	*	*	69%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	21	778	779	761	0%	*	*	*	*	76%	64%
Male	15	763	759	750	0%	*	*	*	*	67%	52%
Economically Disadvantaged Students	14	765	756	740	0%	*	*	*	*	64%	39%
Non-Economically Disadvantaged Students	22	776	771	766	0%	*	*	*	*	77%	69%
Students with Disabilities	11	747	*	724	0%	*	*	*	*	45%	23%
Students without Disabilities	25	783	*	762	0%	*	*	*	*	84%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### 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	92	100.0	75.0	60.6	44.5	75.0	52.8	Met Target
White	59	100.0	76.3	62.9	54.1	76.3	57.4	Met Target
Hispanic	29	100.0	72.4	*	28.8	72.4	44.4	Met Target
Black or African American	*	*	*	18.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	70.7	53.3	N	**	**
Female	46	100.0	67.4	62.8	44.9	67.4		
Male	46	100.0	82.6	58.6	44.2	82.6		
Economically Disadvantaged Students	28	100.0	82.1	*	26.3	82.1	43.2	Met Goal
Non-Economically Disadvantaged Students	64	100.0	71.9	*	54.9	71.9		
Students with Disabilities	24	100.0	66.7	30.4	17.4	66.7	38.9	Met Target
Students without Disabilities	68	100.0	77.9	67.8	50.0	77.9		
English Learners	20	100.0	85.0	49.2	25.0	85.0	39	Met Goal
Non-English Learners	72	100.0	72.2	61.0	46.5	72.2		
Homeless Students	N	N	N	10.5	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.



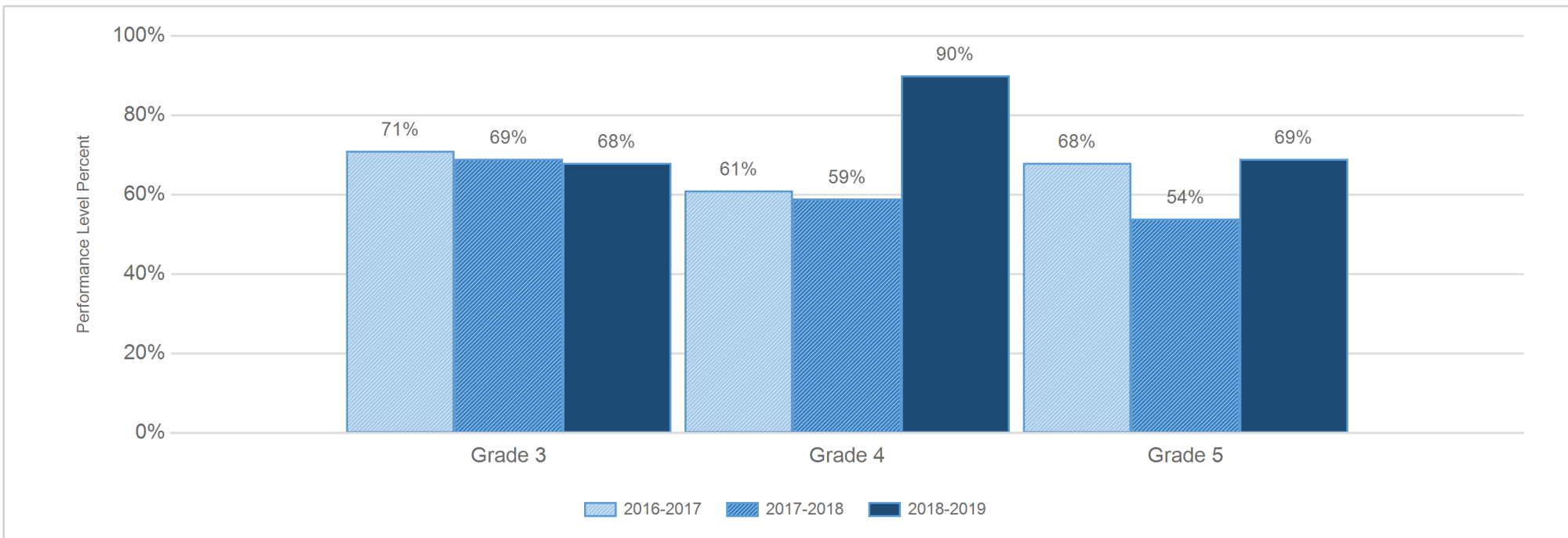
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### Mathematics Assessment – Performance Trends

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
<b>Schoolwide</b>	28	770	765	752	0%	0%	*	*	*	68%	55%
White	17	773	766	760	0%	0%	*	*	*	71%	66%
Hispanic	11	766	767	739	0%	0%	*	*	*	64%	40%
Black or African American	N	N	727	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	15	763	761	751	0%	0%	*	*	*	60%	54%
Male	13	779	768	752	0%	0%	*	*	*	77%	56%
Economically Disadvantaged Students	*	*	742	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	743	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	769	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	30	776	761	749	0%	*	*	*	*	90%	51%
White	23	777	763	757	0%	*	*	*	*	87%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	11	776	761	749	0%	*	*	*	*	82%	50%
Male	19	775	762	749	0%	*	*	*	*	95%	52%
Economically Disadvantaged Students	*	*	748	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	763	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	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
<b>Schoolwide</b>	36	759	759	747	*	*	*	*	*	69%	47%
White	20	762	761	755	0%	*	*	*	*	70%	58%
Hispanic	13	754	753	735	*	0%	*	*	*	69%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	21	756	761	747	*	*	*	*	*	67%	47%
Male	15	762	757	747	*	*	*	*	*	73%	47%
Economically Disadvantaged Students	14	760	748	732	*	*	*	*	*	79%	27%
Non-Economically Disadvantaged Students	22	758	761	757	*	*	*	*	*	64%	59%
Students with Disabilities	11	747	*	725	*	*	*	*	*	64%	19%
Students without Disabilities	25	764	*	752	*	*	*	*	*	72%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	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	53.3%	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	21	*	*
3-4	14	71.4%	28.6%
5 or more	*	*	*



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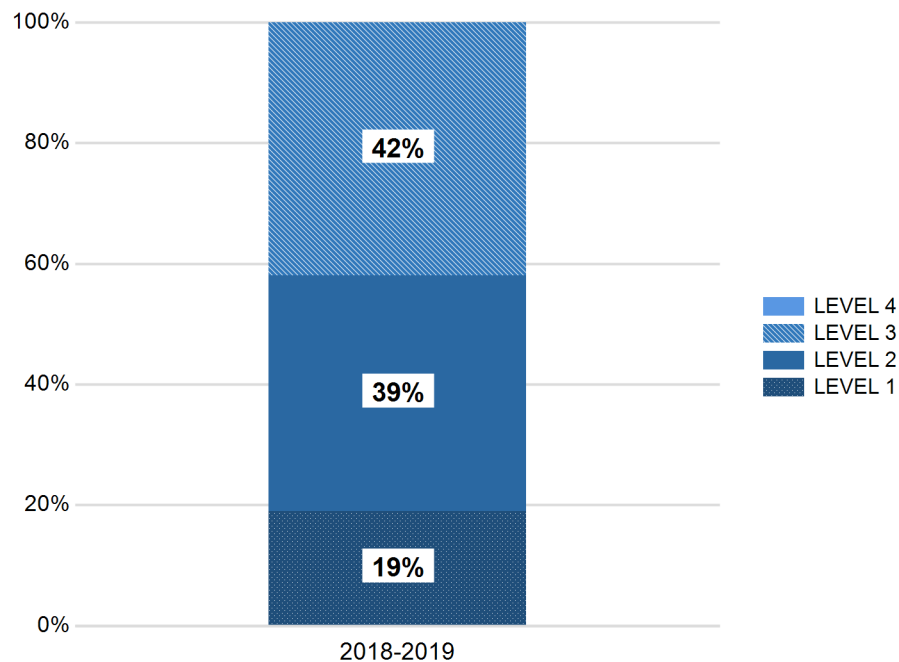
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	19	39	42	0
White	10	35	55	0
Hispanic	31	46	23	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	29	29	43	0
Male	7	53	40	0
Economically Disadvantaged Students	31	46	23	0
Non-Economically Disadvantaged Students	13	35	52	0
Students with Disabilities	45	36	18	0
Students without Disabilities	8	40	52	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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(25-5420-080)

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2018-2019

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

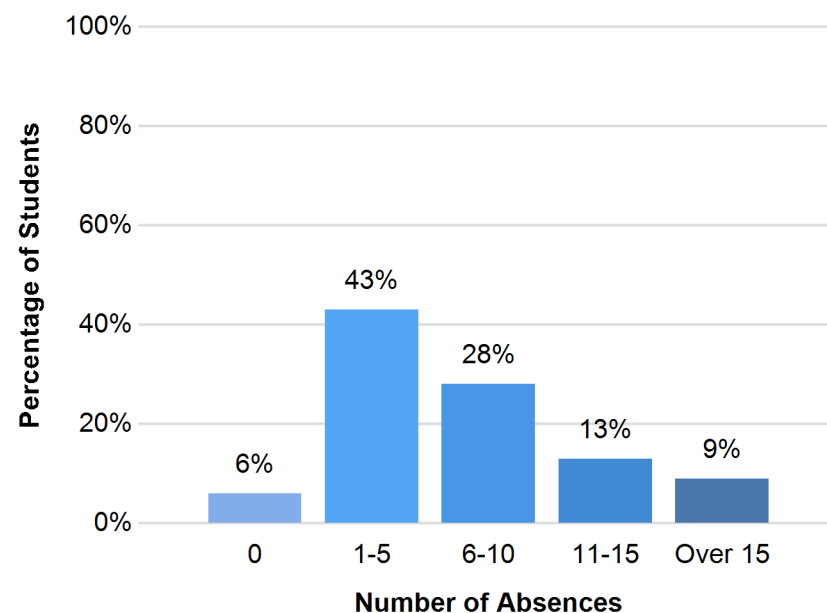
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	15	8.7	8.9	Met
White	4	3.8	8.9	Met
Hispanic	7	13.7	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	7	7.9		
Male	8	9.5		
Economically Disadvantaged Students	9	16.1	8.9	Not Met
Students with Disabilities	5	10.6	8.9	Not Met
English Learners	4	11.8	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.





**West Belmar Elementary School**  
(25-5420-080)  
Grades Offered: KG-05  
2018-2019

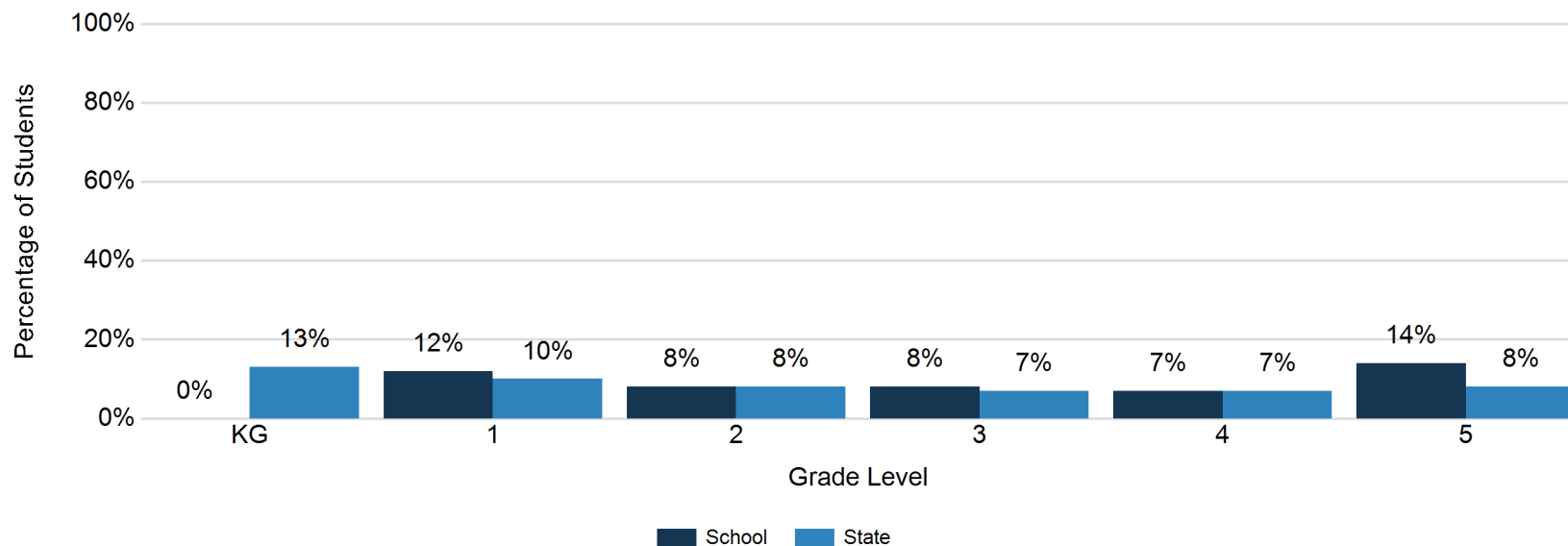
**Report Key:**

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

### Chronic Absenteeism by Grade

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





## West Belmar Elementary School

(25-5420-080)

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2018-2019

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

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

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	2.76

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

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

\*



### West Belmar Elementary School

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#### School Day

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

Category	School
Typical Start Time	9:05 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

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



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2018-2019

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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	85.2%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	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	9:1
Students to Administrators	181:1	142:1
Teachers to Administrators	27:1	15:1
Students to Librarians/Media Specialists		1137:1
Students to Nurses		487:1
Students to Counselors		341:1
Students to Child Study Team Members		136:1



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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	51.9%	81.5%	0.0%	48.4%	77.1%	54.9%
Male	48.1%	18.5%	100.0%	51.6%	22.9%	45.1%
White	59.1%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	30.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.8%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	92.2%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	73.8%	67.7%	63.0%
Math Proficiency	65.9%	61.1%	75.0%
ELA Growth	48	46	52
Math Growth	57	44	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		53.3%	53.3%
Chronic Absenteeism	7.3%	10.3%	8.7%

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

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

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

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

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

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



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

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

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

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



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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 comprehensive literacy instruction and EnVision 2.0 math
- Students in Grades 2-5 have Chrome Books
- Students participate in art, music, physical education, Spanish, and Technology classes each week



### Mission, Vision, Theme:

The mission of the Wall Township Public Schools is to empower all students to lead lives of fulfillment and purpose by providing a comprehensive and caring educational environment that will enable students to achieve their unique potential academically, socially and emotionally. Our students will become confident, creative and critical thinkers who communicate effectively and engage meaningfully as responsible members of a global society.



### Awards, Recognition, Accomplishments:

At the elementary level, students and staff are recognized for individual accomplishments at monthly assemblies. Classes are recognized for model behavior and stellar participation in special area classes. Additionally each year, one teacher and one education support staff member are chosen by colleagues and community members as the Governors Educators of the Year.



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### Courses, Curriculum, Instruction:

Our academic program, anchored by the NJ State Learning Standards, includes English language arts, mathematics, science, social studies, physical education, music, art, technology, and Spanish. Our comprehensive literacy program uses direct instruction and the workshop model; students progress from teacher-led reading and writing to independent practice. enVision 2.0 encourages our students to develop their math skills through problem-based instruction, visual learning, and small group work. The district has adopted an evidence-based, multi-tiered system of supports to address the needs of struggling learners, both academically and behaviorally.



### Clubs and Activities:

Theater Club - Interested students rehearse, design sets, and perform for the school community. Student Advisory Board - Select students work with Administration to spearhead fundraisers and design spirit days. Student Council 5th grade.



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 <p><b>Before and After School Programs:</b></p>	<p>Months Offered: September-June; Days Offered: Monday-Friday; Hours: 7:00 a.m. - 9:00 a.m. and 3:15 p.m. - 6:15 p.m.; Age Range: Kindergarten-5th grade; Activities Offered: Homework help, gym/outside activities, arts, science projects, technology, STEM activities</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The Wall Township elementary staff use weekly curriculum development time to collaborate and design challenging lesson plans, inclusive of meaningful technology integration. Supervisors lead a monthly meeting dedicated to areas of curricular focus, particularly with regard to the roll out of standards based report cards. Teachers are afforded two half-day articulation meetings to share professional discussion with their district grade level colleagues. Teachers are deeply involved in the district's RTI model, which provides a multi-tiered system of supports to meet the needs of at risk learners. Professional learning is offered as both in-district and out-of-district formats. The district continues to build a cadre of teacher leaders to provide pathways to leadership and to build internal capacity for peer modeling/coaching.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>Programs for students with disabilities include general education classes, in-class resource, and pull-out resource. Services include Speech and Language therapy, occupational therapy, physical therapy, BCBA services, Teacher of the Visually Impaired and Teacher of the Deaf services as needed, paraprofessional support, and counseling. West Belmar Elementary School is the district's magnet ESL school. All teachers have been trained in Sheltered Instruction, allowing high quality instruction for ELLs to occur throughout the school day. ESL students at West Belmar also have access to a morning program geared towards each student's language needs as well as a Summer Explorers program to extend learning beyond the school year. Title I services are provided to students throughout the year both during and after the school day and are determined through thorough data collection and analysis by teachers, administrators, and the RTI and I&amp;RS teams.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Wellness Committees, 3 days of PE each week (40 minutes/period), Daily recess, Breakfast, Healthy lunches, Field Days, Wellness Week Activities, Fun &amp; Fitness Day</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Monthly PTA Meetings, Events for Students, Climate Teams, Wellness Committees, Genesis Parent Portal, Connect Ed Messaging System, Halloween Parades, Field Days, Family Nights, Winter/Spring Concerts.</p>



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 2018-2019

**Report Key:**

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

### School Narrative

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



#### School Safety:

West Belmar School has a contained entrance vestibule that allows for all visitors to be screened before gaining access to the school building. Visitors are checked into a visitor management system called Hall Pass that reads a driver's license and can flag people who should not have access to the school. West Belmar School currently staffs two School Safety Officers who are both retired law enforcement officers and who train annually with the Wall Police Department. West Belmar School uses electronic surveillance monitoring devices in the school building and on school grounds to enhance safety and security for students, staff, community members, and other building occupants and to protect the building and properties.



**West Belmar Elementary School**  
 (25-5420-080)  
 Grades Offered: KG-05  
 2018-2019

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School Narrative

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Technology and STEM:

Chrome Carts in every classroom Grades 2-5, Technology Teachers and Labs, Smartboards in every classroom, iReady, Measuring Up, Google Classrooms, Ozobot Coding