



Cedar Mountain Primary School

(37-5360-023)

Grades Offered: KG-01

2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Sussex
District	Vernon Township School District
Principal Name	Mrs. Edwina Piszczek
Address	17 SAMMIS ROAD VERNON, NJ 07462-0420
Phone Number	973-764-2890
Email Address	episzczek@vtsd.com
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD



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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	0	194	181
1	0	217	197
2	89	0	0
3	107	0	0
4	126	0	0
Total	323	413	378

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.6%	50.8%	53.4%
Male	51.4%	49.2%	46.6%
Economically Disadvantaged Students	19.8%	17.7%	20.4%
Students with Disabilities	19.8%	27.1%	31.0%
English Learners	0.3%	0.7%	1.3%
Homeless Students	0.6%	0.5%	0.0%
Students in Foster Care	0.0%	0.5%	0.3%
Military-Connected Students	0.0%	0.0%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	82.4%	89.1%	83.6%
Hispanic	11.1%	5.8%	10.3%
Black or African American	2.2%	1.2%	1.3%
Asian	2.2%	0.5%	0.5%
Native Hawaiian or Pacific Islander	0.3%	0.5%	0.3%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	1.5%	2.9%	4.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	N	0	0
KG - Full Day	N	194	181

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	97.1%
Spanish	1.3%
Other Languages	1.6%



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English Language Progress to Proficiency

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

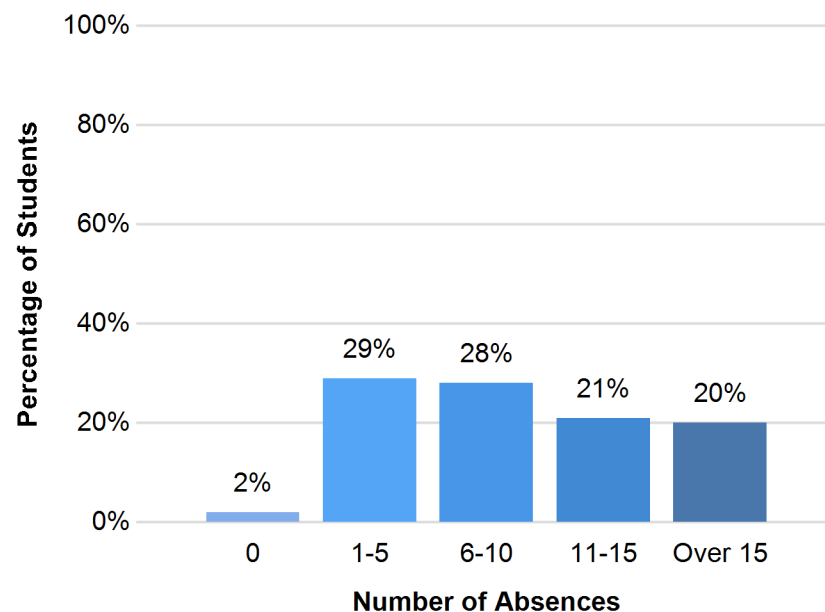
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	59	15.6	11.4	Not Met
White	44	14.0	11.4	Not Met
Hispanic	9	23.1	11.4	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	20.0	**	**
Female	26	12.9		
Male	33	18.8		
Economically Disadvantaged Students	20	26.0	11.4	Not Met
Students with Disabilities	20	17.2	11.4	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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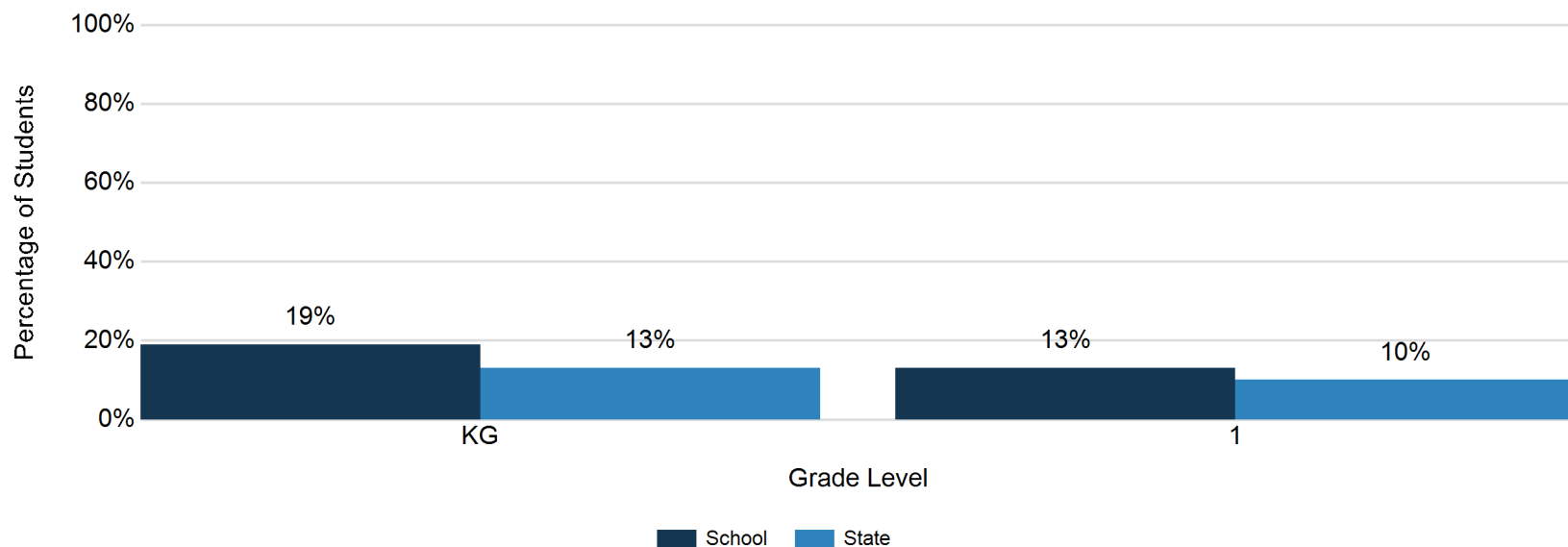
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	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	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	72.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	15.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	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	10:1
Students to Administrators	378:1	142:1
Teachers to Administrators	43:1	14:1
Students to Librarians/Media Specialists		2980:1
Students to Nurses		497:1
Students to Counselors		229:1
Students to Child Study Team Members		166:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.4%	97.7%	100.0%	48.4%	77.1%	54.9%
Male	46.6%	2.3%	0.0%	51.6%	22.9%	45.1%
White	83.6%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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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.

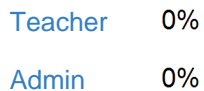
Bachelor's Degree



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	92.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.8%



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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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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Math & ELA curriculum is aligned to NJSLS, science curriculum to NGSS, and all other content areas aligned to NJCCS. • Developmentally appropriate curriculum includes Balanced Literacy (Reading/Writing Wksh/Fundations) and Math in Focus • Parent engagement is a priority at Cedar Mountain multiple academic and social activities are available for families
 <p>Mission, Vision, Theme:</p>	<p>At Cedar Mountain, we recognize the uniqueness of each student and the importance of developing the whole child. By creating a nurturing atmosphere in a child-centered environment, our students are encouraged to develop academically, emotionally, physically and socially. With “all children learning”, we are committed to providing a safe and developmentally appropriate model of education for our younger students in the Vernon School District, which will foster a lifelong love of learning.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Cedar Mountain participates in the NJ DoE Governor's Teacher of the Year Program. This year our recipient is MaryRose Cummins. Janet DeSenzo is our Educational Services Professional of the Year. In addition, Mrs. Nicole Keane has been selected as the Sussex County and State School Counselor of the Year. There are many articles written in our local paper on the activities in our building such as our Fall Harvest Open House, Veteran's Day Parade, Reading Nights, and our Dedicated Dads program.</p>



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 <p>Courses, Curriculum, Instruction:</p>	<p>Cedar Mountain implements fully research-based curriculums in all our kindergarten and 1st-grade classrooms including Wilson Foundations phonic program, Readers and Writers Workshop, Math in Focus, and Responsive Classroom. Teaching through a balanced literacy approach, all classrooms have a library of 500 books that complement the Readers and Writers Workshop. To help guide and inform instruction, each student is administered the DRA to determine the reading level of each student.</p>
 <p>Clubs and Activities:</p>	<p>Cedar Mountain provides its students and parents with a wide variety of activities to enhance family and parent engagement. Activities include math, reading, cooking, craft, movie, and dance nights. Principal's Forums and SCA meetings provide parents with training and information on our curriculum and how they can collaborate with the school to support student success. Our successful Dedicated Dad program brings fathers into our school as they serve as volunteers in our learning community.</p>





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 <p>Before and After School Programs:</p>	<p>The Vernon Police Athletic League (PAL) offers a before and after care program that is coordinated with each school. The PAL is very involved with the Vernon School District providing sports and other recreational activities for our students.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers at Cedar Mountain Primary School keep current through professional development provided in and out of the school and by taking graduate level courses, teacher-led in-service courses, peer coaching, webinars and submitting and viewing each other's best practices via Vernon's Teaching Channel. Cedar Mountain Primary School teachers meet the NJ Department of Education standards for "Highly Qualified" and many have earned advanced degrees in the field of education.</p>



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 <p>Student Supports and Services:</p>	<p>CM offers a full range of special education services to support students diverse needs. Ther I&RS Committee assists student with academic, health, or behavioral difficulties. For students with more specific learning needs, we have supports through Pull-Out Resource, ICR classes, Speech and Language classes, OT and PT. These programs are supported by a Title I program for decoding and reading, an ELL program for English Language Learners, and an ABA program for students with autism. CM has a full-time school counselor that provides a comprehensive program for K-1 students.</p>
 <p>Student Health and Wellness:</p>	<p>Cedar Mountain Primary School strives to foster healthy lifestyle choices for our youngest learners. Optimal physical, emotional, social and environmental wellness are cultivated through both structured and unstructured learning opportunities based on these wellness principles. Emphasis is placed on subjects such as healthy nutrition choices, physical activity, respect and caring of self and others and environmental stewardship of the world we live in.</p>
 <p>Parent and Community Involvement:</p>	<p>An active School and Community Association (SCA) provides a variety of enjoyable opportunities in which students and parents may participate. The SCA sponsors student-centered activities that are educationally sound and enjoyable for families. Parents participate in many school-sponsored activities. The SCA conducts major fund-raisers to provide the school with monies that help pay for buses for field trips, school-wide programs and field days, as well as enhanced materials.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers A school climate survey is given annually by our district's ABS Coordinator surveying parents and teachers in the following areas: condition of school; safety ; learning environment; communication; quality of education; student performance, respect; and school climate. The survey results are shared with the School Climate Team and used to make goals the next school year. Overall, parents and teachers are pleased with the safety, climate and functioning of Cedar Mountain School.</p>
 <p>Facilities:</p>	<p>Cedar Mountain is now the home of our K-1 students and as such we have worked to ensure that the facilities are just what our youngest students need. The Media Center has been updated and continues to expand to encourage reading through a variety of resources. As a hub of the school, students are able to use the library when needed. Students quickly learn how to get around the building, giving them a sense of comfort in their school and the confidence to get around independently as needed.</p>



Cedar Mountain Primary School

(37-5360-023)

Grades Offered: KG-01

2018-2019

Report Key:

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School Narrative

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Other Information

Our mission at Cedar Mountain Primary School is to recognize the uniqueness of each student and the importance of developing the whole child. By creating a nurturing atmosphere in a child-centered educational environment, our students are encouraged to develop academically, artistically, emotionally, physically and socially. With "all children learning", we are committed to providing a developmentally appropriate model of education for our younger students in the Vernon Township School District, which will foster a lifelong love of learning. This is what makes Cedar Mountain Primary School, an early childhood learning center, such a special place for the boys and girls of our school. Working in 20 regular education classrooms and five classrooms that work with students with special needs, our teachers meet students at their level and work with them to grow and develop their skills each day. With the integrated supports of our school counselor, students are given multiple opportunities to acquire the skills they will need to become independent learners and thinkers while also learning appropriate social skills. Our reading specialist gives added supports to students who needed more support as they learn to read, just as our OT, PT, and Child Study Team work to give support for physical and educational needs. All students also participate in art, library, and world language programs. Our fully research based curriculum allows teachers to bring programs to students that are proven successful, which ensures that our students are truly getting the most out of their time at Cedar Mountain. Our teachers attend workshops, classes and other professional development opportunities throughout the year to ensure they are always getting the newest and most effective strategies for our students. Together with the SCA we strive to help our students become creative thinkers and innovators as they start on their educational journey.



Glen Meadow Middle School
(37-5360-025)
Grades Offered: 06-08
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Glen Meadow Middle School

(37-5360-025)

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	Sussex
District	Vernon Township School District
Principal Name	Mrs. Rosemary Gebhardt
Address	7 SAMMIS ROAD VERNON, NJ 07462-0516
Phone Number	973-764-8981
Email Address	rgebhardt@vtsd.com
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD



Glen Meadow Middle School
(37-5360-025)
Grades Offered: 06-08
2018-2019

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

Enrollment Trends by Grade

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	0	217	225
7	254	234	222
8	269	260	233
Total	523	711	680

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.8%	46.6%	46.6%
Male	47.2%	53.4%	53.4%
Economically Disadvantaged Students	17.2%	16.3%	17.9%
Students with Disabilities	17.2%	17.4%	19.0%
English Learners	0.0%	0.8%	0.3%
Homeless Students	0.2%	0.3%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	83.4%	82.8%	82.8%
Hispanic	9.2%	11.0%	11.0%
Black or African American	3.8%	2.7%	2.2%
Asian	2.3%	1.8%	2.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.4%	0.1%	0.1%
Two or More Races	1.0%	1.5%	1.5%

Enrollment by Home Language

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

Home Language	% of Students
English	97.2%
Spanish	1.6%
Other Languages	1.2%



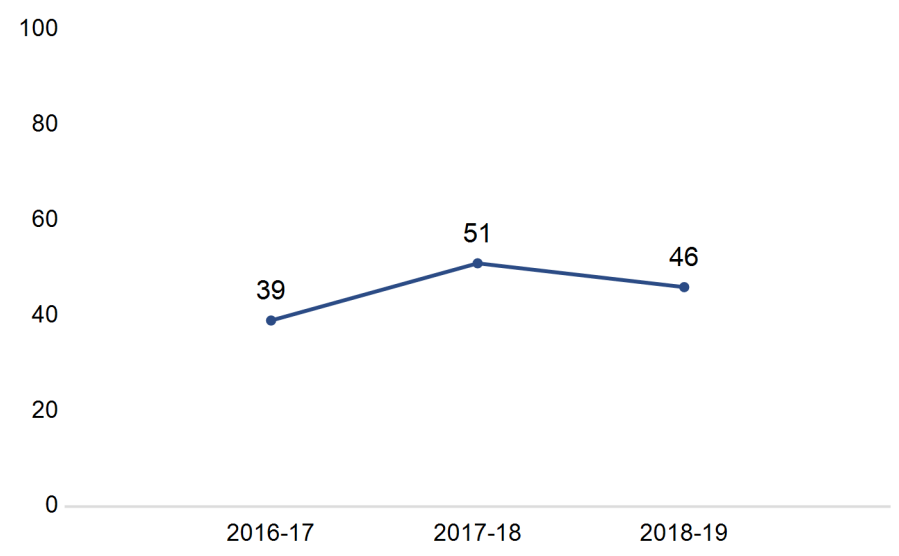
Glen Meadow Middle School
 (37-5360-025)
 Grades Offered: 06-08
 2018-2019

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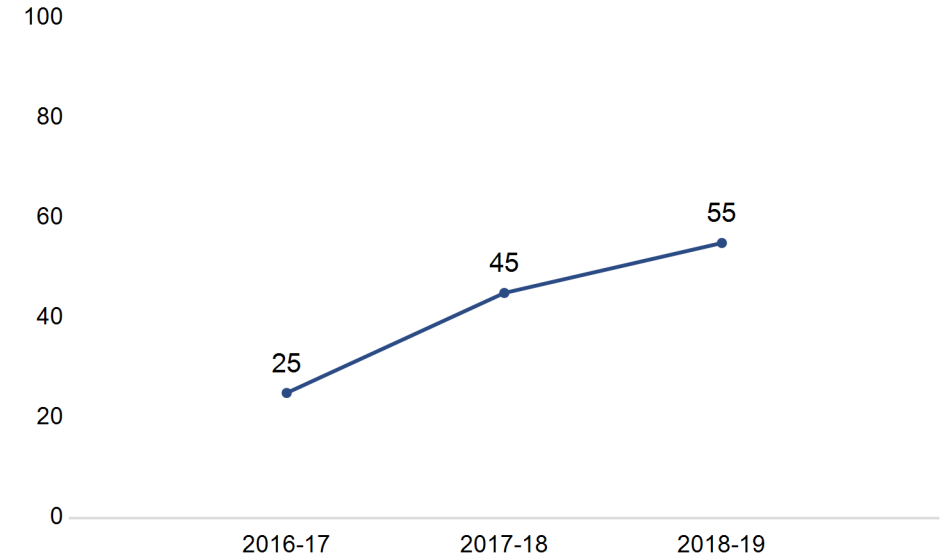
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	51	46	25	45	55
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Glen Meadow Middle School
(37-5360-025)
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46	46	50	Met Standard	55	51	50	Met Standard
White	46	47	50	Met Standard	53	50	52	Met Standard
Hispanic	44	43	49	Met Standard	68	55	47	Exceeds Standard
Black or African American	49.5	50	45	**	*	63.5	43	**
Asian, Native Hawaiian, or Pacific Islander	47	47	59	**	*	59	60	**
American Indian or Alaska Native	*	*	56	**	N	*	51.5	**
Two or More Races	28.5	29.5	49	**	*	67.5	52	**
Female	51	51	53	N	58	52	50	N
Male	44	43	47	N	53	50	51	N
Economically Disadvantaged Students	33.5	39	48	Not Met	52	43	46	Met Standard
Students with Disabilities	36	38	43	Not Met	49.5	39	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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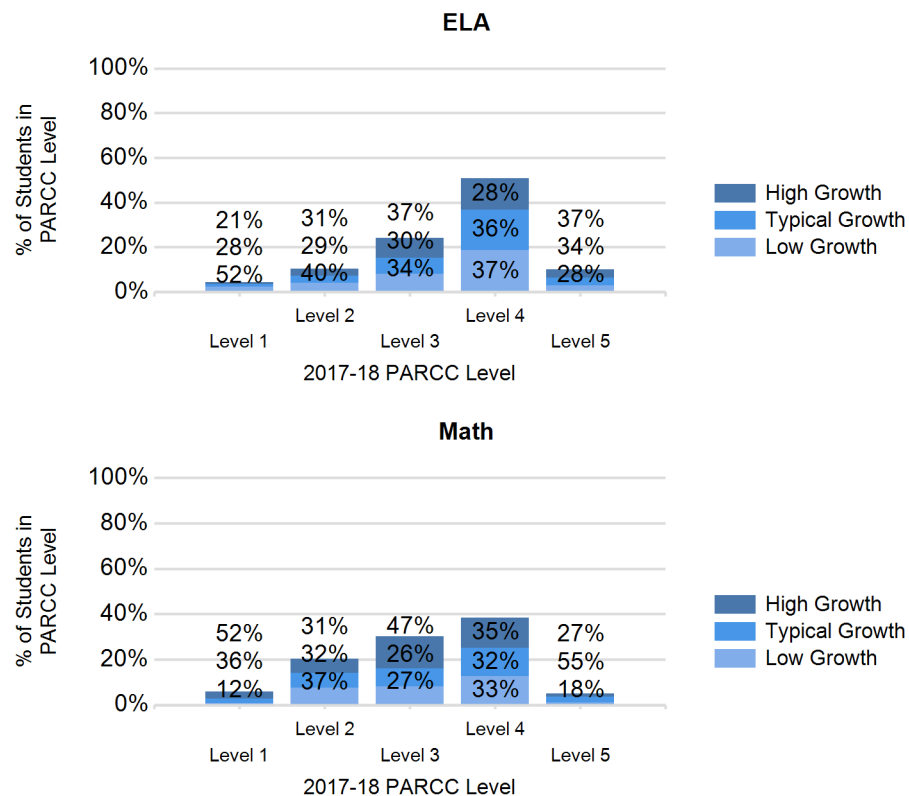
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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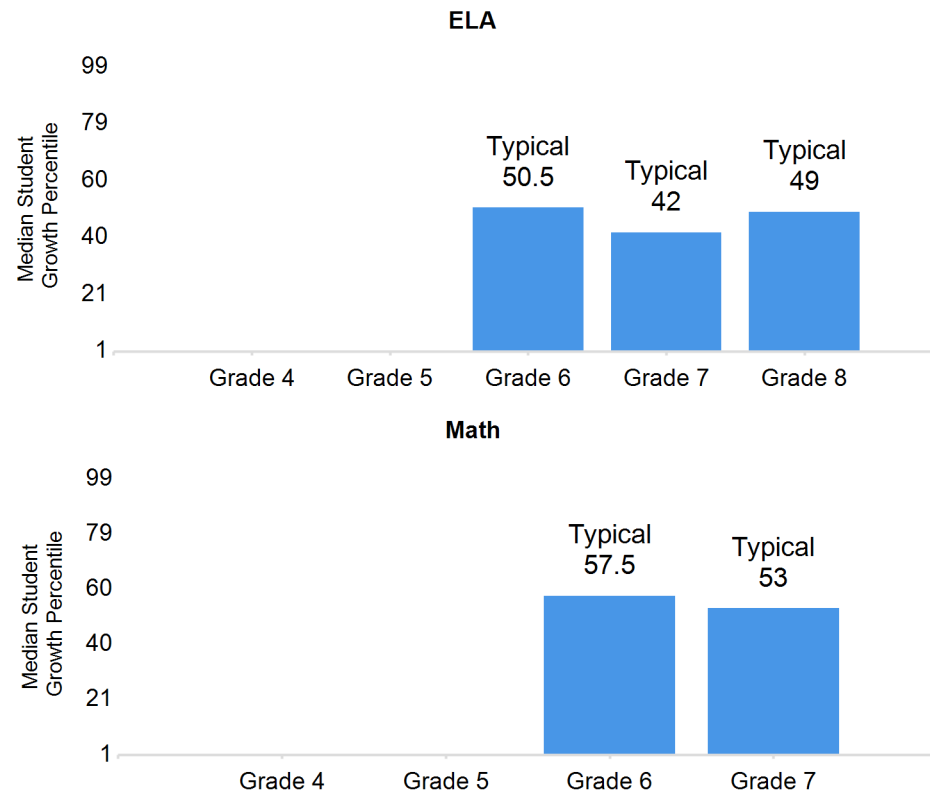
Student Growth by Performance Level

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.





Glen Meadow Middle School
(37-5360-025)
Grades Offered: 06-08
2018-2019

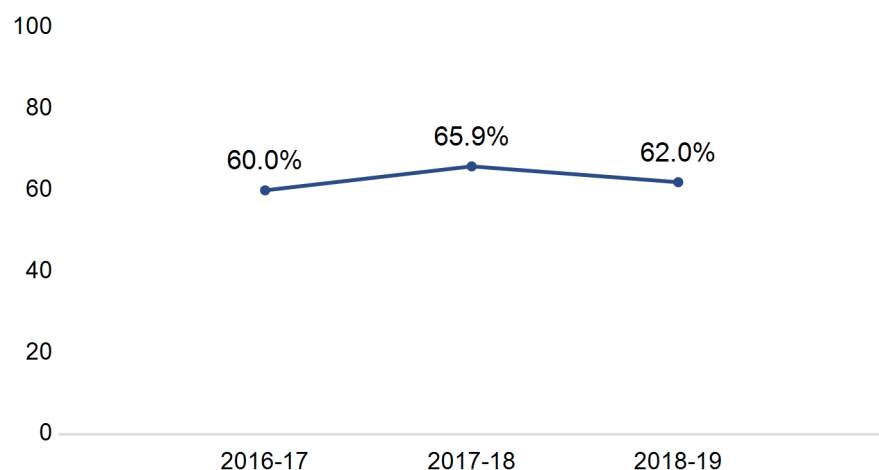
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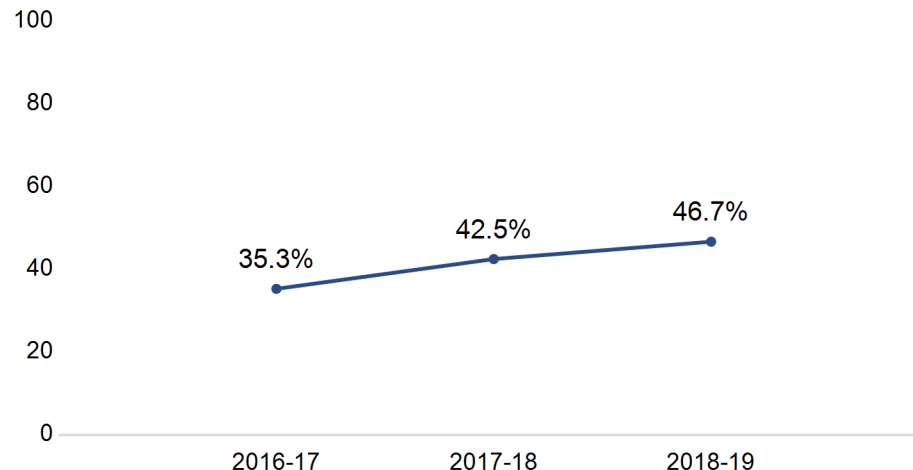
English Language Arts and Mathematics Performance Trends

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	97.5%	97.6%	99.4%	97.5%	97.6%	99.3%
Proficiency Rate for Federal Accountability	60.0%	65.9%	62.0%	35.3%	42.5%	46.7%
Annual Target	53.3%	54.7%	56.1%	37.4%	39.7%	41.9%
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	674	99.4	62.0	58.3	57.9	62.0	56.1	Met Target
White	560	99.3	63.4	59.0	66.9	63.4	55.8	Met Target
Hispanic	74	100.0	55.4	56.9	43.9	55.4	58.5	Met Target†
Black or African American	15	100.0	40.0	47.5	38.5	40.0	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	84.6	*	82.9	84.6	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	38.6	64.4	*	**	**
Female	311	99.4	74.3	67.7	64.8	74.3		
Male	363	99.5	51.5	49.2	51.3	51.5		
Economically Disadvantaged Students	119	100.0	39.5	42.0	40.0	39.5	51.4	Not Met
Non-Economically Disadvantaged Students	555	99.3	66.8	61.4	67.9	66.8		
Students with Disabilities	136	99.3	19.9	22.1	22.7	19.9	15.4	Met Target
Students without Disabilities	538	99.5	72.7	68.3	65.1	72.7		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

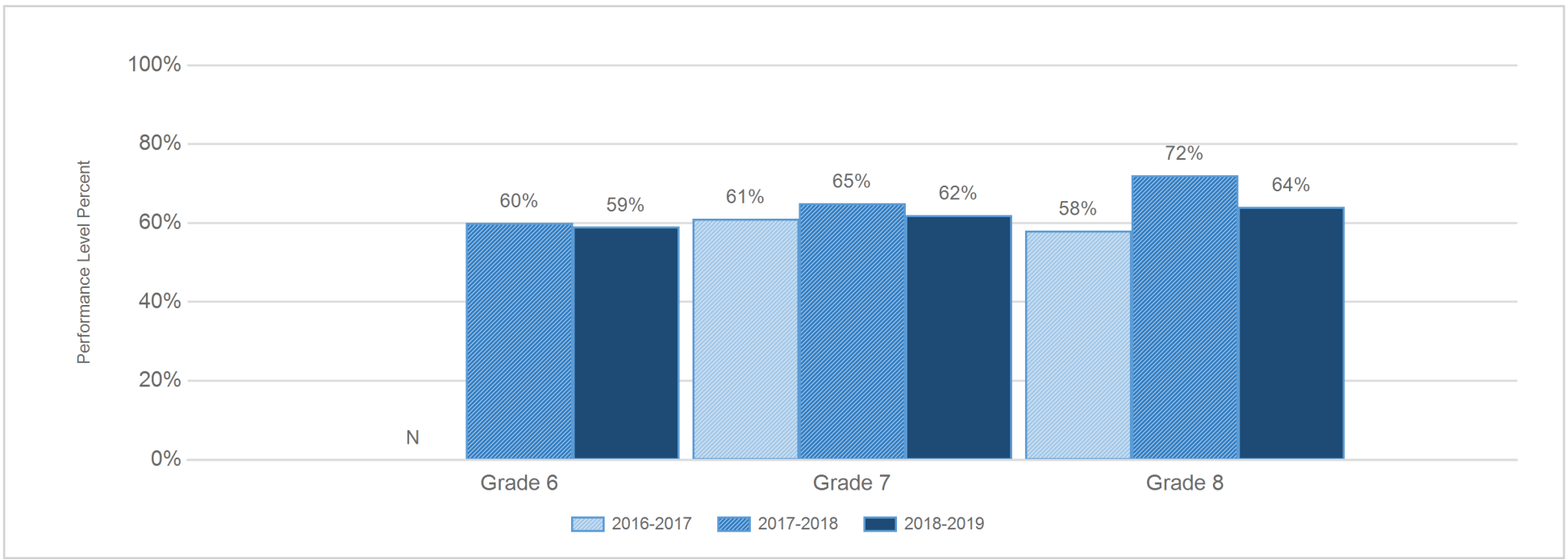


Glen Meadow Middle School
 (37-5360-025)
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 2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	755	755	754	4%	9%	27%	46%	13%	59%	56%
White	184	755	755	762	*	*	26%	49%	11%	61%	65%
Hispanic	23	752	752	743	*	*	*	*	*	52%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	118	763	763	762	*	*	20%	*	*	69%	64%
Male	106	745	745	748	*	*	35%	*	*	47%	48%
Economically Disadvantaged Students	43	744	744	740	*	*	37%	*	*	35%	39%
Non-Economically Disadvantaged Students	181	757	757	763	*	*	25%	*	*	65%	67%
Students with Disabilities	43	725	725	722	*	*	30%	26%	0%	26%	19%
Students without Disabilities	181	762	762	761	*	*	27%	51%	15%	67%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	224	755	755	756	4%	9%	27%	46%	13%	59%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Glen Meadow Middle School
(37-5360-025)
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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	222	758	758	761	7%	5%	26%	43%	19%	62%	63%
White	185	757	757	769	*	*	25%	43%	19%	62%	72%
Hispanic	28	757	757	747	*	*	*	*	*	64%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	106	763	763	769	*	*	18%	52%	21%	73%	71%
Male	116	753	753	753	*	*	33%	35%	17%	53%	55%
Economically Disadvantaged Students	37	740	740	743	*	*	38%	*	*	41%	45%
Non-Economically Disadvantaged Students	185	761	761	771	*	*	23%	*	*	66%	73%
Students with Disabilities	39	717	717	720	*	*	26%	*	*	21%	22%
Students without Disabilities	183	766	766	769	*	*	26%	*	*	71%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	235	759	759	762	10%	8%	18%	45%	19%	64%	63%
White	194	762	762	770	10%	6%	18%	43%	23%	66%	72%
Hispanic	24	746	746	747	*	*	*	54%	0%	54%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	92	772	772	771	*	*	11%	55%	25%	80%	71%
Male	143	751	751	753	*	*	23%	38%	15%	54%	55%
Economically Disadvantaged Students	39	736	736	743	26%	*	*	*	*	44%	45%
Non-Economically Disadvantaged Students	196	764	764	772	7%	*	*	*	*	68%	72%
Students with Disabilities	54	714	714	721	*	*	26%	*	*	17%	22%
Students without Disabilities	181	773	773	770	*	*	16%	*	*	78%	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%



Glen Meadow Middle School
(37-5360-025)
Grades Offered: 06-08
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	673	99.3	46.7	44.1	44.5	46.7	41.9	Met Target
White	560	99.3	48.2	45.0	54.1	48.2	43.9	Met Target
Hispanic	73	98.7	32.9	35.6	28.8	32.9	31.2	Met Target
Black or African American	15	100.0	46.7	41.0	23.0	46.7	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.2	*	76.5	69.2	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	43.2	53.3	*	**	**
Female	310	99.1	48.7	44.1	44.9	48.7		
Male	363	99.5	44.9	44.1	44.2	44.9		
Economically Disadvantaged Students	119	100.0	26.9	27.8	26.3	26.9	37.5	Not Met
Non-Economically Disadvantaged Students	554	99.1	50.9	47.2	54.9	50.9		
Students with Disabilities	136	99.3	*	19.3	17.4	*	15.4	Not Met
Students without Disabilities	537	99.3	*	50.7	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



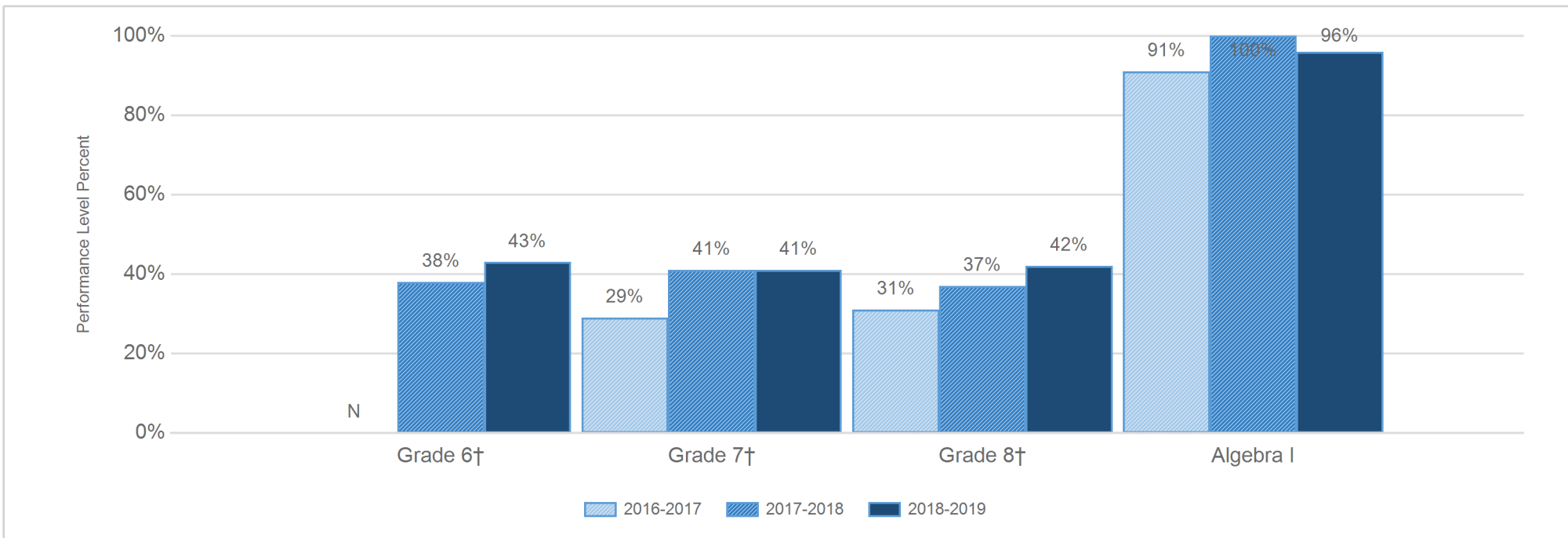
Glen Meadow Middle School
(37-5360-025)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	744	744	741	4%	22%	30%	37%	6%	43%	41%
White	184	744	744	749	*	22%	30%	*	*	43%	51%
Hispanic	23	742	742	729	*	*	*	*	*	39%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	118	749	749	742	*	20%	28%	*	*	50%	42%
Male	106	739	739	740	*	24%	33%	*	*	36%	40%
Economically Disadvantaged Students	43	735	735	726	*	23%	33%	*	*	33%	21%
Non-Economically Disadvantaged Students	181	747	747	750	*	22%	30%	*	*	46%	53%
Students with Disabilities	43	715	715	716	*	*	*	*	*	*	12%
Students without Disabilities	181	751	751	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	224	744	744	743	4%	22%	30%	37%	6%	43%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	222	743	743	744	7%	19%	33%	35%	6%	41%	42%
White	185	743	743	751	8%	18%	32%	35%	6%	42%	53%
Hispanic	28	741	741	733	0%	*	43%	*	*	29%	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	106	738	738	744	*	23%	41%	*	*	31%	42%
Male	116	748	748	743	*	16%	26%	*	*	51%	42%
Economically Disadvantaged Students	37	731	731	731	*	27%	38%	*	*	22%	24%
Non-Economically Disadvantaged Students	185	746	746	751	*	17%	32%	*	*	45%	53%
Students with Disabilities	39	713	713	718	*	*	*	*	*	*	13%
Students without Disabilities	183	750	750	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	737	737	728	13%	23%	22%	*	*	42%	29%
White	148	740	740	737	11%	20%	22%	*	*	47%	38%
Hispanic	20	726	726	722	*	*	*	*	*	20%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	67	744	744	731	*	18%	18%	*	*	55%	31%
Male	117	733	733	726	*	26%	24%	*	*	35%	27%
Economically Disadvantaged Students	36	718	718	719	33%	28%	*	*	*	19%	20%
Non-Economically Disadvantaged Students	148	741	741	735	7%	22%	*	*	*	48%	36%
Students with Disabilities	54	710	710	707	*	30%	20%	*	*	11%	10%
Students without Disabilities	130	748	748	734	*	21%	22%	*	*	55%	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
Schoolwide	50	780	743	744	0%	0%	*	*	*	96%	42%
White	46	780	744	752	0%	0%	*	*	*	96%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	24	779	740	745	0%	0%	*	*	*	96%	44%
Male	26	780	745	743	0%	0%	*	*	*	96%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	714	717	N	N	N	N	N	N	12%
Students without Disabilities	50	780	747	748	0%	0%	*	*	*	96%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	50	780	*	745	0%	0%	*	*	*	96%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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



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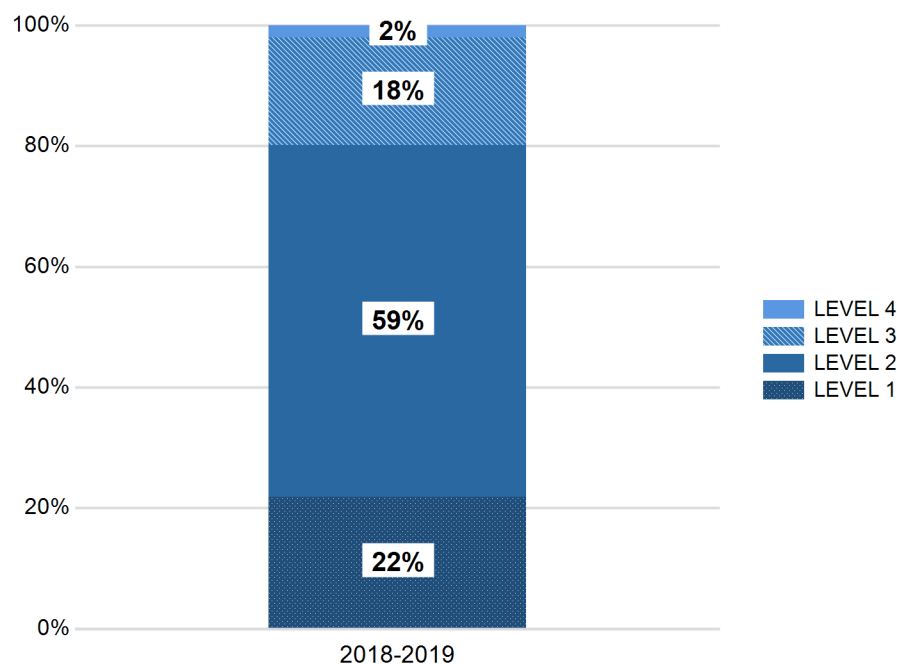
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	22	59	18	2
White	20	58	20	2
Hispanic	22	70	9	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	18	62	19	2
Male	25	57	17	1
Economically Disadvantaged Students	53	43	3	3
Non-Economically Disadvantaged Students	16	62	21	2
Students with Disabilities	62	36	2	0
Students without Disabilities	11	65	22	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	0	0	225
7	0	0	222
8	50	10	183
Total	50	10	630

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	44	46	0	0	0	0	0
7	58	0	0	0	0	0	0
8	61	8	25	0	0	0	0
Total	163	54	25	0	0	0	0



Glen Meadow Middle School

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2018-2019

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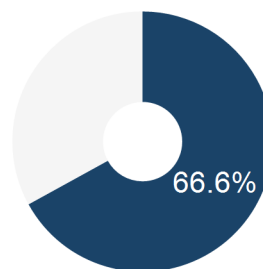
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Visual and Performing Arts – Course Participation

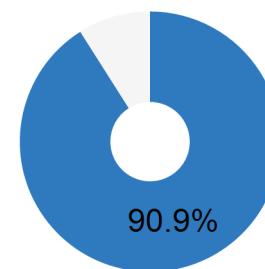
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

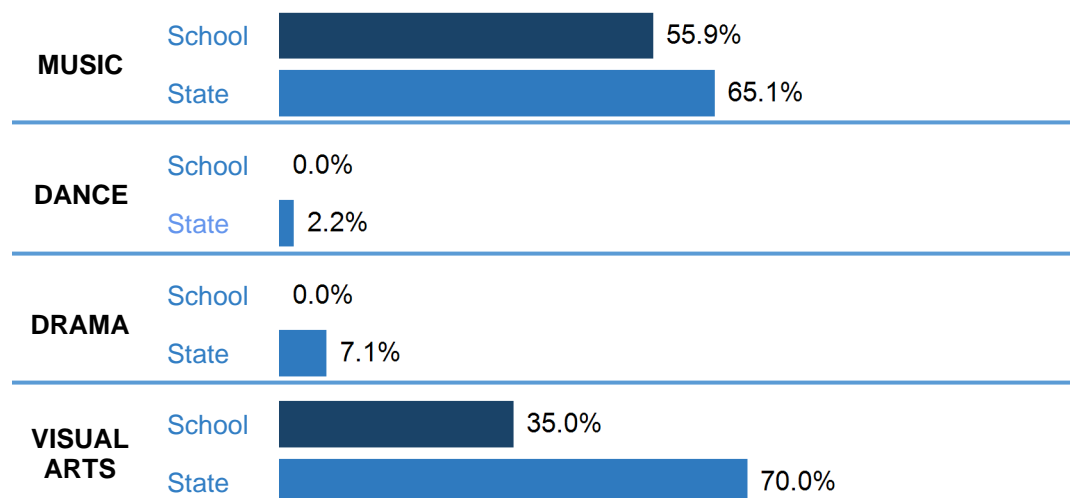


School



State

Students enrolled in one or more classes by discipline:





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

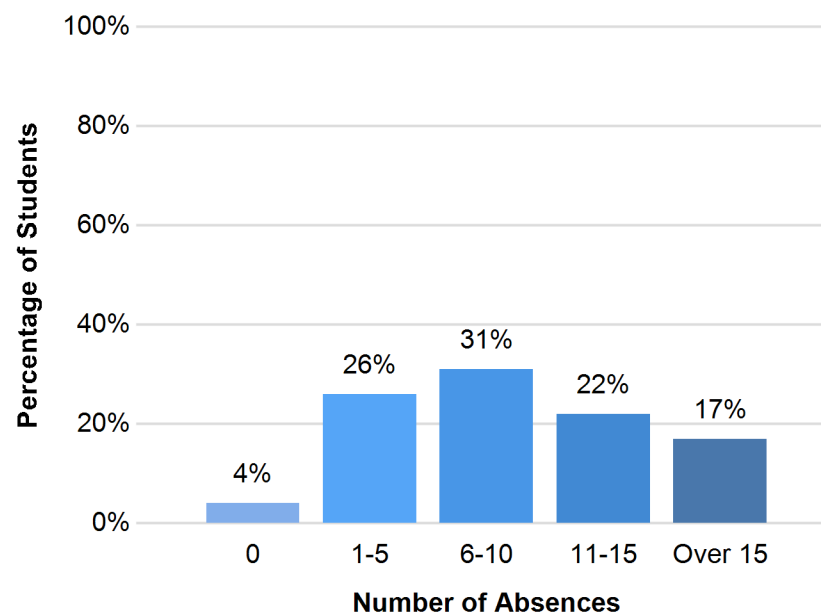
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	85	12.4	9.1	Not Met
White	67	11.8	9.1	Not Met
Hispanic	11	14.3	9.1	Not Met
Black or African American	3	20.0	**	**
Asian, Native Hawaiian, or Pacific	2	12.5	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	37	11.6		
Male	48	13.0		
Economically Disadvantaged Students	24	19.7	9.1	Not Met
Students with Disabilities	27	19.7	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Glen Meadow Middle School

(37-5360-025)

Grades Offered: 06-08

2018-2019

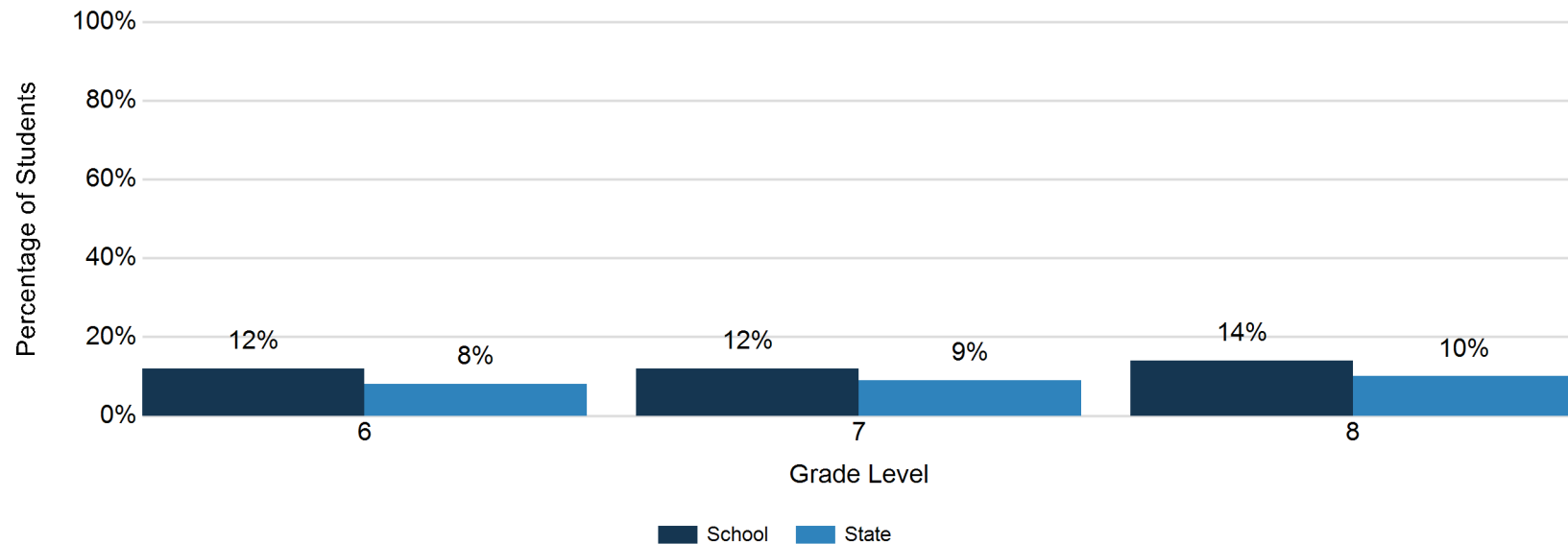
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.35

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	2	2
Religion	0	1	1
Ancestry	0	0	0
Gender	0	5	5
Sexual Orientation	0	4	4
Disability	0	0	0
Other	2	4	6
No Identified Nature	1		1

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
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	67	9.9%
Out-of-School Suspensions	15	2.2%
Any Suspension	74	10.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
41



Glen Meadow Middle School

(37-5360-025)

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	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	77	118,214
Average years experience in public schools	15.5	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	76.6%	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	21	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	15.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	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	10:1
Students to Administrators	340:1	142:1
Teachers to Administrators	39:1	14:1
Students to Librarians/Media Specialists		2980:1
Students to Nurses		497:1
Students to Counselors		229:1
Students to Child Study Team Members		166:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	71.4%	100.0%	48.4%	77.1%	54.9%
Male	53.4%	28.6%	0.0%	51.6%	22.9%	45.1%
White	82.8%	98.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.0%	1.3%	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	2.2%	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	0.1%	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%



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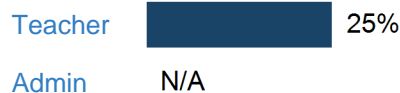
Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.0%	65.9%	62.0%
Math Proficiency	35.3%	42.5%	46.7%
ELA Growth	39	51	46
Math Growth	25	45	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.7%	11.5%	12.4%

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



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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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Highlights:

- Foundations, Innovations and Creations Labs encourage students to think creatively, explore ideas, and solve problems individually and collaboratively.
- Glen Meadow Vouchers is a school-wide program that emphasizes teamwork and promotes a positive and supportive school climate.
- GMMS offers over 28 activities including clubs, arts, and sports, allowing students to learn after school dismisses.



Mission, Vision, Theme:

Glen Meadow Middle School's Mission statement reads as follows: "Glen Meadow Middle School provides a positive atmosphere that emphasizes the value of education and challenges students to set high expectations and make responsible decisions." This student-centered environment encourages and supports students to become lifelong learners. An array of opportunities in academics, athletics, clubs, and organizations provides students with enriching activities and appropriate role models.



Awards, Recognition, Accomplishments:

Each year, educators at Glen Meadow are nominated for the Governor's Teacher/Educational Services Professional Recognition Program by their colleagues. Students are often recognized for their creative and persuasive writing skills by submitting their essays. Individual students have been nominated for honors and received awards throughout Sussex County, including the VFW, Caring Award, Sussex County Honors Band and a Citizenship Award and special girls recognition. New members are inducted yearly into the National Junior Honor Society.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Glen Meadow Middle School provides specialized instruction in the fields of mathematics, language arts, science, social studies, world languages (both French and Spanish), health and physical education, new Personal Fitness and visual and performing arts. A full-time librarian/media specialist supports students' library skills. Our newly incorporated Foundation, Innovations and Creations classes round out the curriculum by allowing students to think creatively, explore ideas, and solve problems individually and collaboratively .</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Cross Country (Coed), Field Hockey (Coed), Golf (Coed), Skiing (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)</p> <p>Our physical education department regularly runs volleyball tournaments after school, which raise money for Harvest House and collect non-perishable food items for our local food pantries. A Coffee House during the tournaments allows students to enjoy spending time together as they sing and play instruments. Students, faculty and community members understand the importance of community building at Glen Meadow Middle School.</p>
 <p>Clubs and Activities:</p>	<p>The Middle School Musical, Jazz Band, Orchestra, Chorus and Variety Show provide students with the opportunity to showcase their talents. Groups such as the Academic Bowl, the Kiwanis Builder's Club, Coding Club, Robotics Club, National Junior Honor Society, National Math Club, Peer Support Club and Yearbook Club provide students with the opportunity to develop new friendships and learn new skills. Above the Influence (ATI) keep our students informed about the dangers of drugs and alcohol.</p>



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Before and After School Programs:

Teachers often volunteer their time after school to work with students who need individual assistance to experience success or have missed a test or quiz. These tutorial sessions provide students with the opportunity to feel a sense of belonging and to better enjoy their educational experience at the middle school level. On a monthly basis, students work with the members of the Vernon Coalition as they participate in ATI (Above the Influence) activities to promote healthy lifestyles.



Staff and Professional Learning:

The educators at Glen Meadow Middle School have built in common planning time in their schedules. CPT is a process of school improvement that brings coherence to the work of educators by connecting standards, student learning, assessment, professional learning and educator effectiveness. It works to create conversations between educators which are both meaningful and purposeful and adhere to Best Practices.



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 <p>Student Supports and Services:</p>	<p>Non-English speaking students are provided with opportunities to work with an ESL teacher to strengthen their language acquisition skills. Students with disabilities are assisted by placement in appropriate classroom settings and the opportunity to work with speech, physical and occupational therapists as per their IEPs. Intervention and Referral Services (I&RS) team members work collaboratively with educators to provide struggling learners with the supports necessary to enhance their learning.</p>
 <p>Student Health and Wellness:</p>	<p>Each school day begins with the opportunity for students to purchase breakfast before the start of first period, allowing them to get a nutritional start before classroom learning begins. A healthy lunch helps them to be better prepared for the afternoon. All students are provided with either a physical education or health class on a daily basis. In addition, approximately 20 minutes of recess following lunch gives students the chance to play football, soccer, Four Square and basketball.</p>
 <p>Parent and Community Involvement:</p>	<p>The School and Community Association (SCA) enhances student life by supporting and funding programs for the students of Glen Meadow Middle School. By working together, the home and school greatly enhance the students' educational and social experience in this middle school setting. The SCA's "Giving Tree" program encourages giving rather than receiving during the holiday season and provides gifts and/or gift certificates to families in need of assistance throughout the district.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The students in Glen Meadow Middle School were given the opportunity to complete a Student Survey; 710 students completed this online survey. The majority of students indicated that the school is orderly and that they feel safe when in attendance. They believe that their peers are trying to do "a good job" in school and are opposed to cheating. The students recognized the high quality of their teachers and acknowledge a willingness to assist them. Few students had observed bullying incidents.</p>
 <p>Facilities:</p>	<p>At Glen Meadow, every academic classroom is air conditioned to afford an optimal environment for learning. Our library provides options enabling students to read, create and research in an educationally-rich environment. New technology includes tablets and a self check out program providing autonomy for students who desire privacy. A newly decorated band room allows all three grades to perform together. A well-equipped art room provides students with the room to create their masterpieces. Well maintained ball fields allow for outside physical education classes whenever the weather permits.</p>



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



Other Information

The professionals at Glen Meadow Middle School go above and beyond to ensure that every student experiences a successful middle school experience; this better prepares each of them for the challenges that lie ahead when they enter high school. The administration works collaboratively with the high school to ensure that every student and parent/guardian understands all that Vernon Township High School has to offer, while fully supporting those students who choose to attend other private or technical schools. Understanding the importance of technology in their students' future endeavors, Glen Meadow continues to provide the use of 1:1 Chromebooks for every student. The core subject teachers work collaboratively as teams, which assists the adolescent middle school student with the support system needed to experience success. By providing Common Planning Time for each team and each department, these gifted educators plan together and share enlightening lessons and Best Practices that build a strong foundation for all future learning. By keeping the importance of communication at the forefront, all staff members are provided with a bi-monthly synopsis so that everyone is better informed about upcoming events. Weekly information is disseminated to parents via the SchoolMessenger. Parents/Guardians are also encouraged to review their children's academic progress by using the new Genesis Parent Portal Program..



Lounsberry Hollow School
(37-5360-030)
Grades Offered: 04-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Lounsberry Hollow 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	Sussex
District	Vernon Township School District
Principal Name	Ms. Dennis Mudrick
Address	30 SAMMIS ROAD VERNON, NJ 07462-0219
Phone Number	973-764-8745
Email Address	dmudrick@vtsd.com
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD



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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
4	0	218	188
5	226	253	218
6	243	1	1
Total	469	473	409

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	41.6%	52.6%	49.1%
Male	58.4%	47.4%	50.9%
Economically Disadvantaged Students	19.6%	19.0%	18.3%
Students with Disabilities	17.3%	21.4%	26.4%
English Learners	0.4%	0.4%	0.5%
Homeless Students	0.0%	0.2%	0.5%
Students in Foster Care	0.6%	0.4%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	84.4%	82.2%	80.7%
Hispanic	10.2%	11.0%	12.2%
Black or African American	2.1%	1.3%	1.2%
Asian	1.7%	2.3%	1.7%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	1.3%	2.7%	3.7%

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	97.6%
Spanish	1.2%
Other Languages	1.2%



Lounsberry Hollow School
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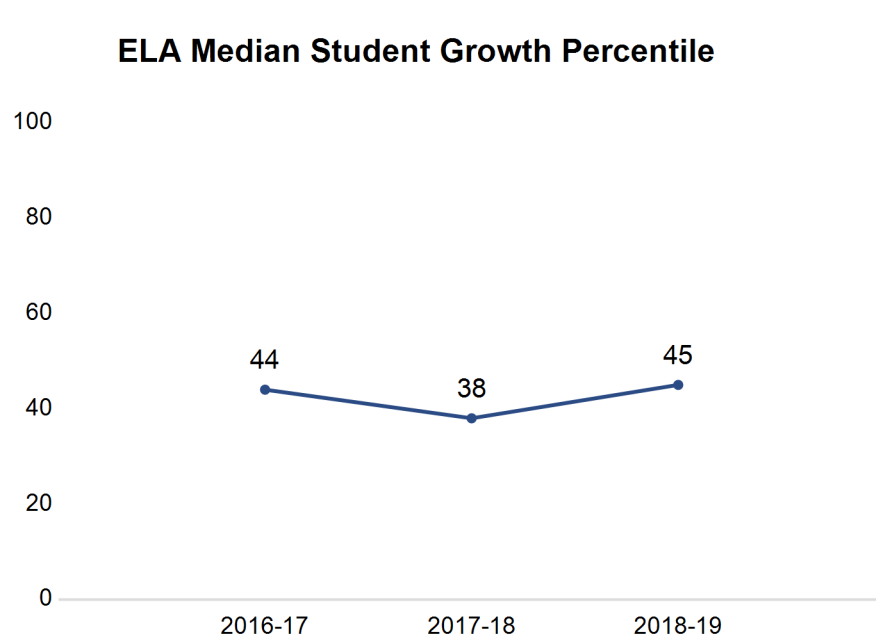
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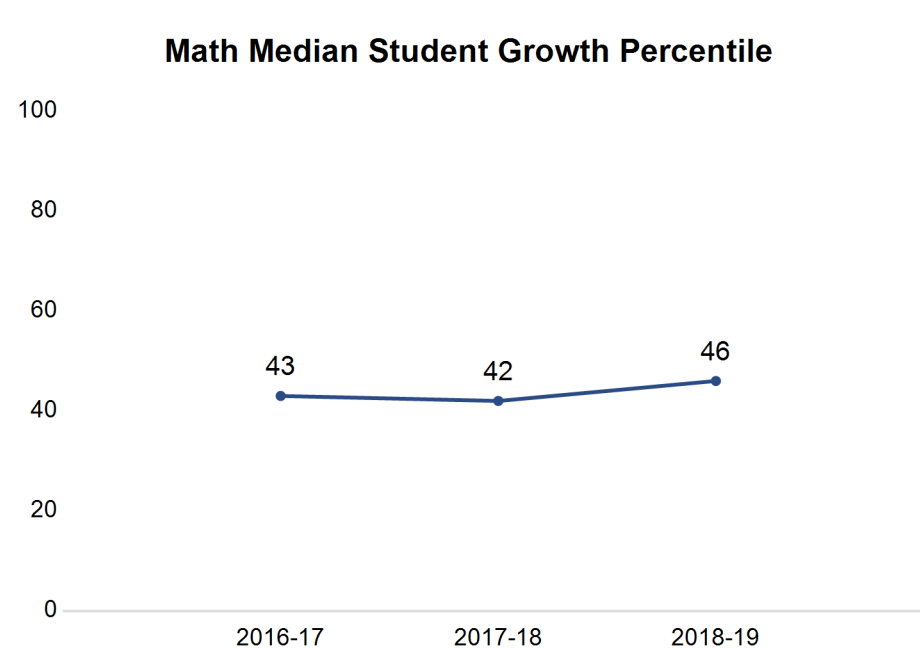
Student Growth Trends and Progress

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	44	38	45	43	42	46
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	45	46	50	Met Standard	46	51	50	Met Standard
White	50	47	50	Met Standard	45.5	50	52	Met Standard
Hispanic	41	43	49	Met Standard	47	55	47	Met Standard
Black or African American	*	50	45	**	*	63.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	47	59	**	*	59	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	31.5	29.5	49	**	44	67.5	52	**
Female	51	51	53	N	48	52	50	N
Male	41	43	47	N	45	50	51	N
Economically Disadvantaged Students	43	39	48	Met Standard	38	43	46	Not Met
Students with Disabilities	40	38	43	Met Standard	33	39	45	Not Met
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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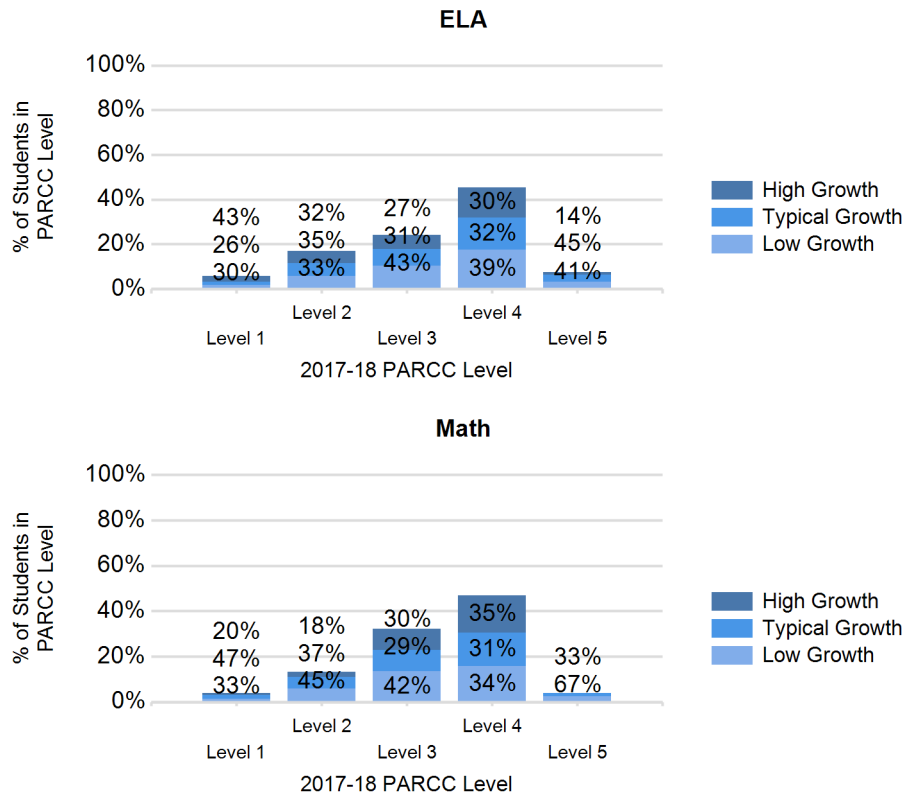
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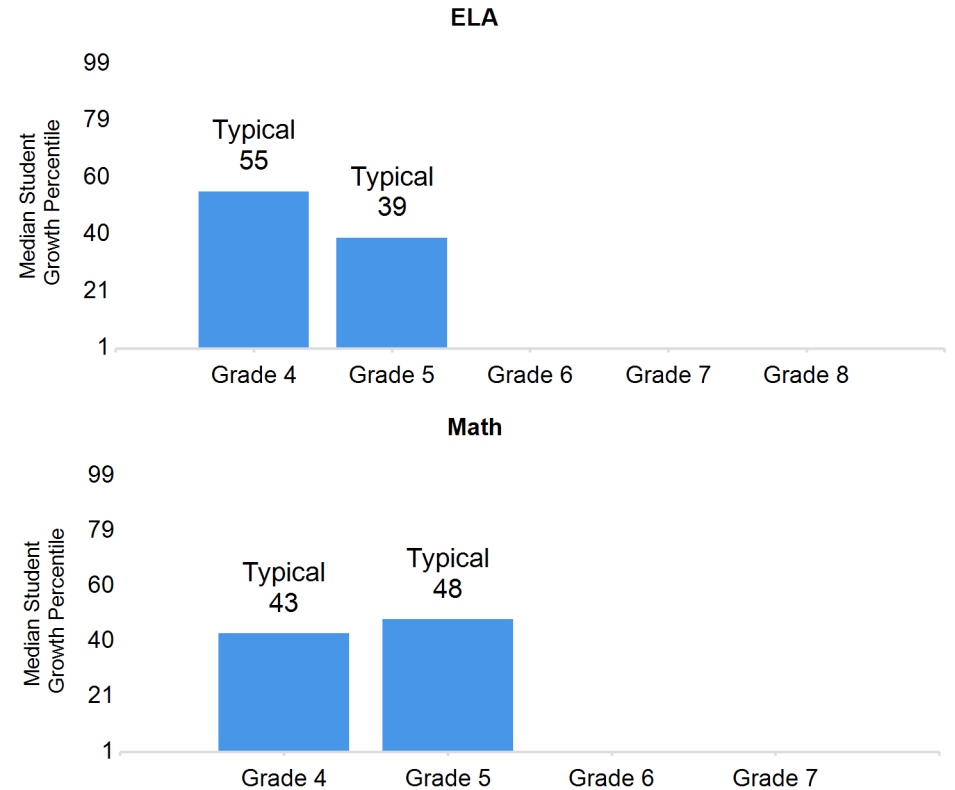
Student Growth by Performance Level

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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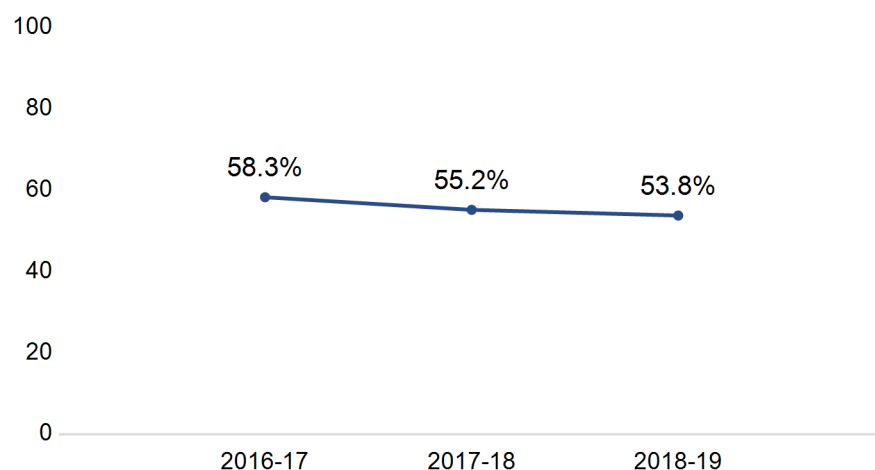
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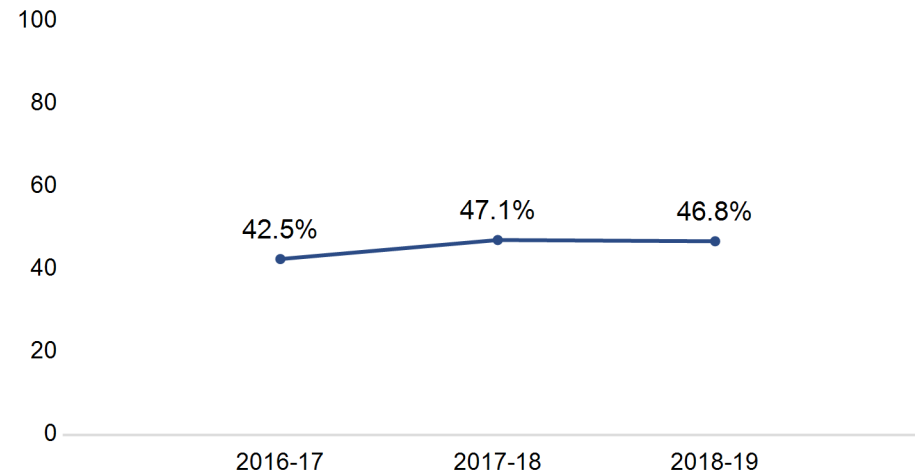
English Language Arts and Mathematics Performance Trends

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%	97.5%	99.0%	97.3%	97.5%	98.8%
Proficiency Rate for Federal Accountability	58.3%	55.2%	53.8%	42.5%	47.1%	46.8%
Annual Target	59.5%	60.6%	61.6%	44.9%	46.7%	48.6%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	396	99.0	53.8	58.3	57.9	53.8	61.6	Not Met
White	321	99.1	53.9	59.0	66.9	53.9	62.4	Not Met
Hispanic	48	100.0	52.1	56.9	43.9	52.1	52.5	Met Target†
Black or African American	*	*	*	47.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	15	100.0	40.0	38.6	64.4	40.0	**	**
Female	197	99.5	60.9	67.7	64.8	60.9		
Male	199	98.5	46.7	49.2	51.3	46.7		
Economically Disadvantaged Students	71	100.0	39.4	42.0	40.0	39.4	45.7	Met Target†
Non-Economically Disadvantaged Students	325	98.8	56.9	61.4	67.9	56.9		
Students with Disabilities	103	96.3	26.2	22.1	22.7	26.2	26.1	Met Target
Students without Disabilities	293	100.0	63.5	68.3	65.1	63.5		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



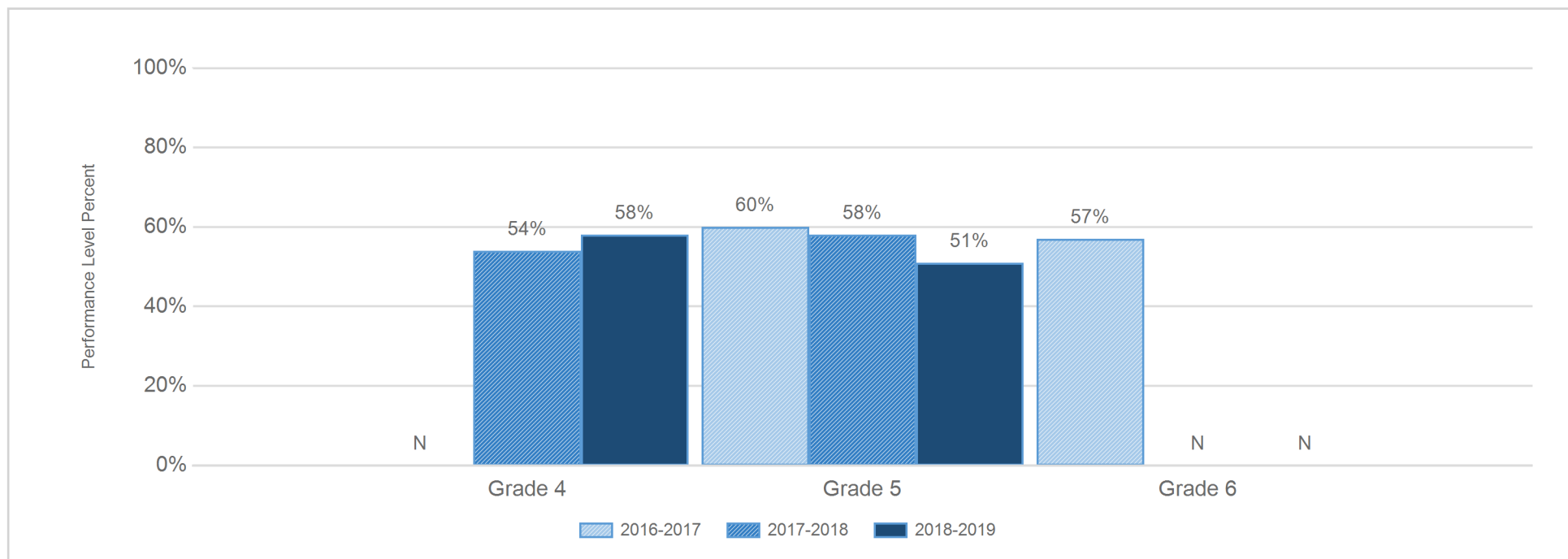
Lounsberry Hollow School
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English Language Arts Assessment - Performance Trends

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 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	186	753	753	755	7%	12%	23%	45%	13%	58%	57%
White	151	753	753	763	7%	12%	26%	42%	13%	55%	67%
Hispanic	20	753	753	743	*	*	*	*	*	70%	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	*	*	*	762	*	*	*	*	*	*	64%
Female	89	760	760	760	*	*	24%	48%	16%	64%	62%
Male	97	748	748	750	*	*	23%	41%	10%	52%	53%
Economically Disadvantaged Students	42	747	747	740	*	*	24%	*	*	55%	40%
Non-Economically Disadvantaged Students	144	755	755	765	*	*	23%	*	*	58%	69%
Students with Disabilities	58	728	728	725	*	*	19%	*	*	26%	25%
Students without Disabilities	128	765	765	761	*	*	25%	*	*	72%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	186	753	753	758	7%	12%	23%	45%	13%	58%	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	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	748	748	756	*	19%	26%	*	*	51%	58%
White	175	750	750	764	*	18%	26%	*	*	53%	68%
Hispanic	28	740	740	743	*	*	*	39%	0%	39%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	111	752	752	761	*	15%	23%	*	*	58%	64%
Male	105	744	744	750	*	24%	30%	*	*	44%	52%
Economically Disadvantaged Students	30	727	727	740	*	37%	33%	*	*	20%	39%
Non-Economically Disadvantaged Students	186	752	752	766	*	17%	25%	*	*	56%	69%
Students with Disabilities	45	733	733	724	*	36%	29%	*	*	27%	23%
Students without Disabilities	171	752	752	762	*	15%	26%	*	*	57%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	395	98.8	46.8	44.1	44.5	46.8	48.6	Met Target†
White	320	98.8	46.9	45.0	54.1	46.9	50.4	Met Target†
Hispanic	48	100.0	39.6	35.6	28.8	39.6	36.3	Met Target
Black or African American	*	*	*	41.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	15	100.0	46.7	43.2	53.3	46.7	**	**
Female	197	99.5	45.2	44.1	44.9	45.2		
Male	198	98.1	48.5	44.1	44.2	48.5		
Economically Disadvantaged Students	71	100.0	29.6	27.8	26.3	29.6	34.1	Met Target†
Non-Economically Disadvantaged Students	324	98.5	50.6	47.2	54.9	50.6		
Students with Disabilities	102	95.4	25.5	19.3	17.4	25.5	26.1	Met Target†
Students without Disabilities	293	100.0	54.3	50.7	50.0	54.3		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



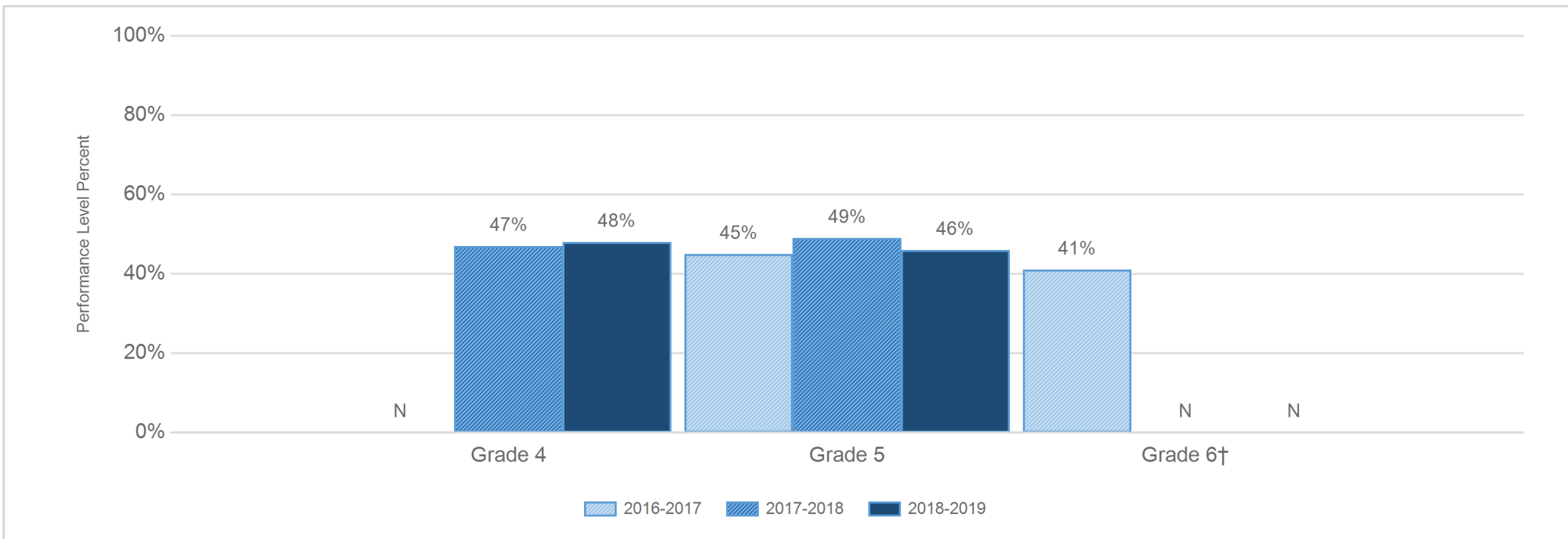
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Mathematics Assessment – Performance Trends

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



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



Lounsberry Hollow School
(37-5360-030)
Grades Offered: 04-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	185	745	745	749	8%	20%	24%	*	*	48%	51%
White	150	744	744	757	8%	21%	26%	*	*	45%	62%
Hispanic	20	746	746	737	*	*	*	50%	0%	50%	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	*	*	*	754	*	*	*	*	*	*	58%
Female	89	745	745	749	*	18%	25%	*	*	48%	50%
Male	96	745	745	749	*	22%	23%	*	*	48%	52%
Economically Disadvantaged Students	42	737	737	734	*	24%	*	*	*	40%	32%
Non-Economically Disadvantaged Students	143	747	747	759	*	19%	*	*	*	50%	63%
Students with Disabilities	57	726	726	726	*	42%	*	*	*	23%	25%
Students without Disabilities	128	754	754	754	*	10%	*	*	*	59%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	185	745	745	751	8%	20%	24%	*	*	48%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	746	746	747	*	17%	33%	*	*	46%	47%
White	175	747	747	755	*	17%	31%	*	*	48%	58%
Hispanic	28	739	739	735	*	*	36%	*	*	32%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	111	744	744	747	*	14%	35%	*	*	43%	47%
Male	105	748	748	747	*	20%	30%	*	*	49%	47%
Economically Disadvantaged Students	30	728	728	732	*	37%	33%	*	*	17%	27%
Non-Economically Disadvantaged Students	186	749	749	757	*	14%	33%	*	*	51%	59%
Students with Disabilities	45	730	730	725	*	36%	22%	*	*	29%	19%
Students without Disabilities	171	750	750	752	*	12%	36%	*	*	50%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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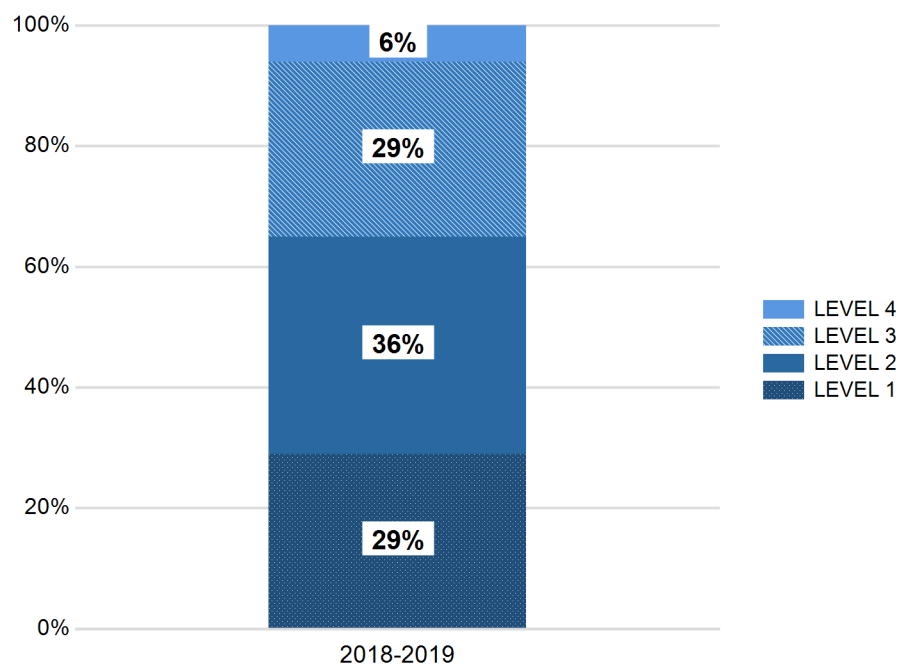
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	29	36	29	6
White	26	37	30	7
Hispanic	50	18	32	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	32	32	32	5
Male	26	40	27	8
Economically Disadvantaged Students	67	18	15	0
Non-Economically Disadvantaged Students	22	39	32	7
Students with Disabilities	50	30	13	7
Students without Disabilities	24	37	34	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

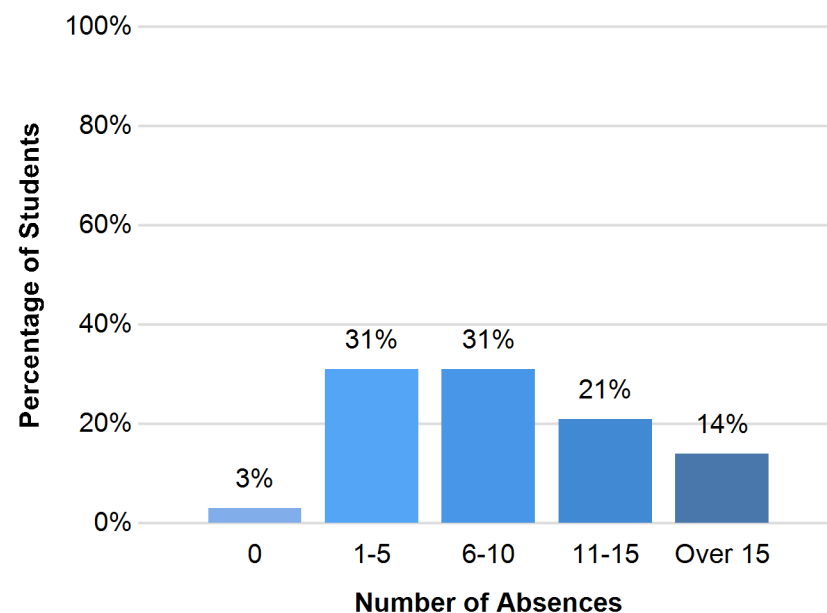
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	45	11.0	7.5	Not Met
White	36	10.9	7.5	Not Met
Hispanic	8	15.7	7.5	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	16	8.0		
Male	29	13.9		
Economically Disadvantaged Students	13	17.6	7.5	Not Met
Students with Disabilities	12	10.8	7.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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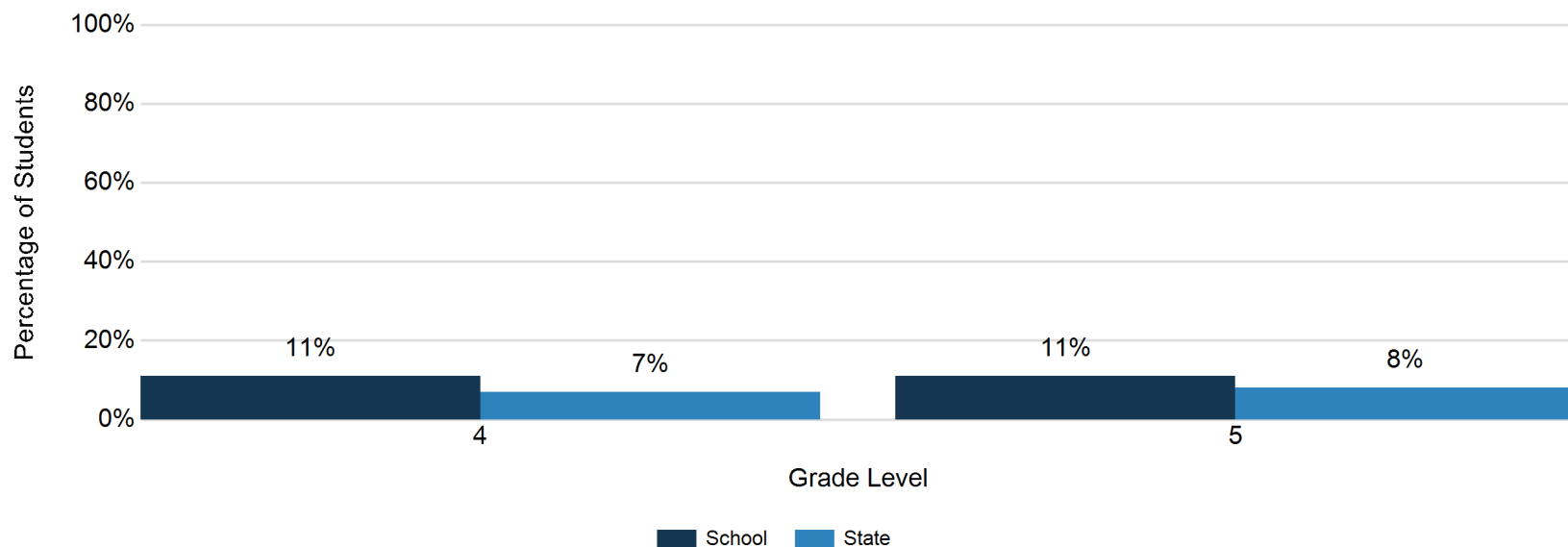
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.24

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 18 Mins
Shared Time - Instructional Time	6 Hrs. 18 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	15.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	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	10:1
Students to Administrators	409:1	142:1
Teachers to Administrators	48:1	14:1
Students to Librarians/Media Specialists		2980:1
Students to Nurses		497:1
Students to Counselors		229:1
Students to Child Study Team Members		166:1



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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	49.1%	72.9%	0.0%	48.4%	77.1%	54.9%
Male	50.9%	27.1%	100.0%	51.6%	22.9%	45.1%
White	80.7%	97.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.2%	2.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	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	92.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	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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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	58.3%	55.2%	53.8%
Math Proficiency	42.5%	47.1%	46.8%
ELA Growth	44	38	45
Math Growth	43	42	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.7%	9.7%	11.0%

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



Lounsberry Hollow School

(37-5360-030)

Grades Offered: 04-05

2018-2019

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

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

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

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

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

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

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

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

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

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

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



Lounsberry Hollow School
(37-5360-030)
Grades Offered: 04-05
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Lounsberry Hollow School
(37-5360-030)
Grades Offered: 04-05
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:

- Technology is an integral part of each day, with students utilizing 1 to1 Chromebooks via the district Chromebook Initiative
- Artstanding – an annual district event at LHS that highlights our Fine & Performing Arts programs
- After school clubs include: Robotics; Art Club; Coding Club; K Kids Club; Above the Influence; Variety Show; Volleyball.



Mission, Vision, Theme:

Lounsberry Hollow School home to approximately 410 fourth and fifth grade students. The mission of Lounsberry Hollow is to promote academic excellence, foster self-esteem and provide learning opportunities for all students to grow academically, socially and emotionally during the critical transition between elementary and secondary school.



Awards, Recognition, Accomplishments:

An awards program is held at the end of the year to recognize student achievements. This includes academic recognition, physical achievements and fine arts achievements.



Lounsberry Hollow School

(37-5360-030)

Grades Offered: 04-05




2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>LHS provides students with strong academic programs. Students benefit from differentiated learning opportunities in mathematics, language arts, science, social studies, technology, Robotics, critical thinking, world language, music, art, physical education and health. Language Arts curriculum is guided by the workshop model; Math in Focus is the primary math curriculum. A variety of activities beyond the traditional classroom are also offered, as well as remedial and Gifted and Talented programs.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Field Hockey (Coed), Golf (Coed), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)</p> <p>The following sports are offered at Lounsberry Hollow School: Field Hockey (combined with GMMS), Golf (combined with GMMS) Track and Field (combined with GMMS) and Volleyball. The community PAL (Police Athletic Club) offers basketball, ski club, baseball, football, and other programs.</p>
 <p>Clubs and Activities:</p>	<p>The following clubs and activities are offered at the Lounsberry Hollow School: Above the Influence, After School Tutoring, Art Club, Coding, Garden Club, K Kids, Robotics Club, and a Science Fair.</p>



Lounsberry Hollow School
 (37-5360-030)
 Grades Offered: 04-05
 2018-2019

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School Narrative

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Staff and Professional Learning:

The district provides professional learning days and offers a wide range of classes, from technology to instructional strategies. Teachers are also encouraged to attend out of district professional seminars, workshops and conferences.



Lounsberry Hollow School

(37-5360-030)

Grades Offered: 04-05




2018-2019

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 <p>Student Supports and Services:</p>	<p>Lounsberry Hollow School has several support services in place. There are two counselors whose program includes push-in lessons, group counseling and individual counseling. Our Special Service Department offers services for our special education students and our ESL teacher works with our non- English speaking students.</p>
 <p>Student Health and Wellness:</p>	<p>Lounsberry Hollow School has an in-depth Physical Education and Health program. Health classes are held in a classroom and address all relevant health issues pertaining to this grade. Our physical education program includes traditional programs paired with non-traditional programs such as archery.</p>
 <p>Parent and Community Involvement:</p>	<p>LH School works hand-in-hand with our School Community Association, SCA. The administration meets with the SCA on a monthly basis at the school. During this time student events and activities are discussed and planned.</p>



Lounsberry Hollow School

(37-5360-030)

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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A school climate survey is sent out each year by our district's ABS Coordinator to measure the following: learning environment, student performance, respect, school safety and communication. The overall results are favorable.</p>
 <p>Facilities:</p>	<p>Lounsberry Hollow School converted from a 5th and 6th grade campus to a 4th and 5th grade campus over the summer of 2017. The physical school has a full size gym, library, art room and a computer room. Outside there is a playground and athletic fields.</p>



Lounsberry Hollow School
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 2018-2019

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School Narrative

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Other Information

Lounsberry Hollow School provides students with a strong academic program that goes beyond the traditional classroom. The curriculum puts an emphasis on student-centered and inquiry-based learning. Lounsberry Hollow faculty and staff work with the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in the global community of the 21st Century! There are sports and after school clubs that support the interest of all students. With our one-to-one Chromebook initiative and Smart Boards in every classroom Lounsberry Hollow School has taken the lead on incorporating technology into our instructional curriculum. The overall mission of Lounsberry Hollow School is to promote academic excellence, foster self-esteem and provide learning opportunities for all students to grow academically, socially and emotionally.

**Rolling Hills Primary School**

(37-5360-040)

Grades Offered: 02-03

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Rolling Hills Primary School**

(37-5360-040)

Grades Offered: 02-03

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	Sussex
District	Vernon Township School District
Principal Name	Dr. Stewart Stumper
Address	60 SAMMIS ROAD VERNON, NJ 07462-0769
Phone Number	973-764-2784
Email Address	sstumper@vtsd.com
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD



Rolling Hills Primary School

(37-5360-040)

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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
2	94	210	221
3	110	188	205
4	124	0	0
Total	328	400	430

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	54.6%	46.5%	48.6%
Male	45.4%	53.5%	51.4%
Economically Disadvantaged Students	17.7%	16.8%	13.3%
Students with Disabilities	23.5%	29.0%	28.1%
English Learners	0.6%	0.3%	0.5%
Homeless Students	0.9%	0.3%	0.0%
Students in Foster Care	0.3%	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	84.1%	81.3%	83.3%
Hispanic	9.1%	10.0%	8.6%
Black or African American	1.2%	1.5%	1.4%
Asian	2.1%	2.3%	2.3%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.4%	4.8%	4.4%

Enrollment by Home Language

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

Home Language	% of Students
English	97.9%
Spanish	1.2%
Other Languages	0.9%



Rolling Hills Primary School
(37-5360-040)
Grades Offered: 02-03
2018-2019

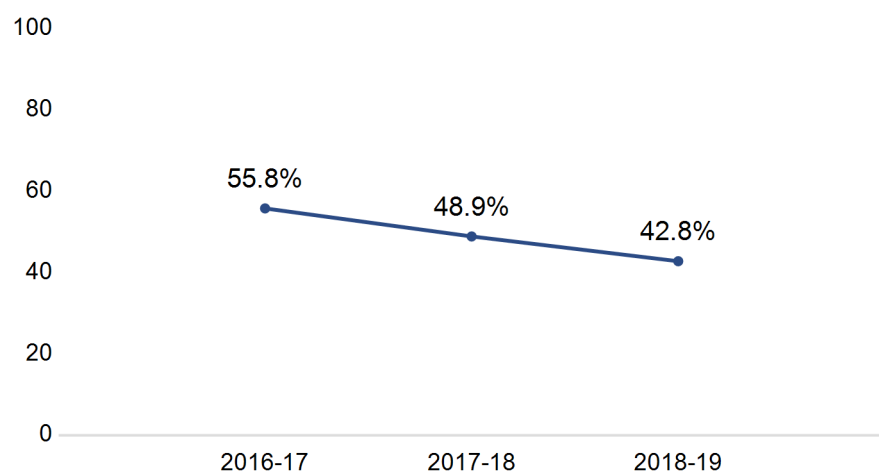
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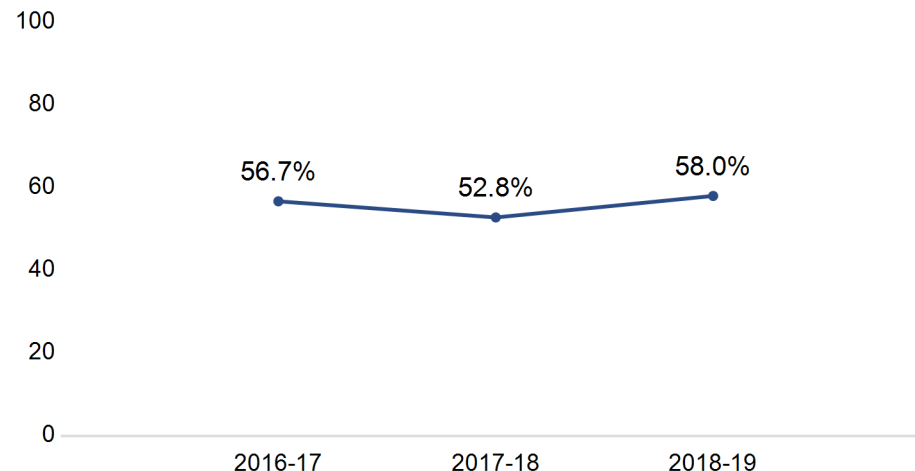
English Language Arts and Mathematics Performance Trends

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	95.7%	96.8%	98.5%	95.7%	96.8%	98.5%
Proficiency Rate for Federal Accountability	55.8%	48.9%	42.8%	56.7%	52.8%	58.0%
Annual Target	49.1%	50.7%	52.4%	49.7%	51.3%	52.9%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Rolling Hills Primary School

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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	201	98.5	42.8	58.3	57.9	42.8	52.4	Not Met
White	159	98.2	45.3	59.0	66.9	45.3	53.4	Not Met
Hispanic	21	100.0	38.1	56.9	43.9	38.1	38.5	Met Target†
Black or African American	*	*	*	47.5	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	12	100.0	33.3	38.6	64.4	33.3	**	**
Female	96	100.0	52.1	67.7	64.8	52.1		
Male	105	97.2	34.3	49.2	51.3	34.3		
Economically Disadvantaged Students	22	100.0	36.4	42.0	40.0	36.4	35	Met Target
Non-Economically Disadvantaged Students	179	98.4	43.6	61.4	67.9	43.6		
Students with Disabilities	59	96.7	27.1	22.1	22.7	27.1	28.9	Met Target†
Students without Disabilities	142	99.3	49.3	68.3	65.1	49.3		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Rolling Hills Primary School

(37-5360-040)

Grades Offered: 02-03

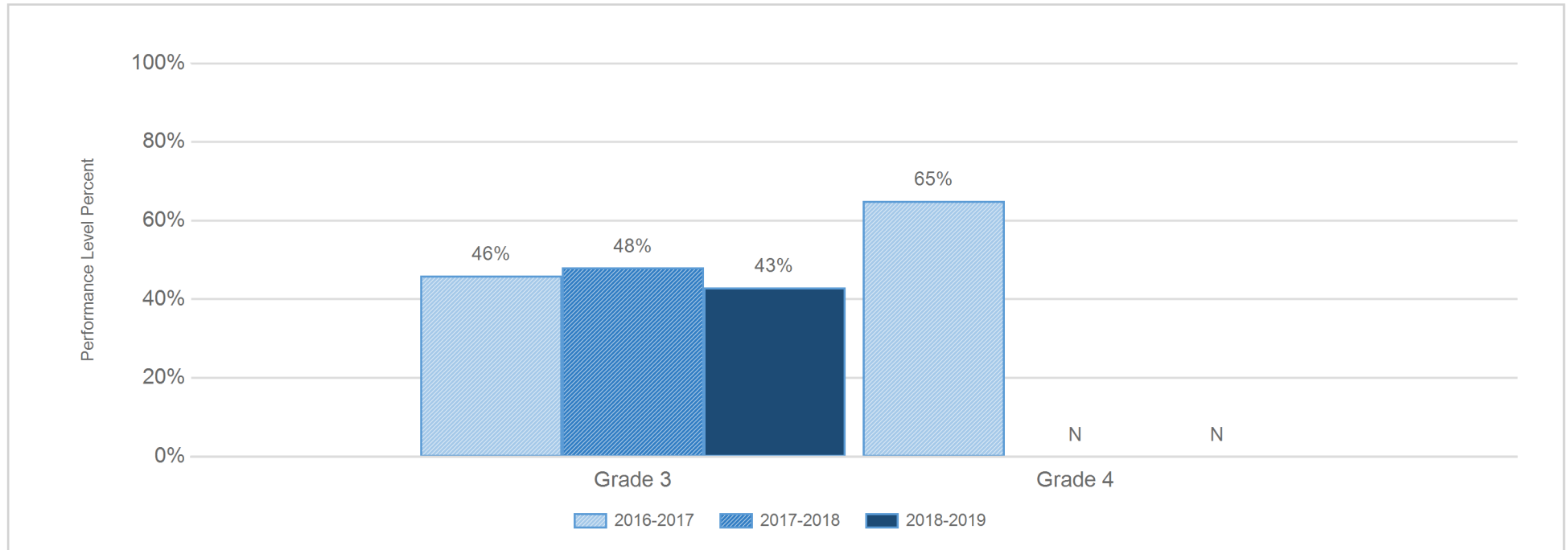
2018-2019

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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.





Rolling Hills Primary School

(37-5360-040)

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	741	741	748	10%	20%	27%	*	*	43%	50%
White	159	743	743	757	8%	19%	27%	*	*	45%	60%
Hispanic	20	743	743	734	*	*	*	*	*	40%	36%
Black or African American	*	*	*	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	12	731	731	756	*	*	*	*	*	33%	58%
Female	95	748	748	753	*	18%	25%	*	*	52%	55%
Male	105	735	735	743	*	22%	29%	*	*	35%	46%
Economically Disadvantaged Students	22	736	736	731	*	*	*	*	*	36%	33%
Non-Economically Disadvantaged Students	178	742	742	759	*	*	*	*	*	44%	61%
Students with Disabilities	57	723	723	719	*	25%	23%	*	*	26%	24%
Students without Disabilities	143	748	748	754	*	18%	29%	*	*	50%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Rolling Hills Primary School

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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	200	98.5	58.0	44.1	44.5	58.0	52.9	Met Target
White	158	98.1	60.8	45.0	54.1	60.8	54.3	Met Target
Hispanic	21	100.0	52.4	35.6	28.8	52.4	45.1	Met Target
Black or African American	*	*	*	41.0	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	12	100.0	58.3	43.2	53.3	58.3	**	**
Female	95	100.0	60.0	44.1	44.9	60.0		
Male	105	97.2	56.2	44.1	44.2	56.2		
Economically Disadvantaged Students	22	100.0	36.4	27.8	26.3	36.4	35	Met Target
Non-Economically Disadvantaged Students	178	98.4	60.7	47.2	54.9	60.7		
Students with Disabilities	58	96.7	53.4	19.3	17.4	53.4	41	Met Target
Students without Disabilities	142	99.3	59.9	50.7	50.0	59.9		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Rolling Hills Primary School

(37-5360-040)

Grades Offered: 02-03

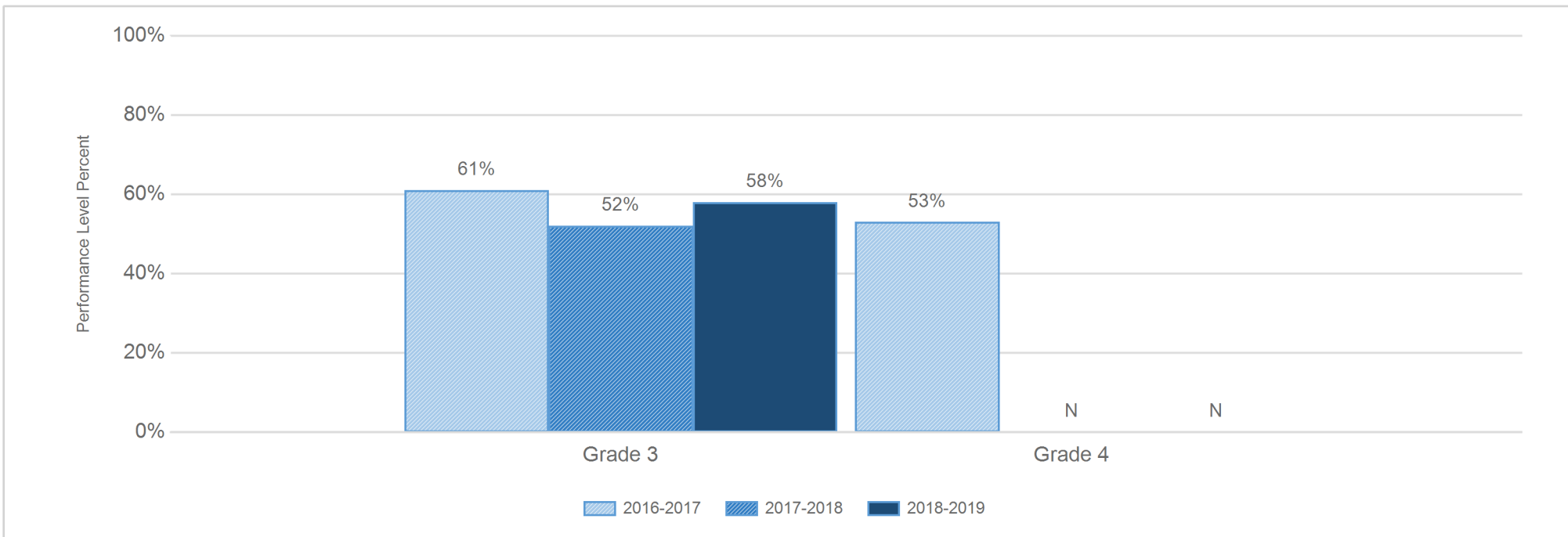
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
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- N** No Data is available to display
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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.



Rolling Hills Primary School

(37-5360-040)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	752	752	752	*	13%	27%	*	*	58%	55%
White	158	753	753	760	*	14%	25%	*	*	60%	66%
Hispanic	20	755	755	739	*	*	*	*	*	55%	40%
Black or African American	*	*	*	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	12	752	752	758	0%	*	*	*	*	58%	62%
Female	94	753	753	751	*	15%	24%	*	*	60%	54%
Male	105	752	752	752	*	11%	30%	*	*	56%	56%
Economically Disadvantaged Students	22	744	744	737	*	*	45%	*	*	36%	37%
Non-Economically Disadvantaged Students	177	754	754	761	*	*	25%	*	*	60%	67%
Students with Disabilities	56	745	745	731	*	*	21%	*	*	54%	31%
Students without Disabilities	143	756	756	756	*	*	29%	*	*	59%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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2018-2019

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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	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Rolling Hills Primary School

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2018-2019

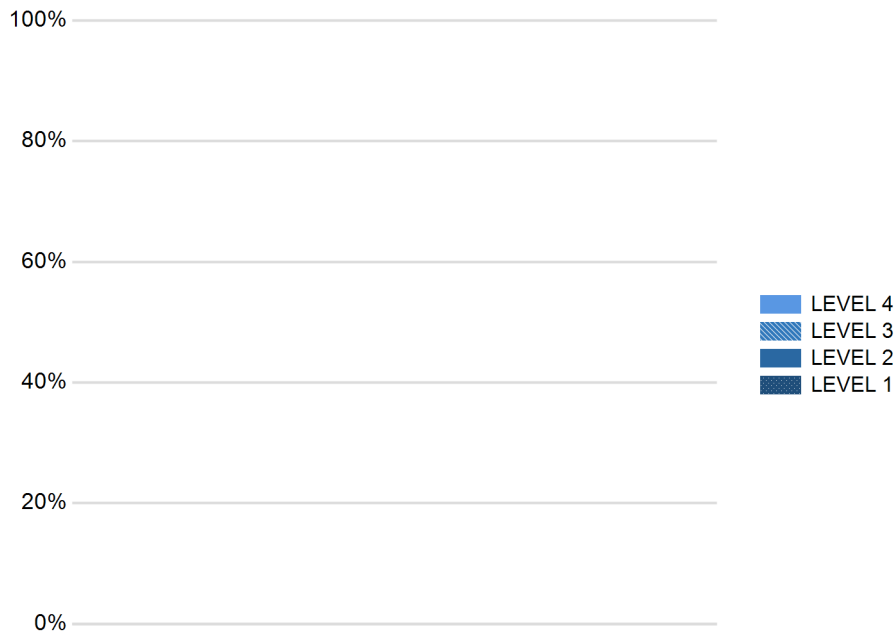
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

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



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

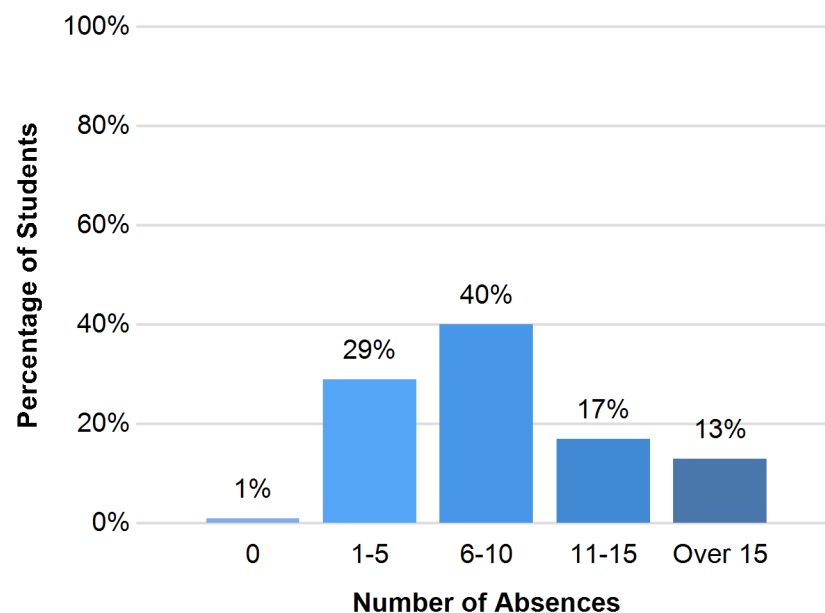
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	36	8.4	7.9	Not Met
White	27	7.5	7.9	Met
Hispanic	4	10.8	7.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	16.7	**	**
Female	13	6.3		
Male	23	10.4		
Economically Disadvantaged Students	10	17.5	7.9	Not Met
Students with Disabilities	15	12.2	7.9	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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(37-5360-040)

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2018-2019

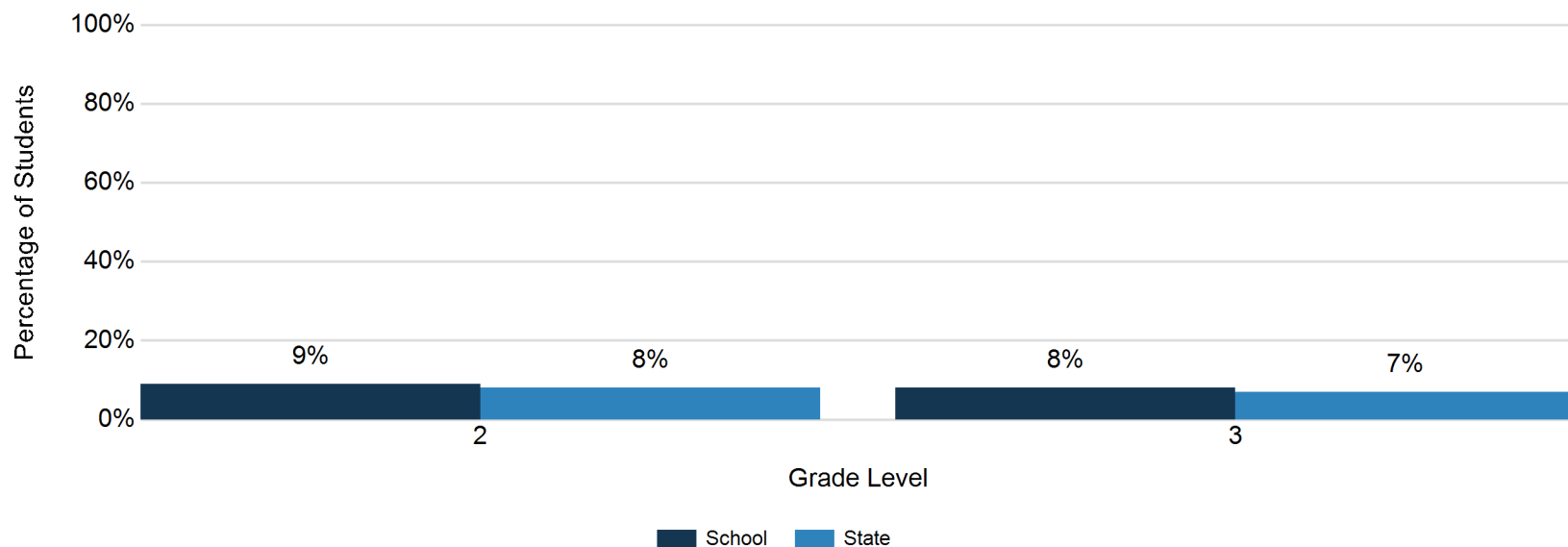
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	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	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	14.1	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	81.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	15.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	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	10:1
Students to Administrators	430:1	142:1
Teachers to Administrators	38:1	14:1
Students to Librarians/Media Specialists		2980:1
Students to Nurses		497:1
Students to Counselors		229:1
Students to Child Study Team Members		166:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	94.7%	0.0%	48.4%	77.1%	54.9%
Male	51.4%	5.3%	100.0%	51.6%	22.9%	45.1%
White	83.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 45%

Admin N/A

Master's Degree

Teacher 55%

Admin

Doctoral Degree

Teacher 0%

Admin 100%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

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



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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.8%	48.9%	42.8%
Math Proficiency	56.7%	52.8%	58.0%
ELA Growth	55	N	N
Math Growth	57	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	7.0%	7.3%	8.4%

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



Rolling Hills Primary School

(37-5360-040)

Grades Offered: 02-03

2018-2019

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

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

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

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- All Mathematics and Language Arts curriculum is aligned to NJSLS and all other content areas aligned to NJCCS.
- Grade level instructional programs include FUNdations, Readers Workshop and Math in Focus.
- Special area instruction includes art, music, technology/computers, robotics, library/keyboarding skills and Spanish.



Mission, Vision, Theme:

The state standards have been described as a "generational change" demanding heightened emphasis on academic rigor, enhanced text complexity, enriched vocabulary, and the application of knowledge requiring students to make connections and apply learning to the real world. It is the mission of Rolling Hills to ensure that each child develops the academic skills necessary to meet these demands in a safe, risk free environment.



Awards, Recognition, Accomplishments:

Students are recognized through a monthly "caring kids" program. Annual Awards Recognition Programs are conducted by grade level teams and awards are distributed via homerooms. Professional educators are also recognized throughout the districts participation in the Governor's Educator of the Year Program.



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Courses, Curriculum, Instruction:

Rolling Hills provides students with a balanced curriculum including but not limited to, language arts, mathematics, science, physical education, health and social studies. Students are also provided instruction through a variety of special areas including art, music, computers and technology, world language, library enrichment, and robotics.



Clubs and Activities:

The building facilities are utilized throughout the year by local community organizations and programs to help facilitate meetings and practices. Activities include Girl Scouts, cheerleading practices, basketball practices and games, as well as baseball practices and games on our two outdoor athletic fields.



Rolling Hills Primary School

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2018-2019

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 <p>Before and After School Programs:</p>	<p>Both Math and Literacy Nights are offered throughout the school year and parent participation is encouraged. Rolling Hills also provides a mentoring program for students with several opportunities to participate in after school activities focused on building social skills, adapting to change and building positive self esteem. In addition to school based programs, the local PAL offers both before and after school care programs for parents.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional development is a high priority and is offered to strengthen instructional strategies and content resources. Rolling Hills is committed to student achievement and academic growth and professional development focusing on instruction, delivery of curriculum and student engagement is encouraged both in house and through attendance at out of district conferences and workshops.</p>



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Student Supports and Services:

Rolling Hills has a full time guidance counselor and is the home for two members of the district's child study team. In addition, Rolling Hills offers student services in speech, adaptive physical education, occupational therapy, physical therapy, guidance lessons, guidance groups and ESL instruction. Support services are coordinated through our child study team and include in-class resource, resource room, behavior disabilities and ABA classrooms.



Student Health and Wellness:

Rolling Hills is the home to a full time school nurse who maintains and updates all student health records. Our school nurse addresses both daily student medical needs as well as routine yearly screenings including heights/weights, hearing, vision and coordination of a mobile dentist. Students are encouraged to participate in a breakfast program and actively participate in physical education classes, daily walk/run activities prior to lunch and a more student centered recess after lunch.



Parent and Community Involvement:

Rolling Hills has an active School and Community Association which provides many opportunities for students and parents to participate in community service projects such as food/clothing drives and holiday gift collections for those in need. The SCA is also an integral part of many school activities by coordinating fund-raising events to provide monies for assembly programs, classroom field trips, grade level field days, classroom/teacher wish list items and evening events for students.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers A School Climate Survey is given annually by our district's ABS Coordinator surveying parents and teachers in the following areas: condition of school, safety, learning environment, communication, quality of education, student performance, respect, and school climate. The survey results are shared with the School Climate Team and used to make goals for next school year. Overall, parental and teachers are consistently pleased with the safety, climate and operation of Rolling Hills.</p>
 <p>Facilities:</p>	<p>Rolling Hills Primary School underwent a grade level reconfiguration for the 2017-2018 school year. The School changed from housing second, third and fourth grade to only housing second and third grade. Our library has received a complete make over including integration of laptop computers and the creation of an outdoor reading garden. In addition, our entire book catalog has been adjusted to reflect both grade level reading interests and reading levels of our students.</p>



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Other Information

Rolling Hills is committed to developing in each child a sense of compassion, creativity and curiosity in an academically challenging risk free environment encompassing both general and special education classrooms. All students receive content instruction through extended blocks by instructional teams consisting of one math/science teacher and one language arts/social studies teacher. Since the foundation of all future learning is initiated at the primary and elementary levels, the curriculum emphasizes the acquisition of basic skills using an integrated curricular approach focusing on both student centered and teacher directed lesson structure. Students have diverse interests and ability levels which are recognized through various means of assessment and observation. Classrooms are configured heterogeneously with both remedial and enrichment programs available for all students. Differentiated instructional practices are employed in all academic settings to ensure that all students are challenged and supported.



Vernon Township High School

(37-5360-020)

Grades Offered: 09-12

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Vernon Township High School

(37-5360-020)

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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	Sussex
District	Vernon Township School District
Principal Name	Dr. Pauline Anderson
Address	1832 ROUTE 565 VERNON, NJ 07462-0800
Phone Number	973-764-2960
Email Address	panderson@vtsd.com
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD



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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	237	254	252
10	255	236	248
11	237	253	222
12	275	238	251
Total	1,004	981	973

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%	49.6%	51.2%
Male	52.4%	50.4%	48.8%
Economically Disadvantaged Students	14.2%	14.0%	14.5%
Students with Disabilities	15.4%	18.4%	17.6%
English Learners	0.4%	0.5%	0.3%
Homeless Students	0.1%	0.3%	0.2%
Students in Foster Care	0.1%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	85.9%	83.1%	81.9%
Hispanic	9.4%	10.7%	11.5%
Black or African American	2.6%	3.2%	3.3%
Asian	0.9%	1.5%	1.9%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.2%	0.2%
Two or More Races	1.1%	1.2%	1.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,001	978	970
Shared Time Students	3	4	5
Full Time Equivalent	1,003	980	973

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	98.0%
Spanish	1.2%
Other Languages	0.7%



Vernon Township High School
(37-5360-020)
Grades Offered: 09-12
2018-2019

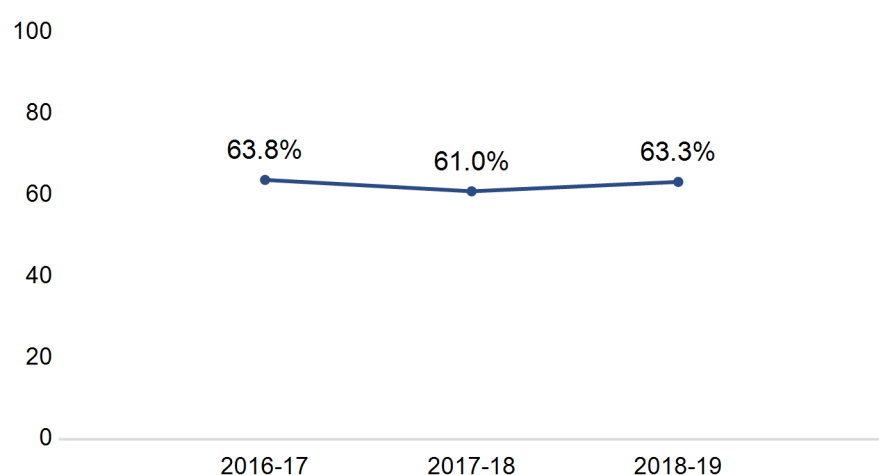
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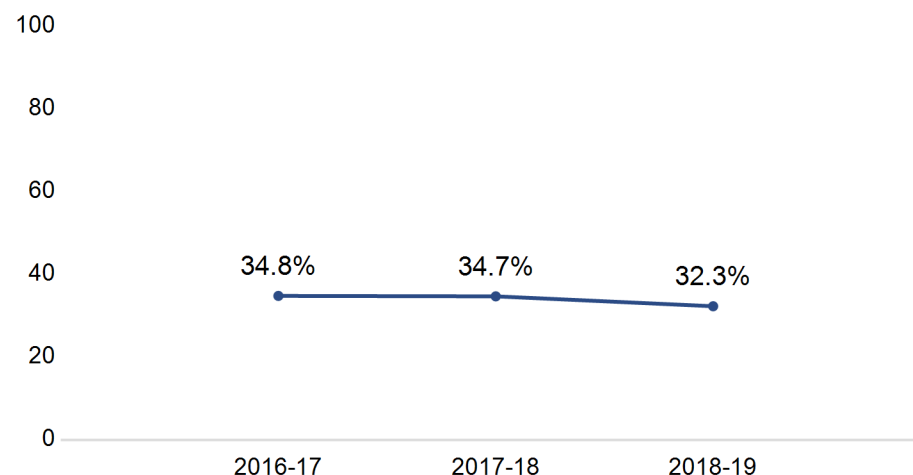
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	96.7%	97.4%	96.2%	96.6%	98.6%
Proficiency Rate for Federal Accountability	63.8%	61.0%	63.3%	34.8%	34.7%	32.3%
Annual Target	69.6%	70.2%	70.7%	42.8%	44.7%	46.7%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	490	97.4	63.3	58.3	57.9	63.3	70.7	Not Met
White	403	97.6	62.3	59.0	66.9	62.3	71.8	Not Met
Hispanic	52	96.4	71.2	56.9	43.9	71.2	61.2	Met Target
Black or African American	18	95.0	55.6	47.5	38.5	55.6	N	N
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.0	*	82.9	90.0	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	38.6	64.4	*	**	**
Female	261	98.1	70.9	67.7	64.8	70.9		
Male	229	96.7	54.6	49.2	51.3	54.6		
Economically Disadvantaged Students	69	97.3	50.7	42.0	40.0	50.7	49.6	Met Target
Non-Economically Disadvantaged Students	421	97.5	65.3	61.4	67.9	65.3		
Students with Disabilities	82	88.7	17.1	22.1	22.7	15.8	28.2	Not Met
Students without Disabilities	408	99.5	72.5	68.3	65.1	72.5		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



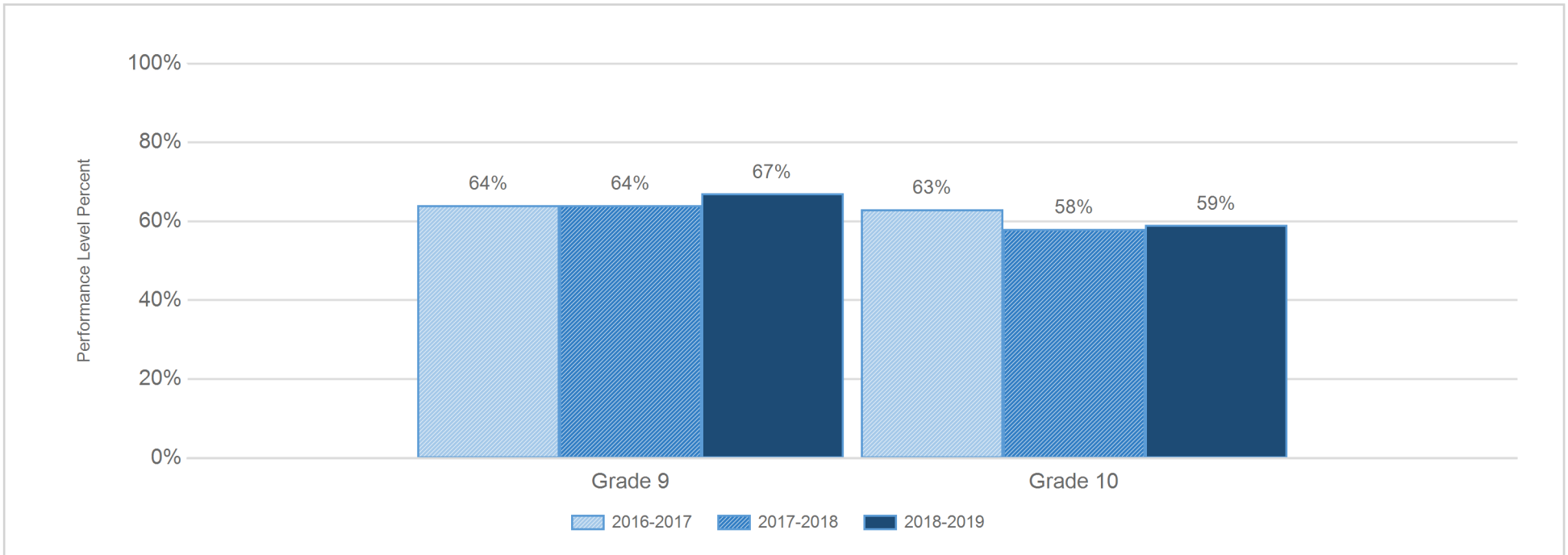
Vernon Township High School
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 2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	762	762	753	6%	9%	18%	45%	22%	67%	56%
White	206	762	762	762	6%	9%	18%	45%	22%	67%	65%
Hispanic	26	767	767	737	*	*	*	*	*	73%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	134	770	770	760	*	*	16%	49%	27%	75%	63%
Male	116	753	753	746	*	*	21%	41%	16%	58%	49%
Economically Disadvantaged Students	40	748	748	734	*	*	33%	*	*	45%	36%
Non-Economically Disadvantaged Students	210	765	765	762	*	*	16%	*	*	71%	65%
Students with Disabilities	39	719	719	717	*	*	*	*	*	21%	17%
Students without Disabilities	211	770	770	760	*	*	*	*	*	76%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	245	753	753	757	13%	9%	19%	42%	17%	59%	58%
White	199	753	753	767	13%	9%	21%	42%	16%	58%	67%
Hispanic	27	756	756	738	*	*	*	*	*	67%	43%
Black or African American	10	754	754	733	*	0%	*	*	*	70%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	129	761	761	766	8%	8%	18%	47%	19%	67%	66%
Male	116	746	746	749	20%	9%	20%	36%	15%	51%	51%
Economically Disadvantaged Students	32	744	744	735	*	*	*	*	*	56%	40%
Non-Economically Disadvantaged Students	213	755	755	767	*	*	*	*	*	60%	67%
Students with Disabilities	46	711	711	711	41%	24%	*	*	*	17%	19%
Students without Disabilities	199	763	763	765	7%	5%	*	*	*	69%	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%



Vernon Township High School
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Grades Offered: 09-12
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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	474	98.6	32.3	44.1	44.5	32.3	46.7	Not Met
White	393	99.0	32.6	45.0	54.1	32.6	47.8	Not Met
Hispanic	49	96.2	28.6	35.6	28.8	28.6	38	Met Target†
Black or African American	17	100.0	29.4	41.0	23.0	29.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	43.2	53.3	*	**	**
Female	257	98.9	31.9	44.1	44.9	31.9		
Male	217	98.2	32.7	44.1	44.2	32.7		
Economically Disadvantaged Students	65	97.1	24.6	27.8	26.3	24.6	36.5	Not Met
Non-Economically Disadvantaged Students	409	98.8	33.5	47.2	54.9	33.5		
Students with Disabilities	71	96.1	*	19.3	17.4	*	19.7	Not Met
Students without Disabilities	403	99.0	*	50.7	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



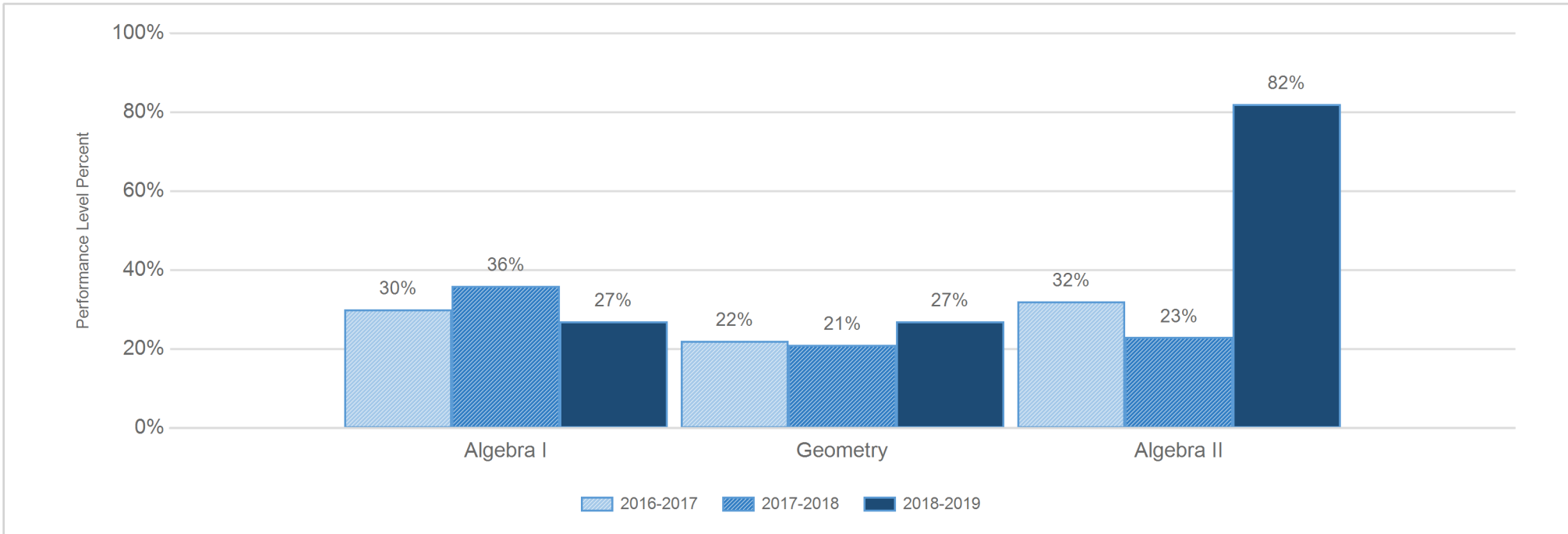
Vernon Township High School
(37-5360-020)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	218	734	743	744	7%	34%	31%	*	*	27%	42%
White	179	735	744	752	7%	34%	31%	*	*	29%	53%
Hispanic	22	728	*	728	*	*	*	*	*	14%	24%
Black or African American	10	722	*	725	*	*	*	*	*	10%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	115	732	740	745	*	*	32%	*	*	22%	44%
Male	103	736	745	743	*	*	30%	*	*	33%	41%
Economically Disadvantaged Students	38	728	*	727	*	45%	32%	*	*	16%	23%
Non-Economically Disadvantaged Students	180	735	*	752	*	32%	31%	*	*	29%	52%
Students with Disabilities	36	714	714	717	*	*	*	*	*	*	12%
Students without Disabilities	182	738	747	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	732	732	737	9%	26%	38%	*	*	27%	35%
White	175	732	732	743	9%	25%	41%	*	*	25%	43%
Hispanic	21	733	733	724	*	*	*	*	*	29%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	115	733	733	738	9%	26%	35%	*	*	30%	36%
Male	96	730	730	736	10%	25%	43%	*	*	22%	34%
Economically Disadvantaged Students	28	735	735	722	*	*	*	*	*	36%	16%
Non-Economically Disadvantaged Students	183	731	731	743	*	*	*	*	*	25%	43%
Students with Disabilities	37	711	711	712	*	*	*	*	*	*	*
Students without Disabilities	174	736	736	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	211	732	732	738	9%	26%	38%	*	*	27%	*
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%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	775	775	755	0%	*	*	*	*	82%	58%
White	41	774	774	758	0%	*	*	*	*	80%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	28	768	768	752	0%	*	*	*	*	79%	55%
Male	21	784	784	758	0%	*	*	*	*	86%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	49	775	775	756	0%	*	*	*	*	82%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	49	775	775	755	0%	*	*	*	*	82%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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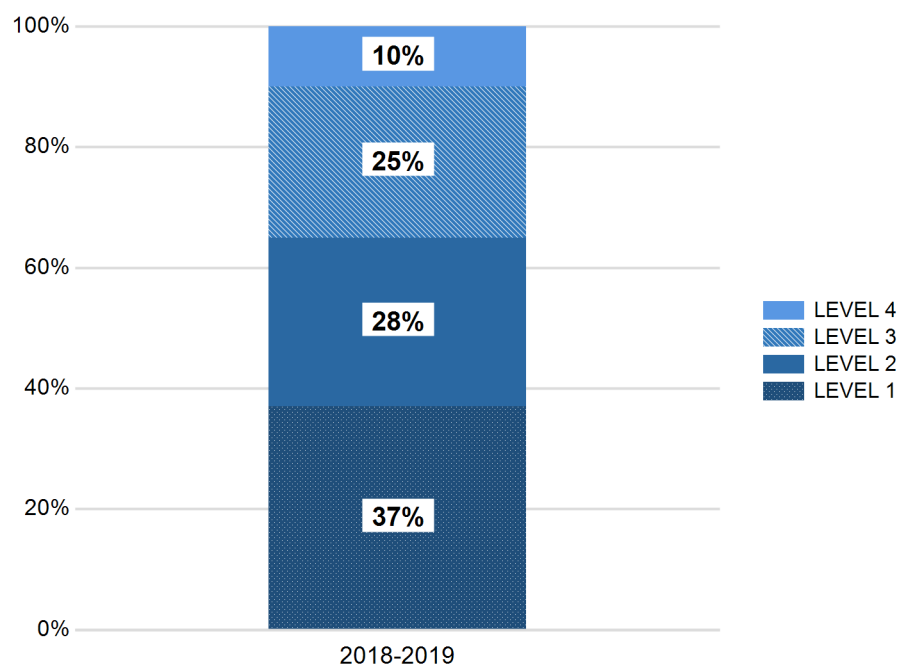
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	28	25	10
White	34	27	29	10
Hispanic	47	34	13	6
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	37	31	23	9
Male	37	24	28	10
Economically Disadvantaged Students	42	28	25	6
Non-Economically Disadvantaged Students	36	28	25	11
Students with Disabilities	77	11	11	0
Students without Disabilities	30	31	28	12
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	96.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	65.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	23.1%	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	466	476	Grade 10: 430 Grade 11: 460	57%	61%
PSAT 10/NMSQT - Math	463	477	Grade 10: 480 Grade 11: 510	37%	43%
SAT - Reading and Writing	557	539	480	79%	70%
SAT - Math	551	541	530	54%	53%
ACT - Reading	24	25	22	66%	66%
ACT - English	23	24	18	71%	81%
ACT - Math	23	24	22	57%	65%
ACT - Science	24	24	23	59%	57%



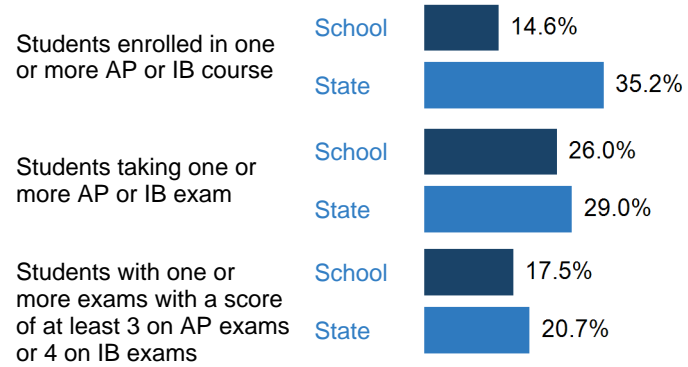
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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.



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 Art—History of Art	9	8
AP Biology	0	21
AP Calculus AB	18	12
AP Calculus BC	6	5
AP Chemistry	10	8
AP Computer Science A	5	4
AP Computer Science Principles	0	4
AP English Language and Composition	0	63
AP English Literature and Composition	0	37
AP Environmental Science	6	2
AP European History	5	4
AP French Language and Culture	1	0
AP Human Geography	0	9
AP Music Theory	2	2
AP Physics C: Mechanics	0	1
AP Spanish Language	8	6

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.





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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	8	7
AP U.S. Government and Politics	28	24
AP U.S. History	0	53
Total Exams taken		270
Exams with scores of at least 3 on AP exams or 4 on IB exams		182



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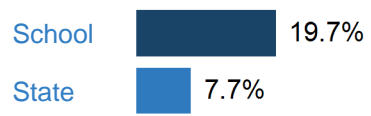
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

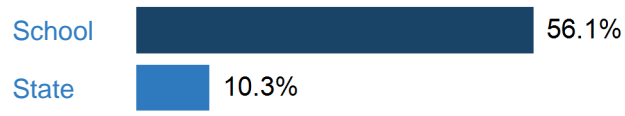
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

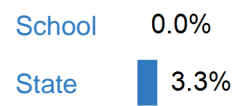
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	19.7%	56.1%	7.7%	10.3%
White	19.6%	56.8%	6.1%	9.6%
Hispanic	18.8%	55.6%	10.3%	11.3%
Black or African American	*	40.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	68.4%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	18.3%	51.6%	7.3%	10.6%
Male	21.3%	60.8%	8.0%	10.1%
Economically Disadvantaged Students	22.0%	52.5%	10.4%	11.8%
Students with Disabilities	17.5%	48.1%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Vernon Township High School
(37-5360-020)
Grades Offered: 09-12
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](#).

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	53		
Arts, AV Technology & Communications	151		
Health Science	151		
Hospitality & Tourism	218		
Human Services	34		
Information Technology	10		
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	45		
Science, Technology, Engineering & Mathematics	75		
Total (All Clusters)	739	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	152	24	15	0	0	0	13
10	11	80	34	1	0	0	86
11	3	1	117	42	3	2	35
12	0	1	8	38	40	12	74
Total	166	106	174	81	43	14	208
Enrolled in AP/IB Course					24	8	0
Enrolled in Dual Enrollment Course	0	0	0	81	41	14	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	1	0	251	0	0	0
10	224	15	5	0	0	0
11	2	167	0	3	44	7
12	0	19	7	26	30	27
Total	227	201	263	29	74	34
Enrolled in AP/IB Course	0	10		6	0	0
Enrolled in Dual Enrollment Course	0	21	0	29	15	15



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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	250	0	0	0	0	9
10	7	231	0	0	0	38
11	0	213	3	20	20	48
12	0	14	50	16	14	116
Total	257	458	53	36	34	211
Enrolled in AP/IB Course	0	0	0	0		30
Enrolled in Dual Enrollment Course	0	55	53	36	34	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	100	21	22	0	0	0	2
10	104	15	49	0	0	0	3
11	68	7	16	0	3	0	1
12	23	4	7	0	5	0	1
Total	295	47	94	0	8	0	7
Enrolled in AP/IB Course	8	1	0	0	0	0	0
Enrolled in Dual Enrollment Course	8	7	0	0	0	0	0
Enrolled in Level 3 or Higher	108	15	13	0	8	0	0



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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	2	0	0	0	0	0
10	N	N	N	N	N	N
11	5	0	0	0	0	0
12	8	0	0	0	0	0
Total	15	0	0	0	0	0
Enrolled in AP/IB Course	5		0			0
Enrolled in Dual Enrollment Course	15	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*



Vernon Township High School (37-5360-020) Grades Offered: 09-12 2018-2019

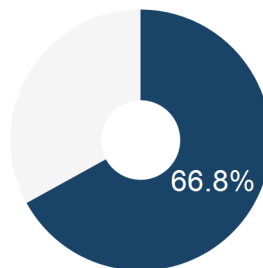
Report Key: * Data is not displayed in order to protect student privacy ** Accountability calculations require 20 or more students N No Data is available to display † This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

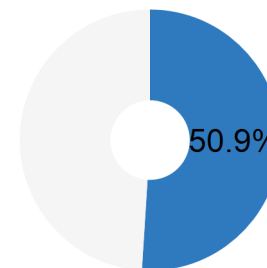
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

Students enrolled in one or more visual and performing arts classes

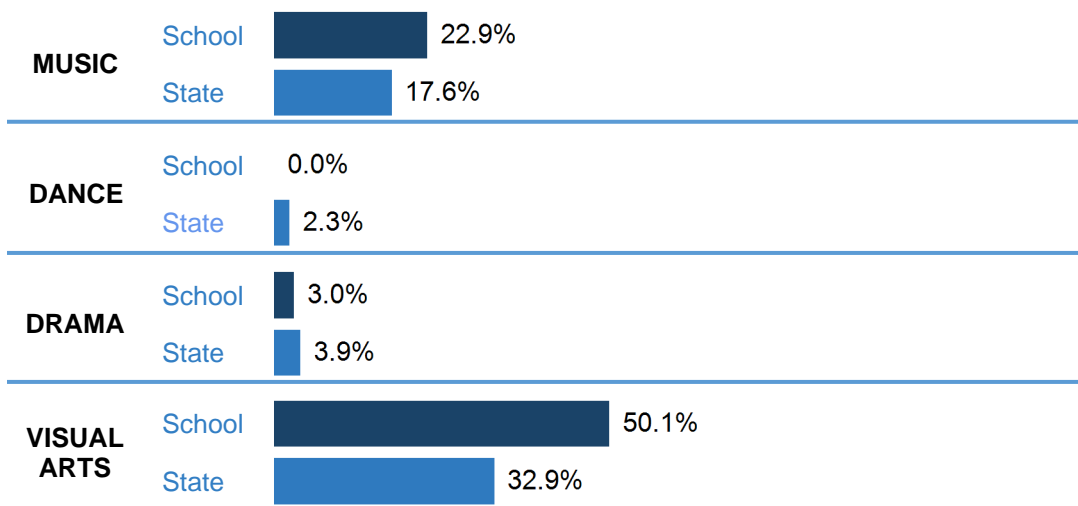


School



State

Students enrolled in one or more classes by discipline:





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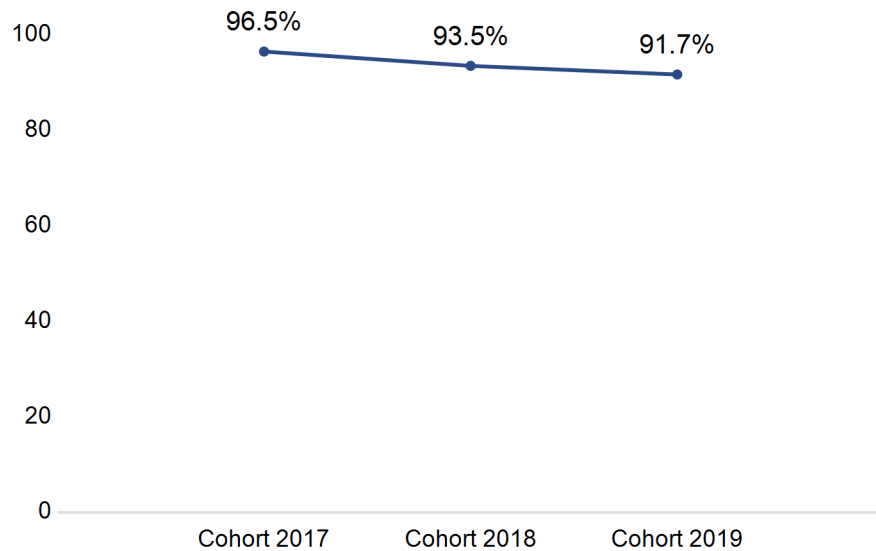
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

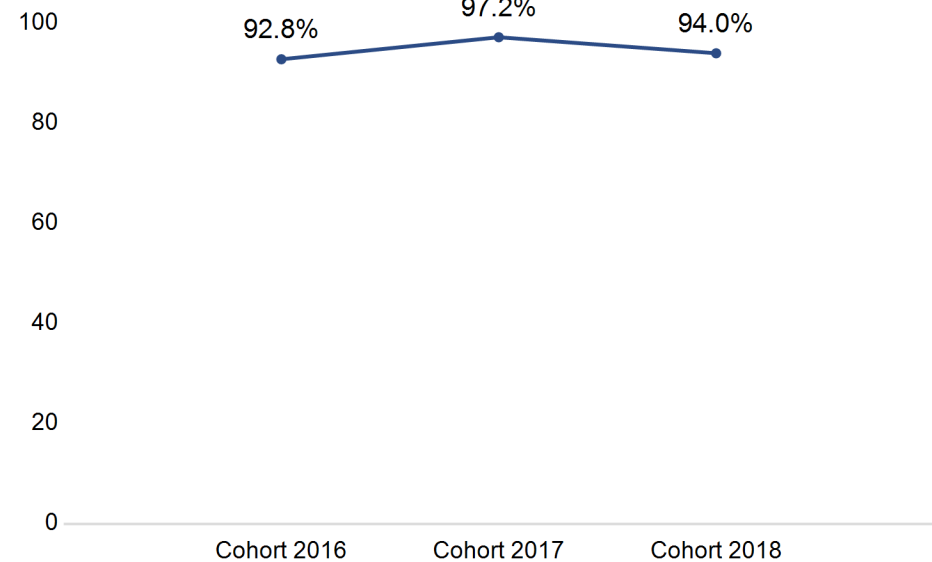
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.5%	93.5%	91.7%	92.8%	97.2%	94.0%
Annual Target	N	91.3%		94.0%	N	
Met Annual Target?	Met Goal	Met Target		Not Met	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.7%	90.6%	94.0%	92.5%	93.5%	91.3%	Met Target	97.2%	N	Met Goal
White	92.2%	94.9%	94.4%	95.9%	93.5%	92.4%	Met Target	97.2%	N	Met Goal
Hispanic	88.5%	84.5%	87.5%	87.3%	91.3%	95.0%	Not Met	95.8%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.1%	92.8%	96.4%	94.4%	95.5%			96.8%		
Male	87.6%	88.5%	91.9%	90.8%	91.9%			97.5%		
Economically Disadvantaged Students	82.5%	84.0%	88.4%	87.3%	86.0%	77.6%	Met Target	86.8%	89.7%	Not Met
Students with Disabilities	75.0%	79.2%	80.0%	83.8%	80.0%	81.1%	Not Met	95.6%	N	Met Goal
English Learners	N	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	73.0%	63.9%
Substitute Competency Test	18.9%	30.7%
Portfolio Appeals Process	2.5%	0.0%
Alternate Requirements specified in IEP	5.7%	5.3%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	2.0%	1.2%
2017-2018	1.9%	1.2%
2016-2017	0.7%	1.1%



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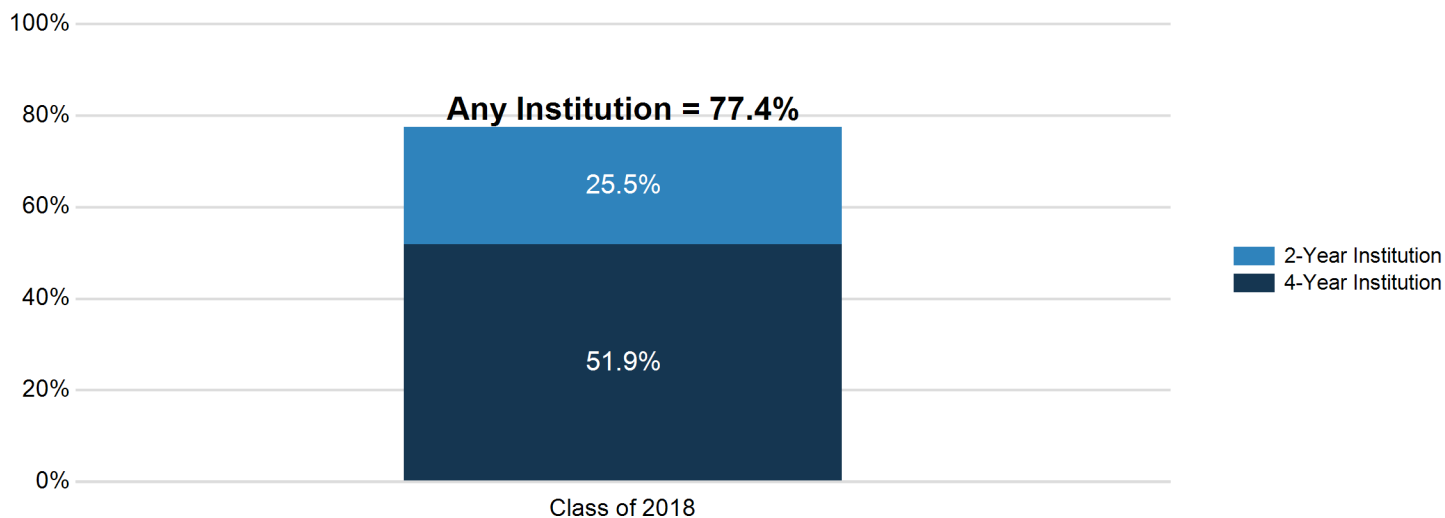
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	25.5%
% Enrolled in 4-Year Institution	51.9%
% Enrolled in Any Postsecondary Institution	77.4%



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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	78%	38%	62%
White	79.8%	35.3%	64.7%
Hispanic	63.6%	57.1%	42.9%
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	53.6%	66.7%	33.3%
Students with Disabilities	62.2%	73.9%	26.1%
English Learners	N	N	N

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	77.4%	33%	67%	68.7%	31.3%	67.6%	32.4%
White	79.4%	33.3%	66.7%	67.9%	32.1%	66%	34%
Hispanic	71.4%	40%	60%	80%	20%	73.3%	26.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	56%	42.9%	57.1%	71.4%	28.6%	85.7%	14.3%
Students with Disabilities	41%	50%	50%	56.3%	43.8%	56.3%	43.8%
English Learners	*	*	*	*	*	*	*



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

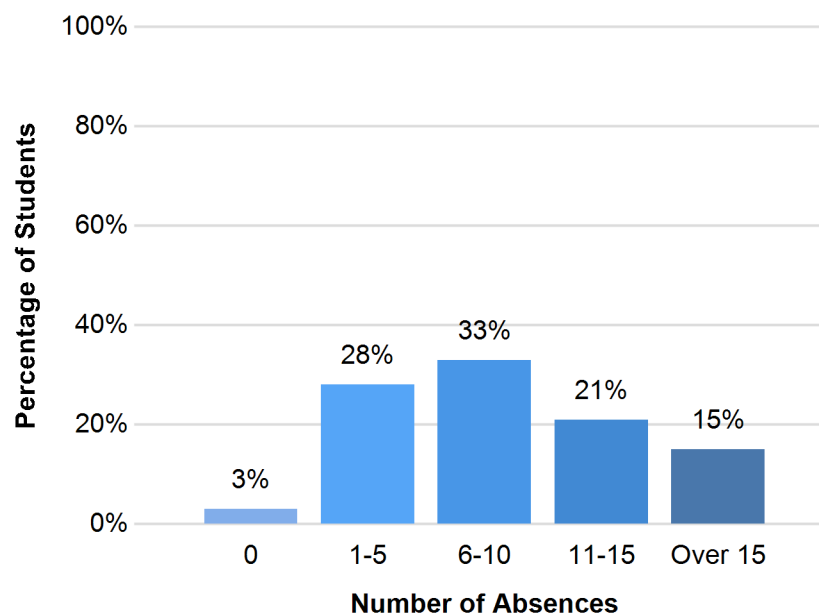
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	101	10.2	14.2	Met
White	83	10.2	14.2	Met
Hispanic	13	11.2	14.2	Met
Black or African American	2	6.3	14.2	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	50	9.9		
Male	51	10.4		
Economically Disadvantaged Students	32	22.2	14.2	Not Met
Students with Disabilities	42	22.0	14.2	Not 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.





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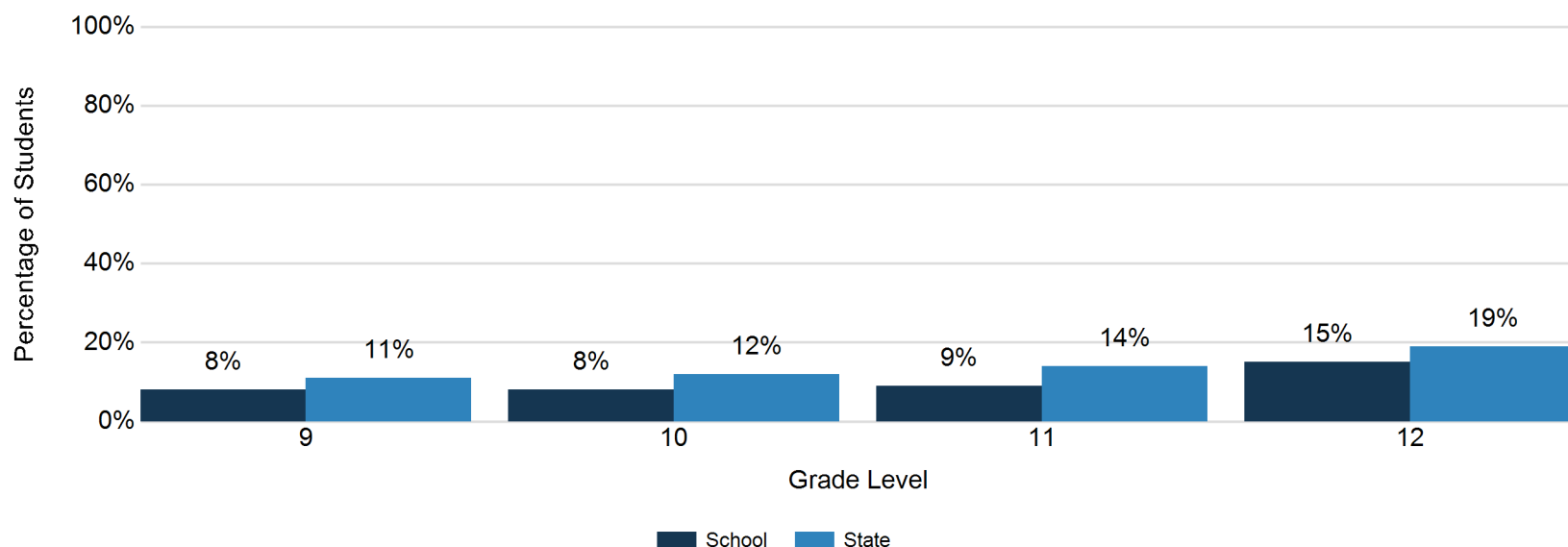
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Weapons	0
Vandalism	2
Substances	11
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	2.57

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	2	2
Religion	0	1	1
Ancestry	0	1	1
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	4		4

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	73	7.5%
Out-of-School Suspensions	51	5.2%
Any Suspension	96	9.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
190



Vernon Township High School

(37-5360-020)

Grades Offered: 09-12

2018-2019

Report Key:

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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	7:00 AM
Typical End Time	1:55 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 43 Mins
Shared Time - Instructional Time	6 Hrs. 43 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	99	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	13.3	10.8
Percentage of Teachers with 4 or more years experience in the district	86.9%	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	21	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	15.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	139:1	142:1
Teachers to Administrators	14:1	14:1
Students to Librarians/Media Specialists		2980:1
Students to Nurses		497:1
Students to Counselors		229:1
Students to Child Study Team Members		166:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.2%	53.5%	42.9%	48.4%	77.1%	54.9%
Male	48.8%	46.5%	57.1%	51.6%	22.9%	45.1%
White	81.9%	98.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.5%	1.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.3%	1.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.9%	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	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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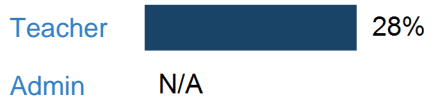
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Teachers and Administrators - Level of Education

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.

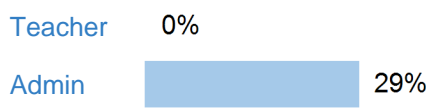
Bachelor's Degree



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	92.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.8%	61.0%	63.3%
Math Proficiency	34.8%	34.7%	32.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.5%	93.5%	91.7%
5-Year Graduation Rate†	92.8%	97.2%	94.0%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	10.4%	8.7%	10.2%

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



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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Target	Met Goal	**	Met	No
White	Not Met	Not Met	Met Target	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target†	Not Met	Met Goal	n/a	Met	No
Black or African American	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	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Goal	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- The VTHS Freshmen Academy provides a 21st century 9th grade transition experience for freshmen.
- The institution of a 9 period academic schedule expands opportunities for additional courses and electives.
- VTHS Career & Technical Education prepares students for careers in high demand, 21st-century fields of opportunity.



Mission, Vision, Theme:

"The Vernon Township High School community will reach its maximum potential in a safe, nurturing, engaging, and challenging environment. Our aim is to provide an inspiring and supportive experience for all." Our mission is to build on the skills acquired at the primary and middle school levels by emphasizing higher-level thinking, technical skills, and career-related programs. The VTHS curriculum is designed to serve the needs of our students. The curriculum is the foundation for our Program of Studies, which is a comprehensive catalog of courses that provides students at all ability levels with the opportunity to fulfill the core curriculum content standards and NJ graduation requirements.



Awards, Recognition, Accomplishments:

VTHS boasts award-winning programs in many areas. VTHS students out-paced both the state and national averages for AP exam performance. In addition to our award-winning music and performing arts programs, multiple VTHS athletic teams have been honored with sportsmanship awards by the NJSIAA over the last several years. Our teachers routinely receive fellowships, grants and awards, including the prestigious Sussex County Teacher of the Year honor and National Board Certification recognition.



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 <p>Courses, Curriculum, Instruction:</p>	<p>VTHS offers multiple concurrent credit courses with a number of prestigious universities in Career and Technical Education. The standard curricula in Math, Science, Language Arts and Social Studies also offer many honors and advanced placement opportunities. In addition, VTHS supports the Arts in offering music, theater, graphic and fine arts. Other courses include world languages, engineering graphic design, robotics.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Coed), Field Hockey (Girls), Football (Boys), Golf (Coed), Ice Hockey (Boys), Lacrosse (Boys & Girls), Skiing (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)</p> <p>VTHS offers a complete roster of Fall, Winter, and Spring interscholastic sports for boys and girls in grades 9–12. There are 22 varsity programs available to our students. We have received individual and team recognition at the state level. We are proud to announce that Unified Track and Field was added to our list of Varsity programs for the 2018 spring season. In 2017-18 our Ice Hockey Team repeated as County Champions, the boy's Ski Team repeated as Public State Champions, the girl's Lacrosse Team repeated as conference champions and the girl's Softball Team won the county championship.</p>
 <p>Clubs and Activities:</p>	<p>There are numerous clubs and activities in which students may become involved at VTHS. Among these are world language and core curriculum honor societies and leadership clubs such as PEER, Key Club, Academic Decathlon, and Student Council. Additionally, we offer student interest groups including DECA, FBLA, Mock Trial, Model Congress, Model United Nations, Gay-Straight Alliance, Robotics, Yearbook and music and drama clubs are among the most popular.</p>



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 <p>Before and After School Programs:</p>	<p>Students at the high school may remain after school to seek help from teachers in their studies, attend athletic and band/choral practices, and/or participate in club meetings. On occasion, students have stayed under the supervision of a teacher to work on school beautification or community projects such as “Stuff the Bus.”</p>
 <p>Staff and Professional Learning:</p>	<p>VTHS is a highly active and professional community of learners. Teachers and support staff are provided regular opportunities throughout the year to participate in seminars, workshops and in-service professional development. Additionally, professional staff have served as the presenters, allowing us to utilize in-district talent to turn-key 21st-century teaching and learning to their peers. Professional development has included technology infusion and differentiated instruction strategies.</p>
 <p>Postsecondary Information:</p>	<p>Our graduating Class of 2019 included 80.7% of students attending a 2- or 4-year college or a career/trade school. Students were accepted into Albany College of Pharmacy/Health Science, Cornell University, Northeastern University, Penn State University, Rutgers University, Stevens Institute of Technology, and numerous others. In 2018, 228 advanced placement exams were administered, and 161 received a score of 3 or above, indicating proficient or highly proficient results. Concurrent college credit can be earned at VTHS with universities such as, Fairleigh Dickinson University, Temple University, Syracuse University, Rutgers University, Seton Hall University and Sussex County Community College.</p>



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 <p>Student Supports and Services:</p>	<p>VTHS has implemented several unique high school programs for additional student support. Our Viking Success Academy provides an alternate setting that satisfies state graduation requirements. The Freshman Academy is a model 9th grade transition program that provides a nurturing, team approach for students to succeed in this important first year of high school. Effective School Solutions also provides confidential counseling support for students.</p>
 <p>Student Health and Wellness:</p>	<p>Annual health screening is provided to students in the Health Office. The school nurse also provides information on free clinics available in the county for students without health insurance. The Sodexo food service provides meals that are appropriate to the health and wellness of our students. Nutritional facts help students make reasonable choices. Sodexo and the VTHS nurse collaborated to implement a Health Fair for students providing information in making healthy dietary choices.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are encouraged to be part of the educational process through organizations such as SCA, Viking Club, Vernon Coalition, and music, theatre and instrumental parent groups. Additionally, parents/guardians are provided up to date information via the school messenger service, digital backpack, freshman orientation, back to school night, college fairs, parent conferences and the parent portal.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers An annual School climate survey is conducted and overseen by the School Climate and Safety Committee. An extensive amount of data from students, staff, parents, and administration is collected and analyzed to determine school effectiveness. Topics surveyed include school social climate, academic rigor, peer interactions, staff effectiveness and availability, student safety, and parent involvement in the educational process.</p>
 <p>Facilities:</p>	<p>VTHS was founded in 1974 and will celebrate its 45th year of service to the community. Most recent facility updating included the high school auditorium, main lobby, cafeteria, media center, and engineering, robotics, and Information Technology centers were new additions. To align with the new CTE offerings, a Cosmetology Lab and Graphic Design studio were created. The Athletic Department boasts state-of-the-art sports facilities.</p>



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Other Information

The administration, faculty and staff members of Vernon Township High School all work collaboratively to ensure that each student is ready for what lies ahead following graduation. A strong foundation is built for our freshmen as they enter high school by participation in the Freshman Academy; this program provides students with the support necessary to ensure that they acclimate into a new educational environment. By working together with the parents and guardians of our students, each graduate is well prepared for attendance in college or technical schools--or entering the workplace--depending upon their individual goals. By providing Common Planning Time for every teacher on a daily basis, our gifted educators are able to plan collaboratively and to provide enriching lessons that build a strong foundation for all future learning. Understanding the importance of technology in their students' future endeavors, the educators of Vernon Township High School recently embraced the use of 1:1 Chromebooks for every student. The importance of students becoming thoroughly involved in after school activities and sports is also greatly emphasized at VTHS. It is our belief that the combination of classroom lessons and extracurricular activities will encourage our students to become resilient lifetime learners. Keeping the lines of communication open is another important aspect of VTHS, so all staff members are provided with a monthly Communiqué to keep everyone informed about upcoming events. This form of communication allows for the sharing of accolades for a job well done and requests for assistance as necessary. The parents/guardians also receive monthly communications, via the School Messenger. A Monthly Message from the Administration provides the opportunity for the school and community to build strong relationships for the benefit of students. Parents/Guardians are also encouraged to review their children's academic progress by using Genesis on a regular basis.

**Walnut Ridge Primary School**

(37-5360-050)

Grades Offered: PK-PK

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Walnut Ridge Primary School

(37-5360-050)

Grades Offered: PK-PK

2018-2019

Report Key:

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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	Sussex
District	Vernon Township School District
Principal Name	Mr. Charles Mckay
Address	625 ROUTE 517 VERNON, NJ 07462-0190
Phone Number	973-764-2801
Email Address	cmckay1@vtsd.com
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD



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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	89	108	109
Total	515	109	110

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.1%	37.6%	32.7%
Male	53.9%	62.4%	67.3%
Economically Disadvantaged Students	15.3%	9.2%	6.4%
Students with Disabilities	24.2%	55.0%	59.1%
English Learners	1.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.4%	0.0%	0.9%
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	85.9%	78.9%	81.8%
Hispanic	8.1%	12.8%	11.8%
Black or African American	0.8%	0.0%	0.0%
Asian	1.9%	2.8%	0.0%
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	3.3%	5.5%	6.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	73	88	95
PK - Full Day	16	20	14

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	99.1%
Other Languages	0.9%



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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.

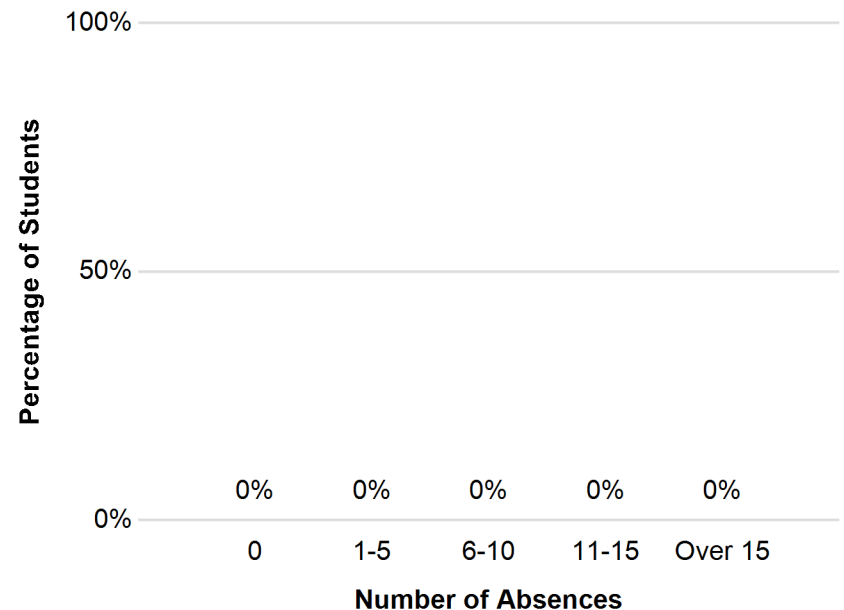
Chronic Absenteeism

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.





Walnut Ridge Primary School

(37-5360-050)

Grades Offered: PK-PK

2018-2019

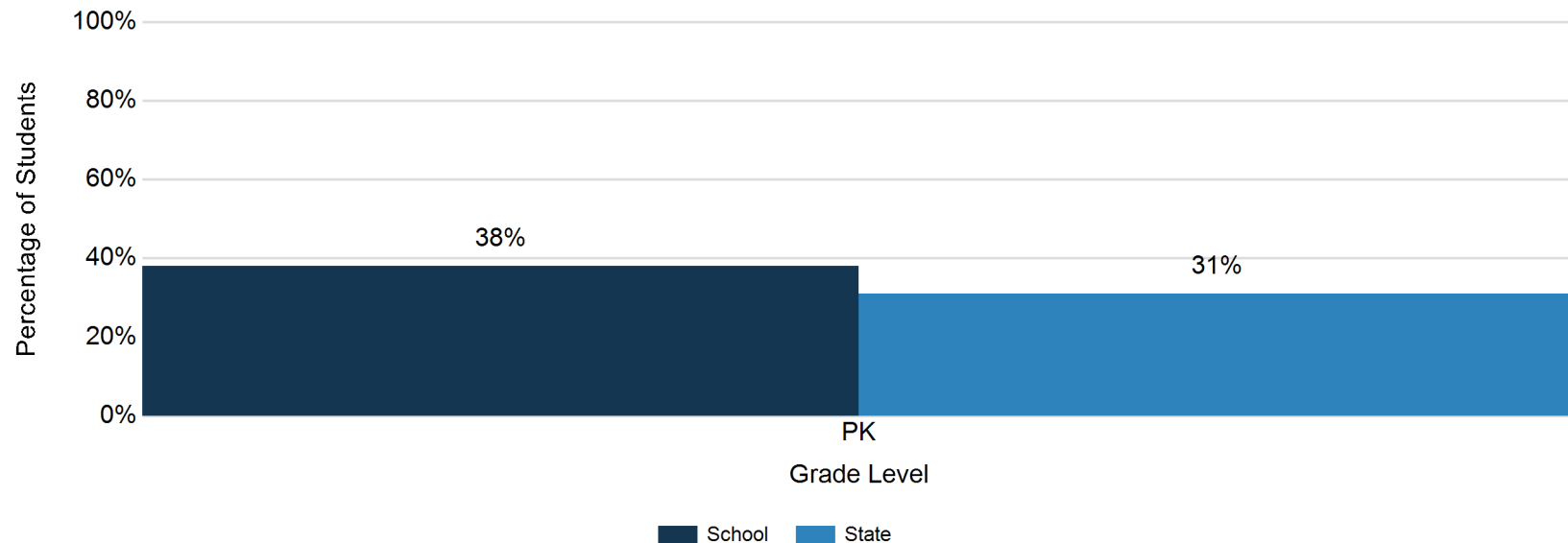
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Chronic Absenteeism by Grade

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

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	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	8	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	87.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	15.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	10:1
Students to Administrators	110:1	142:1
Teachers to Administrators	8:1	14:1
Students to Librarians/Media Specialists		2980:1
Students to Nurses		497:1
Students to Counselors		229:1
Students to Child Study Team Members		166:1



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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	32.7%	87.5%	0.0%	48.4%	77.1%	54.9%
Male	67.3%	12.5%	100.0%	51.6%	22.9%	45.1%
White	81.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	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	6.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.8%



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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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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:

- Research-based, state approved, high-quality Preschool curriculum: Tools of the Mind
- Dual Certified teachers in Preschool and Special Education
- Parent engagement is a priority at The Walnut Ridge School; multiple community events and activities



Mission, Vision, Theme:

Our mission is to provide a fun, engaging, and high-quality early childhood education, while fostering a nurturing and caring community of children, parents, and highly skilled staff. Through a play-based program that is focused on the whole child, we seek to serve each and every child as an individual, and to empower each child to grow and develop at his or her own rate. Through the cooperative partnership of parents and staff, we aim to provide a model of community that prioritizes kindness and friendship and will sustain and enrich our children throughout their lives.



Awards, Recognition, Accomplishments:

Walnut Ridge participates in the NJ DOE Governor's Teacher of the Year Program. This year our recipients are Ms. Dana Cook (teacher) and Ms. Jen Gallant (nurse) as our Educational Services Professional of the Year. We are very proud to partner with many local organizations to bring fun and exciting events and programs to our school including The Newton Home Depot, The Highland Lakes Fire Department, Newton-Sparta Pediatric Dentistry, Zufall Health Center, The Farm at Glenwood Mountain, Price Chopper of Warwick, NY, and The National Winter Activity Center - to name a few.



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Courses, Curriculum, Instruction:

Tools of the Mind is based, in part, on Vygotsky's Zone of Proximal Development (ZPD) which refers to the conceptual difference between what a child can do independently and what they can do with the aid of a teacher or skilled peer. Our students are consistently placed in situations where they are motivated and challenged to strive for learning that is just within the limits of their efforted reach. Tools teachers are focused on helping children become intentional and reflective learners, creating a classroom in which instruction reflects children's learning capacity, rather than age-level expectation. Through play planning, students are able to make mindful decisions regarding how they will play in their class, therefore showcasing their developing executive function, self-regulation skills, and core academic skills. Because play plans are individualized, students are able to work at their own pace and scaffold skills that lead to writing, reading, and content literacy



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 <p>Before and After School Programs:</p>	<p>The Vernon Police Athletic League (PAL) offers a before and after care program that is coordinated with each school. The PAL is very involved with the Vernon School District providing sports and other recreational activities for our students.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers at The Walnut Ridge School keep current through professional development provided in and out of the school and by taking graduate level courses, teacher-led in-service courses, peer coaching, and webinars. Our teachers meet the NJ Department of Education standards for "Highly Qualified" and many have earned advanced degrees in the field of education.</p>



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 <p>Student Supports and Services:</p>	<p>Walnut Ridge offers a full range of special education services within our Preschool Disabled Program. Among these are OT, PT, and Speech services. Our classes use varying levels of supports to match the needs of students so that they can thrive within a least restrictive environment. We offer Discrete Trial Instruction when appropriate and also use a State approved curriculum for Preschool - Tools of the Mind.</p>
 <p>Student Health and Wellness:</p>	<p>The Walnut Ridge School strives to foster healthy lifestyle choices for our youngest learners. Optimal physical, emotional, social and environmental wellness are cultivated through both structured and unstructured learning opportunities based on these wellness principles. Emphasis is placed on subjects such as healthy nutrition choices, physical activity, respect and caring of self and others and environmental stewardship for our world.</p>
 <p>Parent and Community Involvement:</p>	<p>The Walnut Ridge School is proud to have a very active parent group - The Walnut Ridge Assembly of Parents (WRAP). WRAP's involvement helps support the mission of Walnut Ridge and are dedicated to making the school great for their children. Parents and community members support students through academic and social enrichment activities. Parent and community involvement is a vital aspect of the successful Preschool experience and continues to be a priority of WR. We make an effort to present major community/parent events in our school at least once a month as a way to encourage parent and community participation.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Our school climate survey was created by our school district with the Board of Education and was distributed to all schools, The Walnut Ridge School included.</p>
 <p>Facilities:</p>	<p>As the first building in our district, built in 1957, all areas have been updated to accommodate 21st C. learning. All classrooms have air conditioning. Our gym floor has been redesigned, and our school now proudly has a computer room complete with bee bots and a green screen.</p>



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Early Childhood Education:

In the Vernon schools we offer a half day Preschool program for 3 and 4 year olds. Our program is made up of over 100 students, about half of whom enter our school from Early Intervention services due to their disability. These students attend WR tuition free. Their general education peers attend half day Preschool at a rate of \$300 per month, or \$3,000 for the year. Our school follows the Tools of the Mind NJDOE approved curriculum and has been recognized as an exemplary model of early childhood education.



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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.



Other Information

At WR we believe in the importance of research-based early childhood models that empower students through innovative, play-based curricula that ultimately equip students with the cognitive, social-emotional, self-regulatory, and foundational academic skills to become ready-learners prepared for Kindergarten and the world around them. For these reasons we have fully embraced the Tools of the Mind curriculum. "Tools" is authentically built for the inclusion of students with disabilities, and is centered around rich, yet developmentally-appropriate, content, as well as optimizing child engagement and socialization. Tools of the Mind is based on the Vygotskian theories and neuroscientific research in education that sought to identify the best approach to learning. His research led, in part, to an understanding of the Zone of Proximal Development (ZPD). ZPD refers to the conceptual difference between what a child can do independently and what they can do with the aid of a teacher or skilled peer. Thus, our students are consistently placed in situations where they are motivated and challenged to strive for learning that is just within the limits of their efforted reach. Tools teachers are focused on helping children become intentional and reflective learners, creating a classroom in which instruction in literacy, mathematics, and science reflect children's learning capacity, rather than age-level expectation. This approach manifests itself through "play planning". Through play planning, students are able to make mindful decisions regarding how they will play in their class, therefore showcasing their developing executive function, self-regulation skills, and core academic skills. Because play plans are individualized, students are able to work at their own pace and at a level of rigor commensurate with their individual development and ZPD. Over the course of the school year, our students develop and scaffold skills that lead to writing, reading, and content literacy.