



Christopher Columbus Middle School
(31-0900-035)
Grades Offered: 06-08
2018-2019

Report Key:

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

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:

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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	Passaic
District	Clifton Public School District
Principal Name	Dr. Francine Parker
Address	350 PIAGET AVENUE CLIFTON, NJ 07011
Phone Number	973-470-2360
Email Address	fparker@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/Christopher-Columbus-Middle-School-115083269885181/



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
6	407	396	430
7	411	411	397
8	414	430	415
Total	1,232	1,237	1,242

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%	47.0%	48.4%
Male	52.4%	53.0%	51.6%
Economically Disadvantaged Students	64.6%	60.1%	63.6%
Students with Disabilities	13.9%	12.4%	13.9%
English Learners	9.7%	12.4%	11.0%
Homeless Students	1.6%	1.9%	2.2%
Students in Foster Care	0.3%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	27.4%	25.8%	23.2%
Hispanic	62.7%	65.2%	67.9%
Black or African American	4.7%	4.0%	3.1%
Asian	4.9%	4.6%	5.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	0.2%	0.2%	0.3%

Enrollment by Home Language

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

Home Language	% of Students
English	48.8%
Spanish	38.4%
Arabic	6.8%
Gujarati	1.4%
Polish	1.0%
Other Languages	3.5%



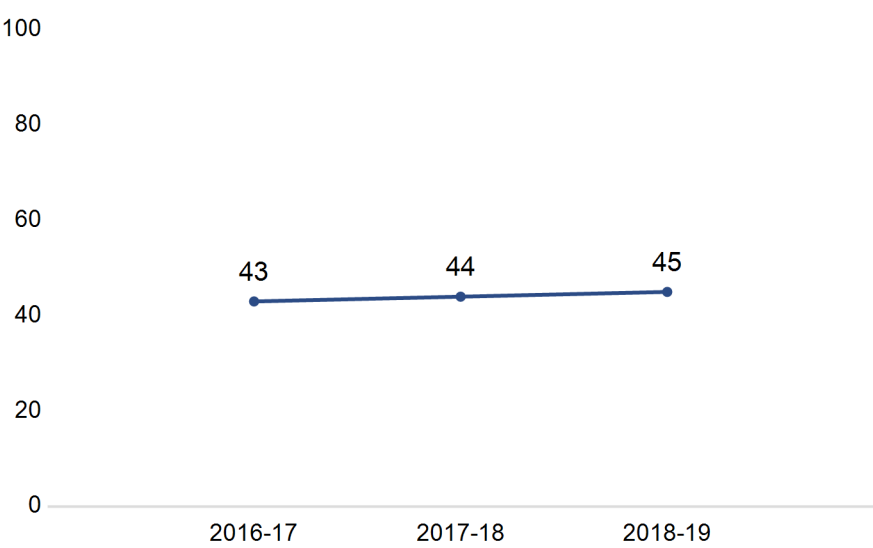
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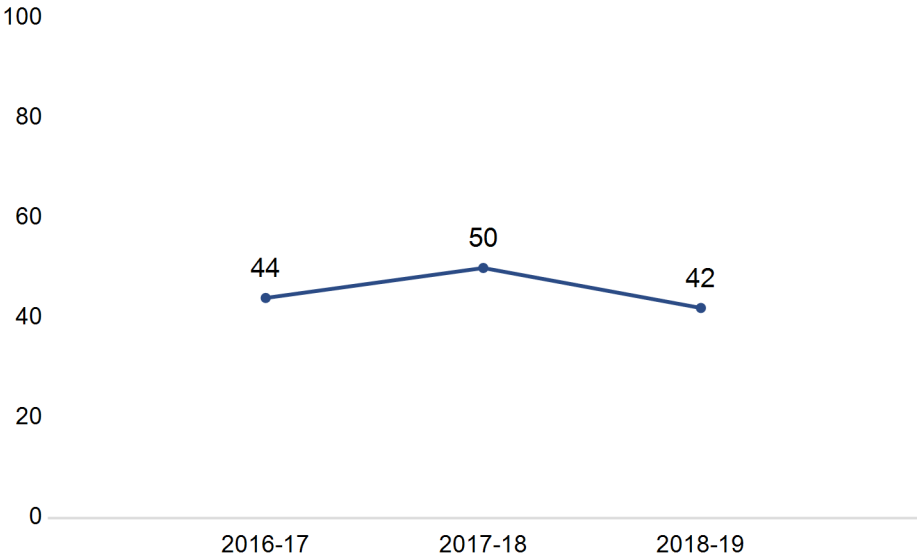
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	44	45	44	50	42
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	46	50	Met Standard	42	47	50	Met Standard
White	43	46	50	Met Standard	51	51	52	Met Standard
Hispanic	45	45	49	Met Standard	38	44	47	Not Met
Black or African American	45	43	45	Met Standard	37	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	44	51	59	Met Standard	40.5	54.5	60	Met Standard
American Indian or Alaska Native	*	69	56	**	*	40	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	50	51	53	N	43	48	50	N
Male	41	42	47	N	40.5	46	51	N
Economically Disadvantaged Students	47	47	48	Met Standard	38	46	46	Not Met
Students with Disabilities	35	38	43	Not Met	35.5	42	45	Not Met
English Learners	54	55	52	Met Standard	40	44	50	Met Standard
Homeless Students	61	58	43	N	*	45.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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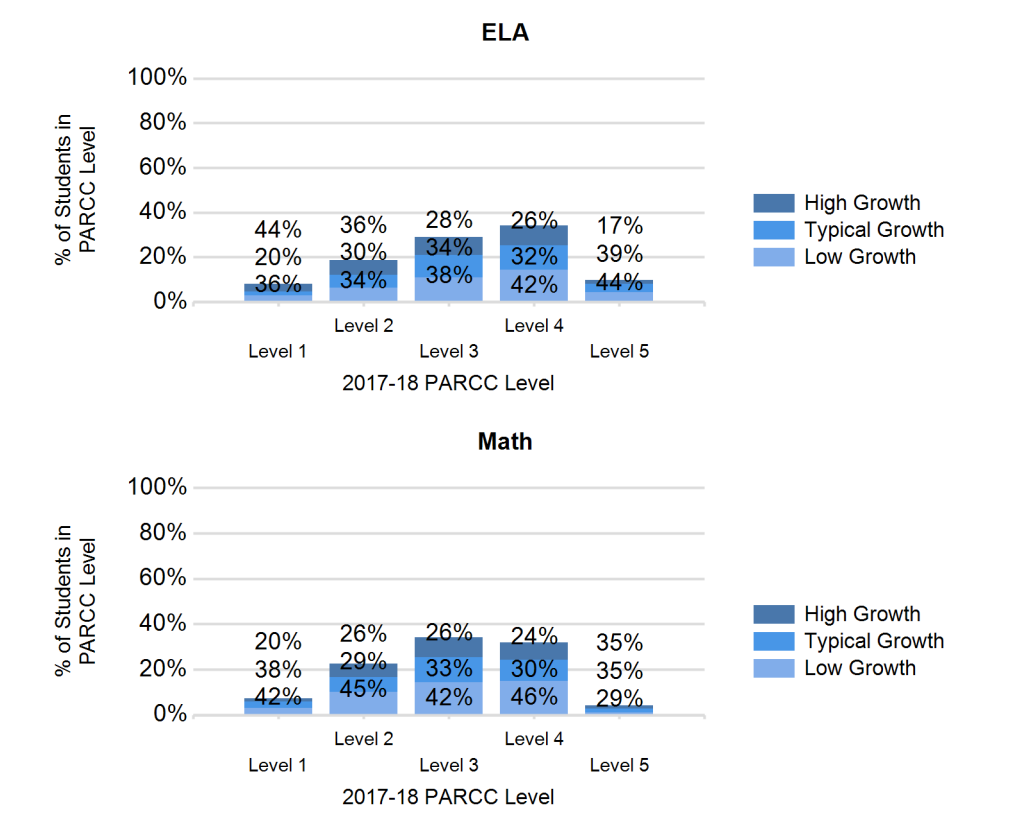
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

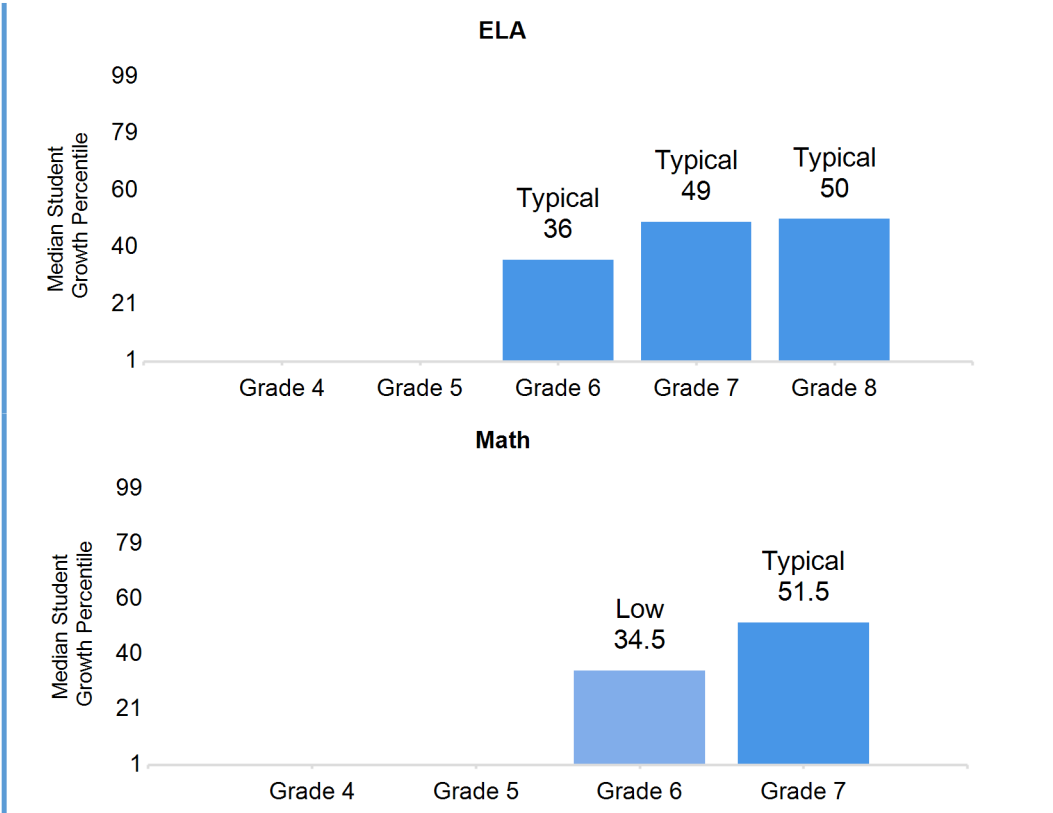
Student Growth by Performance Level

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



Student Growth by Grade

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



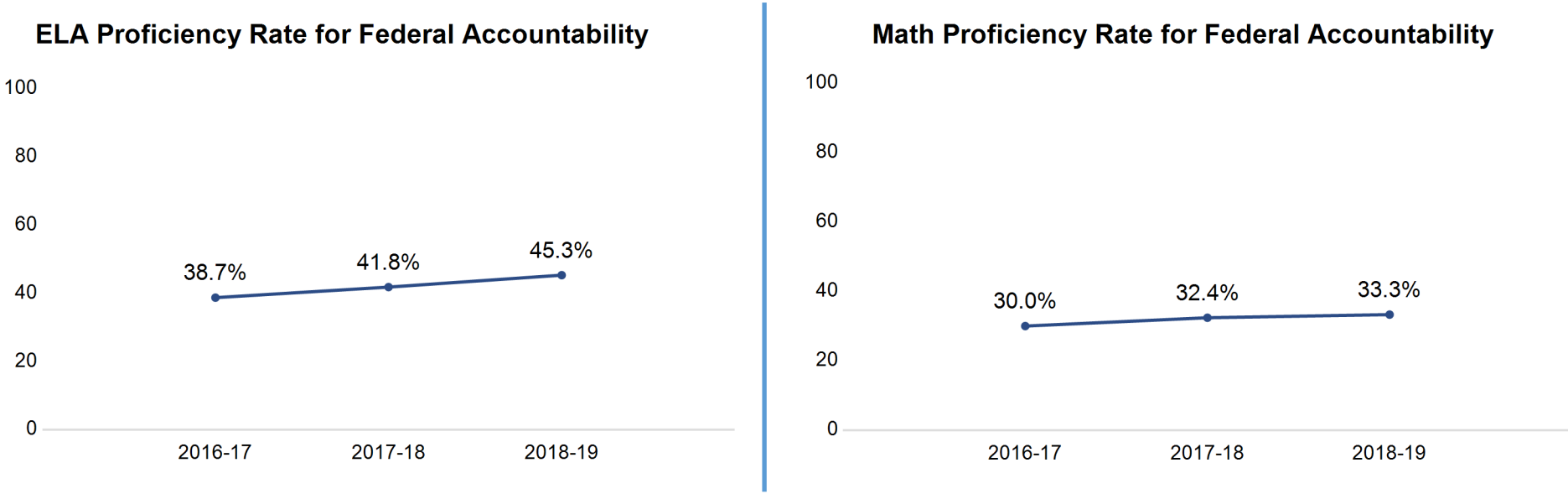


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	99.3%	98.9%	99.3%	99.2%	98.9%
Proficiency Rate for Federal Accountability	38.7%	41.8%	45.3%	30.0%	32.4%	33.3%
Annual Target	39.4%	41.6%	43.7%	31.0%	33.6%	36.1%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	1182	98.9	45.3	48.1	57.9	45.3	43.7	Met Target
White	282	98.6	54.6	54.9	66.9	54.6	50.3	Met Target
Hispanic	797	99.0	41.2	43.0	43.9	41.2	39.5	Met Target
Black or African American	41	97.6	31.7	37.4	38.5	31.7	29	Met Target
Asian, Native Hawaiian, or Pacific Islander	57	100.0	70.2	69.5	82.9	70.2	76.3	Met Target†
American Indian or Alaska Native	*	*	*	39.1	56.0	*	**	**
Two or More Races	*	*	*	40.0	64.4	*	**	**
Female	547	98.3	55.6	56.1	64.8	55.6		
Male	635	99.5	36.5	41.0	51.3	36.5		
Economically Disadvantaged Students	729	99.0	39.9	41.0	40.0	39.9	38.8	Met Target
Non-Economically Disadvantaged Students	453	98.9	54.1	56.5	67.9	54.1		
Students with Disabilities	208	99.1	10.6	13.3	22.7	10.6	17.2	Not Met
Students without Disabilities	974	98.9	52.8	55.4	65.1	52.8		
English Learners	179	100.0	21.2	27.7	29.3	21.2	24.8	Met Target†
Non-English Learners	1003	98.8	49.7	50.9	60.6	49.7		
Homeless Students	18	92.0	27.8	27.1	29.1	26.3		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

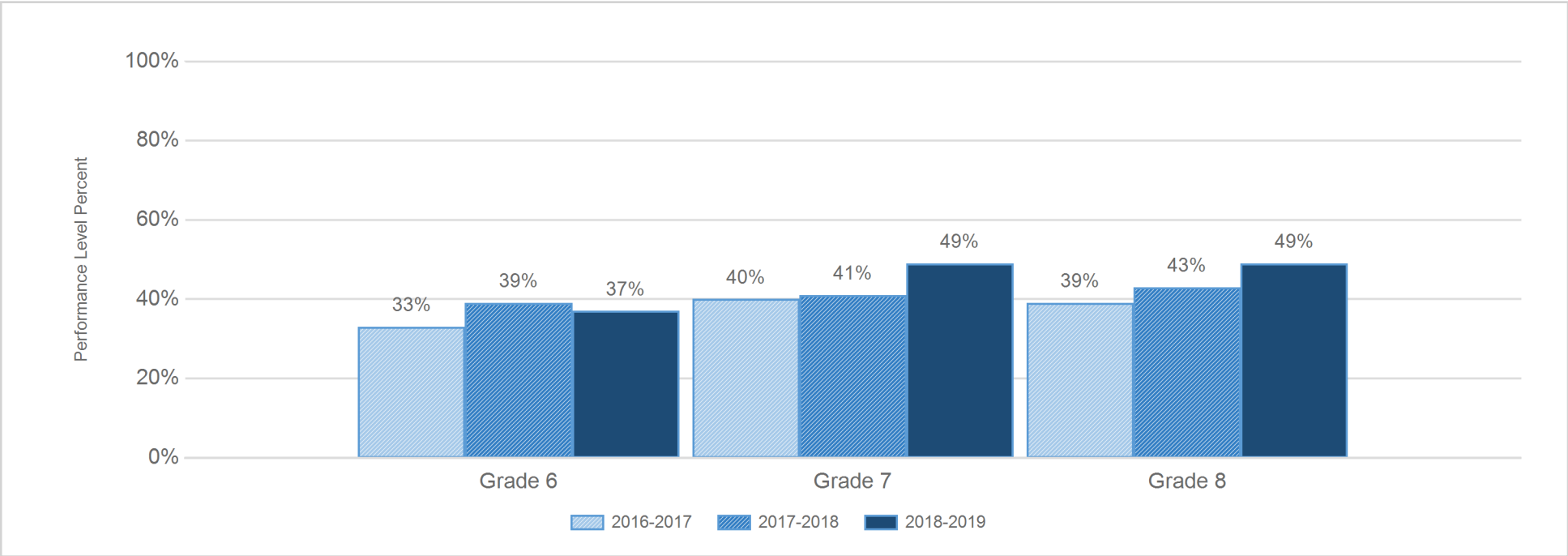


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	417	740	745	754	11%	20%	32%	31%	6%	37%	56%
White	95	748	752	762	*	14%	27%	*	*	49%	65%
Hispanic	287	736	740	743	13%	21%	33%	30%	3%	33%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	20	756	760	780	*	*	*	*	*	60%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	203	745	751	762	7%	20%	29%	*	*	44%	64%
Male	214	735	739	748	15%	19%	35%	*	*	31%	48%
Economically Disadvantaged Students	263	734	739	740	*	24%	31%	*	*	31%	39%
Non-Economically Disadvantaged Students	154	748	752	763	*	13%	33%	*	*	48%	67%
Students with Disabilities	89	714	717	722	*	*	*	*	*	*	19%
Students without Disabilities	328	746	751	761	*	*	*	*	*	*	64%
English Learners	28	706	704	710	*	*	*	*	*	*	*
Non-English Learners	389	742	747	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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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	388	749	752	761	11%	16%	24%	31%	18%	49%	63%
White	89	756	759	769	*	*	20%	33%	26%	58%	72%
Hispanic	267	746	747	747	11%	18%	25%	31%	15%	46%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	16	756	771	790	*	*	0%	*	*	69%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	176	757	762	769	10%	10%	19%	38%	24%	61%	71%
Male	212	743	743	753	12%	21%	28%	26%	14%	40%	55%
Economically Disadvantaged Students	241	745	748	743	11%	19%	26%	28%	16%	44%	45%
Non-Economically Disadvantaged Students	147	755	757	771	11%	12%	20%	36%	22%	58%	73%
Students with Disabilities	49	715	711	720	*	*	*	*	*	*	22%
Students without Disabilities	339	754	758	769	*	*	*	*	*	*	71%
English Learners	28	707	712	706	*	*	*	*	*	*	12%
Non-English Learners	360	752	755	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	395	747	750	762	12%	13%	25%	39%	10%	49%	63%
White	101	752	758	770	*	*	27%	*	*	55%	72%
Hispanic	258	744	743	747	15%	14%	26%	36%	10%	45%	49%
Black or African American	13	740	743	741	*	*	*	*	*	38%	43%
Asian, Native Hawaiian, or Pacific Islander	21	768	776	794	0%	*	*	*	*	81%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	190	757	758	771	6%	13%	19%	46%	15%	61%	71%
Male	205	738	742	753	17%	14%	31%	32%	6%	39%	55%
Economically Disadvantaged Students	238	740	740	743	*	*	26%	36%	7%	43%	45%
Non-Economically Disadvantaged Students	157	758	761	772	*	*	25%	43%	16%	59%	72%
Students with Disabilities	52	707	708	721	50%	*	23%	*	*	12%	22%
Students without Disabilities	343	753	757	770	6%	*	26%	*	*	55%	71%
English Learners	36	715	714	708	*	36%	*	*	*	17%	12%
Non-English Learners	359	750	753	764	*	11%	*	*	*	53%	65%
Homeless Students	10	716	*	727	*	*	*	*	*	20%	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

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Schoolwide	1181	98.9	33.3	39.4	44.5	33.3	36.1	Not Met
White	282	98.6	47.5	50.1	54.1	47.5	42.8	Met Target
Hispanic	797	99.0	27.5	32.0	28.8	27.5	31.5	Not Met
Black or African American	40	95.2	25.0	30.1	23.0	25.0	27.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	57	100.0	50.9	62.8	76.5	50.9	70.6	Not Met
American Indian or Alaska Native	*	*	*	13.0	42.7	*	**	**
Two or More Races	*	*	*	33.3	53.3	*	**	**
Female	546	98.1	33.3	39.8	44.9	33.3		
Male	635	99.5	33.2	39.1	44.2	33.2		
Economically Disadvantaged Students	727	98.8	27.6	32.8	26.3	27.6	31.9	Not Met
Non-Economically Disadvantaged Students	454	98.9	42.3	47.2	54.9	42.3		
Students with Disabilities	208	99.1	*	11.3	17.4	*	13.2	Not Met
Students without Disabilities	973	98.8	*	45.2	50.0	*		
English Learners	179	100.0	16.2	28.5	25.0	16.2	26.4	Not Met
Non-English Learners	1002	98.7	36.3	40.9	46.5	36.3		
Homeless Students	18	92.0	11.1	22.8	17.1	10.5		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Christopher Columbus Middle School

(31-0900-035)

Grades Offered: 06-08

2018-2019

Report Key:

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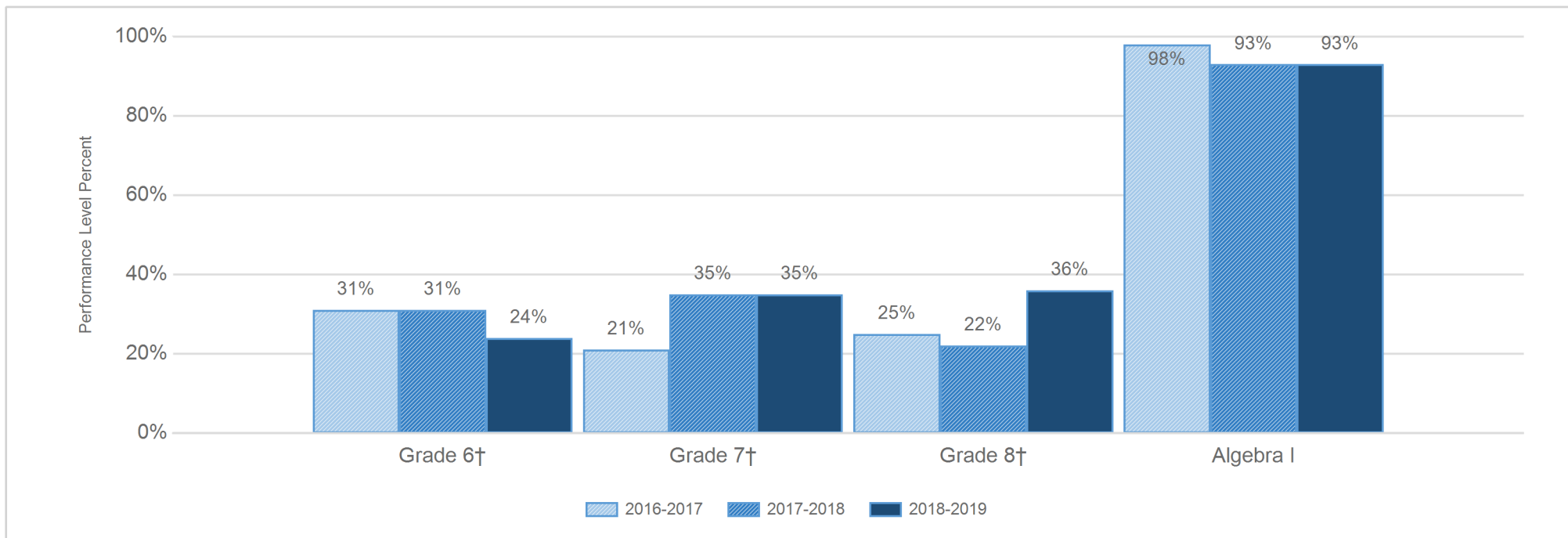
** Accountability calculations require 20 or more students

N No Data is available to display

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

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.



Christopher Columbus Middle School
(31-0900-035)
Grades Offered: 06-08
2018-2019

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

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	417	729	732	741	13%	33%	30%	21%	3%	24%	41%
White	95	742	742	749	*	27%	27%	*	*	39%	51%
Hispanic	287	725	726	729	16%	36%	31%	*	*	18%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	20	744	751	769	*	*	*	*	*	45%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	203	729	734	742	12%	35%	30%	*	*	23%	42%
Male	214	729	731	740	15%	31%	30%	*	*	24%	40%
Economically Disadvantaged Students	263	724	726	726	15%	39%	29%	*	*	17%	21%
Non-Economically Disadvantaged Students	154	739	740	750	10%	23%	31%	*	*	35%	53%
Students with Disabilities	89	710	710	716	*	*	*	*	*	*	12%
Students without Disabilities	328	734	737	746	*	*	*	*	*	*	46%
English Learners	28	702	703	709	*	*	*	*	*	*	*
Non-English Learners	389	731	734	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Christopher Columbus Middle School
(31-0900-035)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	388	738	740	744	8%	24%	32%	30%	5%	35%	42%
White	89	746	748	751	*	27%	17%	*	*	49%	53%
Hispanic	267	735	735	733	9%	22%	39%	*	*	30%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	17	748	752	768	*	*	*	*	*	47%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	175	738	742	744	8%	22%	35%	*	*	34%	42%
Male	213	739	738	743	8%	25%	30%	*	*	36%	42%
Economically Disadvantaged Students	240	735	736	731	*	25%	35%	*	*	30%	24%
Non-Economically Disadvantaged Students	148	744	744	751	*	22%	28%	*	*	44%	53%
Students with Disabilities	50	714	711	718	28%	40%	22%	*	*	10%	13%
Students without Disabilities	338	742	744	749	5%	22%	34%	*	*	39%	48%
English Learners	28	717	721	716	*	*	*	*	*	14%	10%
Non-English Learners	360	740	741	745	*	*	*	*	*	37%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Christopher Columbus Middle School
(31-0900-035)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	354	731	734	728	24%	20%	21%	*	*	36%	29%
White	88	740	745	737	15%	18%	20%	47%	0%	47%	38%
Hispanic	236	726	728	722	29%	20%	21%	*	*	31%	22%
Black or African American	12	734	724	714	*	*	*	*	*	33%	15%
Asian, Native Hawaiian, or Pacific Islander	16	751	755	747	*	*	*	*	*	56%	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	171	736	737	731	20%	19%	24%	*	*	37%	31%
Male	183	726	730	726	27%	20%	18%	*	*	34%	27%
Economically Disadvantaged Students	221	727	728	719	29%	19%	21%	*	*	32%	20%
Non-Economically Disadvantaged Students	133	738	742	735	16%	22%	21%	*	*	41%	36%
Students with Disabilities	52	703	704	707	56%	19%	*	*	*	13%	10%
Students without Disabilities	302	736	740	734	18%	20%	*	*	*	39%	35%
English Learners	36	713	713	706	39%	*	*	*	*	17%	10%
Non-English Learners	318	733	736	730	22%	*	*	*	*	38%	30%
Homeless Students	10	702	*	709	*	*	0%	*	*	20%	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%



Christopher Columbus Middle School
(31-0900-035)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	779	735	744	0%	*	*	*	*	93%	42%
White	13	779	743	752	0%	0%	*	*	*	92%	53%
Hispanic	22	776	730	728	0%	*	0%	*	*	95%	24%
Black or African American	*	*	732	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	19	774	735	745	0%	*	*	*	*	89%	44%
Male	22	784	735	743	0%	*	*	*	*	95%	41%
Economically Disadvantaged Students	17	768	731	727	0%	*	*	*	*	94%	23%
Non-Economically Disadvantaged Students	24	787	740	752	0%	*	*	*	*	92%	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	41	779	*	748	0%	*	*	*	*	93%	47%
English Learners	N	N	710	710	N	N	N	N	N	N	*
Non-English Learners	41	779	736	745	0%	*	*	*	*	93%	*
Homeless Students	N	N	723	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Christopher Columbus Middle School

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	58.5%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	87	89.7%	10.3%
3-4	38	76.3%	23.7%
5 or more	*	*	*



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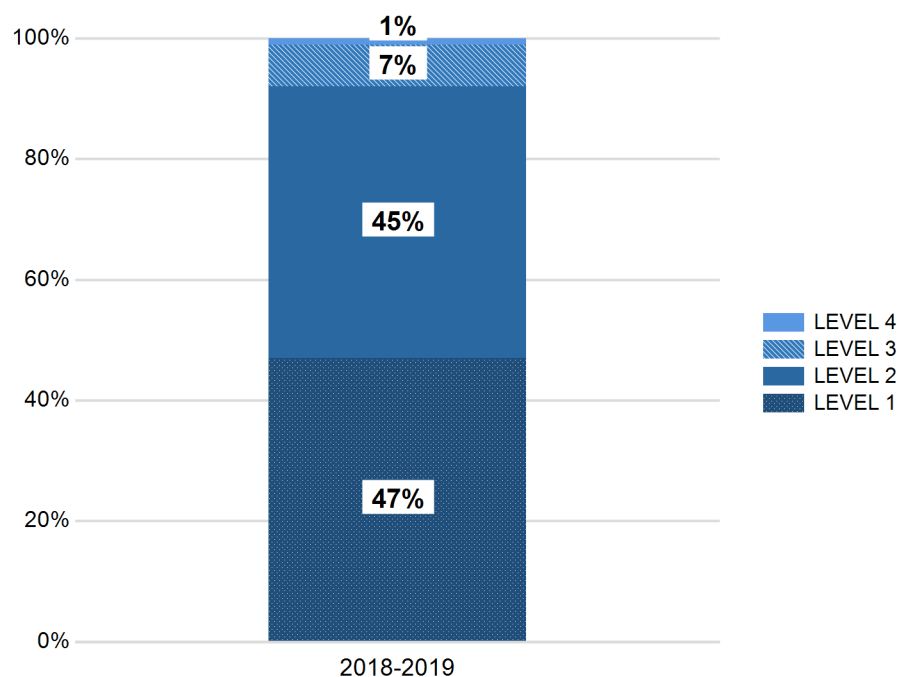
N No Data is available to display

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	47	45	7	1
White	31	60	8	2
Hispanic	54	39	7	0
Black or African American	62	38	0	0
Asian, Native Hawaiian, or Pacific Islander	21	58	17	4
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	46	47	7	0
Male	47	44	8	1
Economically Disadvantaged Students	51	45	3	0
Non-Economically Disadvantaged Students	39	45	13	2
Students with Disabilities	69	29	2	0
Students without Disabilities	43	48	8	1
English Learners	82	18	0	0
Non-English Learners	42	49	8	1
Homeless Students	75	25	0	0
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	365
7	0	0	333
8	0	0	404
Total	0	0	1102

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	201	211	0	0	0	0	0
7	201	182	0	0	0	0	0
8	317	87	0	0	0	0	0
Total	719	480	0	0	0	0	0



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Visual and Performing Arts – Course Participation

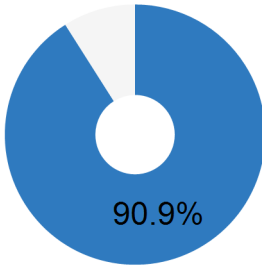
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

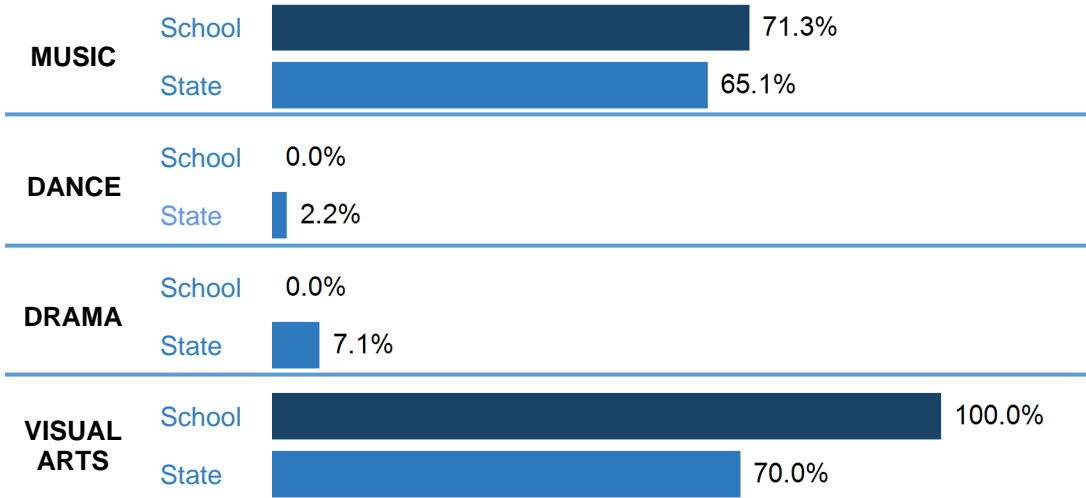


School



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.

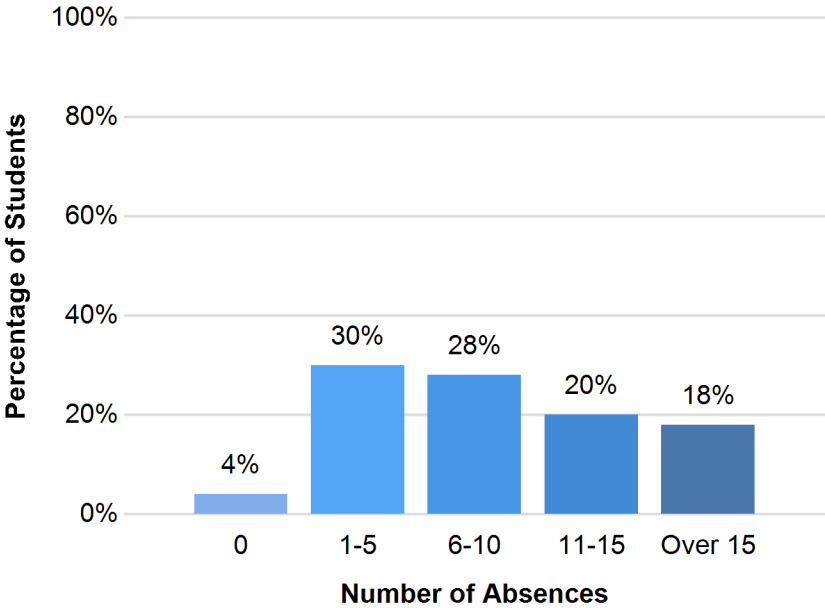
Chronic Absenteeism

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	145	11.7	9.1	Not Met
White	21	7.1	9.1	Met
Hispanic	116	13.8	9.1	Not Met
Black or African American	4	10.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific	4	6.7	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	63	10.8		
Male	82	12.5		
Economically Disadvantaged Students	111	14.3	9.1	Not Met
Students with Disabilities	43	20.8	9.1	Not Met
English Learners	12	12.4	9.1	Not Met
Homeless Students	7	30.4		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





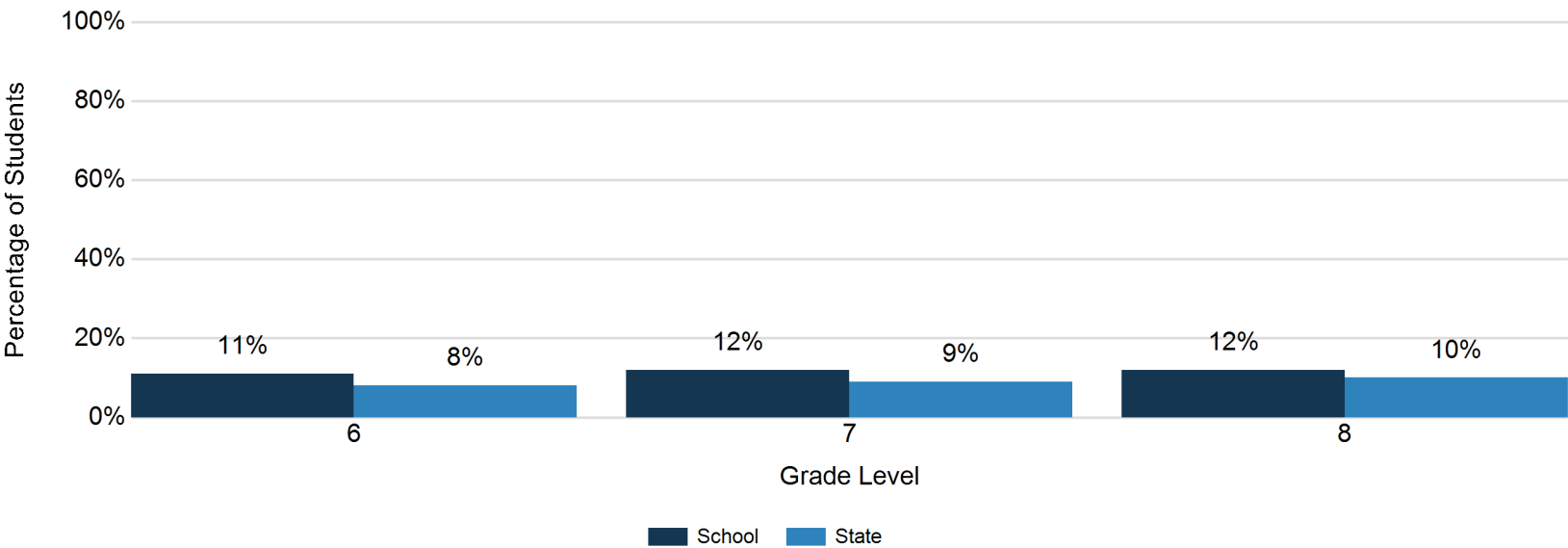
Christopher Columbus Middle School
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	30
Weapons	4
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	57
Incidents Per 100 Students Enrolled	4.59

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	1	0	1
Ancestry	1	0	1
Gender	1	0	1
Sexual Orientation	0	1	1
Disability	0	3	3
Other	4	11	15
No Identified Nature	6		6

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	8
Weapons	4
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	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	*	*
Out-of-School Suspensions	65	5.2%
Any Suspension	65	5.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
536



Christopher Columbus Middle School

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2018-2019

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:50 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 6 Mins
Shared Time - Instructional Time	6 Hrs. 6 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	1.9:1



Christopher Columbus Middle School
(31-0900-035)
Grades Offered: 06-08
2018-2019

Report Key:
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	114	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	12.8	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	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	13:1
Students to Administrators	414:1	193:1
Teachers to Administrators	38:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



Christopher Columbus Middle School
(31-0900-035)
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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	48.4%	72.8%	66.7%	48.4%	77.1%	54.9%
Male	51.6%	27.2%	33.3%	51.6%	22.9%	45.1%
White	23.2%	93.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	67.9%	3.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.1%	0.9%	0.0%	15.0%	6.6%	13.9%
Asian	5.3%	1.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Christopher Columbus Middle School
(31-0900-035)
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2018-2019

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Teachers and Administrators - Level of Education

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

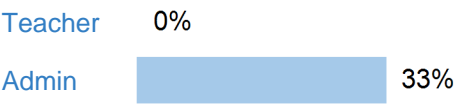
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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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	38.7%	41.8%	45.3%
Math Proficiency	30.0%	32.4%	33.3%
ELA Growth	43	44	45
Math Growth	44	50	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.8%	58.5%
Chronic Absenteeism	17.9%	16.4%	11.7%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <p>Mission, Vision, Theme:</p>	<p>Christopher Columbus Middle School, CCMS, is a community of 1200 students in Gr. 6-8 and 133 Teachers and Professional Specialists. Our school supports our commitment to meeting the needs of our diverse population and preparing our students for college and careers.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our Home and School is an active organization of Parents and Teachers and supports students' activities throughout the school year. We are committed to educating our students and continually assisting them to reach their individual educational potential. The school community works diligently to provide a safe learning environment where all children feel welcome and participate to become life-long learners.</p>



Christopher Columbus Middle School

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Courses, Curriculum, Instruction:

Programs include academic courses of integrated ELA, Math, Soc. Std., Sci. and PE/Health Ed. supplemented with programs of Music, Art, World Lang., and Technology. Technology is infused into all curricula throughout the school day. All students take Benchmark Assessments to track achievement through a web-based program. CCMS has computers in all classrooms, Chrome Books, white interactive boards and document cameras to assist with interactive learning. Extended morning programs have been established for Music and Art. 60 after-school clubs and activities are offered to students throughout the year. We offer many events outside of the school day that support formal academic and informal curriculum. Students are supported in the areas of Social Emotional Learning/Character Education and Group Counseling. Additional learning opportunities are offered in the school's "After School Academy", "Saturday Academy" and "Summer Academy". These Academies are infused with Technology and STEM Progra



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Football (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)

Participation in organized school sports and extracurricular activities, offers opportunities for students of all ages to be physically active and has been shown to help improve students' self-esteem/psychological well-being as well as increasing their overall physical wellness. While participation in sports can play an important role in increasing physical activity levels, as some have noted, school sports participation alone may not be sufficient to meet the current physical activity recommendations for adolescents. Therefore sports/activities participation should not be seen as a replacement for physical education in schools but rather as a supplement to the solid foundation provided by physical education.



Clubs and Activities:

CCMS is proud of the Positive Behavior Support in Schools Program that has been recognized by NJ as a Showcase School. Technology is infused into all disciplines to support interactive learning. Over 60 after-school clubs/activities are offered to students. Extended morning programs support the arts. The interscholastic/ intramurals sports programs provide students with a wide range of competitive opportunities. CCMS's community celebrates student leadership & success through programs such as the National Junior Honor Society, Honor Roll, National Junior Art Honor Society, Character Ed. Club, Future Business Club, Student Orientation Club, Sidekicks & Motivation Club. Events are offered outside of the day that support formal and informal curriculum. Students are supported for Social Emotional Learning/Character Ed. through lessons & Group Counseling. Additional opportunities are offered in the After-School, Saturday & Summer Academies which are infused with Technology/STEM Program




Christopher Columbus Middle School
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<div><div>Staff and Professional Learning:</div></div>	<p>Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.</p>
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Christopher Columbus Middle School

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Student Supports and Services:

For the past 6 years CCMS has been working in collaboration with the Rutgers Univ. Boggs Center and has been part of the NJPBSIS initiative to implement a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students. Through the multi-tiered systems of support, we create environments that promote safety and encourage success while we work collaboratively to achieve student goals. As a 3 time showcase school, CC has been recognized as incredibly successful in the implementation of the PBSIS program. Our CHAMPS campaign stands for Caring, Helpful, Accountable, Motivated, Polite and Successful. We use these adjectives to attain our school wide PBSIS expectations. With the help of our mascot, Midnight the Mustang, we strengthen our positive school culture. Students who demonstrate they are following school expectations receive a CHAMPS ticket with praise and the possibility of other rewards through weekly drawings.



Student Health and Wellness:

Students in grades 6-8 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.



Parent and Community Involvement:

CCMS has a long history of bringing our Parents, Community and School together. We incorporate our students' Programs, Clubs and Education in an effort to introduce our students to citizenship and caring for one another. Some of the many Clubs and opportunities offered are listed here. They all support Parent, Community and Students by bringing all three together in different ways whether it is to collaborate, to give, to enjoy performances or to learn. Home And School Organization CHAMPS-PBSIS Book Fair School Musical Winter/Spring Concerts Winter Spring Art Gallery Special Concert Diversity Dinner Character Ed Club Cut-a-thon-Supports children with hair loss National Jr. Honor Society National Jr. Art Honor Society ESL Parent Meetings Helping Hand-Focus is on outreach projects in Clifton Family Literacy Night Dance Production STEM Night Student Council Parent University Topics for Parents- Parent Education of topics relevant to MS students

**Clifton Early Learner Academies**

(31-0900-301)

Grades Offered: PK-PK

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Clifton Early Learner Academies**

(31-0900-301)

Grades Offered: PK-PK

2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Clifton Public School District
Principal Name	Dr. Marilyn Torley
Address	290 Brighton Road Clifton, NJ 07012
Phone Number	973-470-2060
Email Address	mtorley@cliftonschoools.net
Website	http://www.cliftonk.12.nj.us



Clifton Early Learner Academies

(31-0900-301)

Grades Offered: PK-PK

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	316
Total	0	0	316

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	N	N	38.0%
Male	N	N	62.0%
Economically Disadvantaged Students	N	N	76.6%
Students with Disabilities	N	N	51.6%
English Learners	N	N	0.0%
Homeless Students	N	N	0.9%
Students in Foster Care	N	N	0.9%
Military-Connected Students	N	N	0.0%
Migrant Students	N	N	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	N	N	35.4%
Hispanic	N	N	50.6%
Black or African American	N	N	2.2%
Asian	N	N	8.5%
Native Hawaiian or Pacific Islander	N	N	0.0%
American Indian or Alaska Native	N	N	1.3%
Two or More Races	N	N	1.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	N	N	0
PK - Full Day	N	N	316

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	69.0%
Spanish	17.4%
Arabic	6.3%
Turkish	2.2%
Other Languages	5.1%



Clifton Early Learner Academies

(31-0900-301)

Grades Offered: PK-PK

2018-2019

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

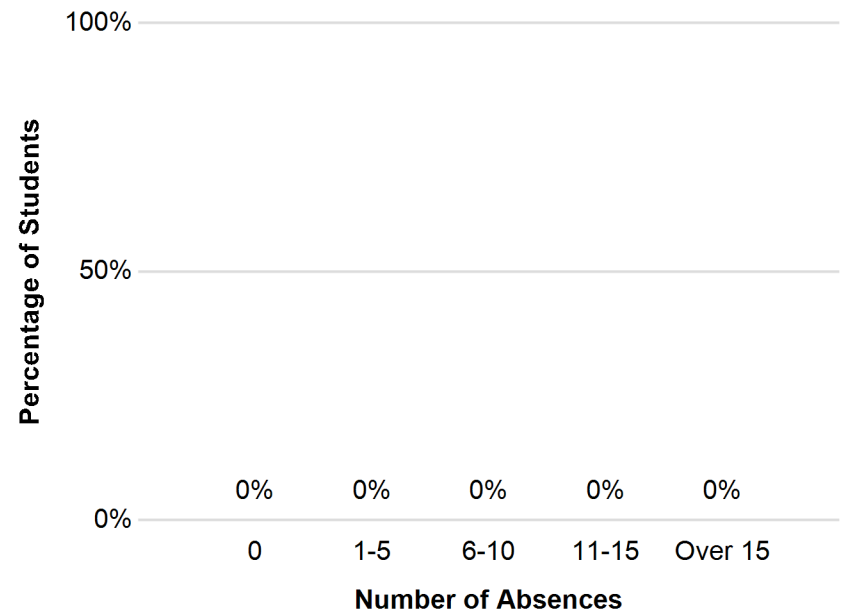
Chronic Absenteeism

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

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

Days Absent

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





Clifton Early Learner Academies

(31-0900-301)

Grades Offered: PK-PK

2018-2019

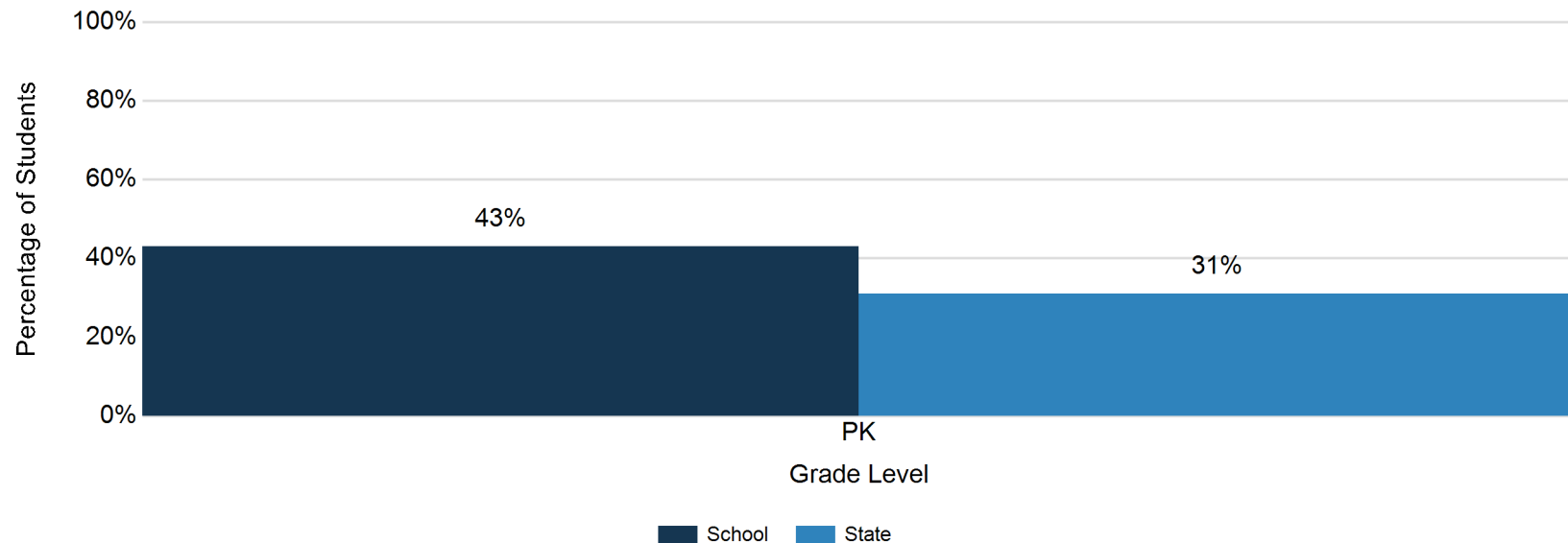
Report Key:

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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.





Clifton Early Learner Academies

(31-0900-301)

Grades Offered: PK-PK

2018-2019

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

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



Clifton Early Learner Academies

(31-0900-301)

Grades Offered: PK-PK

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	8:35 AM
Typical End Time	3:55 PM
Length of School Day	7 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



Clifton Early Learner Academies

(31-0900-301)

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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	1	118,214
Average years experience in public schools	3.0	12.1
Average years experience in district	3.0	10.8
Percentage of Teachers with 4 or more years experience in the district	0.0%	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	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	316:1	13:1
Students to Administrators	N	193:1
Teachers to Administrators	N	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



Clifton Early Learner Academies

(31-0900-301)

Grades Offered: PK-PK

2018-2019

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Teachers: All classroom teachers

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

Teachers and Administrators – 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	38.0%	100.0%	N	48.4%	77.1%	54.9%
Male	62.0%	0.0%	N	51.6%	22.9%	45.1%
White	35.4%	100.0%	N	42.4%	83.6%	77.4%
Hispanic	50.6%	0.0%	N	29.9%	7.3%	7.2%
Black or African American	2.2%	0.0%	N	15.0%	6.6%	13.9%
Asian	8.5%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.3%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	N	2.1%	0.2%	0.2%



Clifton Early Learner Academies

(31-0900-301)

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2018-2019

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 0%

Admin N/A

Master's Degree

Teacher 100%

Admin

Doctoral Degree

Teacher 0%

Admin *

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	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%



Clifton Early Learner Academies
(31-0900-301)
Grades Offered: PK-PK
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Clifton Early Learner Academies

(31-0900-301)

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2018-2019

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School Narrative

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



Mission, Vision,
Theme:

At CELA we understand that children respond best to those who instruct with love and kindness. We take pride in educating in this nurturing fashion. As educators, we believe in helping students learn and succeed by reaching their full potential. Our goal is to support their cognitive, social, and emotional development. We hope to instill a love of learning, build good moral character, and foster independence.



Awards, Recognition,
Accomplishments:

Our preschool program was one of two districts in the United States that was chosen to participate in the implementation of the Pyramid Model Practices through the Pyramid Equity Project (PEP). The Pyramid Equity Project (PEP) was funded to develop, demonstrate and disseminate an effective approach for the promotion of social competence in young children and the prevention of suspension, expulsion, and discipline disparities in early learning programs.



Clifton Early Learner Academies

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Courses, Curriculum, Instruction:

The instructional philosophy and methods for the Clifton Early Learner Academy are grounded in the nationally recognized High/Scope Preschool Curriculum. The learning targets for the curriculum are derived from the New Jersey Preschool Teaching and Learning Standards. The basic premise of the High/Scope Curriculum is that children learn best by doing. "Control" is shared between adults and children so that children's creativity and exploration of individual interests are encouraged. The teacher's role is that of a facilitator who observes and interacts with children and provides high-quality experiences and interactions that keep children engaged and learning. To support the social and emotional growth of our students teachers are trained in Pyramid Model Practices. These are effective practices and procedures for promoting the social and emotional skills of all children.



Clifton Early Learner Academies

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Staff and Professional Learning:

Professional development is the process of gaining knowledge and offers an opportunity to apply new knowledge and skills that will improve performance. Our staff participates in professional learning communities (PLCs) regularly to share expertise and work collaboratively to improve teaching skills and the academic performance of students.



Clifton Early Learner Academies

(31-0900-301)

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2018-2019

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School Narrative

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 <p>Student Health and Wellness:</p>	<p>The Clifton Early Learner Academy's approach to classroom conduct requires positive and developmentally appropriate techniques that ensure a child's physical and psychological safety. We validate children's positive behavior, promote confidence in their ability, and encourage and teach pro-social behaviors. The Second Step program rooted in social-emotional learning (SEL) helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive. All teachers are trained in the Pyramid Model. The Pyramid Model is a tiered approach to supporting all children and families in first teaching pro-social skills, then providing targeted services to those who need more support, and finally intensive services when needed through the PIRT process.</p>
 <p>Parent and Community Involvement:</p>	<p>The Clifton Early Learner Academy believes that supportive partnerships around children provide an environment in which families, schools, and the community work together to achieve and sustain shared goals for children. Family involvement activities are coordinated by the Community/Parent Involvement Specialist (CPIS) in conjunction with the Family Advisory Council, Family Service Workers, and teachers. A resource handbook is available on our CELA website. This handbook provides a list of community resources available for families. Family involvement in school activities is strongly encouraged. Families are invited to visit their child's class to read favorite books to the class, speak to the class about an area of interest or expertise, or do an activity with the class. Family workshops are offered monthly in the areas of health, safety, literacy, and behavior.</p>



Clifton Early Learner Academies

(31-0900-301)

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2018-2019

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School Narrative

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Early Childhood Education:

Clifton Public Schools offers two preschool program options: preschool for children with special needs and a state-funded preschool program. The free full-day high-quality state-funded preschool program is available for income eligible 4-year-olds. Limited spots are available for non-income eligible families on a first come, first serve basis upon completion of the entire registration process. With a strong relationship with Head Start, our state-funded preschool program currently consists of 21 fully inclusive classrooms, located in five locations throughout the district taught by a certificated preschool teacher with a teaching assistant in each classroom.



Clifton High School
(31-0900-030)
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:



Clifton High School
 (31-0900-030)
 Grades Offered: 09-12
 2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Clifton Public School District
Principal Name	Mr. Michael Doktor
Address	333 COLFAX AVENUE CLIFTON, NJ 07013
Phone Number	973-470-2312
Email Address	mdoktor@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/Clifton-High-School-101739717882982/
Twitter	https://twitter.com/mustangs_chs



Clifton High School

(31-0900-030)

Grades Offered: 09-12

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
9	711	725	756
10	713	694	718
11	746	690	670
12	754	749	727
Total	2,924	2,858	2,871

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%	49.0%	47.0%
Male	51.4%	51.0%	53.0%
Economically Disadvantaged Students	49.9%	49.1%	53.0%
Students with Disabilities	12.1%	12.8%	14.1%
English Learners	4.9%	6.6%	6.0%
Homeless Students	1.3%	1.4%	1.8%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	32.4%	31.6%	31.3%
Hispanic	55.3%	56.3%	57.3%
Black or African American	5.0%	5.2%	4.9%
Asian	6.9%	6.5%	5.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.1%	0.3%
Two or More Races	0.3%	0.3%	0.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,924	2,858	2,871
Shared Time Students	0	0	0
Full Time Equivalent	2,924	2,858	2,871

Enrollment by Home Language

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

Home Language	% of Students
English	55.2%
Spanish	29.9%
Arabic	5.7%
Polish	2.3%
Gujarati	2.1%
Other Languages	4.8%



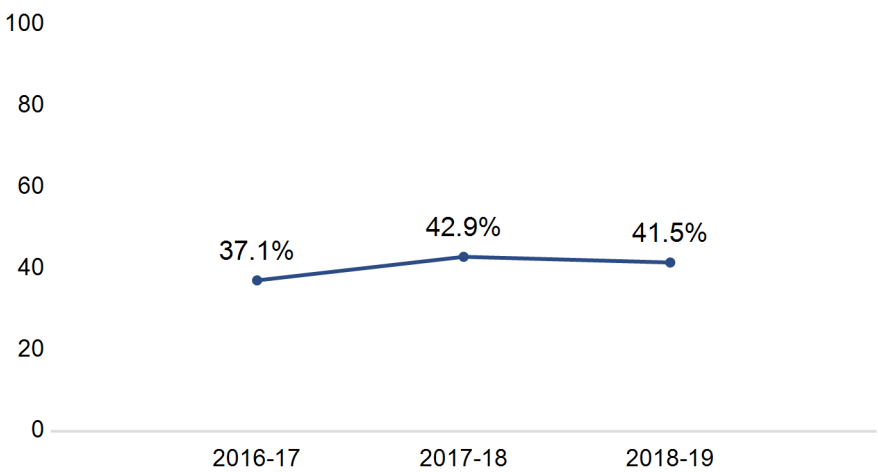
Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

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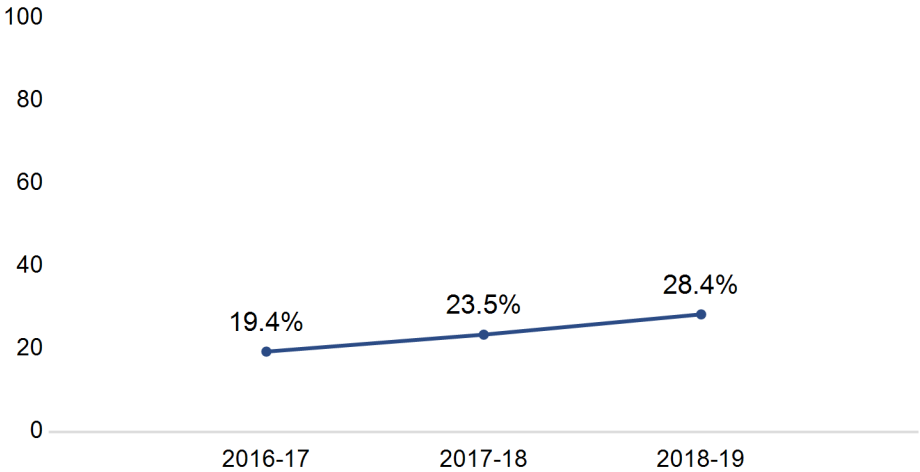
English Language Arts and Mathematics Performance Trends

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	98.0%	98.7%	98.6%	97.3%	98.5%	98.9%
Proficiency Rate for Federal Accountability	37.1%	42.9%	41.5%	19.4%	23.5%	28.4%
Annual Target	38.5%	40.7%	42.9%	20.9%	24.0%	27.1%
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.



Clifton High School
 (31-0900-030)
 Grades Offered: 09-12
 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	1407	98.6	41.5	48.1	57.9	41.5	42.9	Met Target†
White	434	98.7	52.3	54.9	66.9	52.3	46.7	Met Target
Hispanic	837	98.3	35.0	43.0	43.9	35.0	38	Not Met
Black or African American	60	100.0	21.7	37.4	38.5	21.7	39	Not Met
Asian, Native Hawaiian, or Pacific Islander	67	100.0	70.1	69.5	82.9	70.1	67.3	Met Target
American Indian or Alaska Native	*	*	*	39.1	56.0	*	**	**
Two or More Races	*	*	*	40.0	64.4	*	**	**
Female	631	98.8	47.1	56.1	64.8	47.1		
Male	776	98.4	37.0	41.0	51.3	37.0		
Economically Disadvantaged Students	775	98.5	35.0	41.0	40.0	35.0	37.8	Met Target†
Non-Economically Disadvantaged Students	632	98.7	49.5	56.5	67.9	49.5		
Students with Disabilities	223	97.5	*	13.3	22.7	*	17.8	Not Met
Students without Disabilities	1184	98.8	*	55.4	65.1	*		
English Learners	133	98.0	13.5	27.7	29.3	13.5	22.8	Not Met
Non-English Learners	1274	98.6	44.4	50.9	60.6	44.4		
Homeless Students	25	100.0	16.0	27.1	29.1	16.0		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

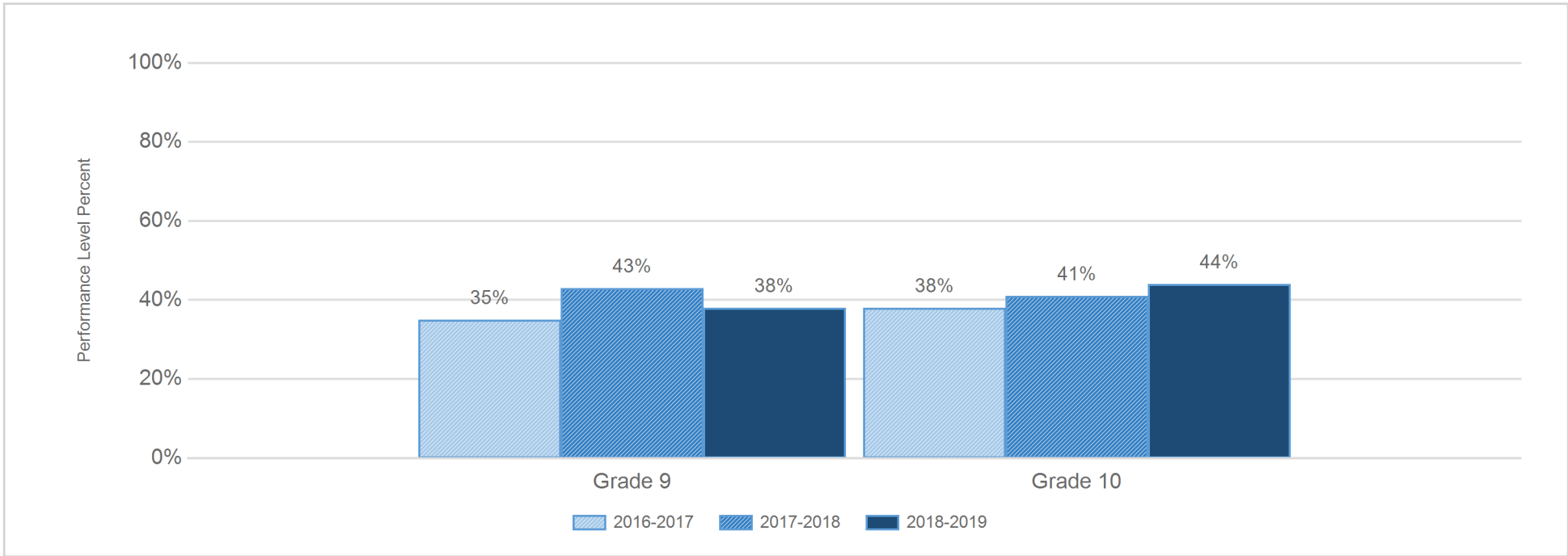


Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

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

English Language Arts Assessment - 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.





Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	736	738	738	753	16%	19%	27%	29%	9%	38%	56%
White	222	747	747	762	14%	11%	26%	35%	15%	50%	65%
Hispanic	446	731	731	737	18%	22%	30%	26%	4%	30%	40%
Black or African American	32	728	728	732	*	*	*	*	*	28%	33%
Asian, Native Hawaiian, or Pacific Islander	32	776	776	783	0%	*	*	*	*	78%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	325	744	744	760	14%	15%	28%	32%	11%	43%	63%
Male	411	733	733	746	18%	21%	27%	27%	7%	34%	49%
Economically Disadvantaged Students	411	732	732	734	18%	20%	32%	25%	5%	30%	36%
Non-Economically Disadvantaged Students	325	745	745	762	14%	16%	22%	35%	13%	48%	65%
Students with Disabilities	124	701	701	717	*	*	*	*	*	*	17%
Students without Disabilities	612	745	745	760	*	*	*	*	*	*	63%
English Learners	46	694	694	693	*	*	*	*	*	*	*
Non-English Learners	690	741	741	755	*	*	*	*	*	*	*
Homeless Students	14	699	699	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	706	741	741	757	24%	15%	18%	28%	16%	44%	58%
White	215	752	752	767	21%	13%	12%	27%	27%	54%	67%
Hispanic	418	736	736	738	23%	16%	21%	29%	11%	40%	43%
Black or African American	28	712	712	733	46%	*	*	*	*	14%	38%
Asian, Native Hawaiian, or Pacific Islander	39	757	757	792	*	*	*	33%	28%	62%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	319	749	749	766	19%	12%	19%	29%	21%	50%	66%
Male	387	734	734	749	27%	17%	16%	27%	12%	39%	51%
Economically Disadvantaged Students	378	733	733	735	28%	15%	17%	28%	11%	39%	40%
Non-Economically Disadvantaged Students	328	750	750	767	18%	14%	18%	27%	23%	50%	67%
Students with Disabilities	96	694	694	711	*	*	*	*	*	*	19%
Students without Disabilities	610	748	748	765	*	*	*	*	*	*	65%
English Learners	48	677	677	687	*	*	*	*	*	*	*
Non-English Learners	658	746	746	760	*	*	*	*	*	*	*
Homeless Students	16	719	719	723	*	*	*	*	*	19%	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1350	98.9	28.4	39.4	44.5	28.4	27.1	Met Target
White	420	98.8	39.0	50.1	54.1	39.0	30.9	Met Target
Hispanic	801	98.8	21.8	32.0	28.8	21.8	22.1	Met Target†
Black or African American	54	100.0	20.4	30.1	23.0	20.4	29.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	66	100.0	48.5	62.8	76.5	48.5	49.2	Met Target†
American Indian or Alaska Native	*	*	*	13.0	42.7	*	**	**
Two or More Races	*	*	*	33.3	53.3	*	**	**
Female	605	99.2	28.1	39.8	44.9	28.1		
Male	745	98.7	28.6	39.1	44.2	28.6		
Economically Disadvantaged Students	733	98.8	23.5	32.8	26.3	23.5	22.2	Met Target
Non-Economically Disadvantaged Students	617	99.1	34.2	47.2	54.9	34.2		
Students with Disabilities	194	97.1	*	11.3	17.4	*	12.6	Not Met
Students without Disabilities	1156	99.2	*	45.2	50.0	*		
English Learners	100	98.1	19.0	28.5	25.0	19.0	28.3	Not Met
Non-English Learners	1250	99.0	29.1	40.9	46.5	29.1		
Homeless Students	19	100.0	10.5	22.8	17.1	10.5		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

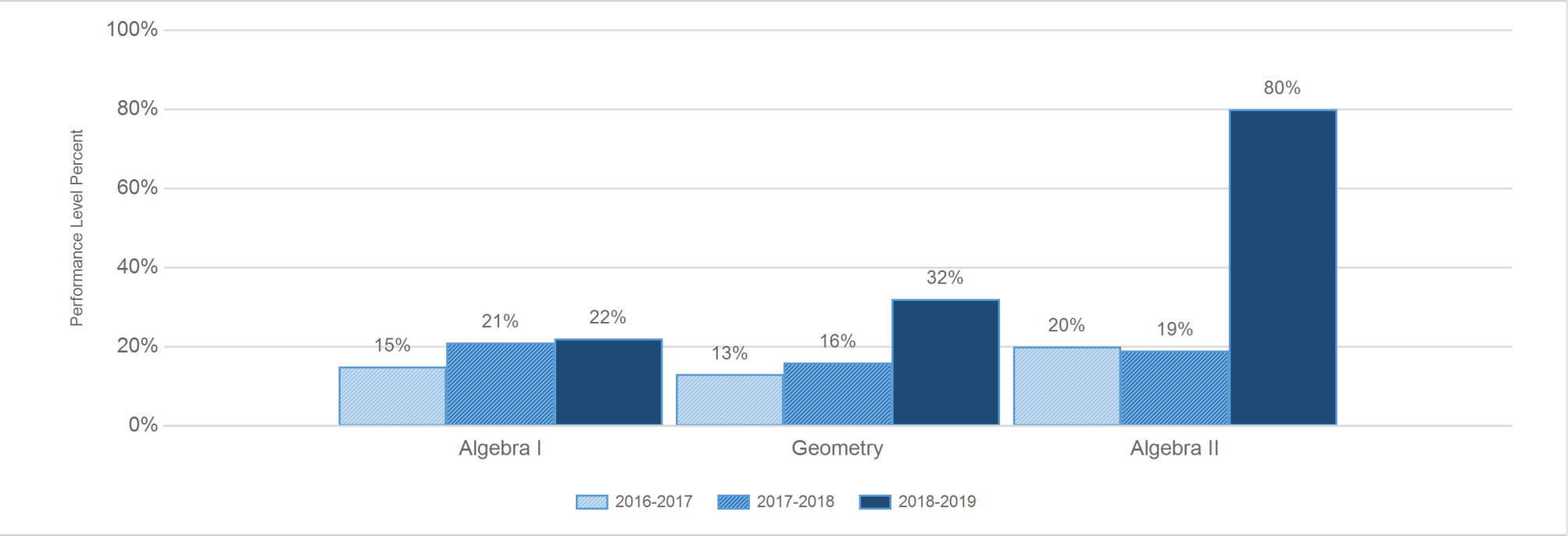


Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Clifton High School
(31-0900-030)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	1011	730	735	744	11%	32%	34%	22%	0%	22%	42%
White	293	737	743	752	9%	26%	36%	29%	0%	29%	53%
Hispanic	625	727	730	728	12%	36%	33%	19%	0%	19%	24%
Black or African American	49	727	732	725	*	43%	29%	*	*	18%	20%
Asian, Native Hawaiian, or Pacific Islander	36	739	756	775	*	*	42%	33%	0%	33%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	440	731	735	745	10%	33%	36%	21%	0%	21%	44%
Male	571	730	735	743	12%	32%	32%	23%	0%	23%	41%
Economically Disadvantaged Students	576	728	731	727	12%	35%	35%	19%	0%	19%	23%
Non-Economically Disadvantaged Students	435	733	740	752	10%	29%	34%	27%	0%	27%	52%
Students with Disabilities	121	705	*	717	*	*	*	*	*	*	12%
Students without Disabilities	890	734	*	748	*	*	*	*	*	*	47%
English Learners	50	710	710	710	*	*	*	*	*	*	*
Non-English Learners	961	731	736	745	*	*	*	*	*	*	*
Homeless Students	19	723	723	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	284	733	733	737	11%	24%	33%	*	*	32%	35%
White	95	744	744	743	*	16%	25%	*	*	53%	43%
Hispanic	166	726	726	724	14%	28%	39%	20%	0%	20%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	17	744	744	762	0%	*	*	*	*	41%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	132	737	737	738	*	24%	36%	*	*	34%	36%
Male	152	730	730	736	*	24%	31%	*	*	30%	34%
Economically Disadvantaged Students	134	728	728	722	12%	28%	33%	*	*	27%	16%
Non-Economically Disadvantaged Students	150	737	737	743	10%	20%	33%	*	*	37%	43%
Students with Disabilities	68	700	700	712	*	*	*	*	*	*	*
Students without Disabilities	216	743	743	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
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%



Clifton High School
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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	768	768	755	*	*	14%	*	*	80%	58%
White	34	772	772	758	0%	0%	*	*	*	82%	62%
Hispanic	32	760	760	731	*	*	*	*	*	72%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	43	765	765	752	*	*	*	*	*	77%	55%
Male	42	770	770	758	*	*	*	*	*	83%	62%
Economically Disadvantaged Students	34	761	761	729	*	*	*	*	*	74%	32%
Non-Economically Disadvantaged Students	51	772	772	761	*	*	*	*	*	84%	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	85	768	768	756	*	*	14%	*	*	80%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	85	768	768	755	*	*	14%	*	*	80%	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	*



Clifton High School
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	41.7%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	119	89.1%	10.9%
3-4	40	87.5%	12.5%
5 or more	*	*	*



Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

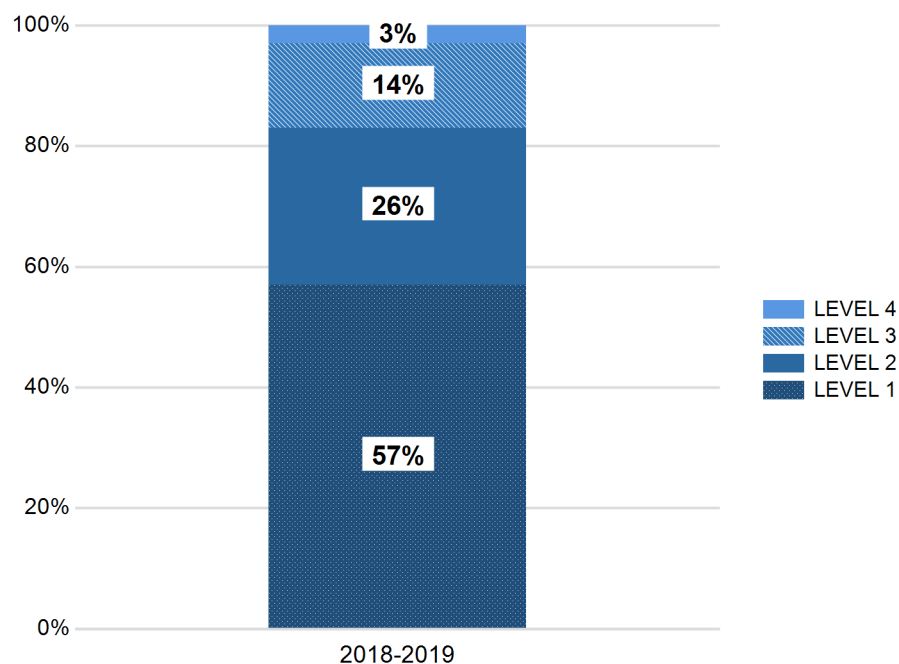
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	57	26	14	3
White	49	25	19	7
Hispanic	62	27	10	1
Black or African American	76	21	3	0
Asian, Native Hawaiian, or Pacific Islander	40	27	23	10
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	57	29	12	3
Male	57	23	16	4
Economically Disadvantaged Students	64	25	10	1
Non-Economically Disadvantaged Students	51	27	17	6
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	90	10	0	0
Non-English Learners	55	27	15	4
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Clifton High School
(31-0900-030)
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2018-2019

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	98.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	58.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	2.6%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	429	476	Grade 10: 430 Grade 11: 460	42%	61%
PSAT 10/NMSQT - Math	428	477	Grade 10: 480 Grade 11: 510	23%	43%
SAT - Reading and Writing	510	539	480	62%	70%
SAT - Math	518	541	530	41%	53%
ACT - Reading	24	25	22	74%	66%
ACT - English	23	24	18	84%	81%
ACT - Math	22	24	22	58%	65%
ACT - Science	23	24	23	42%	57%



Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

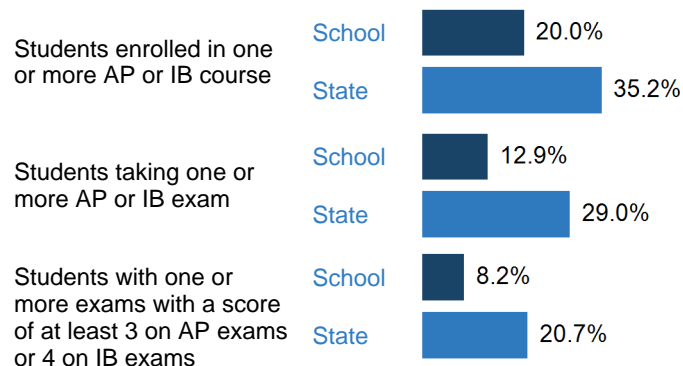
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	36	30
AP Calculus AB	0	32
AP Calculus BC	0	1
AP Chemistry	21	21
AP Computer Science A	0	6
AP English Literature and Composition	102	53
AP European History	9	7
AP French Language and Culture	15	0
AP Physics 1	0	1
AP Physics C: Mechanics	0	18
AP Psychology	55	50
AP Spanish Language	138	15
AP Statistics	17	11
AP Studio Art—Two-Dimensional	0	2
AP U.S. Government and Politics	7	6
AP U.S. History	104	59



Clifton High School

(31-0900-030)

Grades Offered: 09-12

2018-2019

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AP/IB Course	Students Enrolled	Students Tested
IB Art/Design	25	0
Total Exams taken		312
Exams with scores of at least 3 on AP exams or 4 on IB exams		185



Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

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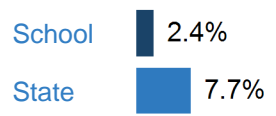
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

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.

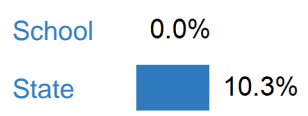
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

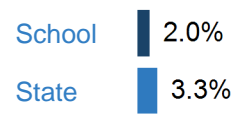
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	2.4%	0.0%	7.7%	10.3%
White	1.9%	0.0%	6.1%	9.6%
Hispanic	2.6%	0.0%	10.3%	11.3%
Black or African American	*	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	2.3%	0.0%	7.3%	10.6%
Male	2.4%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	1.6%	0.0%	10.4%	11.8%
Students with Disabilities	*	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	0.0%	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%	*



Clifton High School
(31-0900-030)
Grades Offered: 09-12
2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Marketing	68		
Total (All Clusters)	68	0	0



Clifton High School
(31-0900-030)
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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	653	2	42	0	0	0	148
10	68	583	46	0	0	0	257
11	11	123	354	95	0	17	114
12	4	26	78	132	66	15	343
Total	736	734	520	227	66	32	862
Enrolled in AP/IB Course					0	17	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	600	0	1	131	2	3
10	576	89	6	15	8	5
11	52	391	38	16	169	17
12	68	59	35	3	160	103
Total	1296	539	80	165	339	128
Enrolled in AP/IB Course	36	21		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Clifton High School
 (31-0900-030)
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 2018-2019

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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	718	35	114	0	0	8
10	20	688	19	1	6	10
11	8	651	89	86	33	22
12	9	86	73	177	94	81
Total	755	1460	295	264	133	121
Enrolled in AP/IB Course	0	104	0	55		14
Enrolled in Dual Enrollment Course	0	0	0	188	50	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	435	78	89	0	0	0	0
10	414	76	63	0	0	0	1
11	240	42	34	0	0	0	35
12	105	17	20	0	0	0	50
Total	1194	213	206	0	0	0	86
Enrolled in AP/IB Course	138	15	0	0	0	0	0
Enrolled in Dual Enrollment Course	47	15	11	0	0	0	0
Enrolled in Level 3 or Higher	133	22	37	0	0	0	0



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 2018-2019

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	1	0	0	0	0	0
Total	1	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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(31-0900-030)
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2018-2019

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Arabic	*
French	*
Italian	*
Polish	*
Spanish	14
Total	23



Clifton High School
(31-0900-030)
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2018-2019

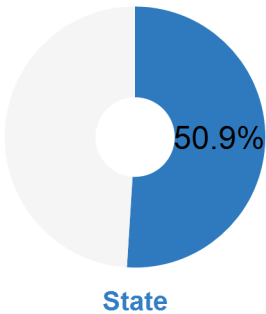
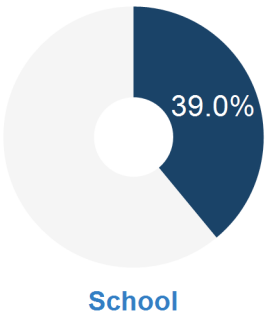
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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

MUSIC	School	13.2%
	State	17.6%
DANCE	School	3.5%
	State	2.3%
DRAMA	School	5.5%
	State	3.9%
VISUAL ARTS	School	20.3%
	State	32.9%



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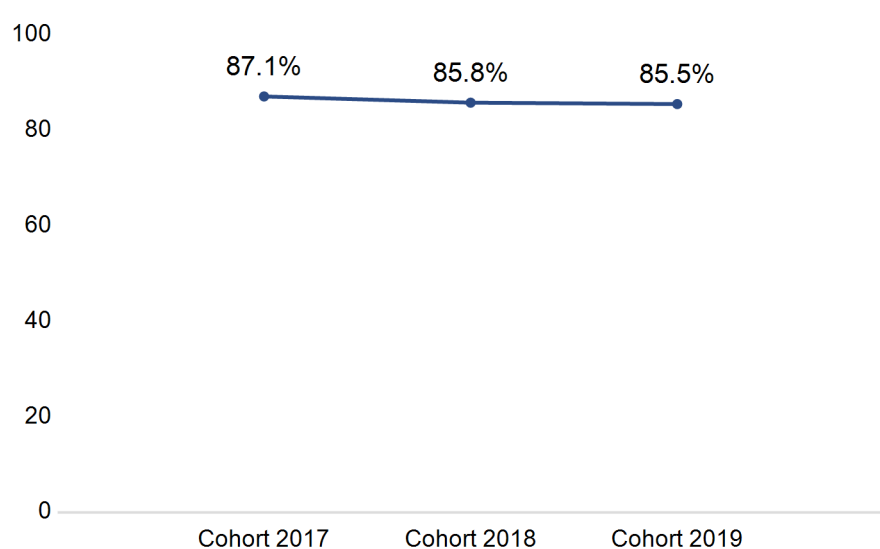
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

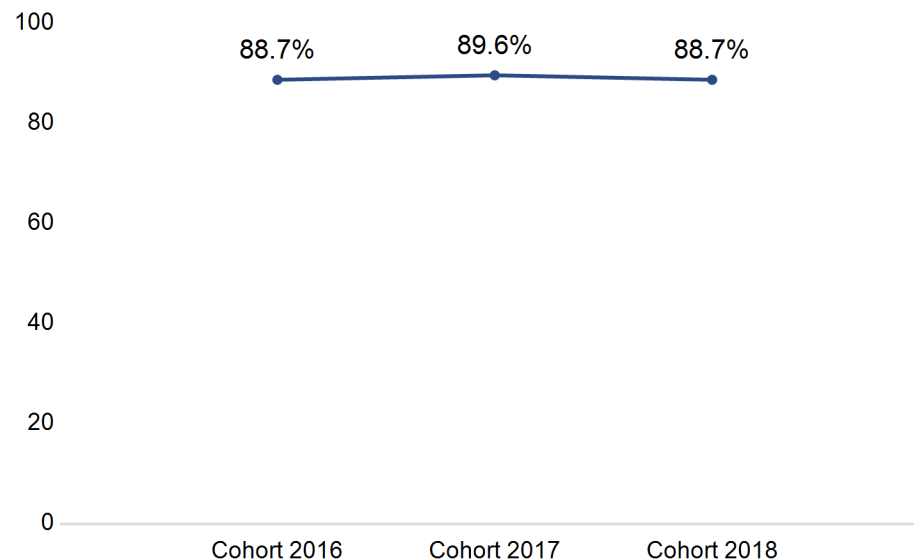
Graduation Rate Trends and Progress

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	87.1%	85.8%	85.5%	88.7%	89.6%	88.7%
Annual Target	85.1%	85.6%		87.5%	88.0%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	85.5%	90.6%	88.7%	92.5%	85.8%	85.6%	Met Target	89.6%	88.0%	Met Target
White	89.1%	94.9%	94.0%	95.9%	92.1%	89.1%	Met Target	94.2%	92.3%	Met Target
Hispanic	82.9%	84.5%	85.6%	87.3%	81.7%	81.8%	Not Met	85.8%	83.0%	Met Target
Black or African American	90.0%	83.3%	80.4%	87.1%	77.3%	84.0%	Not Met	88.9%	84.3%	Met Target
Asian, Native Hawaiian or Pacific Islander	86.3%	96.9%	98.3%	97.8%	98.3%	N	Met Goal	98.2%	N	Met Goal
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	91.4%	92.8%	91.7%	94.4%	88.8%			91.4%		
Male	80.1%	88.5%	85.7%	90.8%	82.8%			88.2%		
Economically Disadvantaged Students	83.8%	84.0%	85.9%	87.3%	82.5%	82.6%	Not Met	88.0%	84.4%	Met Target
Students with Disabilities	75.0%	79.2%	75.2%	83.8%	67.3%	67.1%	Met Target	79.8%	75.1%	Met Target
English Learners	84.6%	75.4%	72.1%	80.1%	69.6%	76.3%	Not Met	79.3%	86.7%	Not Met
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	74.2%	59.8%
Substitute Competency Test	12.7%	23.6%
Portfolio Appeals Process	7.4%	10.1%
Alternate Requirements specified in IEP	5.7%	6.5%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	2.4%	1.2%
2017-2018	3.1%	1.2%
2016-2017	2.6%	1.1%



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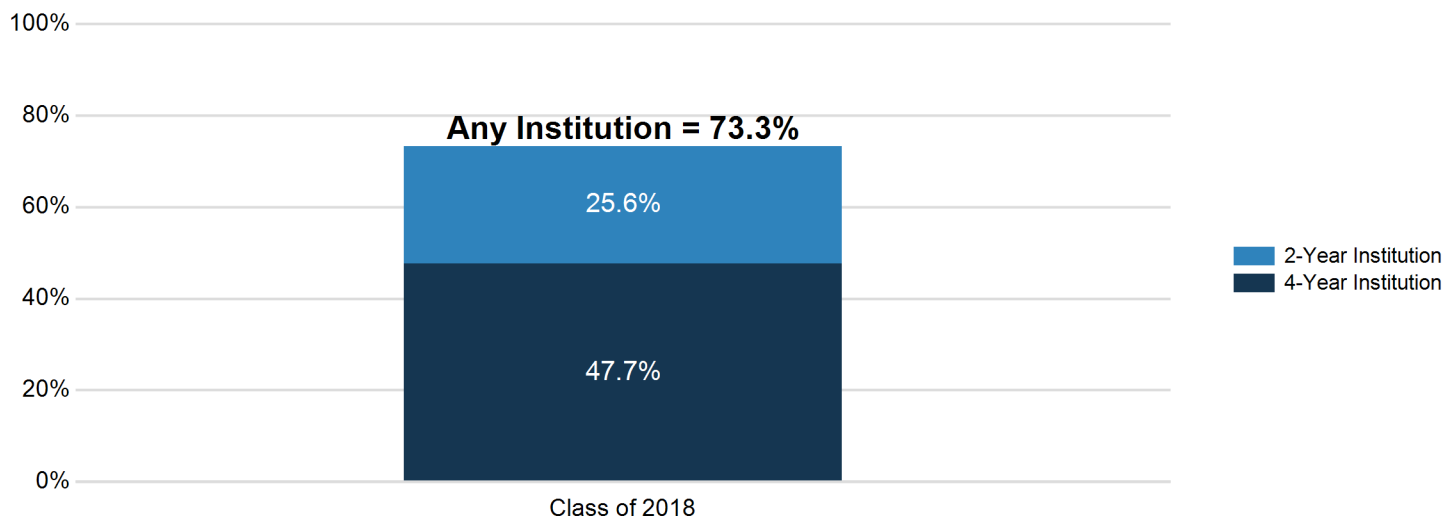
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	25.6%
% Enrolled in 4-Year Institution	47.7%
% Enrolled in Any Postsecondary Institution	73.3%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	58.4%	43.6%	56.4%
White	59.4%	34.6%	65.4%
Hispanic	55.3%	54.6%	45.4%
Black or African American	57.5%	30.4%	69.6%
Asian, Native Hawaiian, or Pacific Islander	79.5%	22.9%	77.1%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	58.2%	51.9%	48.1%
Students with Disabilities	42.2%	80%	20%
English Learners	66.7%	62.5%	37.5%

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	73.3%	34.9%	65.1%	80.5%	19.5%	89.9%	10.1%
White	75.7%	27%	73%	82.6%	17.4%	94.4%	5.6%
Hispanic	68.9%	45.2%	54.8%	79.4%	20.6%	89%	11%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.1%	14.8%	85.2%	87%	13%	88.9%	11.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	69.1%	41.7%	58.3%	83.5%	16.5%	90.8%	9.2%
Students with Disabilities	62.2%	52.2%	47.8%	82.6%	17.4%	97.8%	2.2%
English Learners	52%	61.5%	38.5%	84.6%	15.4%	100%	0%



Clifton High School

(31-0900-030)

Grades Offered: 09-12

2018-2019

Report Key:

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

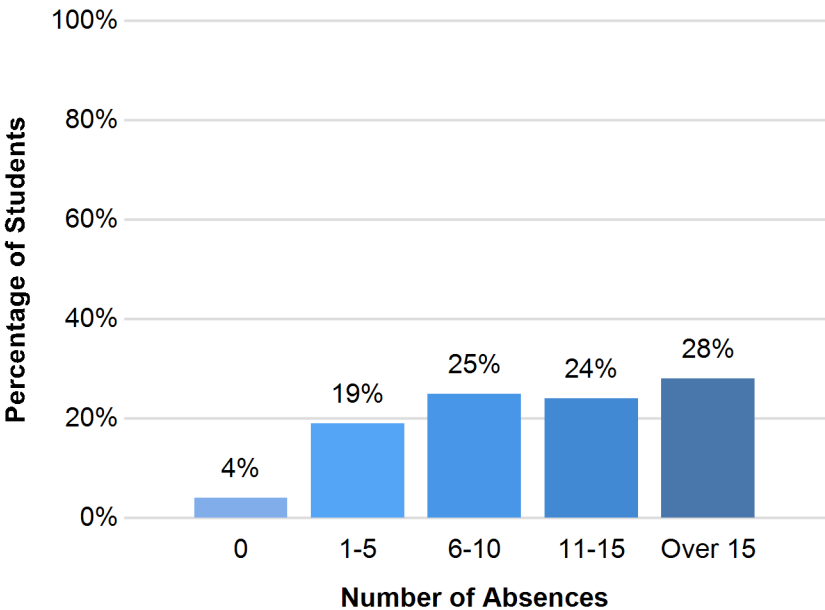
Chronic Absenteeism

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	463	16.0	14.2	Not Met
White	132	14.6	14.2	Not Met
Hispanic	301	18.2	14.2	Not Met
Black or African American	18	12.9	14.2	Met
Asian, Native Hawaiian, or Pacific	9	5.3	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	209	15.4		
Male	254	16.6		
Economically Disadvantaged Students	299	19.6	14.2	Not Met
Students with Disabilities	91	21.2	14.2	Not Met
English Learners	38	22.4	14.2	Not Met
Homeless Students	13	24.1		
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.





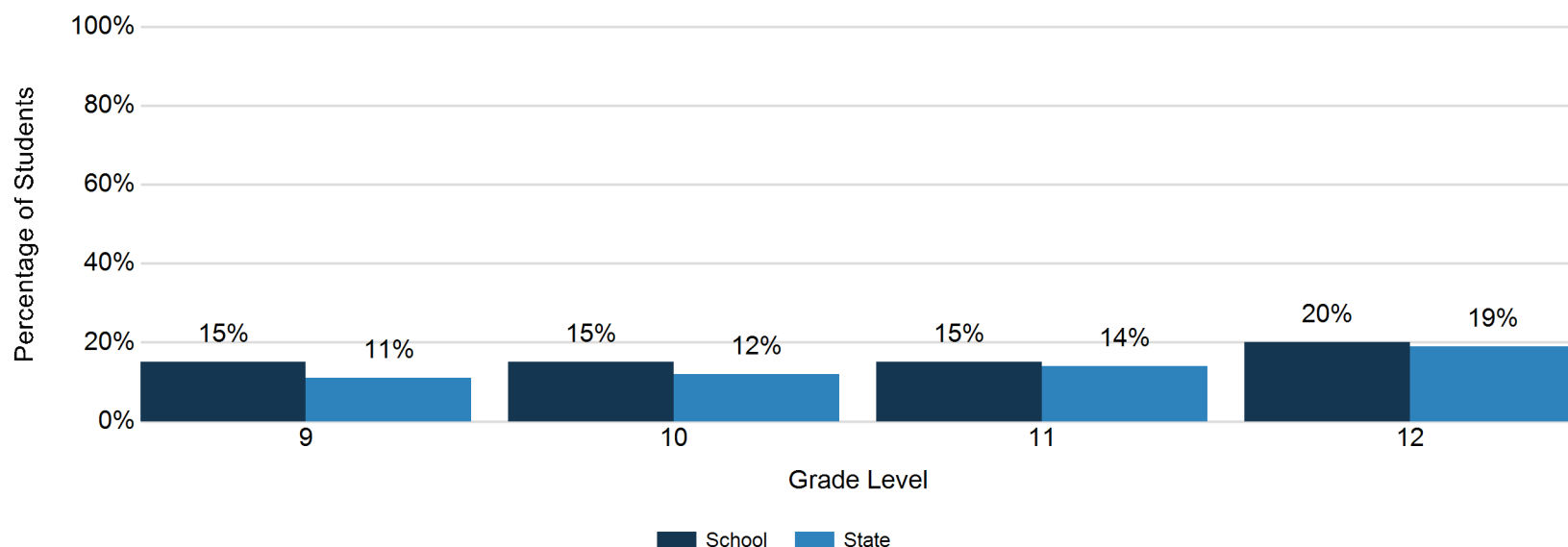
Clifton High School
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	38
Weapons	7
Vandalism	0
Substances	67
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	123
Incidents Per 100 Students Enrolled	4.28

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	5	5
Religion	0	0	0
Ancestry	0	1	1
Gender	1	5	6
Sexual Orientation	0	1	1
Disability	1	0	1
Other	2	1	3
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	9
Weapons	7
Vandalism	0
Substances	35
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	131	4.6%
Any Suspension	134	4.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	17	0.6%

School Days Missed due to Out-of-School Suspensions
2159



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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	7:30 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	205	118,214
Average years experience in public schools	15.0	12.1
Average years experience in district	13.2	10.8
Percentage of Teachers with 4 or more years experience in the district	83.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	13:1
Students to Administrators	205:1	193:1
Teachers to Administrators	15:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	59.0%	42.9%	48.4%	77.1%	54.9%
Male	53.0%	41.0%	57.1%	51.6%	22.9%	45.1%
White	31.3%	90.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	57.3%	5.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.9%	0.5%	0.0%	15.0%	6.6%	13.9%
Asian	5.9%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.5%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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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	37.1%	42.9%	41.5%
Math Proficiency	19.4%	23.5%	28.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	87.1%	85.8%	85.5%
5-Year Graduation Rate†	88.7%	89.6%	88.7%
Progress toward English Language Proficiency		60.0%	41.7%
Chronic Absenteeism	23.0%	24.7%	16.0%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <p>Mission, Vision, Theme:</p>	<p>Clifton High School is a comprehensive high school accredited by the New Jersey Department of Education, the Quality Single Accountability Continuum, and the Middle States Association. Our mission is to develop lifelong learners who can make positive contributions to school, community, and society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Of our graduates, 80% pursue post-secondary college programs. While in high school, we have students taking courses through Montclair State University, Fairleigh Dickinson University, Bergen Community College, and Passaic County Community College. Other students are enrolled in concurrent college credit courses, internships, and co-operative education. The Passaic County Community College Dual Enrollment program has students who attend college full time earning 30 college credits toward their high school graduation requirements. A select group of juniors are currently in an Associate Degree Program through Bergen Community College where, as seniors, they will graduate high school with a high school diploma and a college associates degree.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Clifton High School currently offers 17 AP courses and 20 Honors courses. Basic skills classes in Math and Language Arts and ESL classes are available for students who need additional assistance. Our STEM program is continually expanding with more courses and learning opportunities. Chrome books and Google Classroom are incorporated across all curricular areas. The Mustang Academy incorporates a teaming model of instruction for all 9th graders providing a more intimate learning environment. Clifton High School has also established 3 academies with 16 concentrations including Computer Science, Marketing, Human Services and Early Childhood, Law and Public Safety, Natural Sciences, Robotics Honors, Robotics, Engineering, Health Services, Band, Choir/Vocal, Dance, Drama, Orchestra, Studio Art and TV and Video Production.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Gymnastics (Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)</p> <p>Overall, Clifton High School offers 28 sports with 52 teams (varsity, junior varsity and freshman).</p>
 <p>Clubs and Activities:</p>	<p>Clifton High School participates in over 65 clubs and extracurricular activities that are geared toward ethnic, cultural, social, academic and community service. The athletic programs are highly successful at the local and state levels. Many of the activities and extracurricular clubs are nationally accepted programs including the Key Club and several National Honors Societies in Academics, Dance, Science, Music, Art and Drama. In addition, several of the extracurricular activities, such as Academic Decathlon, Mock Trial, Model U.N., Robotics, among others, travel and compete throughout the nation. The Marching Band, Concert Choir, MadCaps singers and Drama Club consistently receive state and national recognition for their exceptional performances. The activities and athletics offered appeal to all high school grade and interest levels and accommodate those from all backgrounds.</p>





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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>Staff and Professional Learning:</p>	<p>Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students' work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.</p>
 <p>Postsecondary Information:</p>	<p>Clifton offers many AP courses as well as part time and full time dual enrollment programs with PCCC, MSU, FDU and Associates Degree option with BCCC. The district offers PSAT testing to all 10th and 11th graders at no cost to students. 43% of graduates go on to 4 year colleges, 37% to 2 year schools and 5% to other post secondary schools. The class of 2019 earned \$ 2, 037,115.00 in 1 year and \$ 4,969,531.00 in 4 year scholarships.</p>






Clifton High School
 (31-0900-030)
 Grades Offered: 09-12
 2018-2019

Report Key:

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School Narrative

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 <p>Student Supports and Services:</p>	<p>For the past 4 years, Clifton High School has been working in collaboration with the Rutgers University Boggs Center to implement the NJ PBSIS district wide initiative targeting a multi-tiered system of support for behavior, conduct, & social-emotional wellness that promotes equity for all students. Through the multi-tiered systems of support, we create environments that promote safety & encourage success while we work collaboratively to achieve student goals. All 9th grade students are part of Mustang Academy, a program designed to promote positive student behavior, increase student participation in school while helping students to develop strong personal standards. Supporting positive behavior, reinforcing social skills, involving students at all levels of the school, equipping teachers with the skills to meet the needs of diverse learners, coordinating programs, and using multi-setting interventions are all examples of recommended practices for promoting a positive school climate.</p>
 <p>Student Health and Wellness:</p>	<p>Students in grades 9-12 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.</p>
 <p>Parent and Community Involvement:</p>	<p>Clifton High School works closely with the HSA to provide funding and opportunities to the students in our building. We meet regularly to discuss the happenings of the building and receive parent feedback as to the job that is being done. Fundraisers occur through the HSA throughout the school year in an effort to defray the costs of Project Graduation and provide funding for guest speakers, additional equipment, and the extras that are requested by staff for their programs.</p>



School #1
(31-0900-080)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**School #1**

(31-0900-080)

Grades Offered: KG-05

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	Passaic
District	Clifton Public School District
Principal Name	Ms. Theresa Evans
Address	158 PARK SLOPE CLIFTON, NJ 07011
Phone Number	973-470-2370
Email Address	tevans@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonPublicSchools
Twitter	https://twitter.com/cliftonschoools



School #1
(31-0900-080)
Grades Offered: KG-05
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	47	41	39
1	45	46	36
2	46	44	38
3	45	48	37
4	49	51	47
5	58	52	54
Total	290	282	251

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.6%	45.7%	49.4%
Male	52.4%	54.3%	50.6%
Economically Disadvantaged Students	61.7%	53.5%	62.9%
Students with Disabilities	11.0%	16.3%	18.7%
English Learners	0.0%	0.4%	0.0%
Homeless Students	1.0%	0.7%	0.4%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	41.0%	40.1%	37.1%
Hispanic	45.5%	48.9%	54.2%
Black or African American	2.8%	2.5%	1.2%
Asian	9.7%	7.4%	6.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.7%	0.7%	0.4%
Two or More Races	0.3%	0.4%	0.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	47	41	39

Enrollment by Home Language

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

Home Language	% of Students
English	66.5%
Spanish	15.5%
Arabic	11.6%
Turkish	1.6%
Other Languages	4.8%



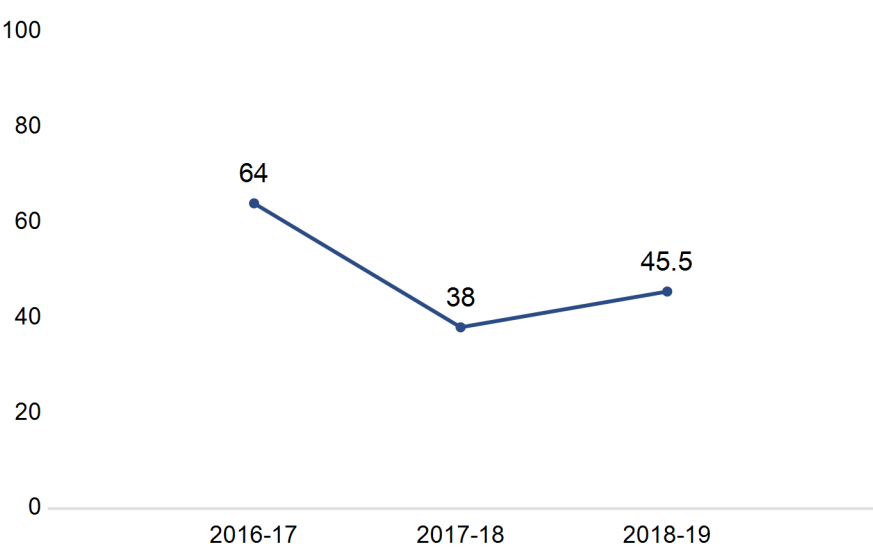
School #1
(31-0900-080)
Grades Offered: KG-05
2018-2019

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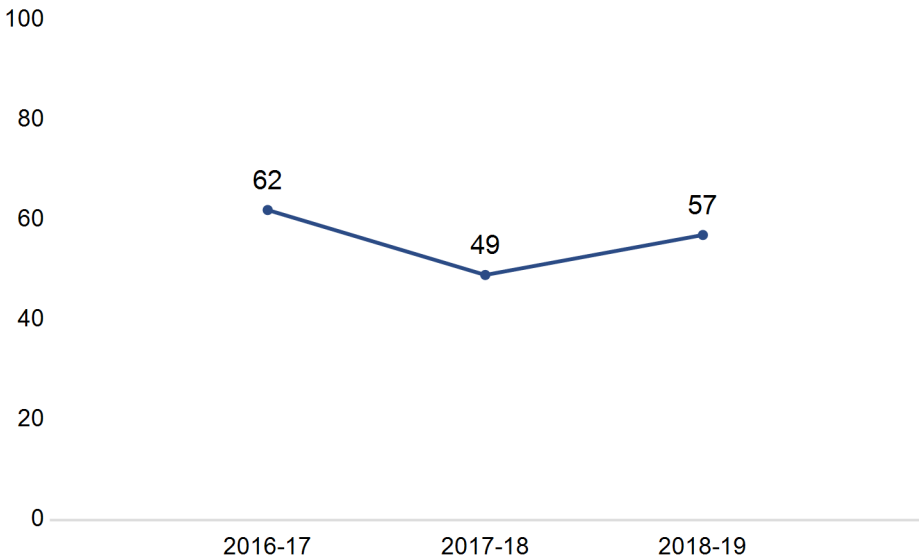
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	64	38	45.5	62	49	57
Met Standard (40-59.5)?	Exceeds Standard	Not Met	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45.5	46	50	Met Standard	57	47	50	Met Standard
White	54.5	46	50	Met Standard	61	51	52	Exceeds Standard
Hispanic	42	45	49	Met Standard	50	44	47	Met Standard
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	54.5	60	**
American Indian or Alaska Native	N	69	56	**	N	40	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	53.5	51	53	N	59.5	48	50	N
Male	42.5	42	47	N	55	46	51	N
Economically Disadvantaged Students	43	47	48	Met Standard	58.5	46	46	Met Standard
Students with Disabilities	28	38	43	Not Met	54	42	45	Met Standard
English Learners	53	55	52	Met Standard	63.5	44	50	Exceeds Standard
Homeless Students	*	58	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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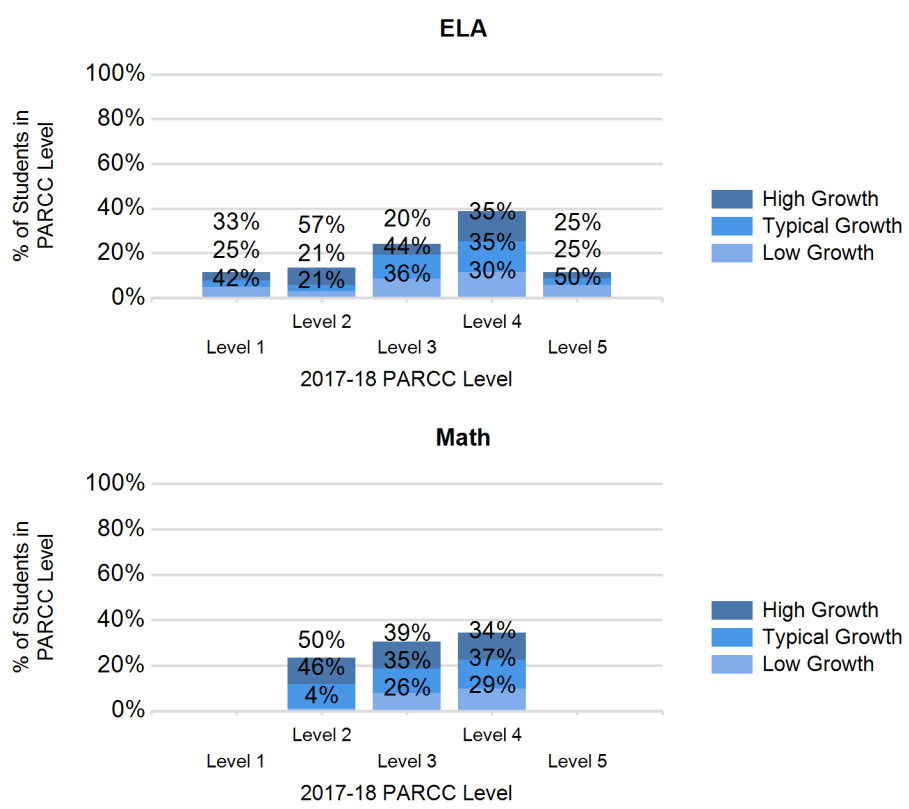
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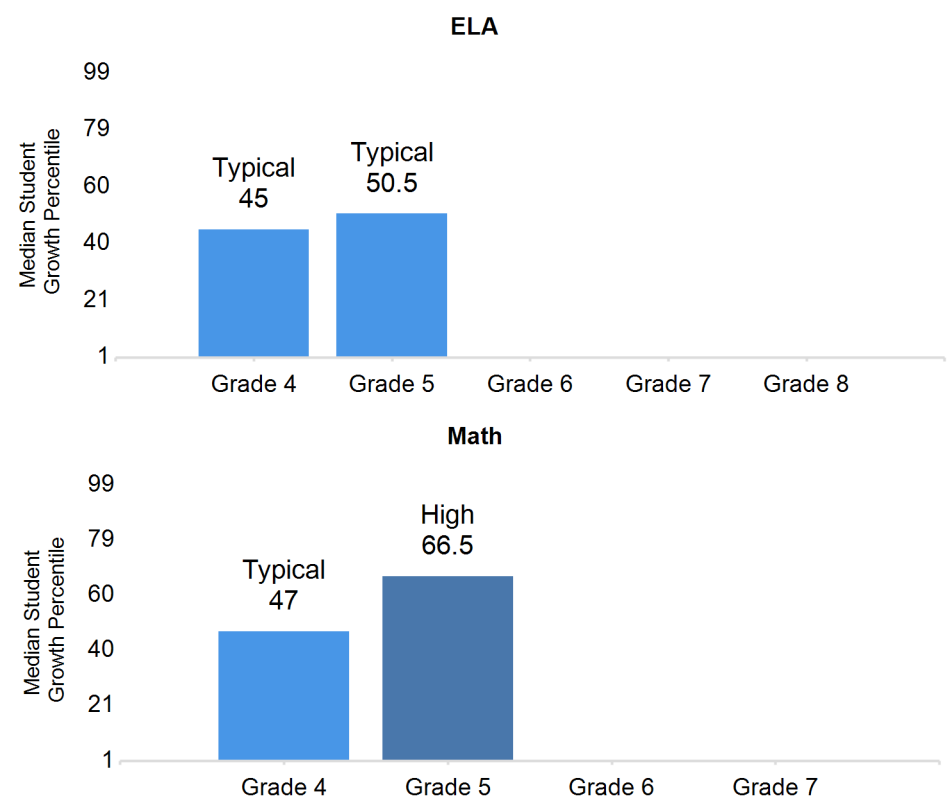
Student Growth by Performance Level

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



Student Growth by Grade

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



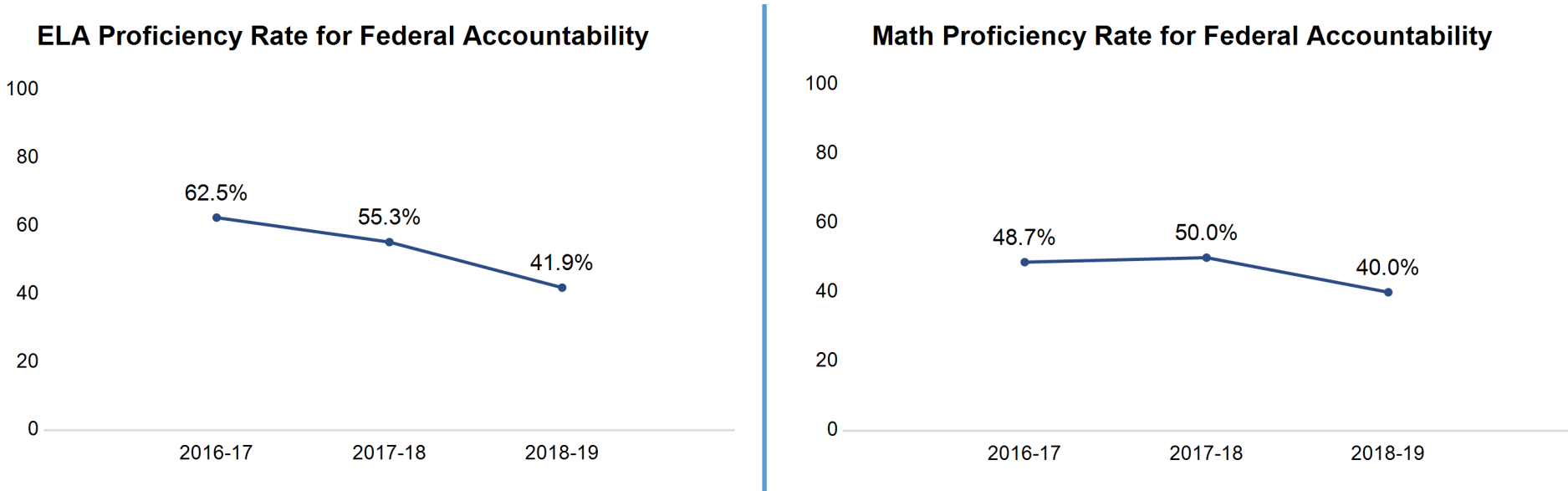


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	98.7%	99.4%	100.0%	98.0%	99.4%
Proficiency Rate for Federal Accountability	62.5%	55.3%	41.9%	48.7%	50.0%	40.0%
Annual Target	55.7%	57.0%	58.2%	47.3%	49.0%	50.8%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	155	99.4	41.9	48.1	57.9	41.9	58.2	Not Met
White	67	98.5	43.3	54.9	66.9	43.3	63	Not Met
Hispanic	78	100.0	44.9	43.0	43.9	44.9	53.3	Met Target†
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	39.1	56.0	N	**	**
Two or More Races	*	*	*	40.0	64.4	*	**	**
Female	68	100.0	45.6	56.1	64.8	45.6		
Male	87	98.9	39.1	41.0	51.3	39.1		
Economically Disadvantaged Students	101	100.0	33.7	41.0	40.0	33.7	54.5	Not Met
Non-Economically Disadvantaged Students	54	98.2	57.4	56.5	67.9	57.4		
Students with Disabilities	37	97.5	10.8	13.3	22.7	10.8	31.1	Not Met
Students without Disabilities	118	100.0	51.7	55.4	65.1	51.7		
English Learners	33	100.0	30.3	27.7	29.3	30.3	N	N
Non-English Learners	122	99.2	45.1	50.9	60.6	45.1		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

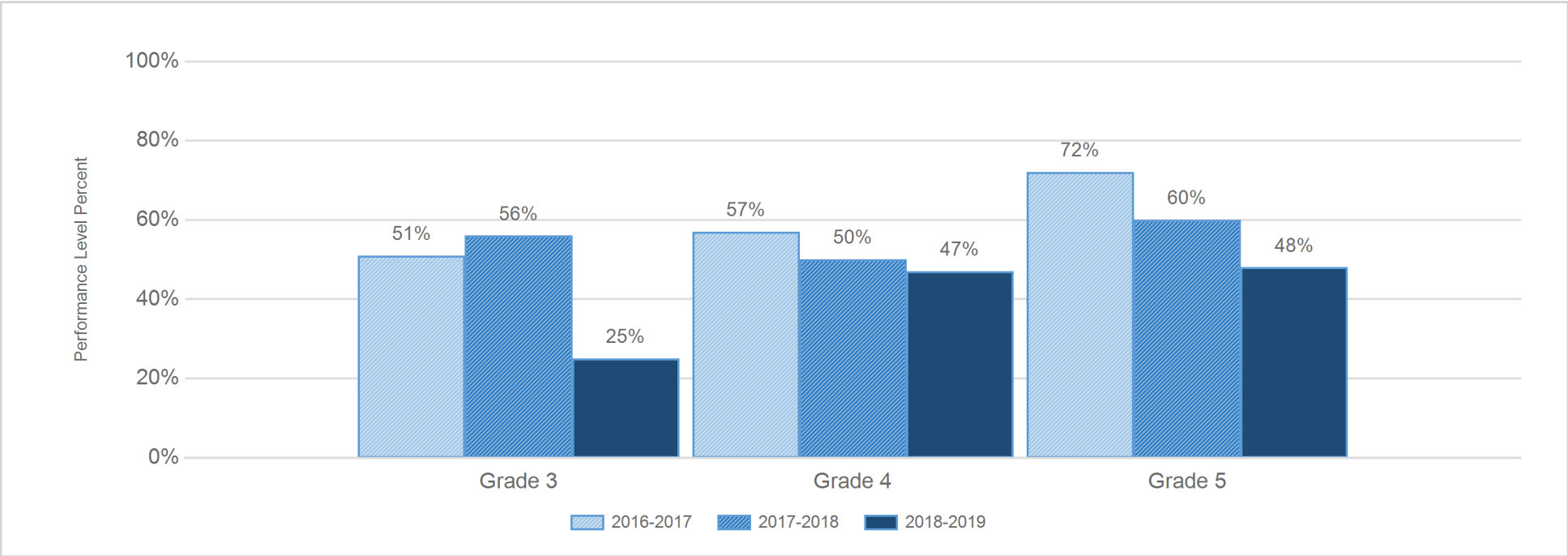


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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	730	742	748	*	30%	27%	*	*	25%	50%
White	*	*	745	757	*	*	*	*	*	*	60%
Hispanic	24	730	738	734	*	*	*	*	*	29%	36%
Black or African American	N	N	734	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	21	733	*	753	*	*	*	*	*	29%	55%
Male	23	727	*	743	*	*	*	*	*	22%	46%
Economically Disadvantaged Students	27	726	736	731	*	*	*	*	*	22%	33%
Non-Economically Disadvantaged Students	17	736	748	759	*	*	*	*	*	29%	61%
Students with Disabilities	10	709	718	719	*	*	*	*	*	10%	24%
Students without Disabilities	34	736	747	754	*	*	*	*	*	29%	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School #1
(31-0900-080)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	750	753	755	*	*	36%	*	*	47%	57%
White	24	752	754	763	*	*	42%	*	*	46%	67%
Hispanic	26	748	750	743	*	*	*	*	*	54%	44%
Black or African American	N	N	745	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	21	762	758	760	*	*	*	*	*	62%	62%
Male	32	742	748	750	*	*	*	*	*	38%	53%
Economically Disadvantaged Students	37	743	746	740	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	16	766	760	765	*	*	*	*	*	75%	69%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	731	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	56	748	752	756	*	20%	23%	*	*	48%	58%
White	24	753	756	764	*	*	*	*	*	54%	68%
Hispanic	28	745	*	743	*	*	*	*	*	46%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	27	747	757	761	*	*	*	*	*	44%	64%
Male	29	749	747	750	*	*	*	*	*	52%	52%
Economically Disadvantaged Students	37	743	*	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	19	757	*	766	*	*	*	*	*	68%	69%
Students with Disabilities	15	722	720	724	*	*	*	*	*	*	23%
Students without Disabilities	41	757	759	762	*	*	*	*	*	*	65%
English Learners	*	*	708	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	N	N	732	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School #1
(31-0900-080)
Grades Offered: KG-05
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	155	99.4	40.0	39.4	44.5	40.0	50.8	Not Met
White	67	98.5	41.8	50.1	54.1	41.8	54.5	Not Met
Hispanic	78	100.0	39.7	32.0	28.8	39.7	47.2	Met Target†
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	13.0	42.7	N	**	**
Two or More Races	*	*	*	33.3	53.3	*	**	**
Female	68	100.0	39.7	39.8	44.9	39.7		
Male	87	98.9	40.2	39.1	44.2	40.2		
Economically Disadvantaged Students	101	100.0	32.7	32.8	26.3	32.7	46	Not Met
Non-Economically Disadvantaged Students	54	98.2	53.7	47.2	54.9	53.7		
Students with Disabilities	37	97.5	16.2	11.3	17.4	16.2	21	Met Target†
Students without Disabilities	118	100.0	47.5	45.2	50.0	47.5		
English Learners	33	100.0	27.3	28.5	25.0	27.3	N	N
Non-English Learners	122	99.2	43.4	40.9	46.5	43.4		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

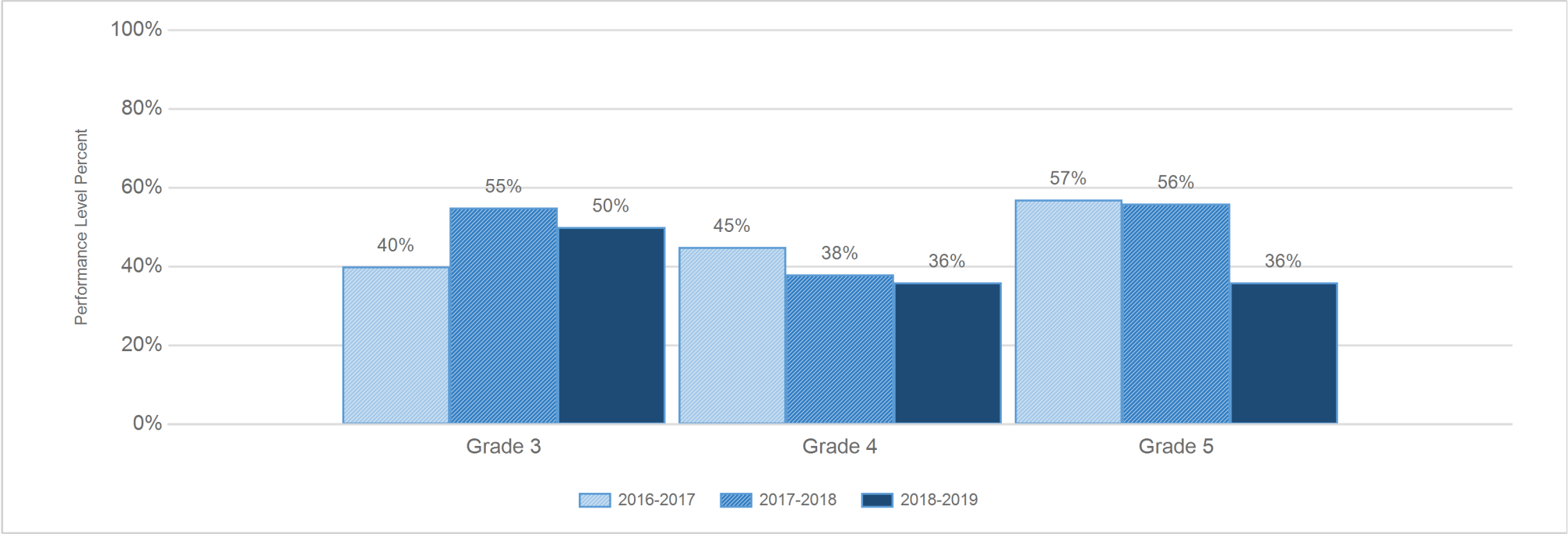


School #1
(31-0900-080)
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	746	752	752	*	*	23%	*	*	50%	55%
White	*	*	759	760	*	*	*	*	*	*	66%
Hispanic	24	747	747	739	*	*	*	*	*	54%	40%
Black or African American	N	N	735	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	21	746	*	751	*	*	*	*	*	52%	54%
Male	23	746	*	752	*	*	*	*	*	48%	56%
Economically Disadvantaged Students	27	741	747	737	*	*	*	*	*	44%	37%
Non-Economically Disadvantaged Students	17	753	757	761	*	*	*	*	*	59%	67%
Students with Disabilities	10	728	734	731	*	*	*	*	*	30%	31%
Students without Disabilities	34	751	755	756	*	*	*	*	*	56%	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	744	748	749	*	19%	42%	*	*	36%	51%
White	24	749	752	757	0%	*	42%	*	*	42%	62%
Hispanic	26	738	744	737	*	*	*	*	*	35%	36%
Black or African American	N	N	739	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	21	747	748	749	*	*	*	*	*	38%	50%
Male	32	742	749	749	*	*	*	*	*	34%	52%
Economically Disadvantaged Students	37	740	744	734	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	16	752	754	759	*	*	*	*	*	56%	63%
Students with Disabilities	*	*	723	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	*	*	730	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	56	744	745	747	0%	29%	36%	*	*	36%	47%
White	24	751	751	755	0%	*	*	*	*	46%	58%
Hispanic	28	741	*	735	0%	*	43%	*	*	29%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	27	739	745	747	0%	*	37%	*	*	30%	47%
Male	29	749	746	747	0%	*	34%	*	*	41%	47%
Economically Disadvantaged Students	37	740	*	732	0%	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	19	754	*	757	0%	*	*	*	*	53%	59%
Students with Disabilities	15	726	724	725	*	*	*	*	*	*	19%
Students without Disabilities	41	751	750	752	*	*	*	*	*	*	52%
English Learners	*	*	718	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	N	N	728	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



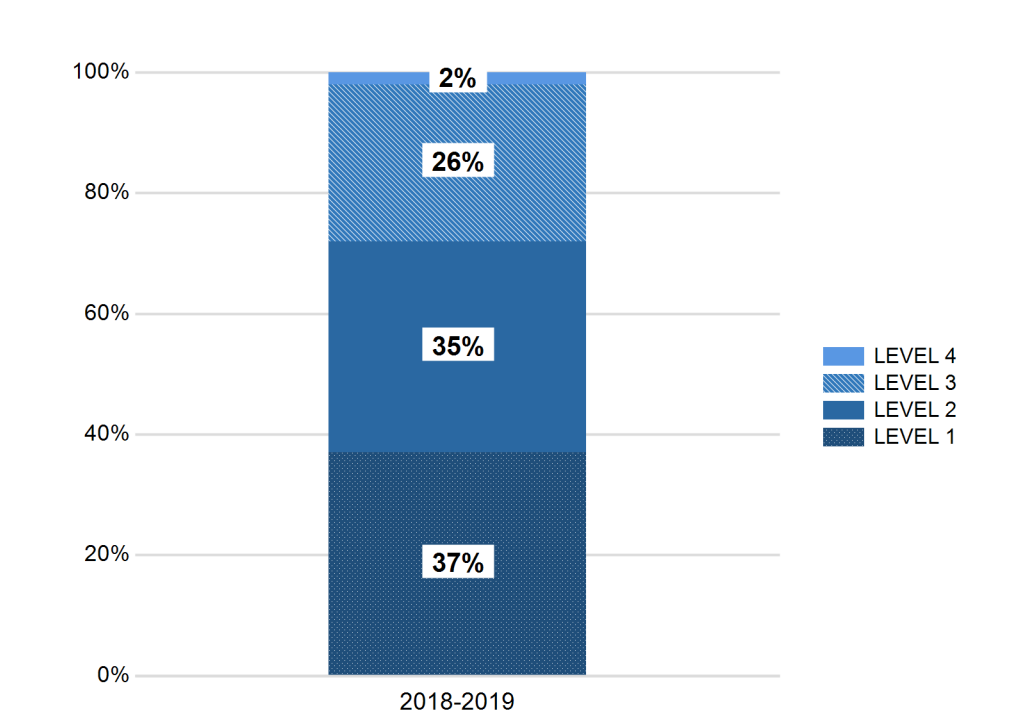
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	35	26	2
White	26	48	26	0
Hispanic	44	22	30	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	52	31	17	0
Male	20	40	36	4
Economically Disadvantaged Students	41	29	26	3
Non-Economically Disadvantaged Students	30	45	25	0
Students with Disabilities	79	21	0	0
Students without Disabilities	23	40	35	3
English Learners	N	N	N	N
Non-English Learners	37	35	26	2
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

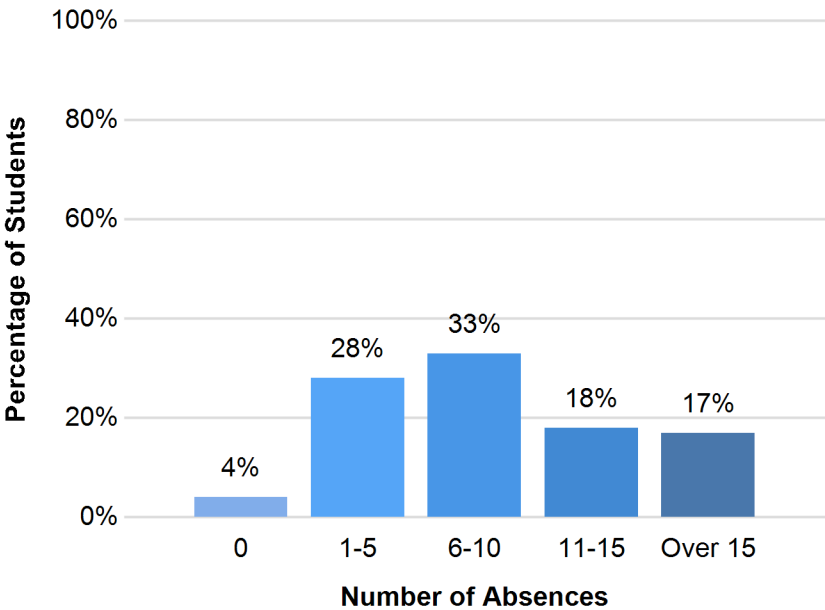
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	33	11.3	8.9	Not Met
White	12	11.0	8.9	Not Met
Hispanic	19	12.0	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	10.5	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	11	8.0		
Male	22	14.1		
Economically Disadvantaged Students	23	11.9	8.9	Not Met
Students with Disabilities	13	19.7	8.9	Not Met
English Learners	5	18.5	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





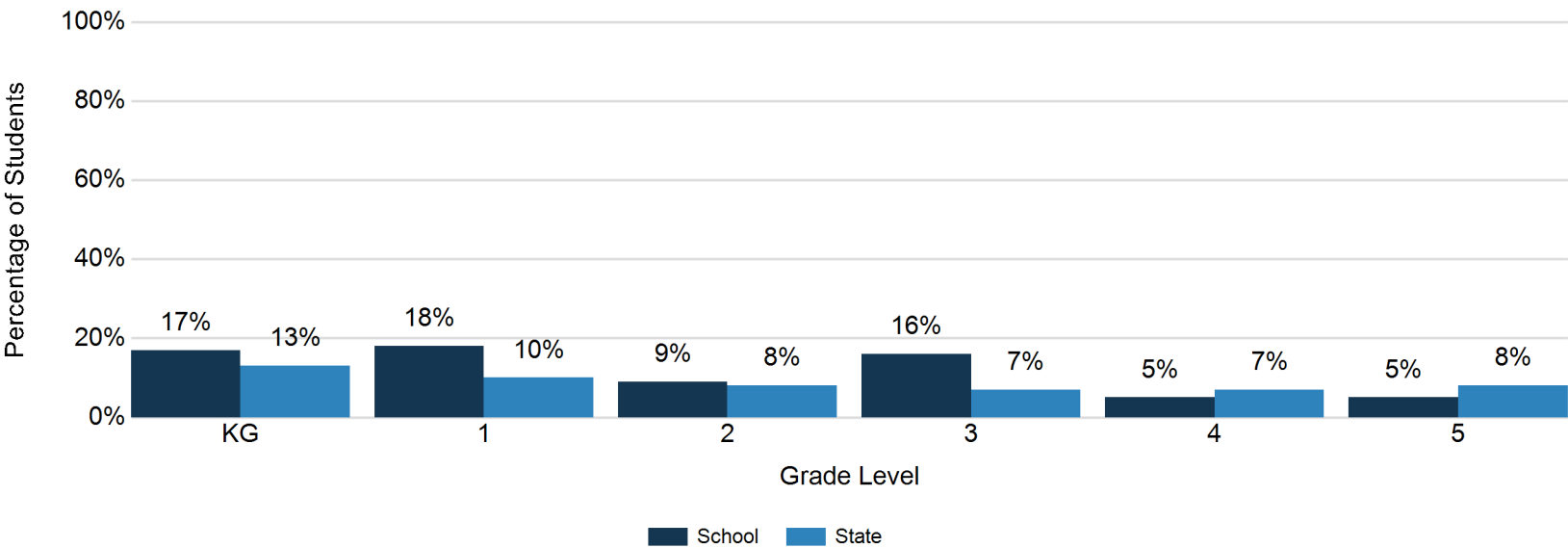
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	4.78

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	19	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	94.7%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	13:1	13:1
Students to Administrators	251:1	193:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.4%	89.5%	100.0%	48.4%	77.1%	54.9%
Male	50.6%	10.5%	0.0%	51.6%	22.9%	45.1%
White	37.1%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	54.2%	0.0%	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	6.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%



School #1
(31-0900-080)
Grades Offered: KG-05
2018-2019

Report Key:
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.5%	55.3%	41.9%
Math Proficiency	48.7%	50.0%	40.0%
ELA Growth	64	38	46
Math Growth	62	49	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	14.5%	14.4%	11.3%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <div>Mission, Vision, Theme:</div>	School One, located in the Middle Village section of Clifton, takes pride in the cultural richness and uniqueness of our population of 240 students. Our dedicated staff strives to provide each child with the tools necessary to succeed academically, socially and emotionally. Reading One-ders and Little Sparklers, our school based reading initiatives, encourage healthy competition while promoting a love of reading. Our school environment is one of respect and acceptance where students are encouraged to achieve their personal best with the guidance and support of staff. We embrace a schoolwide anti-bullying message that provides a safe learning environment for all.
 <div>Awards, Recognition, Accomplishments:</div>	School One proudly houses the district’s Talented and Gifted Program (TAG) as well as the district Art Tag Program comprised of eligible children in all elementary schools. In-class enrichment is also provided for identified gifted students in Grades K-5.




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 <div>Courses, Curriculum, Instruction:</div>	<p>Our curriculum is aligned with and reflects the New Jersey State Learning Standards. Teachers implement the Envisions 2.0 Math program that requires higher order thinking skills while developing basic math proficiencies. The balanced literacy Curriculum provided by Houghton-Mifflin Journeys Series and Writers workshop affords students a multi-leveled vehicle to achieve while supported by the Foundations program in Grades K-3. Basic Skills Instruction is provided in all grades for students identified as being in need of additional support.</p>
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 <div>Before and After School Programs:</div>	School #1 provides an after school day care program in conjunction with the Boys/Girls Club of Clifton from 3:20 p.m. through 6:00 p.m.
 <div>Staff and Professional Learning:</div>	Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.





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 <div>Student Health and Wellness:</div>	Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.
 <div>Parent and Community Involvement:</div>	Our HSA generously provides support to our students and staff through enrichment programs, field trips and special events. Parents are encouraged to participate in activities with their children such as Paint Night and Trunk or Treat.



School #11
(31-0900-160)
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



School #11
(31-0900-160)
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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	Passaic
District	Clifton Public School District
Principal Name	Mr. Luca Puzzo
Address	147 MERSELIS AVENUE CLIFTON, NJ 07011
Phone Number	973-470-2401
Email Address	lpuzzo@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonPublicSchools/
Twitter	https://twitter.com/cliftonschoool11



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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	68	72	60
1	69	73	85
2	72	65	68
3	80	72	65
4	92	76	74
5	83	97	81
Total	464	455	433

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.2%	51.9%	52.2%
Male	49.8%	48.1%	47.8%
Economically Disadvantaged Students	65.1%	62.2%	66.7%
Students with Disabilities	17.0%	15.2%	14.5%
English Learners	0.0%	2.4%	1.2%
Homeless Students	1.9%	0.2%	1.6%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	29.5%	28.6%	26.3%
Hispanic	61.4%	62.0%	62.6%
Black or African American	5.0%	4.2%	4.8%
Asian	3.4%	4.4%	5.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.6%	0.7%	0.5%
Two or More Races	0.0%	0.2%	0.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	68	72	60

Enrollment by Home Language

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

Home Language	% of Students
English	67.0%
Spanish	23.1%
Arabic	5.3%
Polish	1.8%
Other Languages	2.8%



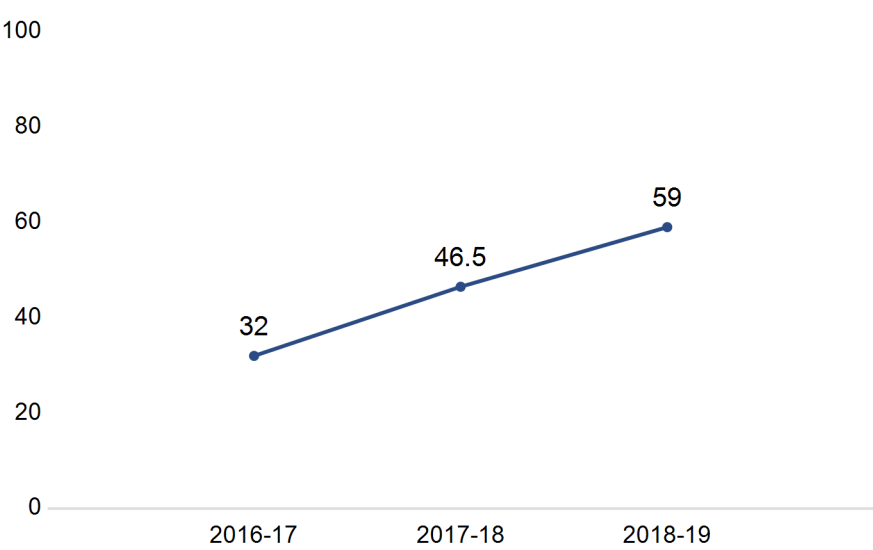
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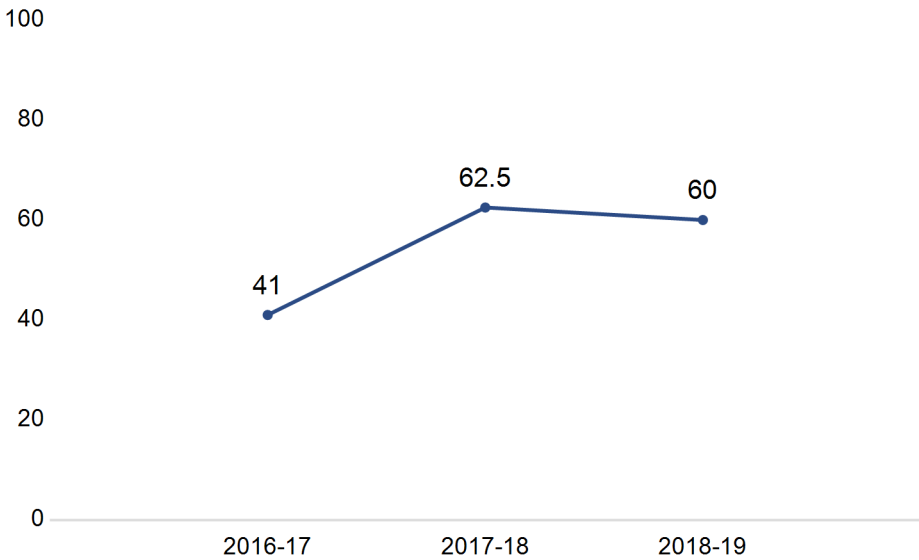
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	32	46.5	59	41	62.5	60
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59	46	50	Met Standard	60	47	50	Exceeds Standard
White	59	46	50	Met Standard	70	51	52	Exceeds Standard
Hispanic	57	45	49	Met Standard	54	44	47	Met Standard
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	54.5	60	**
American Indian or Alaska Native	N	69	56	**	N	40	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	58	51	53	N	69	48	50	N
Male	59	42	47	N	57.5	46	51	N
Economically Disadvantaged Students	56	47	48	Met Standard	59	46	46	Met Standard
Students with Disabilities	36	38	43	Not Met	40	42	45	Met Standard
English Learners	76.5	55	52	**	54	44	50	**
Homeless Students	N	58	43	N	N	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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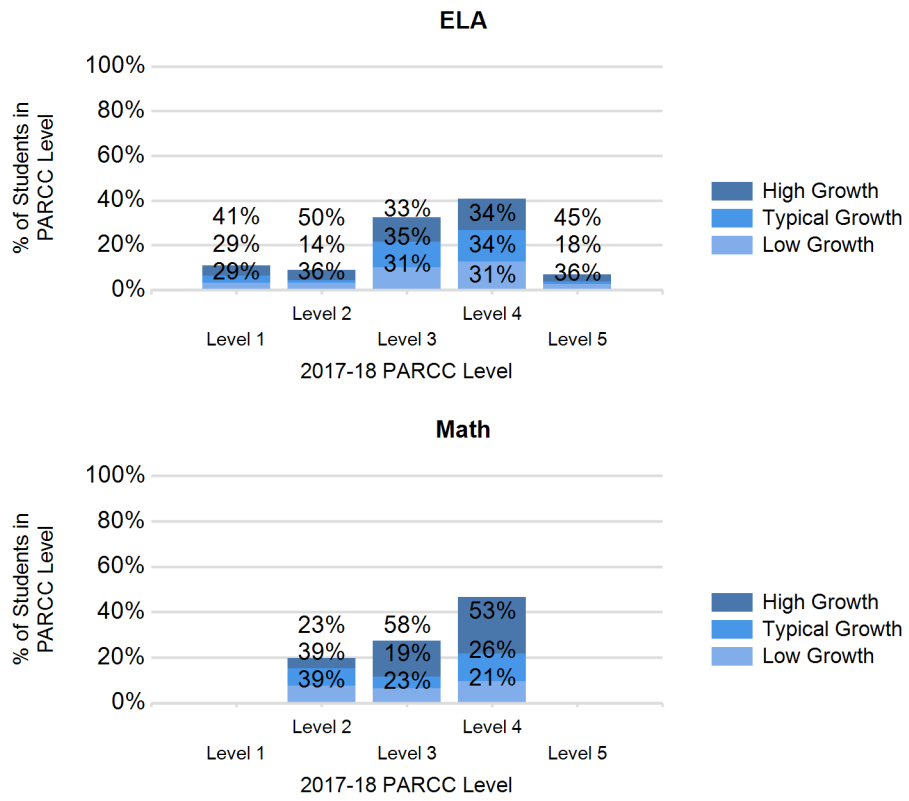
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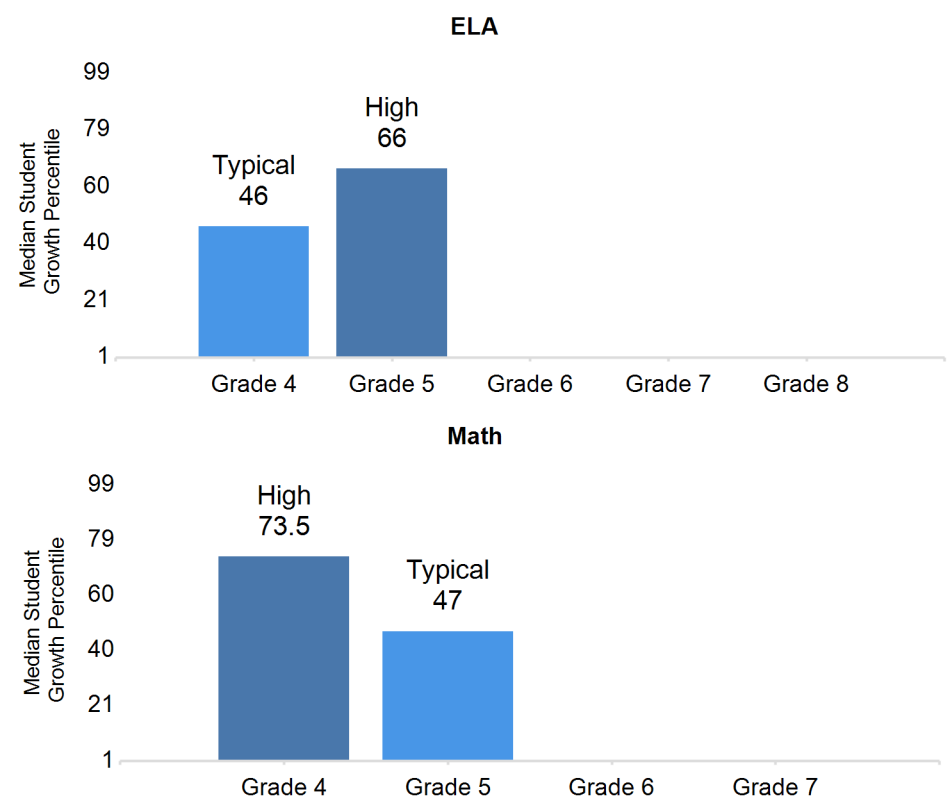
Student Growth by Performance Level

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



Student Growth by Grade

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



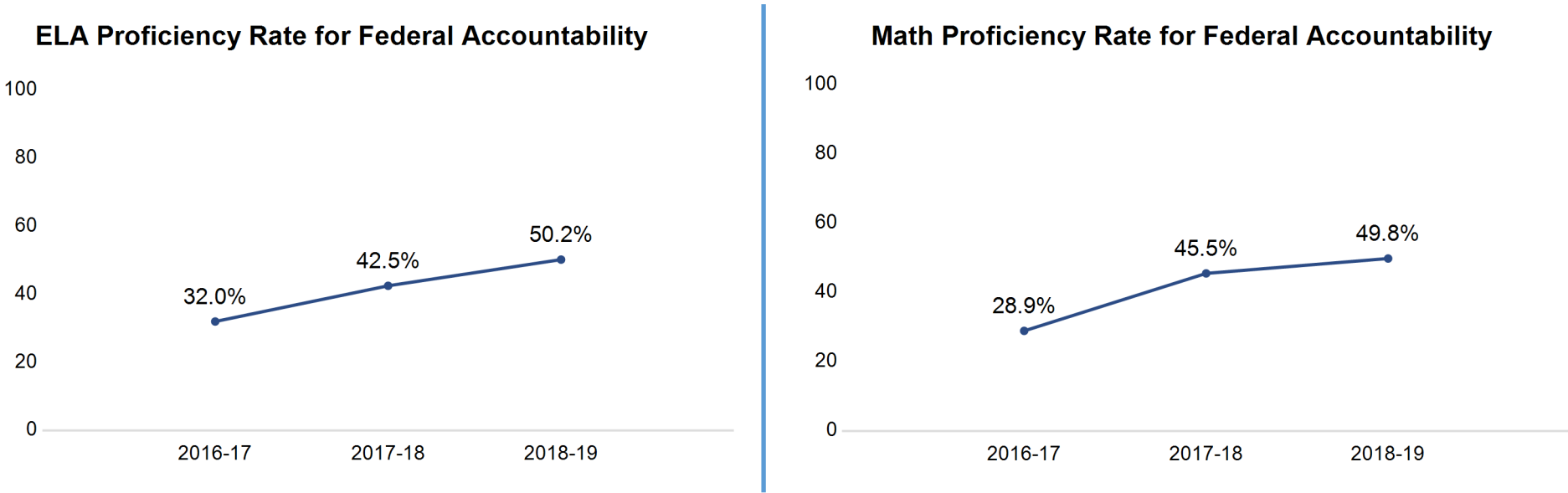


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	98.0%	100.0%	98.1%	98.0%	100.0%
Proficiency Rate for Federal Accountability	32.0%	42.5%	50.2%	28.9%	45.5%	49.8%
Annual Target	42.3%	44.3%	46.3%	41.0%	43.1%	45.1%
Met Annual Target?	Not Met	Met Target†	Met Target	Not Met	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



School #11
(31-0900-160)
Grades Offered: KG-05
2018-2019

Report Key:
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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	231	100.0	50.2	48.1	57.9	50.2	46.3	Met Target
White	66	100.0	48.5	54.9	66.9	48.5	56.2	Met Target†
Hispanic	146	100.0	51.4	43.0	43.9	51.4	42.5	Met Target
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	39.1	56.0	N	**	**
Two or More Races	N	N	N	40.0	64.4	N	**	**
Female	120	100.0	54.2	56.1	64.8	54.2		
Male	111	100.0	45.9	41.0	51.3	45.9		
Economically Disadvantaged Students	151	100.0	46.4	41.0	40.0	46.4	46.8	Met Target†
Non-Economically Disadvantaged Students	80	100.0	57.5	56.5	67.9	57.5		
Students with Disabilities	38	100.0	15.8	13.3	22.7	15.8	14	Met Target
Students without Disabilities	193	100.0	57.0	55.4	65.1	57.0		
English Learners	22	100.0	27.3	27.7	29.3	27.3	20.9	Met Target
Non-English Learners	209	100.0	52.6	50.9	60.6	52.6		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

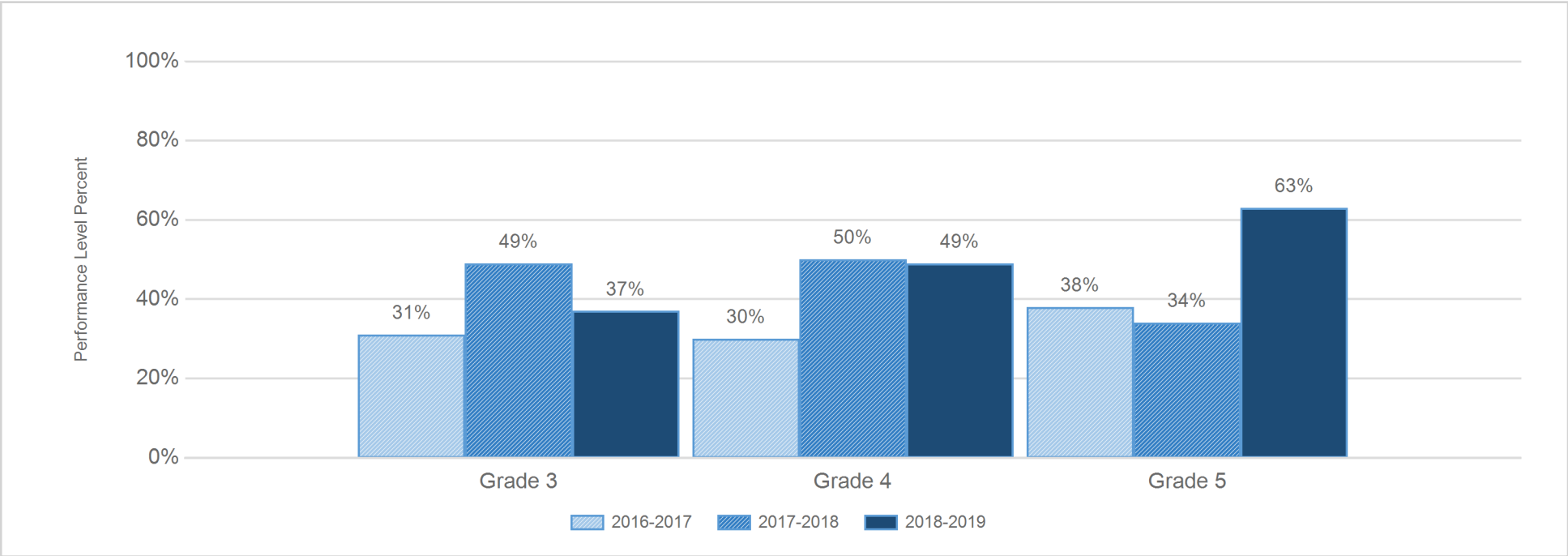


School #11
(31-0900-160)
Grades Offered: KG-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance Trends

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





School #11
(31-0900-160)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	740	742	748	*	*	30%	37%	0%	37%	50%
White	19	737	745	757	*	*	*	*	*	32%	60%
Hispanic	45	742	738	734	*	*	31%	40%	0%	40%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	38	746	*	753	*	*	*	42%	0%	42%	55%
Male	33	734	*	743	*	*	*	30%	0%	30%	46%
Economically Disadvantaged Students	48	738	736	731	*	*	*	*	*	35%	33%
Non-Economically Disadvantaged Students	23	745	748	759	*	*	*	*	*	39%	61%
Students with Disabilities	*	*	718	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	747	754	*	*	*	*	*	*	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School #11
(31-0900-160)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	748	753	755	*	*	32%	*	*	49%	57%
White	22	748	754	763	*	*	50%	*	*	41%	67%
Hispanic	51	747	750	743	*	*	25%	*	*	53%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	36	754	758	760	*	*	39%	*	*	53%	62%
Male	45	743	748	750	*	*	27%	*	*	47%	53%
Economically Disadvantaged Students	60	744	746	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	21	759	760	765	*	*	*	*	*	67%	69%
Students with Disabilities	17	716	723	725	*	*	*	*	*	24%	25%
Students without Disabilities	64	757	758	761	*	*	*	*	*	56%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	N	N	731	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



School #11
(31-0900-160)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	754	752	756	*	15%	16%	*	*	63%	58%
White	26	761	756	764	*	*	*	*	*	69%	68%
Hispanic	56	750	*	743	*	18%	18%	*	*	59%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	51	755	757	761	*	*	*	*	*	63%	64%
Male	35	753	747	750	*	*	*	*	*	63%	52%
Economically Disadvantaged Students	49	756	*	740	*	*	*	*	*	63%	39%
Non-Economically Disadvantaged Students	37	752	*	766	*	*	*	*	*	62%	69%
Students with Disabilities	11	718	720	724	*	*	*	*	*	18%	23%
Students without Disabilities	75	760	759	762	*	*	*	*	*	69%	65%
English Learners	*	*	708	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	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%



School #11
(31-0900-160)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	231	100.0	49.8	39.4	44.5	49.8	45.1	Met Target
White	66	100.0	60.6	50.1	54.1	60.6	51.7	Met Target
Hispanic	146	100.0	43.8	32.0	28.8	43.8	44.9	Met Target†
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	13.0	42.7	N	**	**
Two or More Races	N	N	N	33.3	53.3	N	**	**
Female	120	100.0	53.3	39.8	44.9	53.3		
Male	111	100.0	45.9	39.1	44.2	45.9		
Economically Disadvantaged Students	151	100.0	44.4	32.8	26.3	44.4	47.3	Met Target†
Non-Economically Disadvantaged Students	80	100.0	60.0	47.2	54.9	60.0		
Students with Disabilities	38	100.0	15.8	11.3	17.4	15.8	18.2	Met Target†
Students without Disabilities	193	100.0	56.5	45.2	50.0	56.5		
English Learners	22	100.0	27.3	28.5	25.0	27.3	25.1	Met Target
Non-English Learners	209	100.0	52.2	40.9	46.5	52.2		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

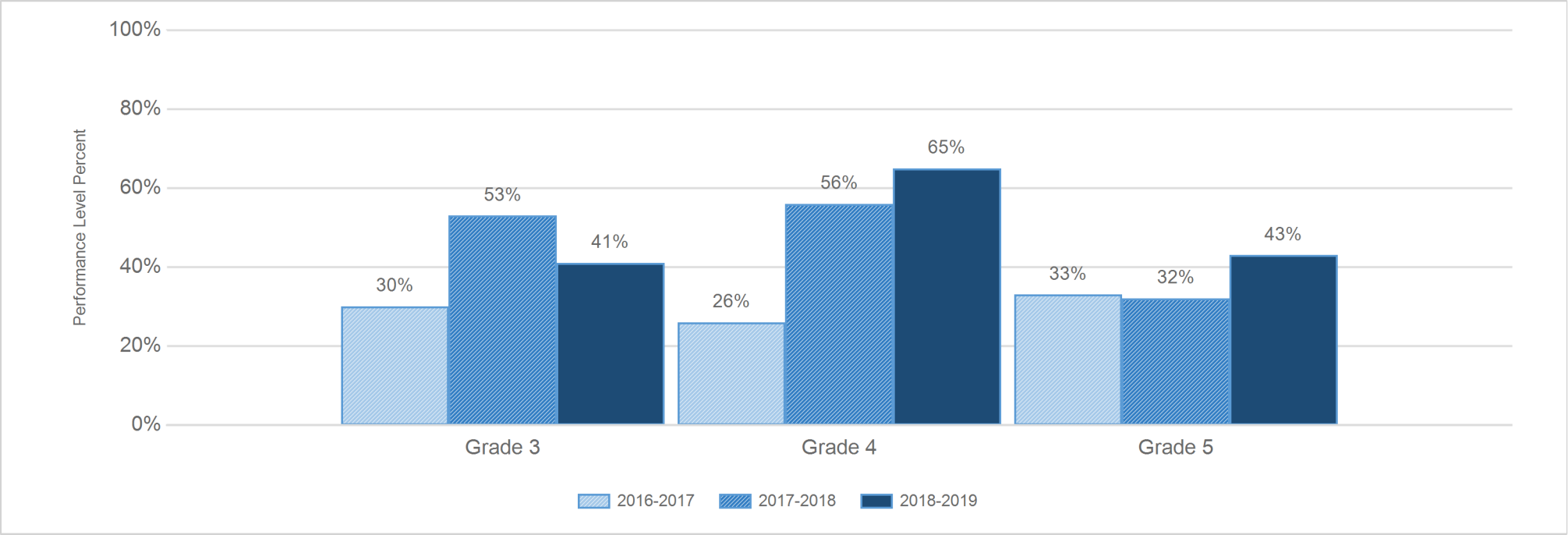


School #11
(31-0900-160)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



School #11
(31-0900-160)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	747	752	752	*	17%	39%	*	*	41%	55%
White	19	752	759	760	0%	*	*	*	*	47%	66%
Hispanic	45	746	747	739	*	*	47%	*	*	38%	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	38	747	*	751	*	*	42%	*	*	42%	54%
Male	33	746	*	752	*	*	36%	*	*	39%	56%
Economically Disadvantaged Students	48	745	747	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	23	751	757	761	*	*	*	*	*	48%	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	755	756	*	*	*	*	*	*	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School #11
(31-0900-160)
Grades Offered: KG-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	81	755	748	749	*	12%	15%	*	*	65%	51%
White	22	760	752	757	0%	*	*	*	*	73%	62%
Hispanic	51	752	744	737	*	*	*	*	*	63%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	36	759	748	749	*	*	*	*	*	72%	50%
Male	45	751	749	749	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	60	752	744	734	*	*	*	*	*	58%	32%
Non-Economically Disadvantaged Students	21	763	754	759	*	*	*	*	*	86%	63%
Students with Disabilities	17	720	723	726	*	*	*	*	*	24%	25%
Students without Disabilities	64	764	753	754	*	*	*	*	*	77%	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	730	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



School #11
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	744	745	747	*	27%	28%	*	*	43%	47%
White	26	757	751	755	0%	*	*	*	*	65%	58%
Hispanic	56	737	*	735	*	34%	32%	*	*	30%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	51	744	745	747	*	25%	27%	*	*	43%	47%
Male	35	744	746	747	*	29%	29%	*	*	43%	47%
Economically Disadvantaged Students	49	744	*	732	*	24%	*	*	*	37%	27%
Non-Economically Disadvantaged Students	37	743	*	757	*	30%	*	*	*	51%	59%
Students with Disabilities	11	724	724	725	*	*	*	*	*	18%	19%
Students without Disabilities	75	747	750	752	*	*	*	*	*	47%	52%
English Learners	*	*	718	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	*	*	728	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%



School #11
(31-0900-160)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



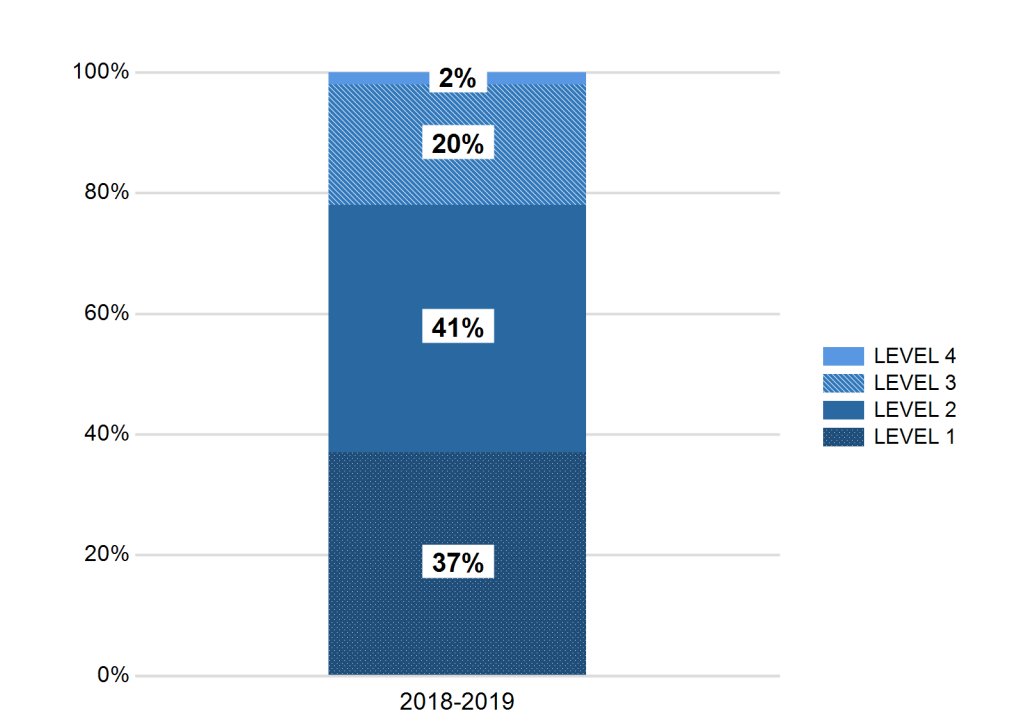
School #11
(31-0900-160)
Grades Offered: KG-05
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	41	20	2
White	20	56	24	0
Hispanic	45	36	15	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	39	45	16	0
Male	33	36	24	6
Economically Disadvantaged Students	31	45	19	5
Non-Economically Disadvantaged Students	43	38	20	0
Students with Disabilities	83	8	8	0
Students without Disabilities	29	47	21	3
English Learners	N	N	N	N
Non-English Learners	37	41	20	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

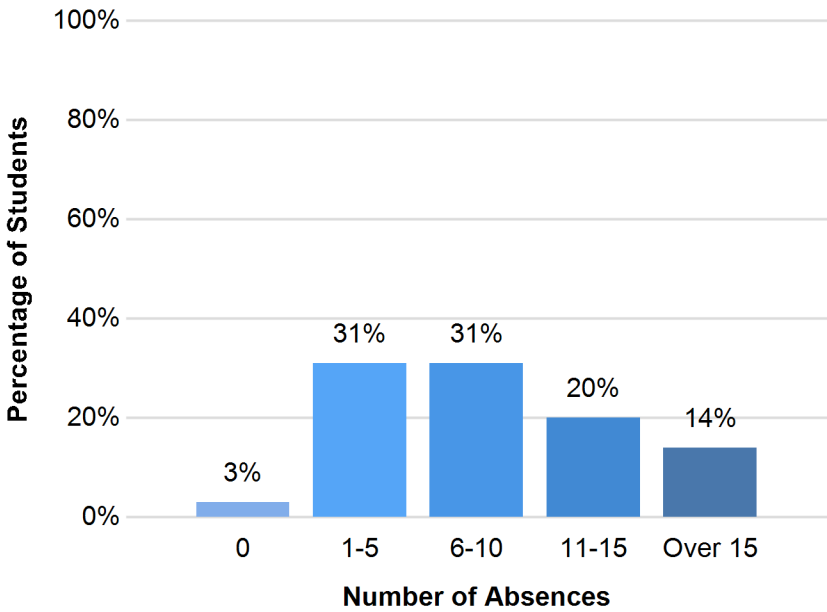
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	43	9.2	8.9	Not Met
White	8	6.6	8.9	Met
Hispanic	30	10.2	8.9	Not Met
Black or African American	3	12.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	1	4.3	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	16	6.8		
Male	27	11.6		
Economically Disadvantaged Students	34	10.8	8.9	Not Met
Students with Disabilities	12	15.2	8.9	Not Met
English Learners	2	8.7	8.9	Met
Homeless Students	1	9.1		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





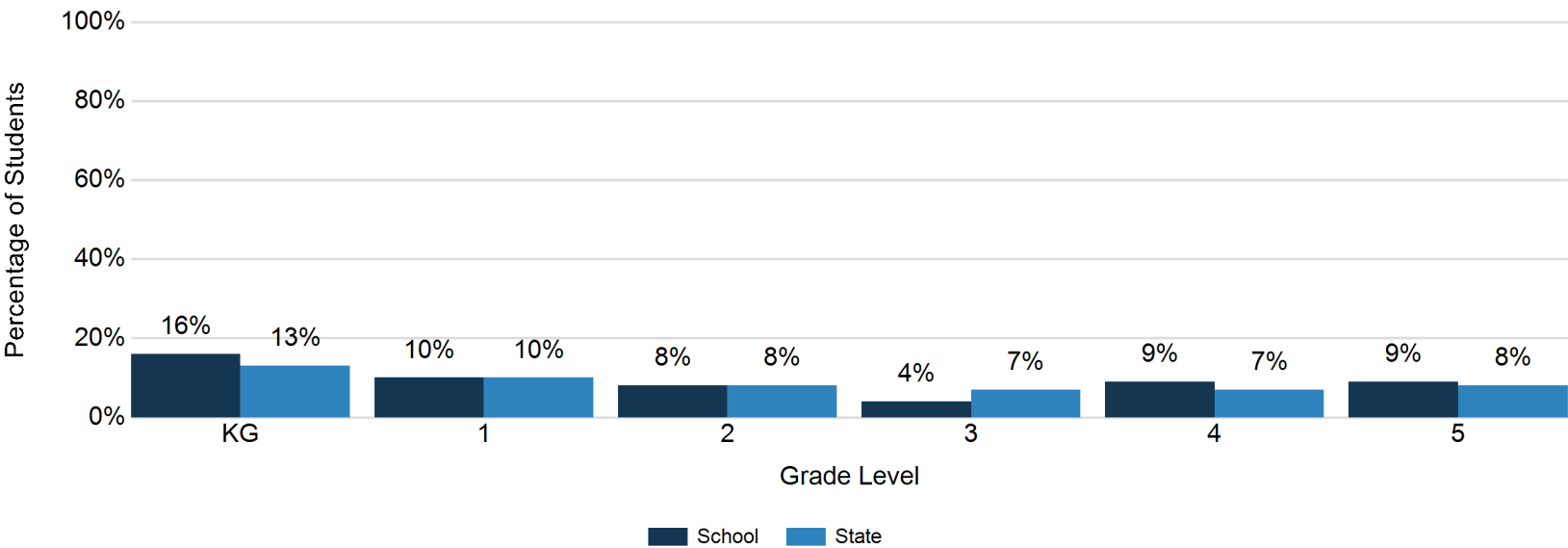
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Chronic Absenteeism by Grade

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





School #11

(31-0900-160)

Grades Offered: KG-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	3.00

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.1:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	12:1	13:1
Students to Administrators	433:1	193:1
Teachers to Administrators	36:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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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	52.2%	94.4%	0.0%	48.4%	77.1%	54.9%
Male	47.8%	5.6%	100.0%	51.6%	22.9%	45.1%
White	26.3%	91.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	62.6%	8.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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	32.0%	42.5%	50.2%
Math Proficiency	28.9%	45.5%	49.8%
ELA Growth	32	46	59
Math Growth	41	62	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.1%	9.0%	9.2%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <div>Mission, Vision, Theme:</div>	<p>School Eleven stands proudly as the oldest structure in the district, continually promoting the district's vision of providing sound educational programs within the various disciplines. Despite the advanced age of our building, a stellar custodial staff maintains a facility which is a source of pride in the community.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Positive Behavior Support in Schools has been implemented to address student behavior. Beginning this year, School Eleven has been working in collaboration with the Rutgers University Boggs Center to implement the NJ PBSIS district wide initiative targeting a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students. Through the multi-tiered systems of support, we create environments that promote safety and encourage success while we work collaboratively to achieve student goals.</p>




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<div>Courses, Curriculum, Instruction:</div>	<p>With a commitment to meet the needs of all students, our district continues to provide a multitude of services. All classrooms are equipped with internet accessible computers, document cameras and interactive whiteboards. Chromebooks are accessible to all students with an additional 60 Chromebooks having recently been added to our school.</p>
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School Narrative

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

 <div>Before and After School Programs:</div>	School #11 provides a before school day care program in conjunction with the Boys/Girls Club of Clifton from 7:05 a.m. until the start of the school day. School #11 provides an after school day care program in conjunction with the Boys/Girls Club of Clifton from 3:20 p.m. through 6:00 p.m.
 <div>Staff and Professional Learning:</div>	Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students' work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.






School #11
 (31-0900-160)
 Grades Offered: KG-05
 2018-2019

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School Narrative

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 <div>Student Supports and Services:</div>	<p>Positive Behavior Support in Schools has been implemented to address student behavior. Beginning this year, School Eleven has been working in collaboration with the Rutgers University Boggs Center to implement the NJ PBSIS district wide initiative targeting a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students. Through the multi-tiered systems of support, we create environments that promote safety and encourage success while we work collaboratively to achieve student goals.</p>
 <div>Student Health and Wellness:</div>	<p>Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.</p>
 <div>Parent and Community Involvement:</div>	<p>The After School Homework Program provides assistance by certified teachers, helping students complete homework assignments. Select students attend the Saturday Academy at School Eleven and receive extra support in focused Language Arts and Math enrichment activities. The HSA is driven by a dedicated group of parents who along with the administration, faculty and staff are committed to our school. All families sign a school compact pledging their part as a stakeholder in their child's education. The students, faculty, staff, parents and community are School Eleven. Through an open-door policy, School Eleven ensures that every student has an equal opportunity to partake in all that Clifton provides, while enjoying a safe, happy, healthy and secure childhood.</p>



School #12
(31-0900-170)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



School #12
(31-0900-170)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Clifton Public School District
Principal Name	Ms. Rosmunda Kenning
Address	165 CLIFTON AVENUE CLIFTON, NJ 07011
Phone Number	973-470-2404
Email Address	rkenning@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonPublicSchools/
Twitter	https://twitter.com/CliftonSchool12



School #12
(31-0900-170)
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2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	38	53	44
KG	112	87	89
1	109	97	88
2	89	117	100
3	123	94	117
4	110	123	100
5	118	115	119
Total	699	686	657

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%	50.3%	50.8%
Male	51.4%	49.7%	49.2%
Economically Disadvantaged Students	80.0%	76.2%	80.5%
Students with Disabilities	9.9%	11.5%	11.0%
English Learners	16.7%	19.1%	17.4%
Homeless Students	2.0%	0.7%	2.1%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.2%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	11.7%	9.5%	9.6%
Hispanic	83.1%	86.2%	85.5%
Black or African American	4.1%	3.2%	2.6%
Asian	0.3%	0.4%	1.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.6%	0.6%	0.8%
Two or More Races	0.0%	0.0%	0.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	38	53	44
KG - Half Day	0	0	0
KG - Full Day	112	87	89

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	48.7%
Spanish	45.8%
Arabic	1.7%
Polish	1.1%
Other Languages	2.7%



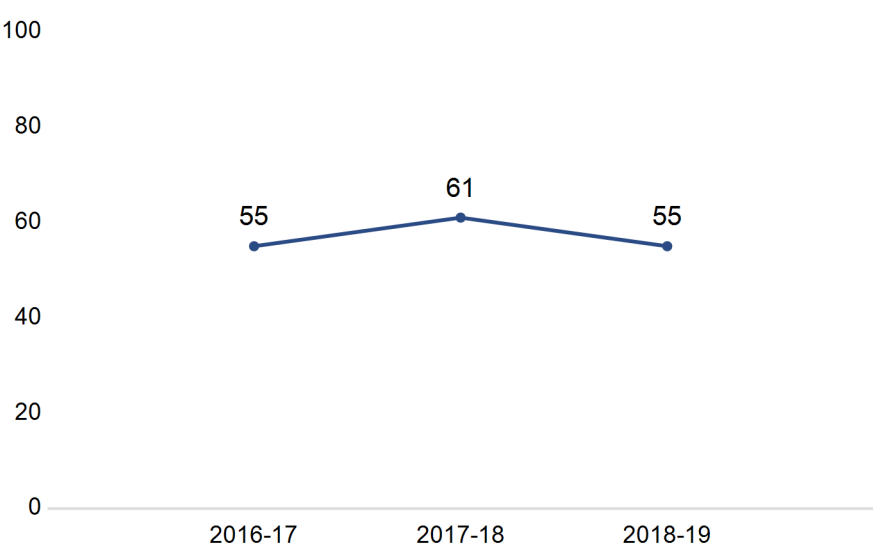
School #12
(31-0900-170)
Grades Offered: PK-05
2018-2019

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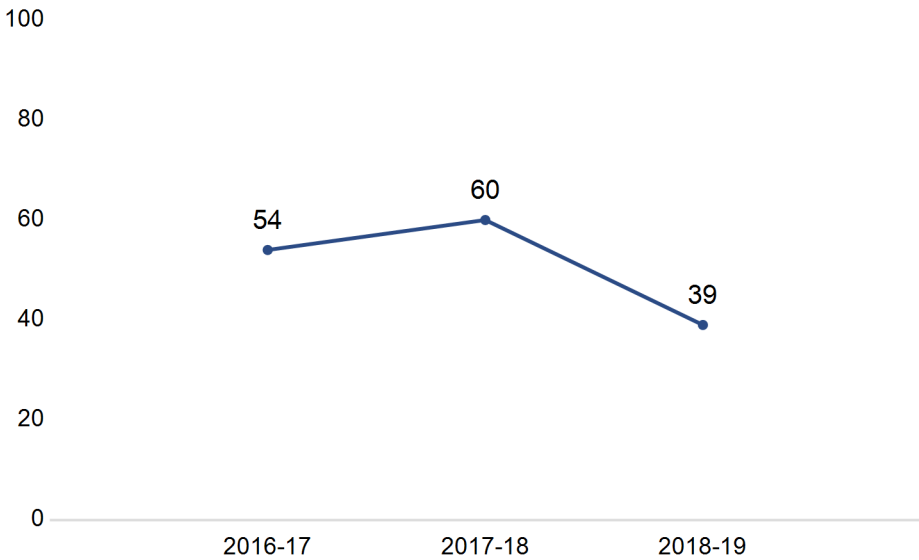
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	61	55	54	60	39
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	55	46	50	Met Standard	39	47	50	Not Met
White	51	46	50	**	38	51	52	**
Hispanic	56.5	45	49	Met Standard	40.5	44	47	Met Standard
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	54.5	60	**
American Indian or Alaska Native	*	69	56	**	*	40	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	67	51	53	N	42	48	50	N
Male	50	42	47	N	38	46	51	N
Economically Disadvantaged Students	58	47	48	Met Standard	38	46	46	Not Met
Students with Disabilities	53	38	43	Met Standard	44.5	42	45	Met Standard
English Learners	55	55	52	Met Standard	32	44	50	Not Met
Homeless Students	*	58	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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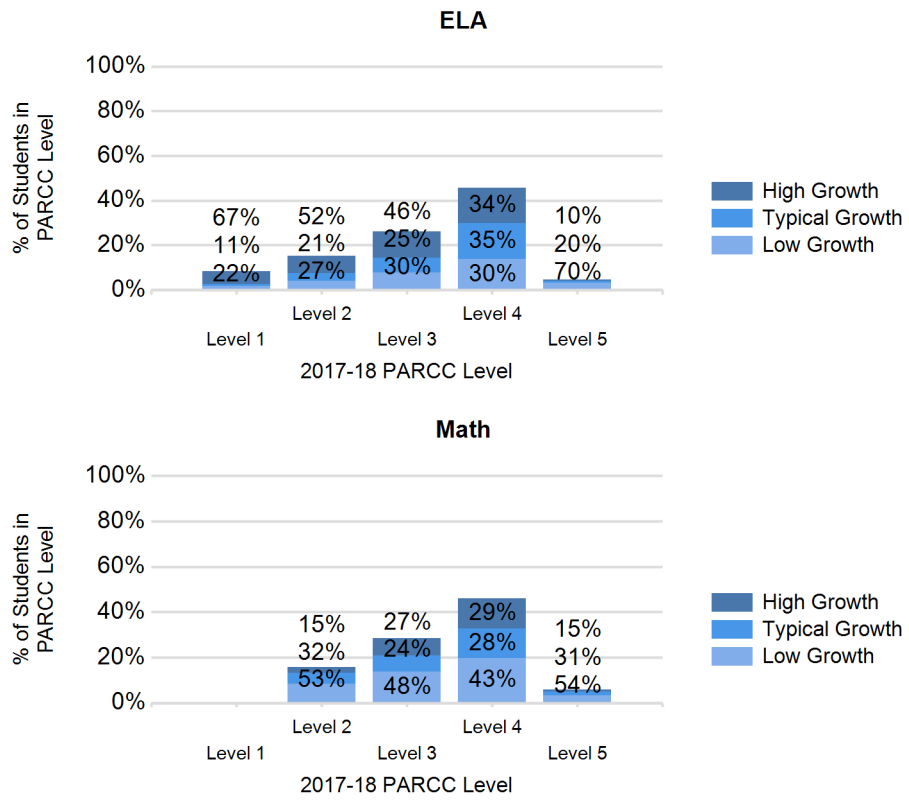
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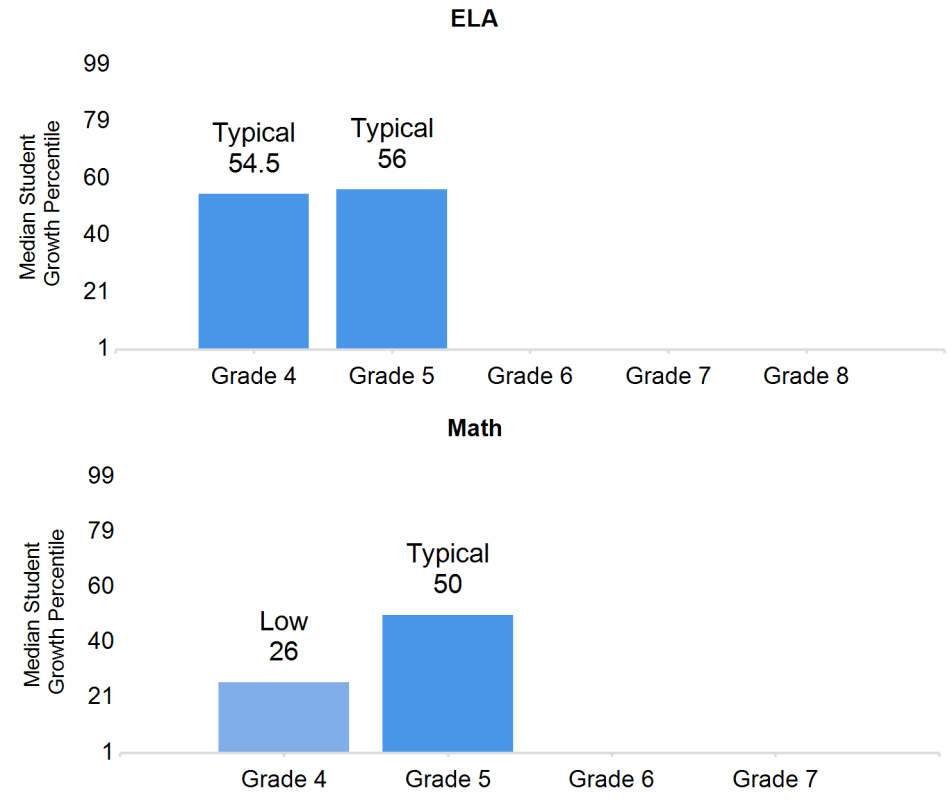
Student Growth by Performance Level

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



Student Growth by Grade

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



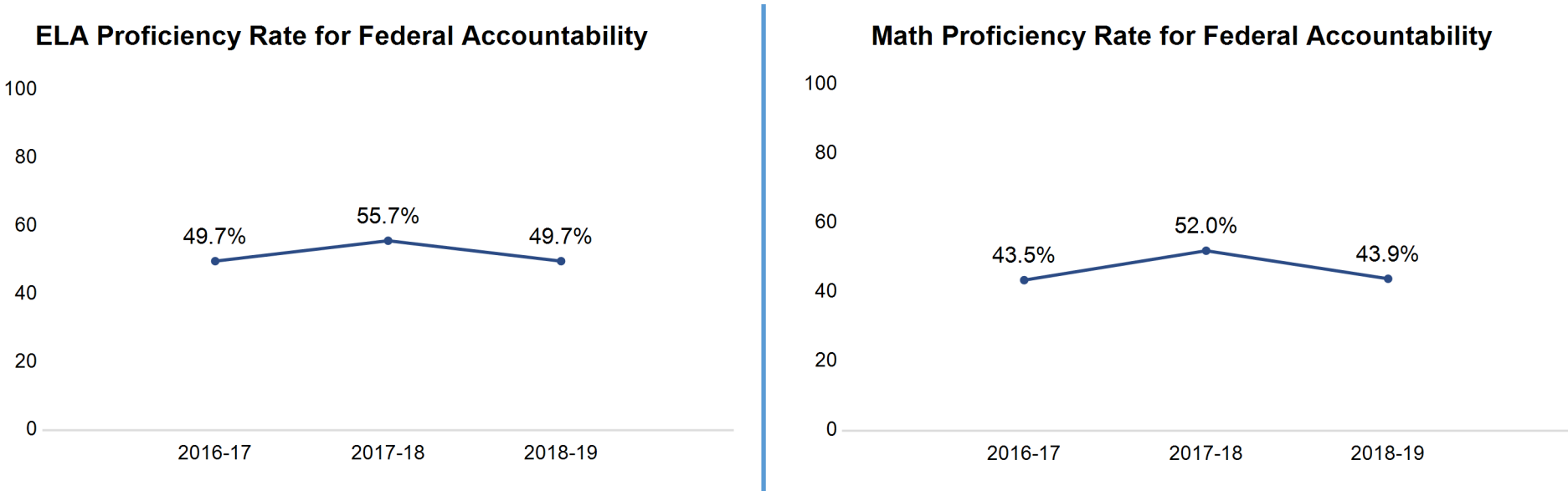


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	98.8%	98.6%	98.9%	98.5%	98.6%
Proficiency Rate for Federal Accountability	49.7%	55.7%	49.7%	43.5%	52.0%	43.9%
Annual Target	48.6%	50.2%	51.9%	45.9%	47.7%	49.5%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	346	98.6	49.7	48.1	57.9	49.7	51.9	Met Target†
White	34	100.0	52.9	54.9	66.9	52.9	60.5	Met Target†
Hispanic	296	98.7	49.7	43.0	43.9	49.7	50.8	Met Target†
Black or African American	10	90.9	50.0	37.4	38.5	47.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.5	82.9	*	**	**
American Indian or Alaska Native	*	*	*	39.1	56.0	*	**	**
Two or More Races	N	N	N	40.0	64.4	N	**	**
Female	178	98.9	57.3	56.1	64.8	57.3		
Male	168	98.3	41.7	41.0	51.3	41.7		
Economically Disadvantaged Students	263	98.2	47.9	41.0	40.0	47.9	51.6	Met Target†
Non-Economically Disadvantaged Students	83	100.0	55.4	56.5	67.9	55.4		
Students with Disabilities	69	95.8	17.4	13.3	22.7	17.4	20.8	Met Target†
Students without Disabilities	277	99.3	57.8	55.4	65.1	57.8		
English Learners	107	100.0	40.2	27.7	29.3	40.2	26.4	Met Target
Non-English Learners	239	98.0	54.0	50.9	60.6	54.0		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

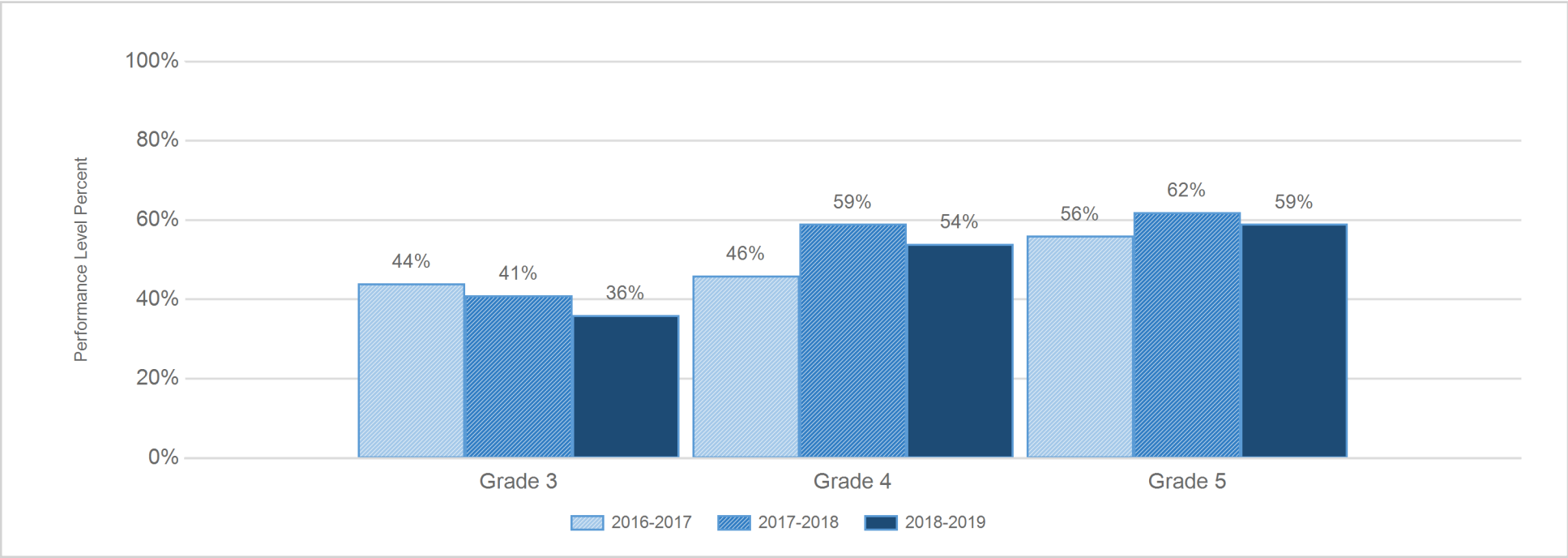


School #12
(31-0900-170)
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	735	742	748	16%	21%	28%	36%	0%	36%	50%
White	13	753	745	757	0%	0%	*	*	*	46%	60%
Hispanic	103	732	738	734	17%	23%	26%	33%	0%	33%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	70	736	*	753	*	14%	*	37%	0%	37%	55%
Male	51	734	*	743	*	29%	*	33%	0%	33%	46%
Economically Disadvantaged Students	94	734	736	731	*	*	*	33%	0%	33%	33%
Non-Economically Disadvantaged Students	27	739	748	759	*	*	*	44%	0%	44%	61%
Students with Disabilities	21	707	718	719	*	*	*	*	*	*	24%
Students without Disabilities	100	741	747	754	*	*	*	*	*	*	56%
English Learners	30	728	722	713	*	33%	*	*	*	23%	17%
Non-English Learners	91	737	744	751	*	16%	*	*	*	40%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School #12
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	752	753	755	*	15%	25%	*	*	54%	57%
White	*	*	754	763	*	*	*	*	*	*	67%
Hispanic	93	755	750	743	*	*	24%	*	*	59%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	54	760	758	760	*	*	22%	*	*	67%	62%
Male	53	745	748	750	*	*	28%	*	*	42%	53%
Economically Disadvantaged Students	79	750	746	740	*	*	*	*	*	51%	40%
Non-Economically Disadvantaged Students	28	759	760	765	*	*	*	*	*	64%	69%
Students with Disabilities	17	724	723	725	*	*	*	*	*	12%	25%
Students without Disabilities	90	758	758	761	*	*	*	*	*	62%	64%
English Learners	18	724	719	720	*	*	*	*	*	22%	17%
Non-English Learners	89	758	755	758	*	*	*	*	*	61%	60%
Homeless Students	*	*	731	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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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	751	752	756	*	14%	21%	*	*	59%	58%
White	11	766	756	764	*	0%	*	*	*	82%	68%
Hispanic	105	750	*	743	*	16%	20%	*	*	57%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	58	759	757	761	*	*	*	*	*	72%	64%
Male	65	744	747	750	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	94	751	*	740	*	*	*	*	*	57%	39%
Non-Economically Disadvantaged Students	29	752	*	766	*	*	*	*	*	62%	69%
Students with Disabilities	28	731	720	724	*	*	*	*	*	25%	23%
Students without Disabilities	95	757	759	762	*	*	*	*	*	68%	65%
English Learners	*	*	708	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	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%



School #12
(31-0900-170)
Grades Offered: PK-05
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	346	98.6	43.9	39.4	44.5	43.9	49.5	Not Met
White	34	100.0	70.6	50.1	54.1	70.6	50.4	Met Target
Hispanic	296	98.7	41.9	32.0	28.8	41.9	50.5	Not Met
Black or African American	10	90.9	30.0	30.1	23.0	28.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	**	**
American Indian or Alaska Native	*	*	*	13.0	42.7	*	**	**
Two or More Races	N	N	N	33.3	53.3	N	**	**
Female	178	98.9	44.9	39.8	44.9	44.9		
Male	168	98.3	42.9	39.1	44.2	42.9		
Economically Disadvantaged Students	263	98.2	44.1	32.8	26.3	44.1	49.7	Not Met
Non-Economically Disadvantaged Students	83	100.0	43.4	47.2	54.9	43.4		
Students with Disabilities	69	95.8	17.4	11.3	17.4	17.4	26.6	Not Met
Students without Disabilities	277	99.3	50.5	45.2	50.0	50.5		
English Learners	107	100.0	44.9	28.5	25.0	44.9	37.9	Met Target
Non-English Learners	239	98.0	43.5	40.9	46.5	43.5		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

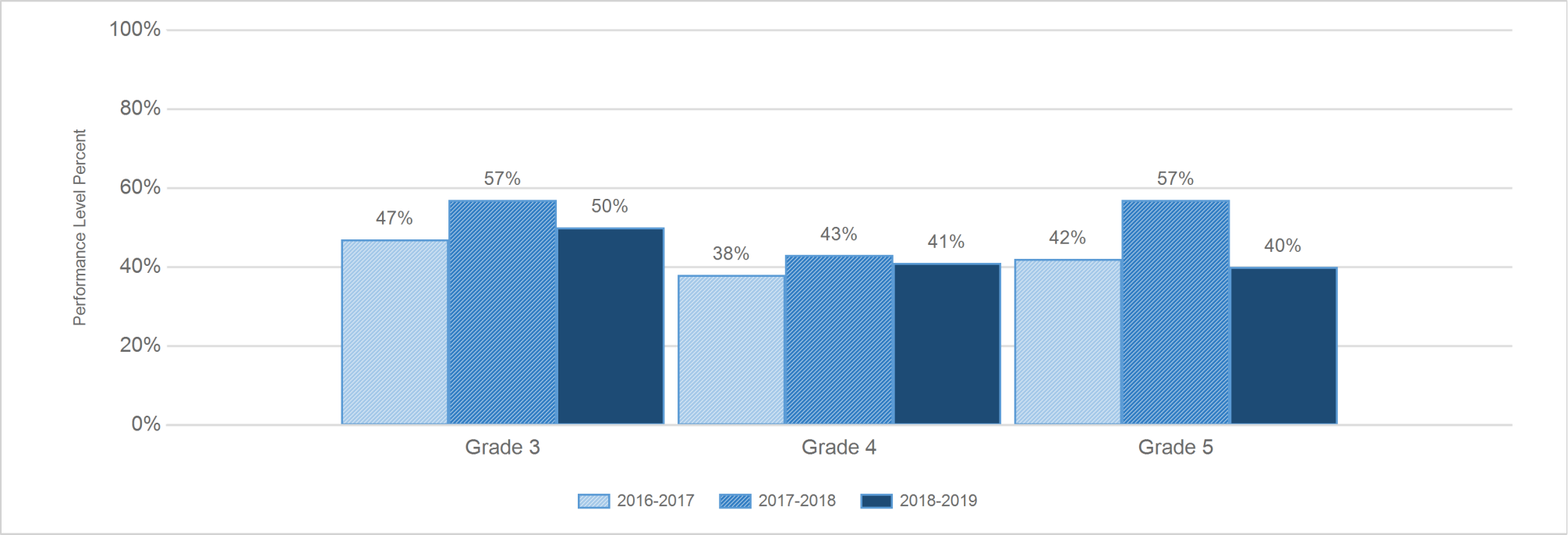


School #12
(31-0900-170)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	748	752	752	*	21%	26%	*	*	50%	55%
White	13	767	759	760	0%	0%	*	*	*	92%	66%
Hispanic	103	746	747	739	*	24%	27%	*	*	45%	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	70	748	*	751	*	21%	23%	*	*	53%	54%
Male	51	749	*	752	*	20%	31%	*	*	45%	56%
Economically Disadvantaged Students	94	749	747	737	*	*	*	*	*	52%	37%
Non-Economically Disadvantaged Students	27	745	757	761	*	*	*	*	*	41%	67%
Students with Disabilities	21	727	734	731	*	*	*	*	*	19%	31%
Students without Disabilities	100	753	755	756	*	*	*	*	*	56%	60%
English Learners	30	761	743	728	*	*	*	*	*	60%	26%
Non-English Learners	91	744	752	754	*	*	*	*	*	46%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	743	748	749	*	19%	34%	*	*	41%	51%
White	*	*	752	757	*	*	*	*	*	*	62%
Hispanic	93	745	744	737	*	18%	34%	*	*	42%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	54	744	748	749	*	*	41%	*	*	41%	50%
Male	53	743	749	749	*	*	26%	*	*	42%	52%
Economically Disadvantaged Students	79	741	744	734	*	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	28	751	754	759	*	*	*	*	*	50%	63%
Students with Disabilities	17	727	723	726	*	*	*	*	*	18%	25%
Students without Disabilities	90	746	753	754	*	*	*	*	*	46%	56%
English Learners	18	734	727	722	*	*	*	*	*	28%	18%
Non-English Learners	89	745	750	751	*	*	*	*	*	44%	54%
Homeless Students	*	*	730	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	123	743	745	747	*	28%	30%	*	*	40%	47%
White	11	751	751	755	0%	*	*	*	*	64%	58%
Hispanic	105	743	*	735	*	27%	31%	*	*	39%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	58	745	745	747	*	22%	40%	*	*	38%	47%
Male	65	742	746	747	*	32%	22%	*	*	42%	47%
Economically Disadvantaged Students	94	742	*	732	*	*	*	*	*	38%	27%
Non-Economically Disadvantaged Students	29	746	*	757	*	*	*	*	*	45%	59%
Students with Disabilities	28	725	724	725	*	57%	*	*	*	14%	19%
Students without Disabilities	95	749	750	752	*	19%	*	*	*	47%	52%
English Learners	*	*	718	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	*	*	728	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	52.3%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	61	*	*
3-4	47	72.3%	27.7%
5 or more	*	*	*



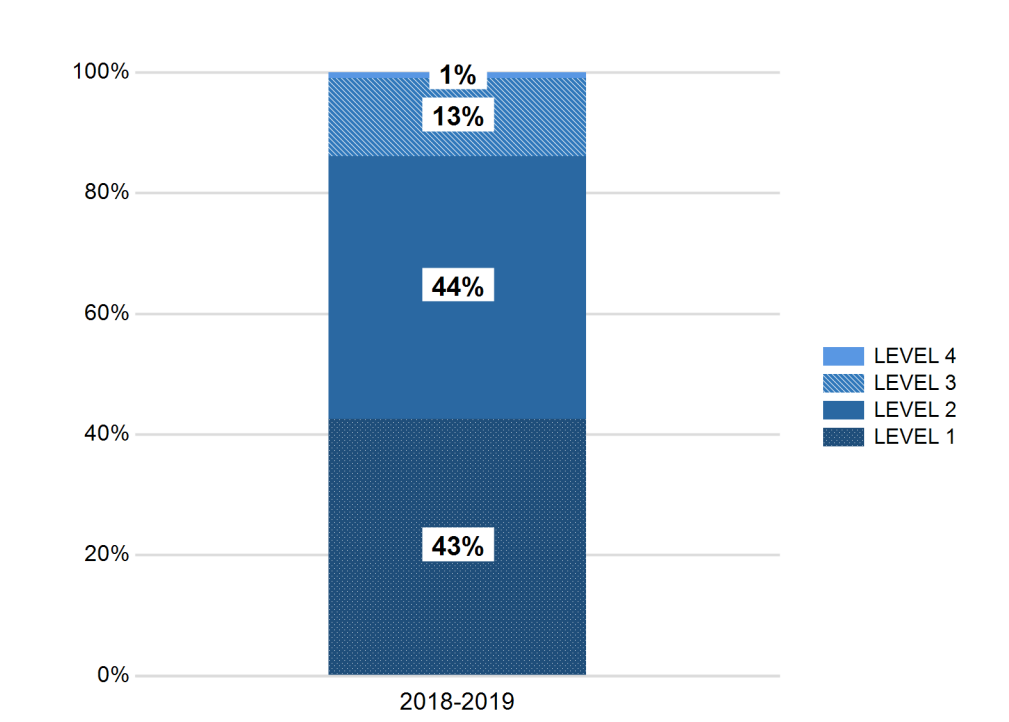
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	44	13	1
White	20	40	40	0
Hispanic	44	45	10	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	38	52	9	2
Male	47	36	17	0
Economically Disadvantaged Students	44	40	15	1
Non-Economically Disadvantaged Students	38	55	7	0
Students with Disabilities	65	26	9	0
Students without Disabilities	37	48	14	1
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.

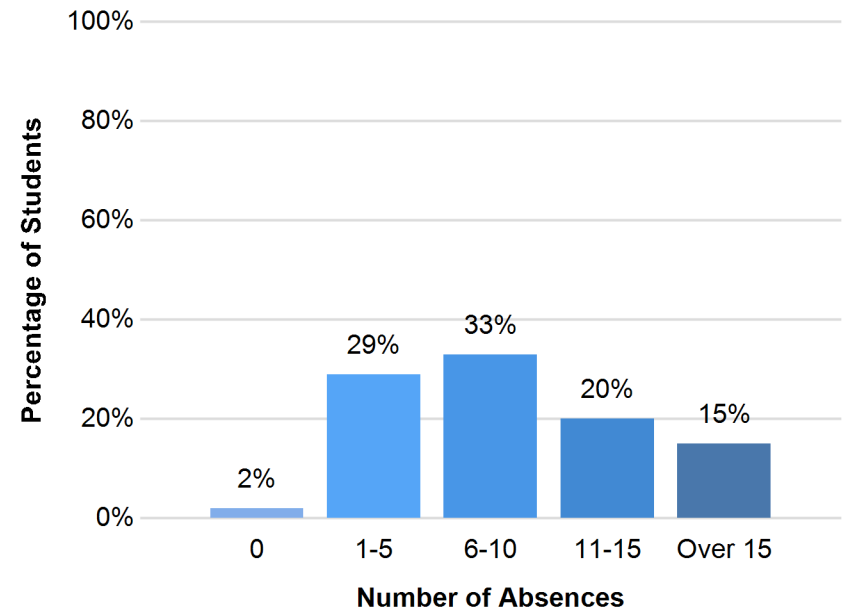
Chronic Absenteeism

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	65	9.8	8.9	Not Met
White	3	4.5	8.9	Met
Hispanic	59	10.4	8.9	Not Met
Black or African American	3	17.6	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	25	7.7		
Male	40	11.8		
Economically Disadvantaged Students	53	10.1	8.9	Not Met
Students with Disabilities	25	22.3	8.9	Not Met
English Learners	10	8.3	8.9	Met
Homeless Students	3	20.0		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





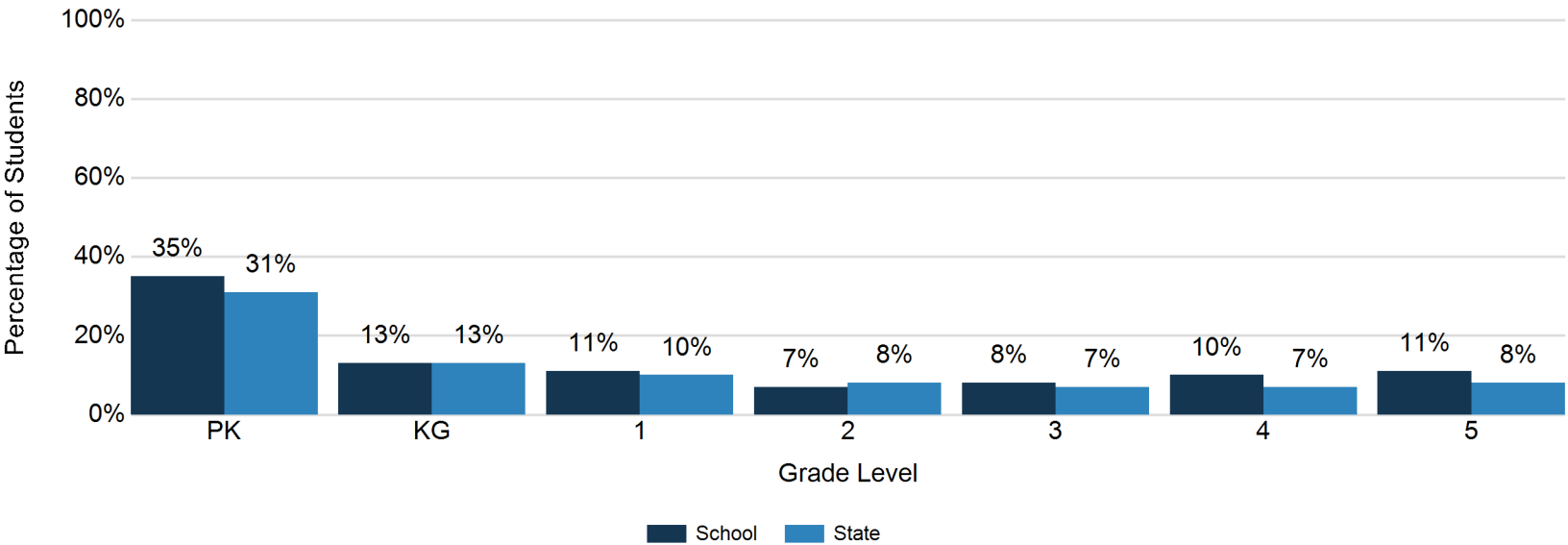
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.22

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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
15



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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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.1:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	10.2	12.1
Average years experience in district	8.5	10.8
Percentage of Teachers with 4 or more years experience in the district	77.2%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	12:1	13:1
Students to Administrators	329:1	193:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.8%	89.5%	100.0%	48.4%	77.1%	54.9%
Male	49.2%	10.5%	0.0%	51.6%	22.9%	45.1%
White	9.6%	70.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	85.5%	28.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.1%	1.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.8%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



School #12
(31-0900-170)
Grades Offered: PK-05
2018-2019

Report Key:
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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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	49.7%	55.7%	49.7%
Math Proficiency	43.5%	52.0%	43.9%
ELA Growth	55	61	55
Math Growth	54	60	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		67.0%	52.3%
Chronic Absenteeism	14.9%	10.8%	9.8%

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



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <div>Mission, Vision, Theme:</div>	<p>School Twelve is the largest elementary school in the city of Clifton, N.J. The school serves two campuses. All of our programs have proven to be extremely beneficial for the staff and children. Our students reflect a diverse population. School Twelve has self-contained bilingual classes as well as ESL grades kindergarten through grade five. Our school is comprised of a diverse, multicultural, multilingual community and offers students a variety of positive award programs. School Twelve believes that it is the inherent right of every child enrolled to receive a sound education rooted in equal opportunity and delivered in an environment that ensures physical, mental and emotional security. School Twelve recognizes the importance of promoting early literacy as a foundation for academic success. Through its instructional programs and co- and extra-curricular experiences, students will become independent thinkers, good decision makers and self-supporting productive citizens.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>School Twelve has been recognized by the State of New Jersey Department of Education for exiting Focus School Status thus closing the achievement gap three years after having been designated a Focus School. School Twelve was re-awarded a 21st Century Grant for approximately \$500,000.00 a year for an additional five years. The academic centerpiece of the program is STEAM (Science, Technology, Reading, Engineering, Arts and Mathematics). Parent involvement is an important aspect of our School Twelve community and both the Principal and Assistant Principal have an open door policy. Parent concerns are addressed in a timely fashion at all times. School Twelve parents participate in activities available to the children such as grade level Family Math Nights and Family Fun Nights, Family Literacy and all extra-curricular activities are always well attended by the students and parents.</p>




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 <div>Courses, Curriculum, Instruction:</div>	<p>Our curriculum is aligned with and reflects the New Jersey Student Learning Standards. Teachers implement the enVisions 2.0 Math Program, a research-based mathematics curriculum that cultivates higher order thinking skills while developing basic math proficiencies. As part of a balanced literacy initiative, teachers utilize the Houghton Mifflin Journeys Series and Writer's Workshop, in conjunction with the Accelerated Reader, Accelerated Reader 360, STAR Reading and Raz Kids. Reading difficulties are identified as they emerge, providing students in need of support, individualized instruction and strategies for improvement. Foundations®, a multisensory and systematic phonics, spelling, and handwriting program develops foundational reading skills for all Kindergarten through grade three students.</p>
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 <div>Before and After School Programs:</div>	School #12 provides an after school day care program in conjunction with the Boys/Girls Club of Clifton from 3:20 p.m. through 6:00 p.m.
 <div>Staff and Professional Learning:</div>	Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.



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Student Supports and Services:

The School 12 "Rock the House" program is a school-wide positive reinforcement/character education program that encourages students to exhibit good behaviors and show responsible actions to help their teams earn rocks throughout the school day. Each class is assigned a team that is led by our teachers. Grade levels established criteria to earn rocks and our specialists have been given guidelines as to how their classes may earn rocks. Rocks are given at lunch by administrator/ lunch duty personnel for cleaning up and following proper lunchroom procedures. We continually give "Rock Updates" during morning announcements to encourage the classes to keep earning rocks for their teams. We have "spirit days" that students and staff wear their team colors to promote team spirit and we incorporate messages of working hard, teamwork, and responsibility. Every 4-6 weeks we have a winner for that cycle for the house that has earned the most rocks, which includes various rewards including one ext



Student Health and Wellness:

Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.



Parent and Community Involvement:

School 12 has teamed up with the Clifton Teachers' Association and the HSA to create family engaged activities for the school year. We provide events to promote learning like Family Literacy & Math Nights. At these events, the staff creates activities that parents can do at home with their children. The CTA PRIDE and FAST programs also sponsor events with our families like craft nights, movie nights, vendor fairs and meals with holiday characters. Our HSA is always looking for members to join in on the fun!



School #13
(31-0900-180)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



School #13
(31-0900-180)
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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	Passaic
District	Clifton Public School District
Principal Name	Ms. Rachel Capizzi
Address	782 VAN HOUTEN AVENUE CLIFTON, NJ 07013
Phone Number	973-470-2410
Email Address	rcapizzi@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonPublicSchools/
Twitter	https://twitter.com/School13Clifton



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	90	71	75
1	84	91	76
2	94	71	84
3	95	82	71
4	67	92	79
5	71	68	83
Total	501	475	468

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

Student Group	2016-17	2017-18	2018-19
Female	46.9%	44.6%	44.4%
Male	53.1%	55.4%	55.6%
Economically Disadvantaged Students	49.5%	44.8%	48.5%
Students with Disabilities	8.0%	8.4%	8.8%
English Learners	21.4%	22.7%	18.6%
Homeless Students	2.4%	1.7%	1.5%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	35.5%	37.3%	37.8%
Hispanic	51.5%	49.9%	47.9%
Black or African American	5.2%	4.4%	4.7%
Asian	7.4%	7.8%	8.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.4%
Two or More Races	0.0%	0.4%	0.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	90	71	75

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	59.0%
Spanish	22.4%
Polish	7.7%
Gujarati	2.1%
Arabic	2.1%
Other Languages	6.6%



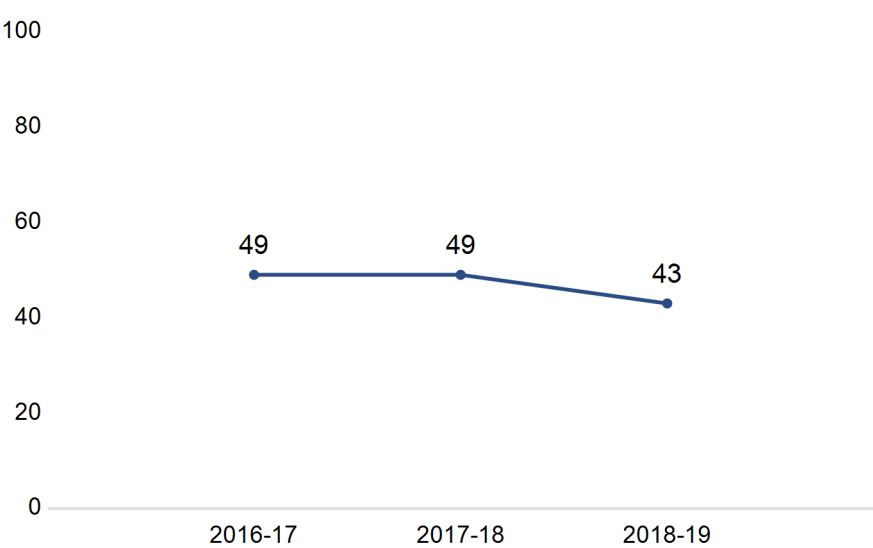
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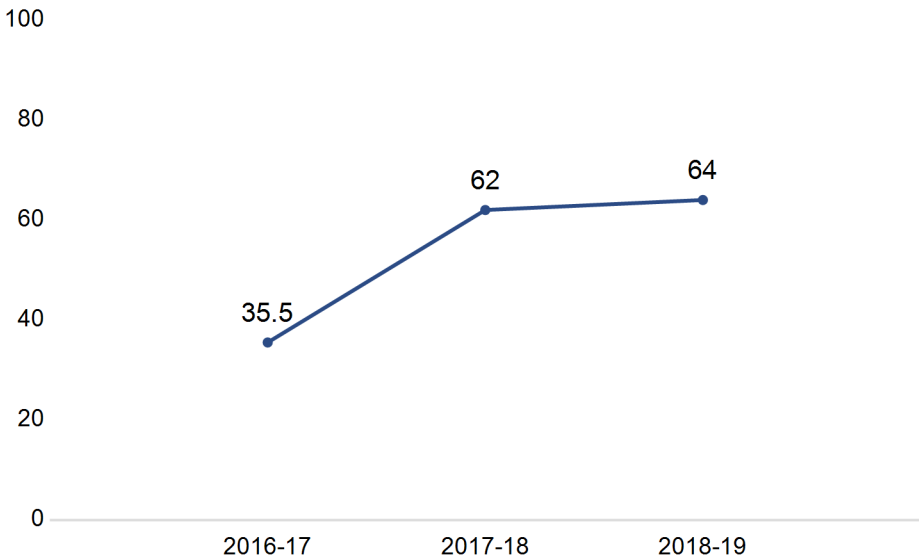
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	49	43	35.5	62	64
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	43	46	50	Met Standard	64	47	50	Exceeds Standard
White	41	46	50	Met Standard	57	51	52	Met Standard
Hispanic	43.5	45	49	Met Standard	70	44	47	Exceeds Standard
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	47	51	59	**	64	54.5	60	**
American Indian or Alaska Native	N	69	56	**	N	40	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	46.5	51	53	N	67	48	50	N
Male	42	42	47	N	59	46	51	N
Economically Disadvantaged Students	39	47	48	Not Met	63	46	46	Exceeds Standard
Students with Disabilities	47.5	38	43	**	22.5	42	45	**
English Learners	42	55	52	**	69	44	50	**
Homeless Students	*	58	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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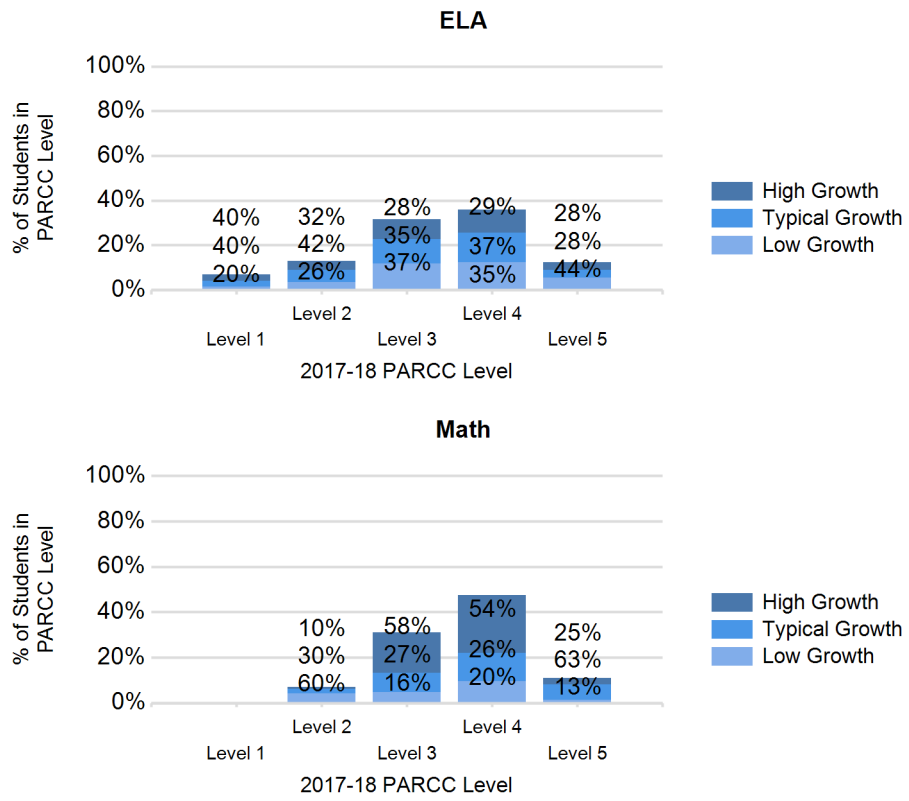
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

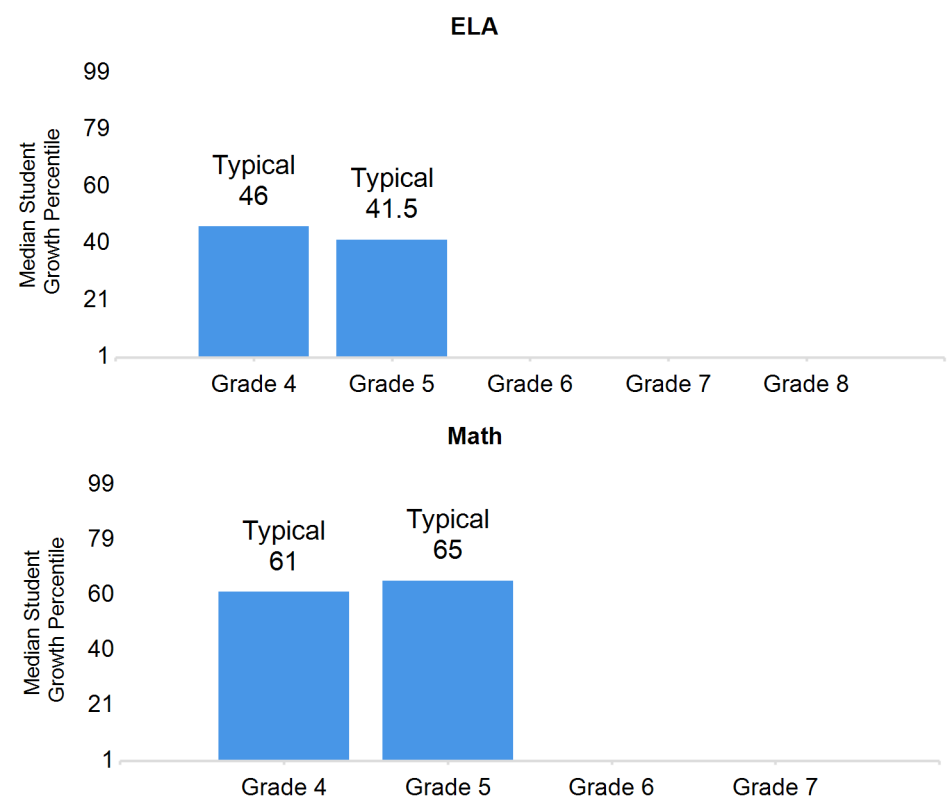
Student Growth by Performance Level

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



Student Growth by Grade

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



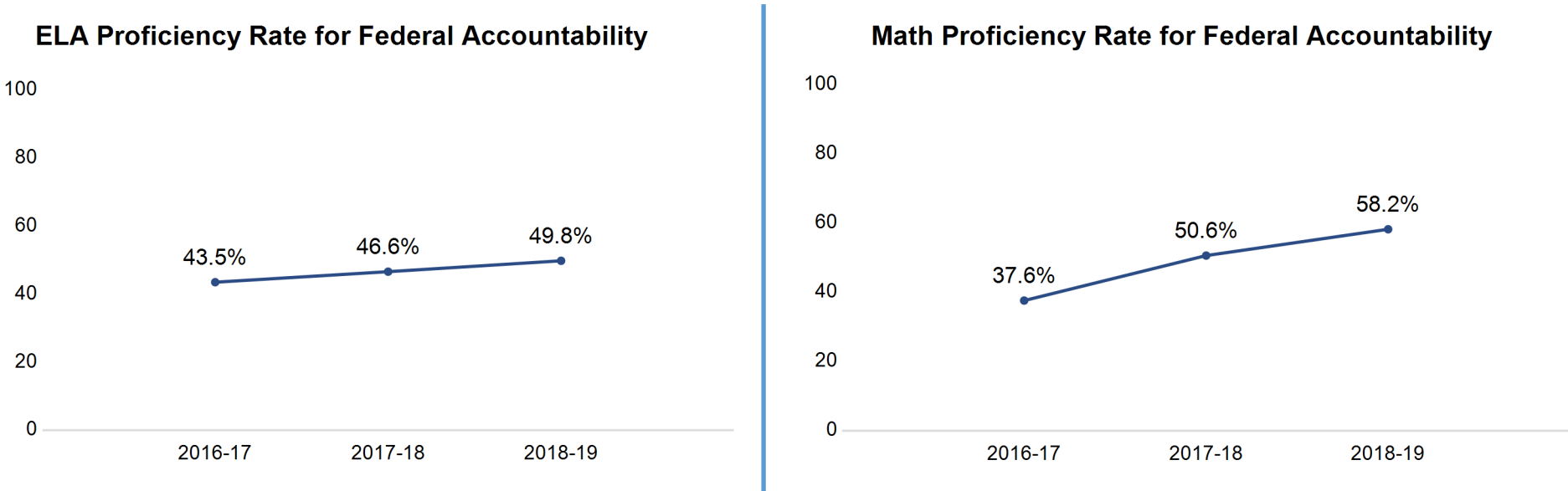


School #13
(31-0900-180)
Grades Offered: KG-05
2018-2019

Report Key:
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.1%	98.8%	100.0%	99.1%	99.2%	100.0%
Proficiency Rate for Federal Accountability	43.5%	46.6%	49.8%	37.6%	50.6%	58.2%
Annual Target	46.7%	48.4%	50.2%	46.1%	47.9%	49.7%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Not Met	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	213	100.0	49.8	48.1	57.9	49.8	50.2	Met Target†
White	88	100.0	51.1	54.9	66.9	51.1	52	Met Target†
Hispanic	94	100.0	44.7	43.0	43.9	44.7	44.6	Met Target
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	61.9	69.5	82.9	61.9	51.5	Met Target
American Indian or Alaska Native	N	N	N	39.1	56.0	N	**	**
Two or More Races	*	*	*	40.0	64.4	*	**	**
Female	98	100.0	52.0	56.1	64.8	52.0		
Male	115	100.0	47.8	41.0	51.3	47.8		
Economically Disadvantaged Students	102	100.0	38.2	41.0	40.0	38.2	42.1	Met Target†
Non-Economically Disadvantaged Students	111	100.0	60.4	56.5	67.9	60.4		
Students with Disabilities	25	100.0	32.0	13.3	22.7	32.0	N	N
Students without Disabilities	188	100.0	52.1	55.4	65.1	52.1		
English Learners	24	100.0	41.7	27.7	29.3	41.7	26.2	Met Target
Non-English Learners	189	100.0	50.8	50.9	60.6	50.8		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

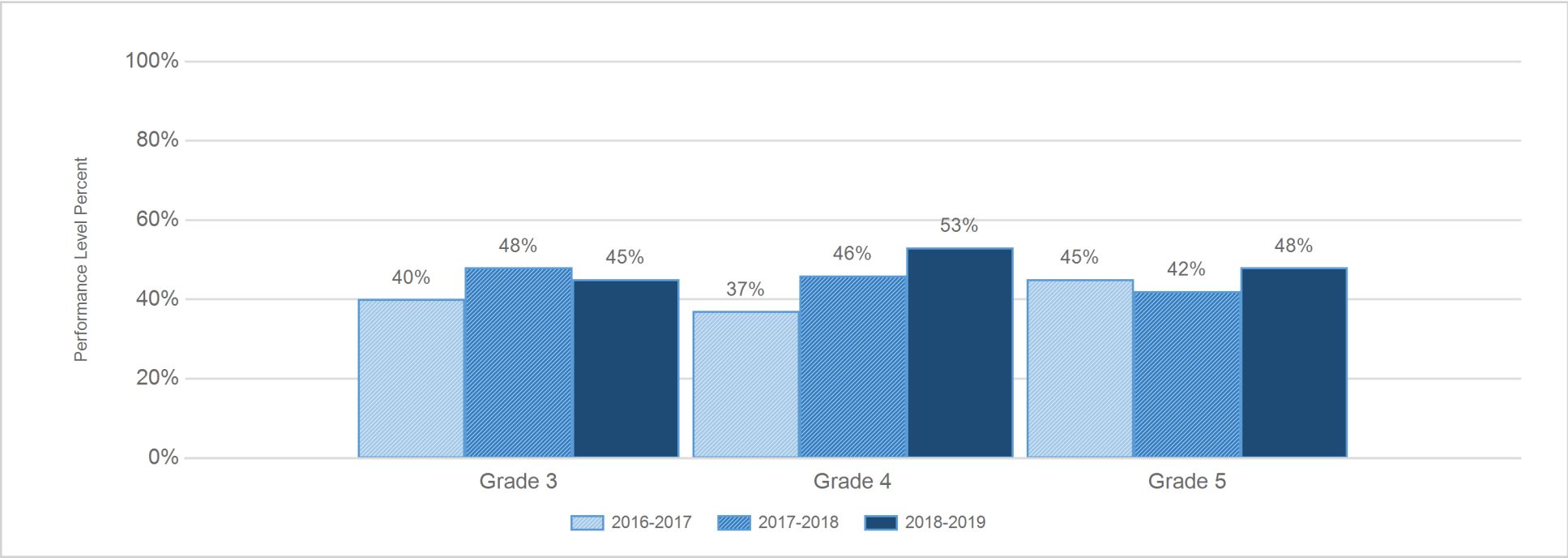


School #13
(31-0900-180)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





School #13
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	742	742	748	*	18%	26%	*	*	45%	50%
White	*	*	745	757	*	*	*	*	*	*	60%
Hispanic	32	731	738	734	*	*	*	*	*	34%	36%
Black or African American	N	N	734	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	33	741	*	753	*	*	*	*	*	42%	55%
Male	33	743	*	743	*	*	*	*	*	48%	46%
Economically Disadvantaged Students	32	734	736	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	34	750	748	759	*	*	*	*	*	53%	61%
Students with Disabilities	11	734	718	719	*	*	*	*	*	45%	24%
Students without Disabilities	55	744	747	754	*	*	*	*	*	45%	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%



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(31-0900-180)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	752	753	755	*	16%	25%	*	*	53%	57%
White	29	754	754	763	0%	*	*	*	*	48%	67%
Hispanic	28	753	750	743	*	*	*	*	*	61%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	30	758	758	760	*	*	*	*	*	57%	62%
Male	43	748	748	750	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	40	740	746	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	33	766	760	765	*	*	*	*	*	70%	69%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	731	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%



School #13
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Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	751	752	756	*	12%	36%	*	*	48%	58%
White	34	753	756	764	*	*	32%	*	*	53%	68%
Hispanic	37	744	*	743	*	*	41%	*	*	38%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	39	755	757	761	*	*	33%	*	*	54%	64%
Male	42	747	747	750	*	*	38%	*	*	43%	52%
Economically Disadvantaged Students	36	742	*	740	*	*	47%	*	*	36%	39%
Non-Economically Disadvantaged Students	45	758	*	766	*	*	27%	*	*	58%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	759	762	*	*	*	*	*	*	65%
English Learners	N	N	708	713	N	N	N	N	N	N	11%
Non-English Learners	81	751	754	758	*	12%	36%	*	*	48%	60%
Homeless Students	N	N	732	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School #13
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	213	100.0	58.2	39.4	44.5	58.2	49.7	Met Target
White	88	100.0	60.2	50.1	54.1	60.2	65.5	Met Target†
Hispanic	94	100.0	52.1	32.0	28.8	52.1	35.7	Met Target
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	71.4	62.8	76.5	71.4	70.5	Met Target
American Indian or Alaska Native	N	N	N	13.0	42.7	N	**	**
Two or More Races	*	*	*	33.3	53.3	*	**	**
Female	98	100.0	58.2	39.8	44.9	58.2		
Male	115	100.0	58.3	39.1	44.2	58.3		
Economically Disadvantaged Students	102	100.0	48.0	32.8	26.3	48.0	42.1	Met Target
Non-Economically Disadvantaged Students	111	100.0	67.6	47.2	54.9	67.6		
Students with Disabilities	25	100.0	24.0	11.3	17.4	24.0	N	N
Students without Disabilities	188	100.0	62.8	45.2	50.0	62.8		
English Learners	24	100.0	50.0	28.5	25.0	50.0	33.2	Met Target
Non-English Learners	189	100.0	59.3	40.9	46.5	59.3		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

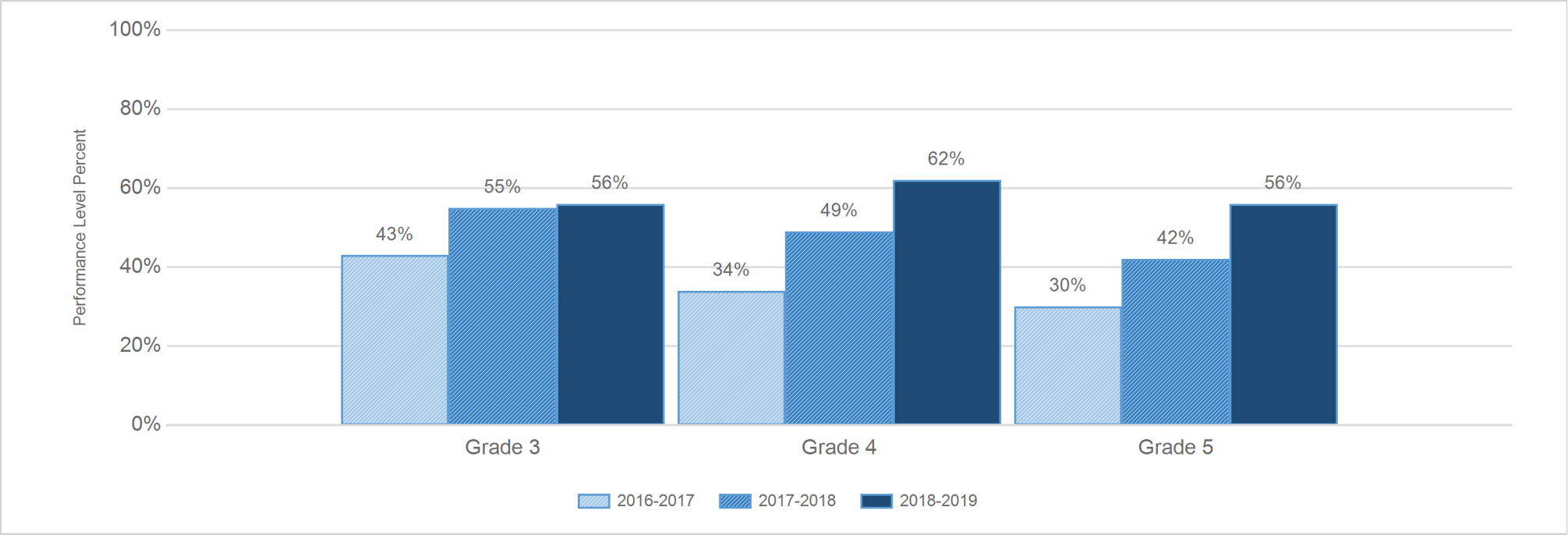


School #13
(31-0900-180)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	66	752	752	752	*	*	32%	*	*	56%	55%
White	*	*	759	760	*	*	*	*	*	*	66%
Hispanic	32	743	747	739	*	*	38%	*	*	41%	40%
Black or African American	N	N	735	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	33	749	*	751	*	*	*	*	*	48%	54%
Male	33	755	*	752	*	*	*	*	*	64%	56%
Economically Disadvantaged Students	32	745	747	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	34	759	757	761	*	*	*	*	*	71%	67%
Students with Disabilities	11	750	734	731	*	*	*	*	*	45%	31%
Students without Disabilities	55	753	755	756	*	*	*	*	*	58%	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	756	748	749	*	*	25%	*	*	62%	51%
White	29	754	752	757	*	*	34%	52%	0%	52%	62%
Hispanic	28	757	744	737	0%	*	*	*	*	68%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	30	755	748	749	*	*	*	*	*	63%	50%
Male	43	757	749	749	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	40	749	744	734	*	*	*	*	*	53%	32%
Non-Economically Disadvantaged Students	33	764	754	759	*	*	*	*	*	73%	63%
Students with Disabilities	*	*	723	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	*	*	730	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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(31-0900-180)
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	755	745	747	*	*	30%	40%	16%	56%	47%
White	34	756	751	755	*	*	*	*	*	59%	58%
Hispanic	37	748	*	735	*	*	32%	*	*	49%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	39	751	745	747	*	*	28%	*	*	56%	47%
Male	42	758	746	747	*	*	31%	*	*	55%	47%
Economically Disadvantaged Students	36	750	*	732	*	*	36%	*	*	47%	27%
Non-Economically Disadvantaged Students	45	758	*	757	*	*	24%	*	*	62%	59%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	750	752	*	*	*	*	*	*	52%
English Learners	N	N	718	718	N	N	N	N	N	N	12%
Non-English Learners	81	755	746	749	*	*	30%	40%	16%	56%	49%
Homeless Students	N	N	728	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



School #13
(31-0900-180)
Grades Offered: KG-05
2018-2019

Report Key:

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
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	75.4%	56.6%	<u>Exceeds</u>

† 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	55	85.5%	14.5%
3-4	21	52.4%	47.6%
5 or more	*	*	*



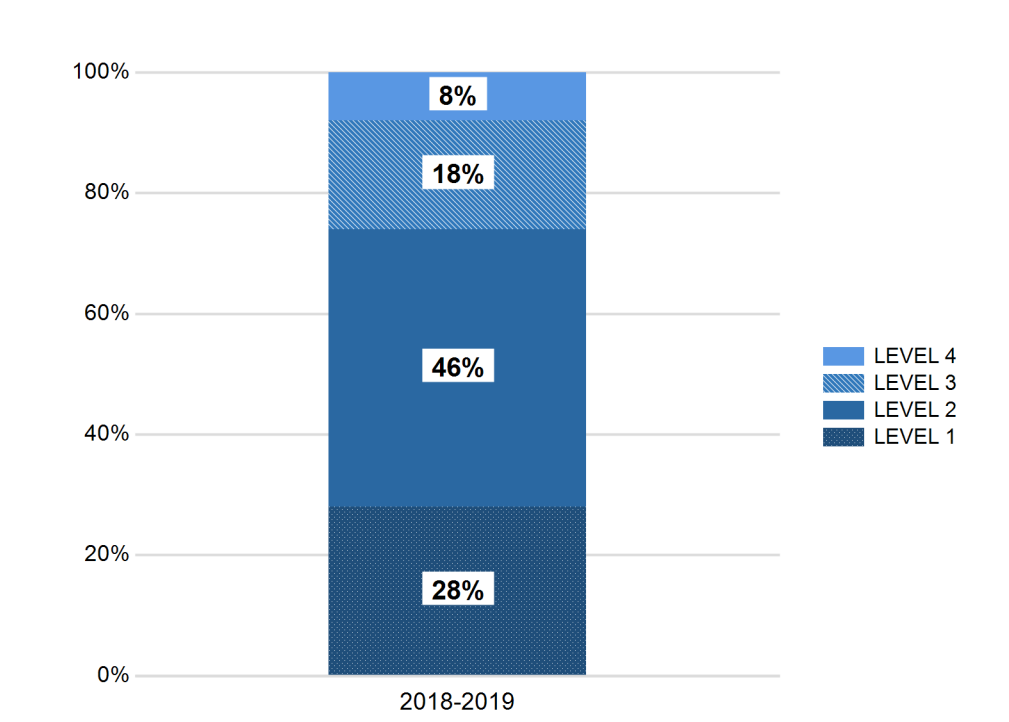
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	28	46	18	8
White	30	35	30	5
Hispanic	30	59	8	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	19	54	16	11
Male	35	39	20	7
Economically Disadvantaged Students	27	55	18	0
Non-Economically Disadvantaged Students	28	40	18	14
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

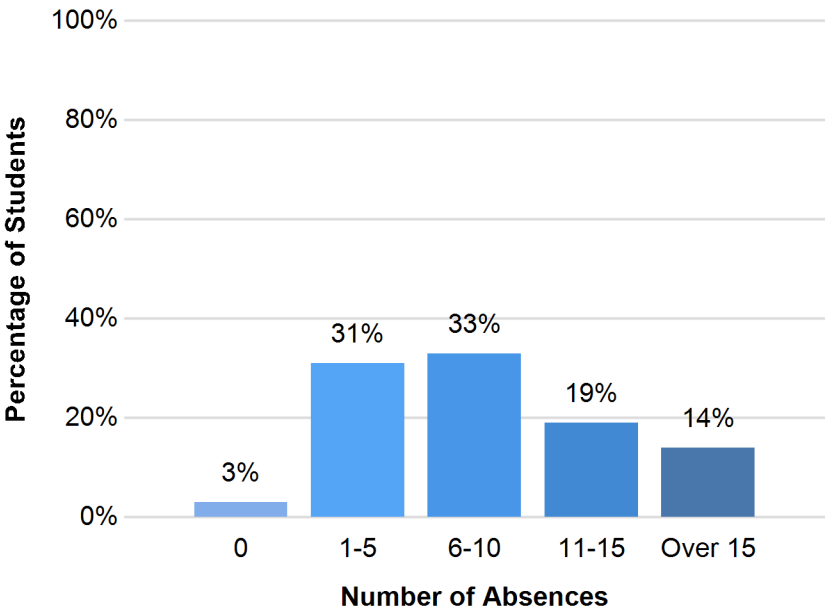
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	39	8.7	8.9	Met
White	12	6.9	8.9	Met
Hispanic	26	13.2	8.9	Not Met
Black or African American	0	0	8.9	Met
Asian, Native Hawaiian, or Pacific	1	2.6	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	18	9.0		
Male	21	8.5		
Economically Disadvantaged Students	22	10.2	8.9	Not Met
Students with Disabilities	15	20.8	8.9	Not Met
English Learners	2	6.3	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





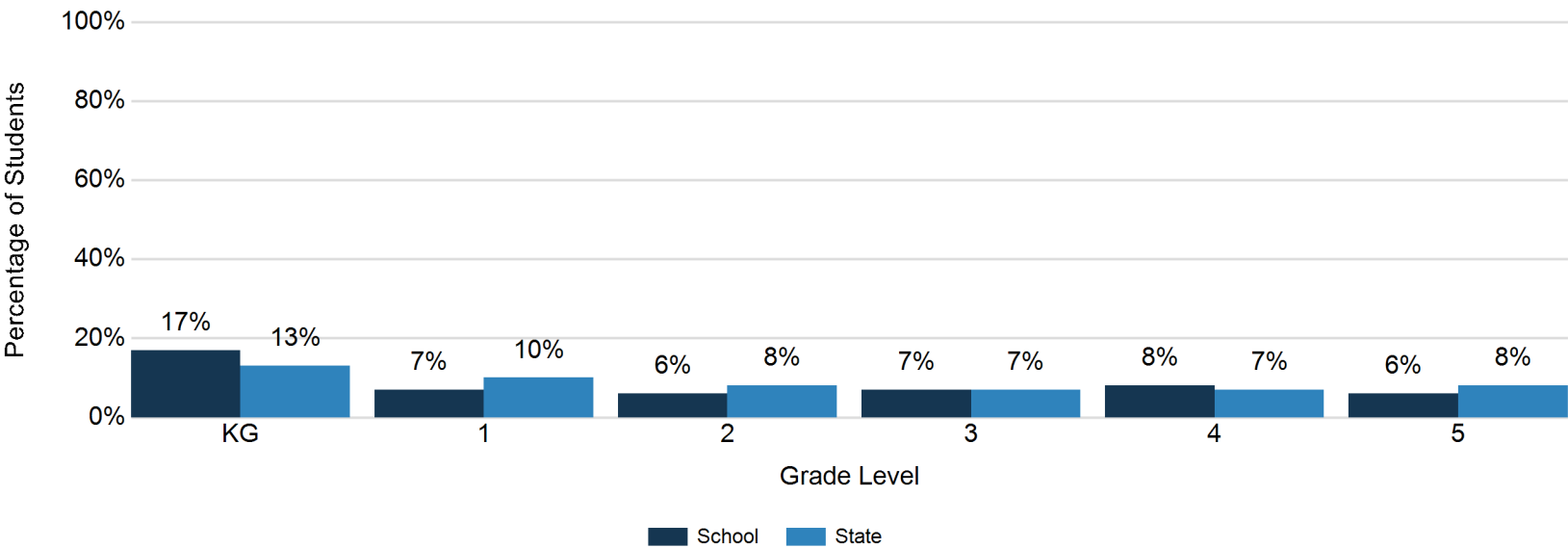
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.92

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
33



School #13
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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.4:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	14.6	12.1
Average years experience in district	13.7	10.8
Percentage of Teachers with 4 or more years experience in the district	88.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	13:1	13:1
Students to Administrators	468:1	193:1
Teachers to Administrators	35:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.4%	80.0%	100.0%	48.4%	77.1%	54.9%
Male	55.6%	20.0%	0.0%	51.6%	22.9%	45.1%
White	37.8%	88.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	47.9%	8.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.7%	2.9%	0.0%	15.0%	6.6%	13.9%
Asian	8.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	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.

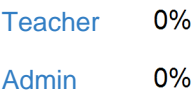
Bachelor's Degree



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	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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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	43.5%	46.6%	49.8%
Math Proficiency	37.6%	50.6%	58.2%
ELA Growth	49	49	43
Math Growth	36	62	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		75.4%	75.4%
Chronic Absenteeism	13.2%	8.8%	8.7%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





School #13
(31-0900-180)
Grades Offered: KG-05
2018-2019

Report Key:
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School Narrative

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

 <div>Mission, Vision, Theme:</div>	<p>School Thirteen is located in the Athenia section of Clifton. This one hundred-year-old building continues to be the cornerstone of an active community. As a magnet school for Spanish- speaking and ESL students in Clifton, School Thirteen has been recognized by the state of New Jersey for the excellence of our Bilingual/ESL program for many years. Our over 450 students come from all around the world and we celebrate this diversity with open arms and hearts.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>At the heart of School Thirteen are the people who dedicate themselves to the betterment of the students. One of our school objectives is to work in partnership with parents to help support and increase students' achievement. Our parents are extremely supportive of our endeavors through volunteering, hosting fundraisers, and offering donations. Through a team approach, we have all worked to create a school environment in which children can flourish and be recognized for their skills, talents, and uniqueness. As a magnet school for Spanish speaking and ESL students in Clifton, School Thirteen has been recognized by the state of New Jersey for the excellence of our Bilingual/ESL program for the many years. The staff and faculty of School Thirteen strongly feel that the foundation of our success lies in the fact that we instill a sense of family within our children. Though they may be coming from widely diverse cultures outside of the school, within the walls of School Thirteen we work a</p>




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School Narrative

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 <div>Courses, Curriculum, Instruction:</div>	<p>Our curriculum is aligned with and reflects the New Jersey Student Learning Standards. Teachers implement the enVisions 2.0 Math Program, a research-based mathematics curriculum that cultivates higher order thinking skills while developing basic math proficiencies. As part of a balanced literacy initiative, teachers utilize the Houghton Mifflin Journeys Series and Writer's Workshop, in conjunction with the Accelerated Reader, Accelerated Reader 360, STAR Reading and Raz Kids. Reading difficulties are identified as they emerge, providing students in need of support, individualized instruction and strategies for improvement. Foundations®, a multisensory and systematic phonics, spelling, and handwriting program develops foundational reading skills for all Kindergarten through grade three students.</p>
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 <div>Before and After School Programs:</div>	<p>School #13 provides a before school day care program in conjunction with the Boys/Girls Club of Clifton from 7:05 a.m. until the start of the school day. School #13 provides an after school day care program in conjunction with the Boys/Girls Club of Clifton from 3:20 p.m. through 6:00 p.m.</p>
 <div>Staff and Professional Learning:</div>	<p>Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.</p>






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School Narrative

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 <div>Student Supports and Services:</div>	<p>For the past two years, School Thirteen has been working in collaboration with the Rutgers University Boggs Center to implement the NJ PBSIS district wide initiative targeting a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students. Through the multi-tiered systems of support, we create environments that promote safety and encourage success while we work collaboratively to achieve student goals. We are proud Junior Mustangs with three universal school-wide expectations: kindness, respect, and safety.</p>
 <div>Student Health and Wellness:</div>	<p>Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.</p>
 <div>Parent and Community Involvement:</div>	<p>Parents and families are valued members of the School Thirteen community and we work in partnership to provide support and guidance for our learners. Our PTA is an active group of amazing volunteers who provide us with fabulous opportunities to learn, play, and have fun. Our PTA provides us with two book fairs per year, class parties for holidays, fun activities such as“Donuts with my Dude” and themed dances, and assemblies.</p>



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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:



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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	Passaic
District	Clifton Public School District
Principal Name	Mr. Jason Habedank
Address	99 ST ANDREWS BOULEVARD CLIFTON, NJ 07012
Phone Number	973-470-2411
Email Address	Jhabedank@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/Clifton-School-14-110332020359279/



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	70	66	33
KG	58	73	56
1	64	66	69
2	54	58	55
3	64	54	56
4	50	59	52
5	47	47	56
Total	407	423	377

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

Student Group	2016-17	2017-18	2018-19
Female	44.5%	44.2%	44.0%
Male	55.5%	55.8%	56.0%
Economically Disadvantaged Students	41.0%	40.2%	45.9%
Students with Disabilities	31.4%	32.4%	30.5%
English Learners	17.9%	18.4%	17.0%
Homeless Students	1.7%	1.7%	1.9%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	46.2%	40.7%	40.6%
Hispanic	30.2%	32.6%	31.8%
Black or African American	4.9%	4.5%	4.8%
Asian	17.0%	19.6%	19.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.7%	0.7%	0.8%
Two or More Races	1.0%	1.9%	2.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	70	66	33
KG - Half Day	0	0	0
KG - Full Day	58	73	56

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	65.0%
Arabic	15.6%
Spanish	6.6%
Gujarati	3.7%
Polish	1.6%
Other Languages	7.4%



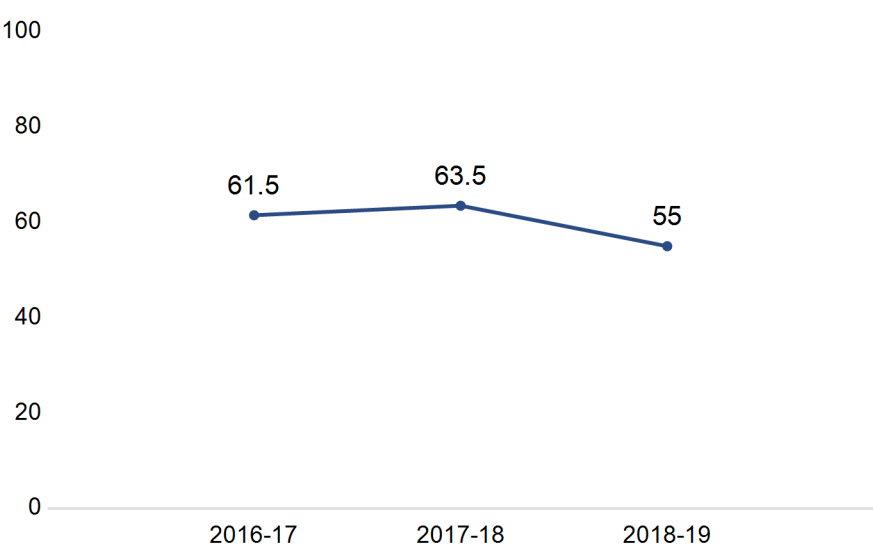
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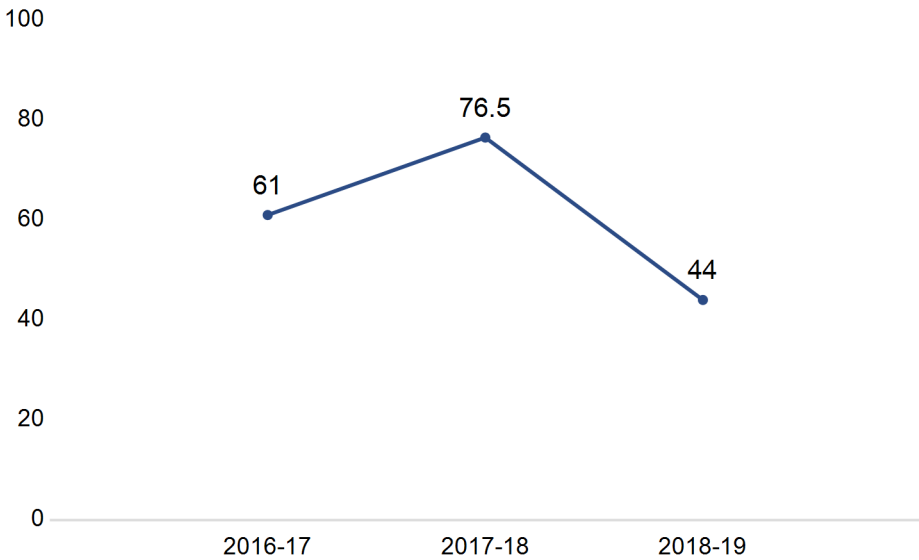
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	61.5	63.5	55	61	76.5	44
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	55	46	50	Met Standard	44	47	50	Met Standard
White	61	46	50	Exceeds Standard	46	51	52	Met Standard
Hispanic	53	45	49	Met Standard	41.5	44	47	Met Standard
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	60.5	51	59	**	59	54.5	60	**
American Indian or Alaska Native	*	69	56	**	*	40	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	54	51	53	N	47.5	48	50	N
Male	59	42	47	N	40	46	51	N
Economically Disadvantaged Students	48	47	48	Met Standard	46	46	46	Met Standard
Students with Disabilities	*	38	43	**	*	42	45	**
English Learners	*	55	52	**	*	44	50	**
Homeless Students	*	58	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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A student's SGP falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

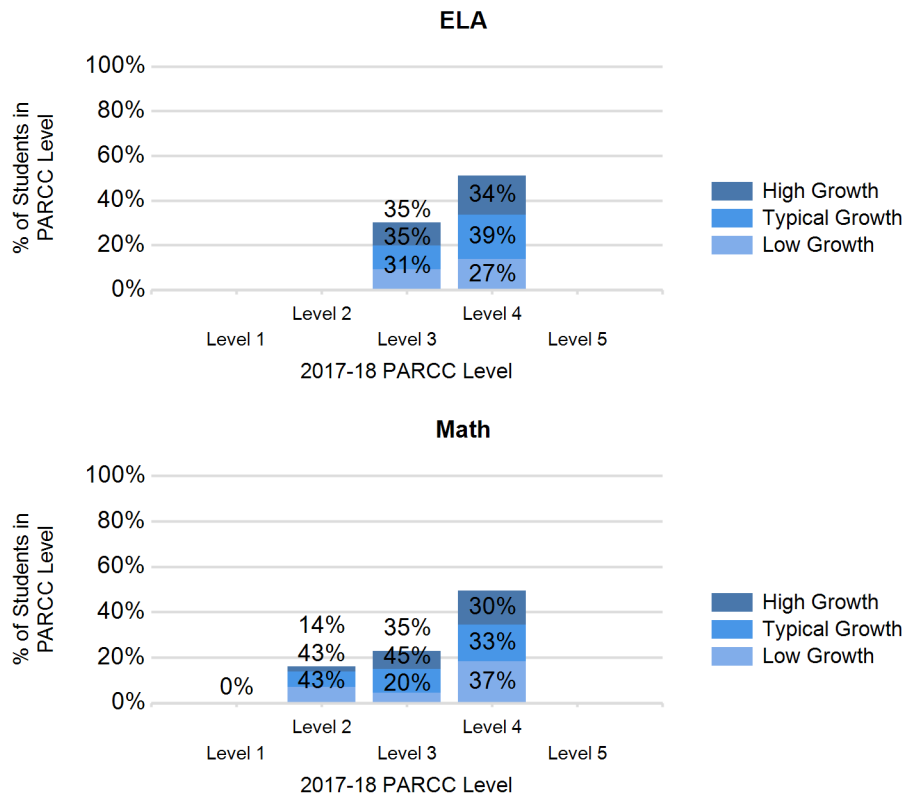
Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

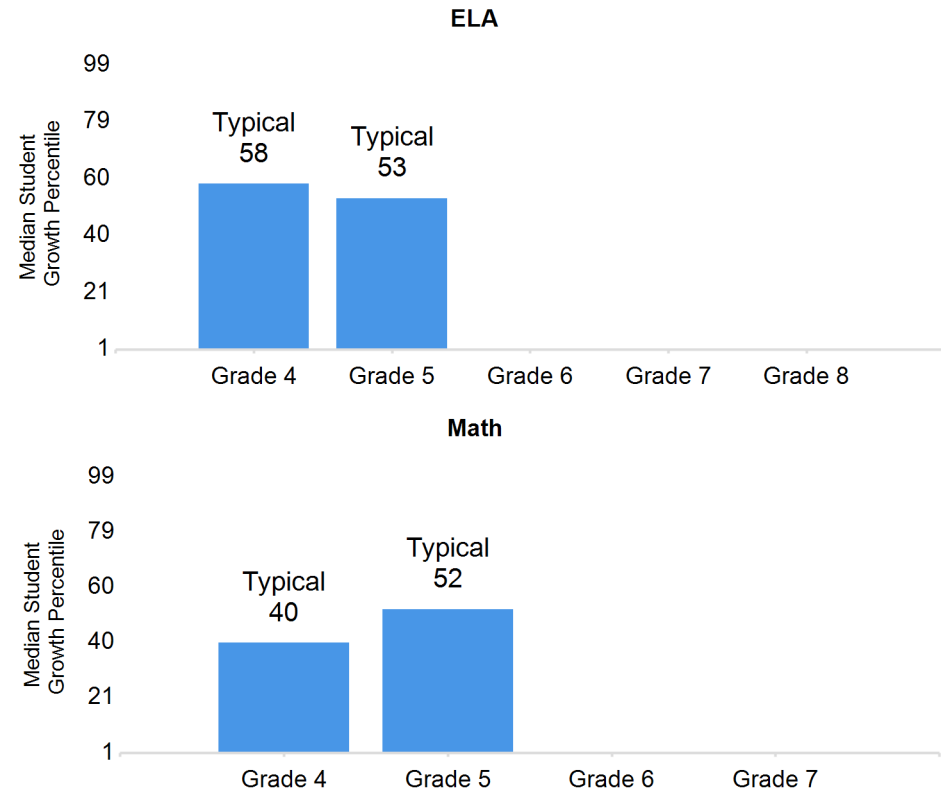
Student Growth by Performance Level

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



Student Growth by Grade

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



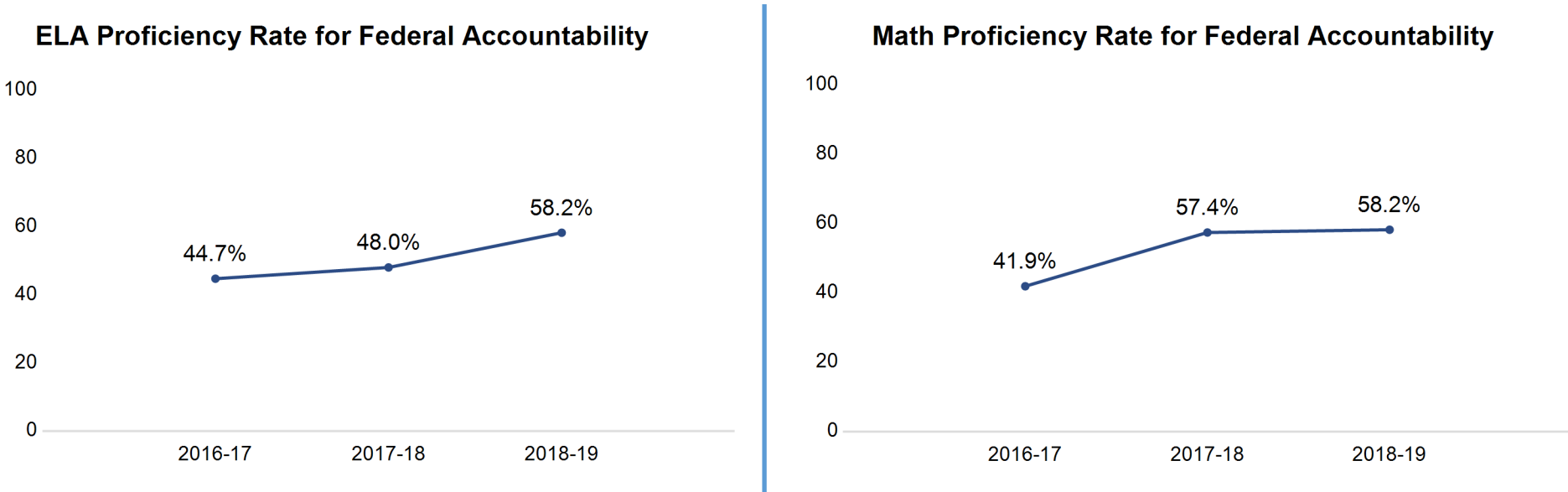


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	44.7%	48.0%	58.2%	41.9%	57.4%	58.2%
Annual Target	53.6%	55.0%	56.4%	44.4%	46.3%	48.1%
Met Annual Target?	Not Met	Not Met	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	134	100.0	58.2	48.1	57.9	58.2	56.4	Met Target
White	48	100.0	58.3	54.9	66.9	58.3	52.8	Met Target
Hispanic	45	100.0	55.6	43.0	43.9	55.6	57.7	Met Target†
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	65.6	69.5	82.9	65.6	53	Met Target
American Indian or Alaska Native	*	*	*	39.1	56.0	*	**	**
Two or More Races	*	*	*	40.0	64.4	*	**	**
Female	69	100.0	75.4	56.1	64.8	75.4		
Male	65	100.0	40.0	41.0	51.3	40.0		
Economically Disadvantaged Students	40	100.0	57.5	41.0	40.0	57.5	42.3	Met Target
Non-Economically Disadvantaged Students	94	100.0	58.5	56.5	67.9	58.5		
Students with Disabilities	12	100.0	16.7	13.3	22.7	16.7	**	**
Students without Disabilities	122	100.0	62.3	55.4	65.1	62.3		
English Learners	15	100.0	40.0	27.7	29.3	40.0	**	**
Non-English Learners	119	100.0	60.5	50.9	60.6	60.5		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



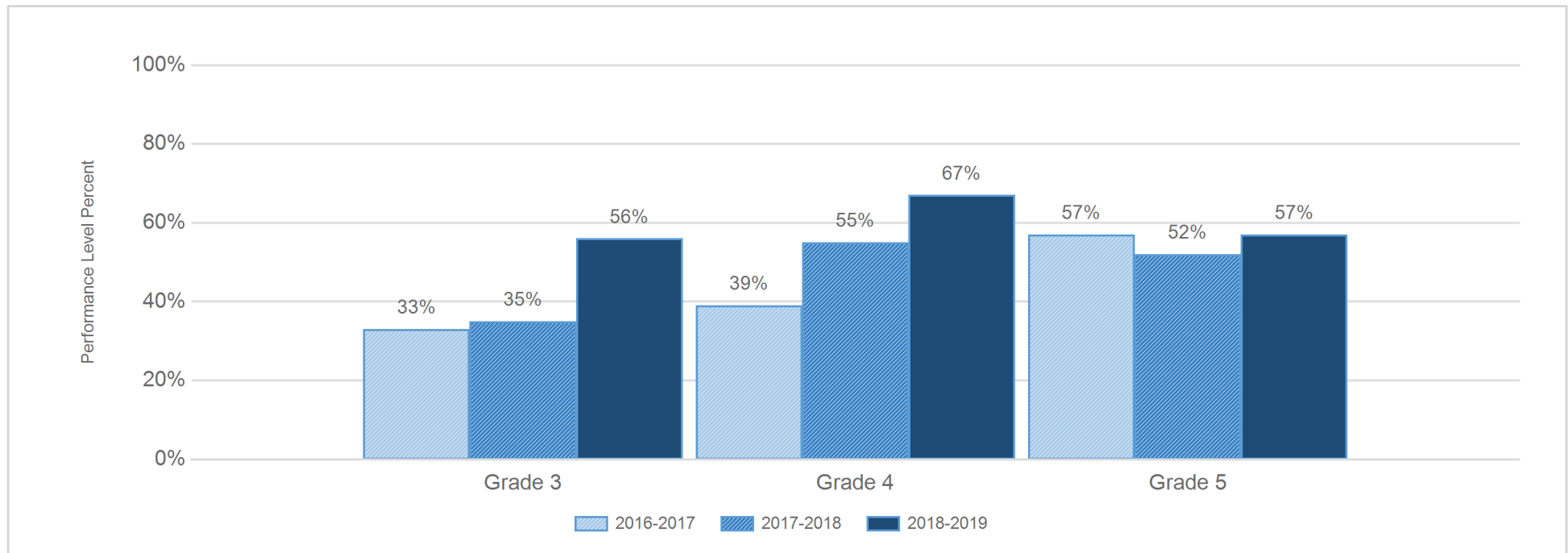
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	753	742	748	*	*	26%	*	*	56%	50%
White	15	750	745	757	*	*	*	*	*	47%	60%
Hispanic	13	753	738	734	*	0%	*	*	*	62%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	13	755	760	773	0%	*	*	*	*	54%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	22	767	*	753	*	*	*	*	*	77%	55%
Male	21	738	*	743	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	13	752	736	731	*	*	*	*	*	62%	33%
Non-Economically Disadvantaged Students	30	753	748	759	*	*	*	*	*	53%	61%
Students with Disabilities	*	*	718	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	747	754	*	*	*	*	*	*	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	758	753	755	*	*	*	*	*	67%	57%
White	17	758	754	763	*	*	*	*	*	71%	67%
Hispanic	14	751	750	743	0%	*	*	*	*	57%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	24	763	758	760	*	*	*	*	*	79%	62%
Male	19	751	748	750	*	*	*	*	*	53%	53%
Economically Disadvantaged Students	10	754	746	740	*	*	*	*	*	70%	40%
Non-Economically Disadvantaged Students	33	759	760	765	*	*	*	*	*	67%	69%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	N	N	731	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



School #14
(31-0900-190)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 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	47	754	752	756	*	*	32%	*	*	57%	58%
White	16	759	756	764	0%	*	*	*	*	56%	68%
Hispanic	17	752	*	743	0%	*	*	*	*	53%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	764	771	781	0%	0%	*	*	*	80%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	24	767	757	761	*	*	*	*	*	75%	64%
Male	23	741	747	750	*	*	*	*	*	39%	52%
Economically Disadvantaged Students	18	747	*	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	29	758	*	766	*	*	*	*	*	62%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	759	762	*	*	*	*	*	*	65%
English Learners	*	*	708	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	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%



School #14
(31-0900-190)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	134	100.0	58.2	39.4	44.5	58.2	48.1	Met Target
White	48	100.0	62.5	50.1	54.1	62.5	46	Met Target
Hispanic	45	100.0	46.7	32.0	28.8	46.7	38.2	Met Target
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	75.0	62.8	76.5	75.0	61.2	Met Target
American Indian or Alaska Native	*	*	*	13.0	42.7	*	**	**
Two or More Races	*	*	*	33.3	53.3	*	**	**
Female	69	100.0	66.7	39.8	44.9	66.7		
Male	65	100.0	49.2	39.1	44.2	49.2		
Economically Disadvantaged Students	40	100.0	52.5	32.8	26.3	52.5	28.2	Met Target
Non-Economically Disadvantaged Students	94	100.0	60.6	47.2	54.9	60.6		
Students with Disabilities	12	100.0	16.7	11.3	17.4	16.7	**	**
Students without Disabilities	122	100.0	62.3	45.2	50.0	62.3		
English Learners	15	100.0	60.0	28.5	25.0	60.0	**	**
Non-English Learners	119	100.0	58.0	40.9	46.5	58.0		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

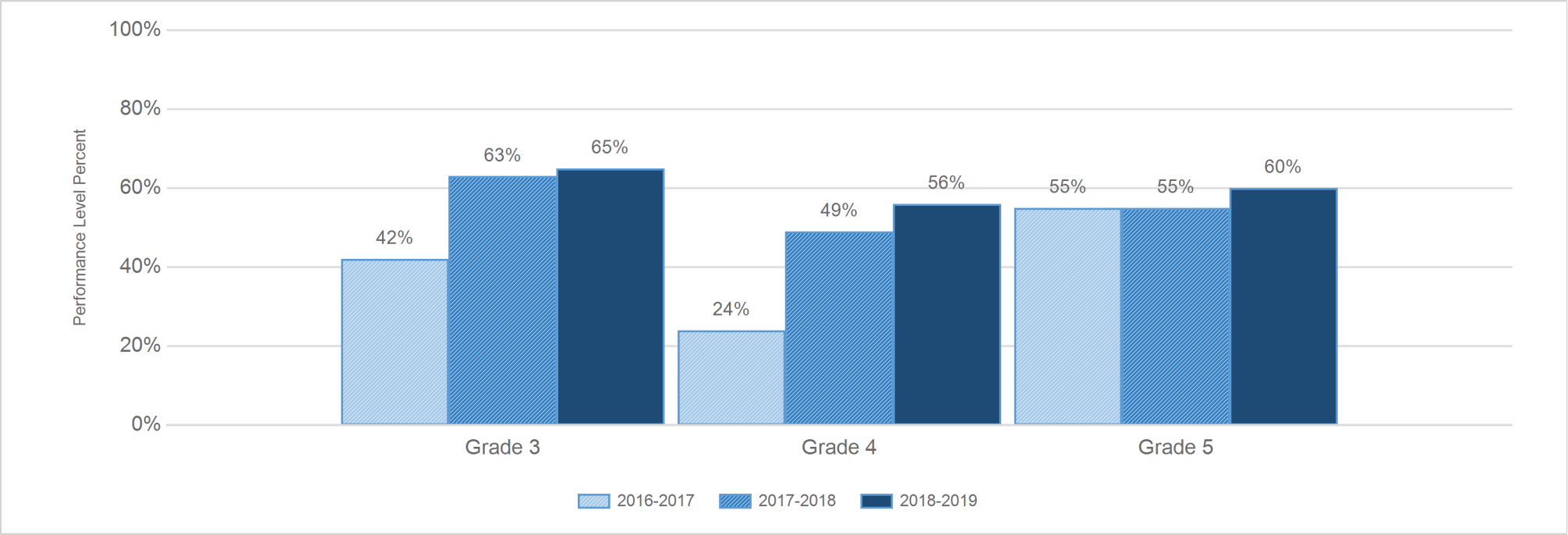


School #14
(31-0900-190)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	758	752	752	*	*	23%	*	*	65%	55%
White	15	755	759	760	0%	*	*	*	*	60%	66%
Hispanic	13	755	747	739	*	*	*	*	*	54%	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	766	764	778	0%	0%	*	*	*	85%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	22	768	*	751	*	*	*	*	*	82%	54%
Male	21	748	*	752	*	*	*	*	*	48%	56%
Economically Disadvantaged Students	13	751	747	737	*	*	*	*	*	54%	37%
Non-Economically Disadvantaged Students	30	761	757	761	*	*	*	*	*	70%	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	755	756	*	*	*	*	*	*	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School #14
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	753	748	749	*	*	33%	*	*	56%	51%
White	17	753	752	757	0%	*	*	59%	0%	59%	62%
Hispanic	14	737	744	737	*	*	*	*	*	36%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	24	760	748	749	*	*	*	*	*	58%	50%
Male	19	744	749	749	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	10	756	744	734	*	*	*	*	*	70%	32%
Non-Economically Disadvantaged Students	33	752	754	759	*	*	*	*	*	52%	63%
Students with Disabilities	*	*	723	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	730	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	47	749	745	747	*	*	*	*	*	60%	47%
White	16	756	751	755	0%	*	*	*	*	69%	58%
Hispanic	17	748	*	735	0%	*	*	*	*	53%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	10	762	768	775	0%	*	*	*	*	80%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	24	753	745	747	*	*	*	*	*	67%	47%
Male	23	745	746	747	*	*	*	*	*	52%	47%
Economically Disadvantaged Students	18	743	*	732	*	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	29	753	*	757	*	*	*	*	*	69%	59%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	750	752	*	*	*	*	*	*	52%
English Learners	*	*	718	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	*	*	728	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	71.7%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	49	87.8%	12.2%
3-4	14	85.7%	14.3%
5 or more	N	N	N



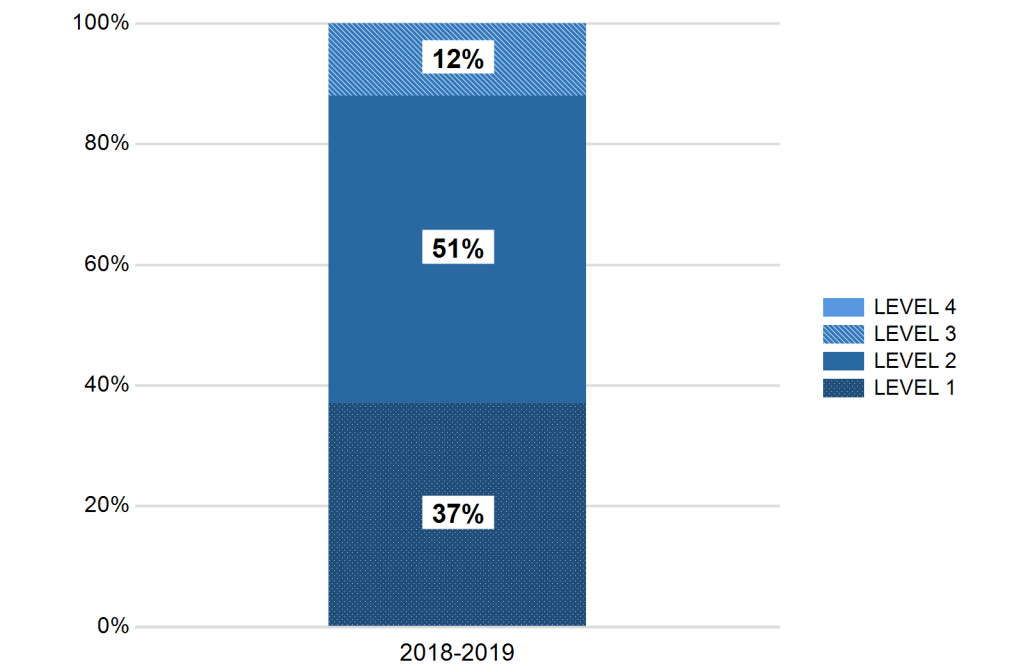
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	51	12	0
White	35	55	10	0
Hispanic	29	59	12	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	40	40	20	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	36	52	12	0
Male	38	50	12	0
Economically Disadvantaged Students	43	43	13	0
Non-Economically Disadvantaged Students	32	57	11	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

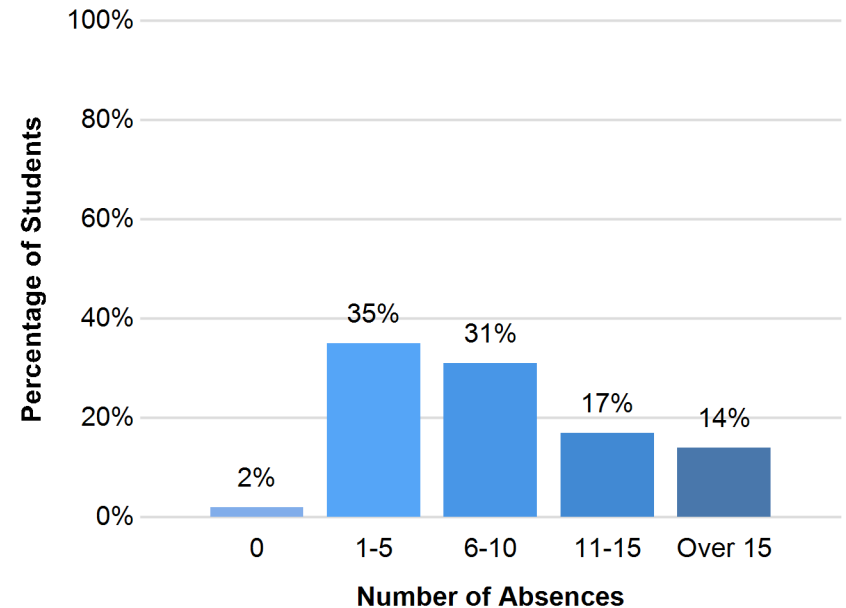
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	9.1	8.9	Not Met
White	7	7.6	8.9	Met
Hispanic	7	8.6	8.9	Met
Black or African American	3	18.8	**	**
Asian, Native Hawaiian, or Pacific	6	10.9	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	9	7.3		
Male	14	10.9		
Economically Disadvantaged Students	11	12.0	8.9	Not Met
Students with Disabilities	8	22.2	8.9	Not Met
English Learners	1	5.6	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





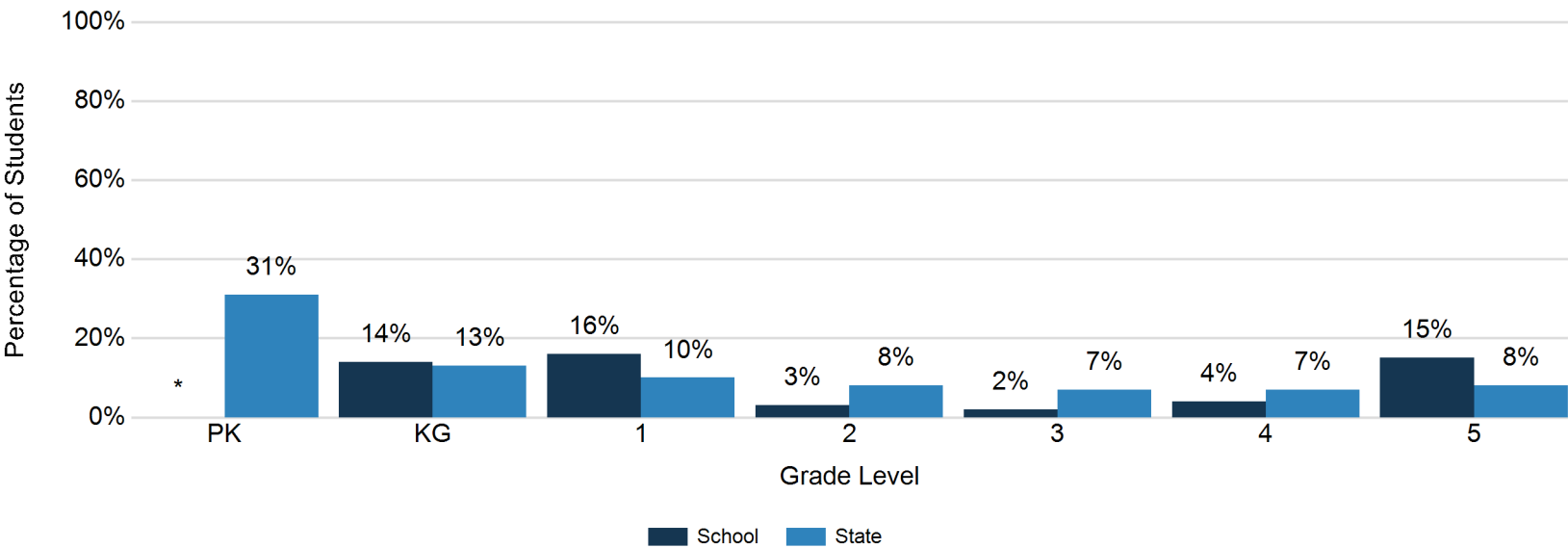
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.80

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	0	2
Religion	0	1	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	1	1	2
Disability	1	0	1
Other	3	1	4
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



School #14
(31-0900-190)
Grades Offered: PK-05
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	82.9%	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	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	13:1
Students to Administrators	377:1	193:1
Teachers to Administrators	35:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.0%	94.3%	0.0%	48.4%	77.1%	54.9%
Male	56.0%	5.7%	100.0%	51.6%	22.9%	45.1%
White	40.6%	88.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	31.8%	5.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	19.4%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.8%	2.9%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.7%	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	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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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	44.7%	48.0%	58.2%
Math Proficiency	41.9%	57.4%	58.2%
ELA Growth	62	64	55
Math Growth	61	76	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		77.5%	71.7%
Chronic Absenteeism	11.4%	11.2%	9.1%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <div>Mission, Vision, Theme:</div>	<p>School Fourteen is in the Allwood section of Clifton. We are home to approximately 390 students and their families. We currently provide instruction to students in grades pre-kindergarten through five. We are also proud to be the district’s bilingual Arabic magnet school through a State recognized program supported by ESL and bilingual teachers and bilingual paraprofessionals. In addition, we house several pre-kindergarten instructional programs which are operated through a cooperative agreement with the Federal Head Start Program. We also provide instructional services to a sizable autistic population. Our strength is our diversity and our caring qualified staff. School Fourteen is one of Clifton’s best kept secrets.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>School Fourteen, built in 1953, has benefited by the addition of several modular classroom units. The staff has also increased proportionally to over 100 people who serve the burgeoning needs of our diverse population. Our motto at School Fourteen is “Success for Every Child!” Our Highly Qualified instructors strive daily to provide stimulating, educational lessons tailored to the individual needs of each child. All kindergarten and new students receive free School Fourteen t-shirts.</p>




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<div>Courses, Curriculum, Instruction:</div>	<p>Student performance, as measured on student report card grades, NJSLA and STAR Reading assessments indicate that School Fourteen students are performing at or exceeding expectations. In addition, we honor our nation by reciting the Pledge of Allegiance along with our announcements every morning.</p>
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 <div>Before and After School Programs:</div>	School #14 provides an after school day care program in conjunction with the Boys/Girls Club of Clifton from 3:20 p.m. through 6:00 p.m.
 <div>Staff and Professional Learning:</div>	Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.



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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	<p>Student Supports and Services:</p> <p>School 14 is working in collaboration with the Rutgers University Boggs Center and has joined the NJ PBSIS district wide initiative to implement a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students. Through the multi-tiered systems of support, we create environments that promote safety and encourage success while we work collaboratively to achieve student goals.</p>
An icon depicting two blue hands shaking, symbolizing partnership or agreement.	<p>Parent and Community Involvement:</p> <p>Our Home and School Association supports and facilitates our educational initiatives. In fact, the School Fourteen H.S.A. is an exceedingly helpful, energetic group of parents. All their efforts and the money raised through fundraising benefits the children by providing field trips to museums, farms, and in-house assemblies.</p>



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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:



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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	Passaic
District	Clifton Public School District
Principal Name	Dr. Luginda Batten-Walker
Address	700 GREGORY AVENUE CLIFTON, NJ 07011
Phone Number	973-470-2418
Email Address	batten-walker@cliftonschools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonPublicSchools/



School #15

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	15	14	11
KG	43	44	39
1	55	42	45
2	51	55	48
3	65	58	54
4	58	63	53
5	62	59	64
Total	349	335	314

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	55.3%	55.2%	54.8%
Male	44.7%	44.8%	45.2%
Economically Disadvantaged Students	74.2%	63.9%	65.6%
Students with Disabilities	9.7%	8.1%	8.0%
English Learners	0.3%	3.0%	2.5%
Homeless Students	1.4%	1.8%	1.0%
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	18.3%	17.9%	15.9%
Hispanic	71.3%	71.3%	74.5%
Black or African American	5.4%	4.8%	3.8%
Asian	4.0%	4.2%	4.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	1.2%	0.6%
Two or More Races	0.6%	0.6%	0.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	15	14	11
KG - Half Day	0	0	0
KG - Full Day	43	44	39

Enrollment by Home Language

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

Home Language	% of Students
English	66.6%
Spanish	27.1%
Arabic	2.5%
Polish	1.6%
Other Languages	2.2%



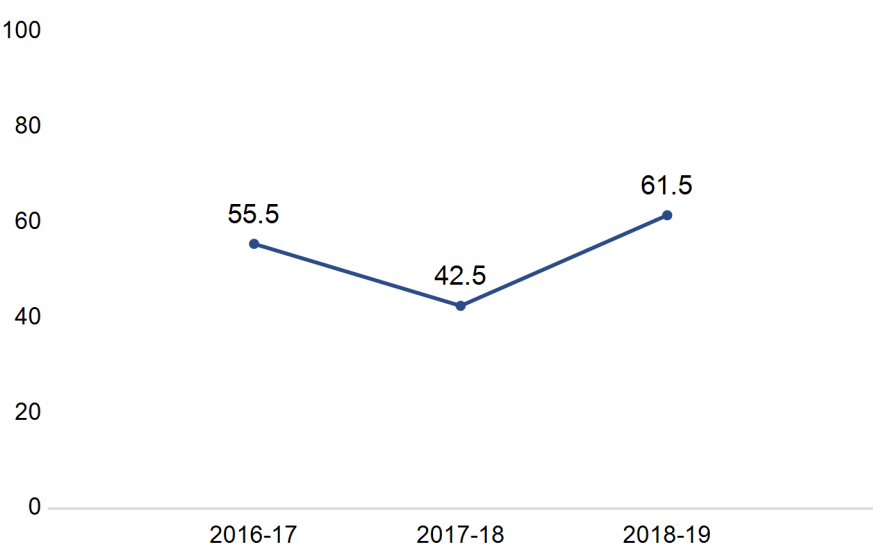
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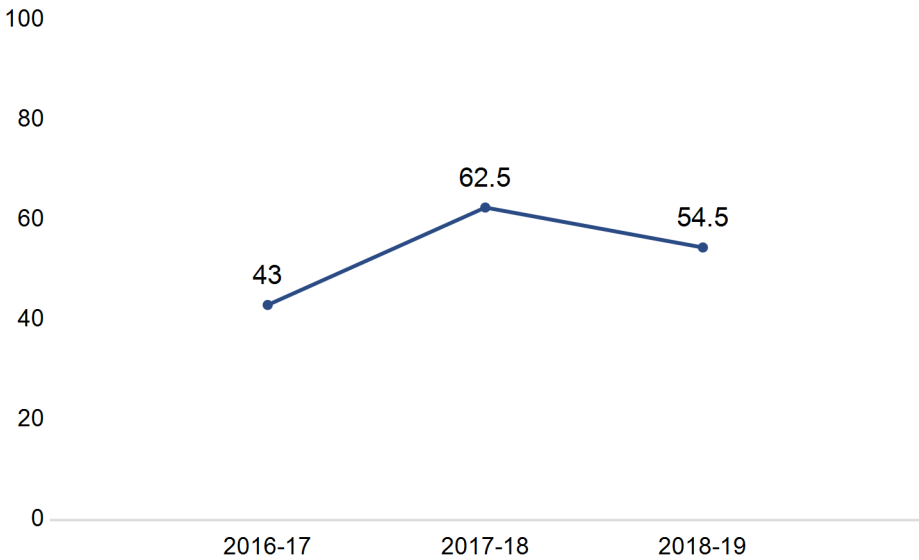
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55.5	42.5	61.5	43	62.5	54.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	61.5	46	50	Exceeds Standard	54.5	47	50	Met Standard
White	60	46	50	**	76	51	52	**
Hispanic	62	45	49	Exceeds Standard	53	44	47	Met Standard
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	54.5	60	**
American Indian or Alaska Native	*	69	56	**	*	40	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	63	51	53	N	55.5	48	50	N
Male	57.5	42	47	N	54	46	51	N
Economically Disadvantaged Students	62	47	48	Exceeds Standard	54	46	46	Met Standard
Students with Disabilities	61.5	38	43	**	62.5	42	45	**
English Learners	61	55	52	**	42	44	50	Met Standard
Homeless Students	*	58	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



School #15
(31-0900-200)
Grades Offered: PK-05
2018-2019

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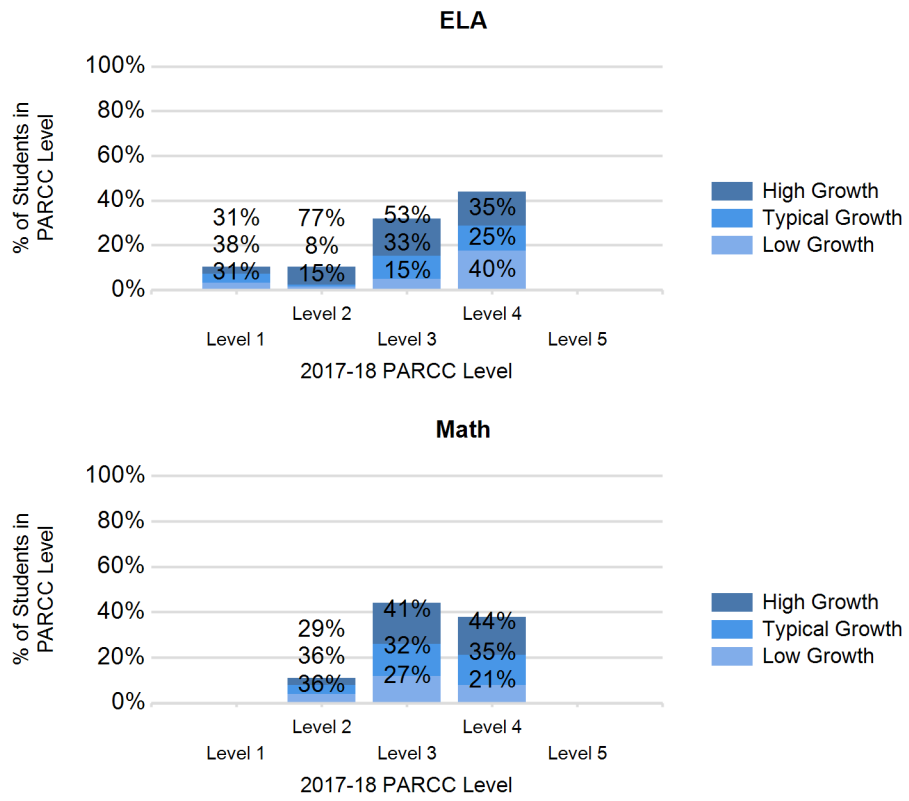
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

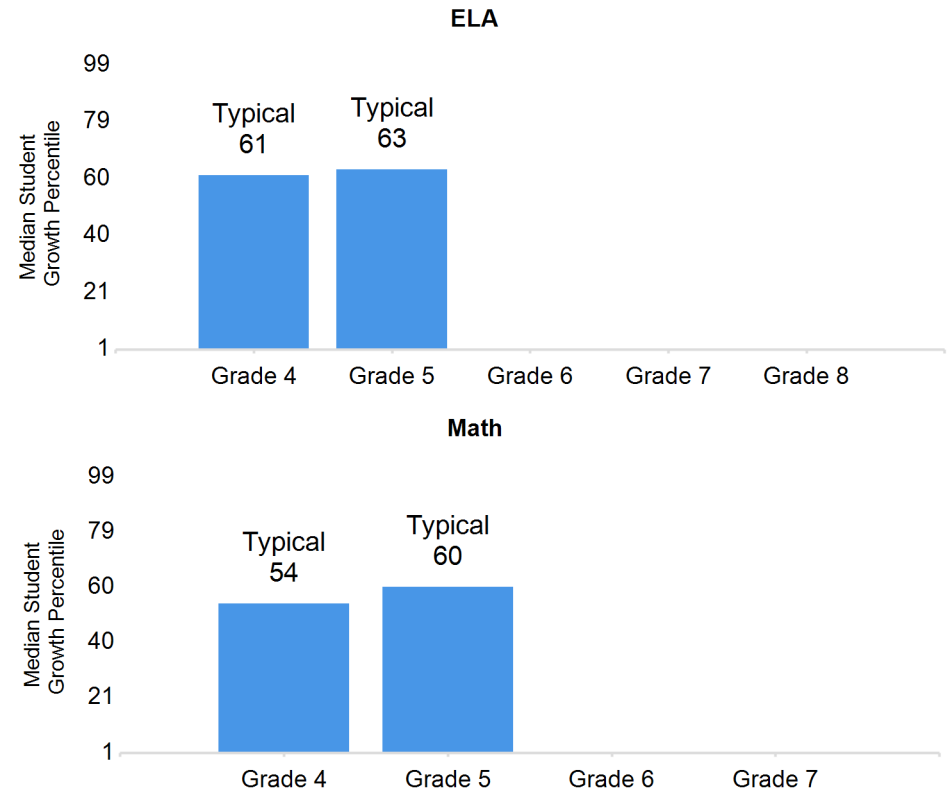
Student Growth by Performance Level

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



Student Growth by Grade

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



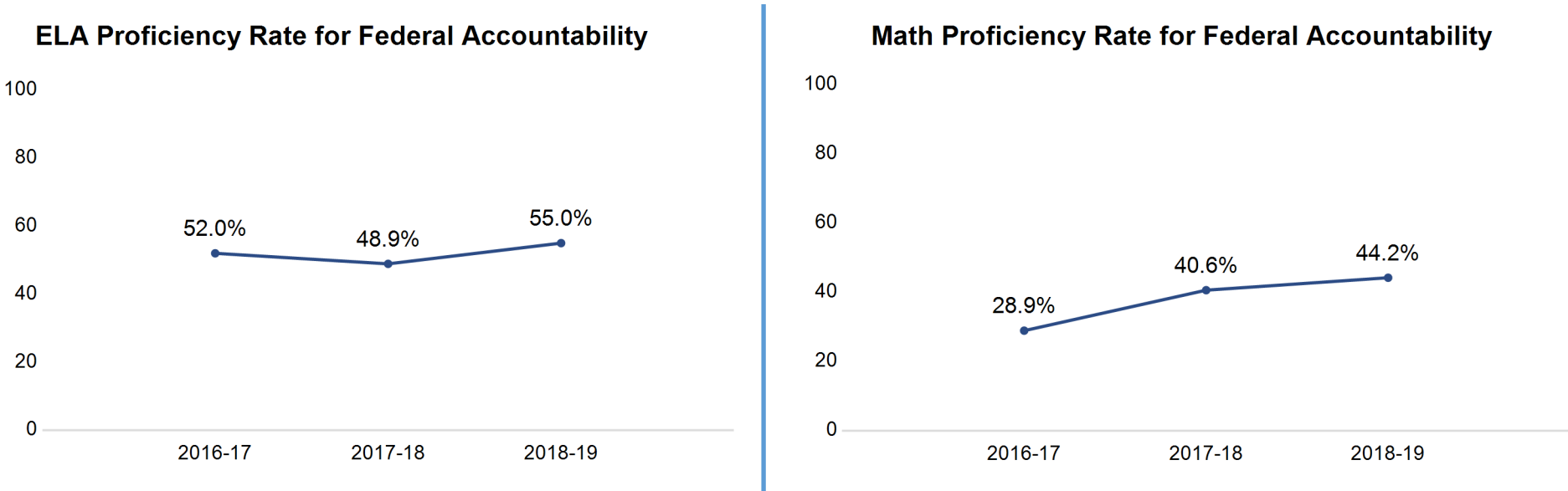


School #15
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	100.0%	100.0%	99.5%	100.0%	100.0%
Proficiency Rate for Federal Accountability	52.0%	48.9%	55.0%	28.9%	40.6%	44.2%
Annual Target	59.1%	60.2%	61.3%	42.8%	44.7%	46.7%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	191	100.0	55.0	48.1	57.9	55.0	61.3	Not Met
White	35	100.0	60.0	54.9	66.9	60.0	65.1	Met Target†
Hispanic	139	100.0	53.2	43.0	43.9	53.2	61.6	Not Met
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.5	82.9	*	**	**
American Indian or Alaska Native	*	*	*	39.1	56.0	*	**	**
Two or More Races	N	N	N	40.0	64.4	N	**	**
Female	96	100.0	62.5	56.1	64.8	62.5		
Male	95	100.0	47.4	41.0	51.3	47.4		
Economically Disadvantaged Students	128	100.0	53.1	41.0	40.0	53.1	56.9	Met Target†
Non-Economically Disadvantaged Students	63	100.0	58.7	56.5	67.9	58.7		
Students with Disabilities	34	100.0	32.4	13.3	22.7	32.4	36.3	Met Target†
Students without Disabilities	157	100.0	59.9	55.4	65.1	59.9		
English Learners	30	100.0	26.7	27.7	29.3	26.7	40.4	Not Met
Non-English Learners	161	100.0	60.2	50.9	60.6	60.2		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



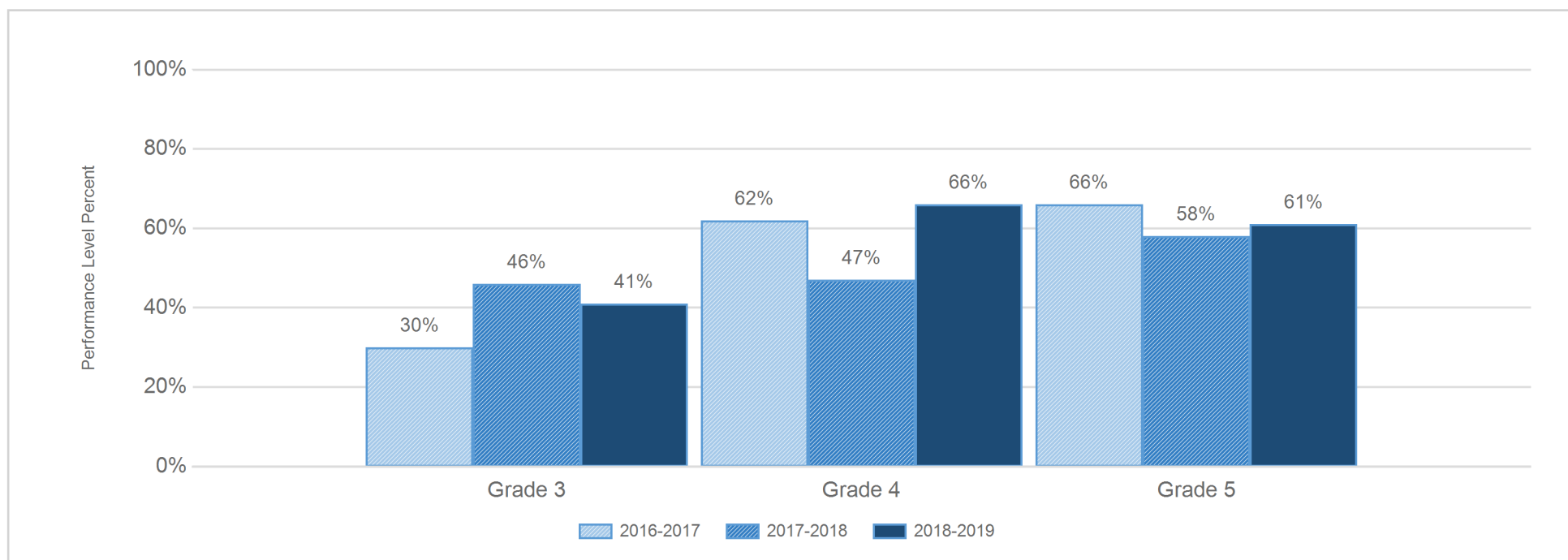
School #15
(31-0900-200)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





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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	61	741	742	748	*	20%	26%	*	*	41%	50%
White	14	756	745	757	*	*	*	*	*	57%	60%
Hispanic	43	735	738	734	*	26%	26%	*	*	33%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	31	744	*	753	*	*	*	*	*	45%	55%
Male	30	739	*	743	*	*	*	*	*	37%	46%
Economically Disadvantaged Students	44	739	736	731	*	*	*	*	*	36%	33%
Non-Economically Disadvantaged Students	17	748	748	759	*	*	*	*	*	53%	61%
Students with Disabilities	11	714	718	719	*	*	*	*	*	27%	24%
Students without Disabilities	50	747	747	754	*	*	*	*	*	44%	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School #15
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	757	753	755	*	*	26%	*	*	66%	57%
White	11	761	754	763	0%	*	*	*	*	73%	67%
Hispanic	45	758	750	743	*	*	24%	*	*	69%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	32	761	758	760	*	*	*	*	*	78%	62%
Male	29	752	748	750	*	*	*	*	*	52%	53%
Economically Disadvantaged Students	37	756	746	740	*	*	*	*	*	68%	40%
Non-Economically Disadvantaged Students	24	757	760	765	*	*	*	*	*	63%	69%
Students with Disabilities	10	750	723	725	*	*	*	*	*	60%	25%
Students without Disabilities	51	758	758	761	*	*	*	*	*	67%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	731	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%



School #15
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	753	752	756	*	*	24%	*	*	61%	58%
White	*	*	756	764	*	*	*	*	*	*	68%
Hispanic	52	750	*	743	*	*	25%	58%	0%	58%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	38	757	757	761	*	*	*	*	*	63%	64%
Male	34	748	747	750	*	*	*	*	*	59%	52%
Economically Disadvantaged Students	45	749	*	740	*	*	*	*	*	60%	39%
Non-Economically Disadvantaged Students	27	760	*	766	*	*	*	*	*	63%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	759	762	*	*	*	*	*	*	65%
English Learners	*	*	708	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	N	N	732	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School #15
(31-0900-200)
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	190	100.0	44.2	39.4	44.5	44.2	46.7	Met Target†
White	35	100.0	68.6	50.1	54.1	68.6	49.2	Met Target
Hispanic	138	100.0	38.4	32.0	28.8	38.4	47.4	Not Met
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	**	**
American Indian or Alaska Native	*	*	*	13.0	42.7	*	**	**
Two or More Races	N	N	N	33.3	53.3	N	**	**
Female	95	100.0	40.0	39.8	44.9	40.0		
Male	95	100.0	48.4	39.1	44.2	48.4		
Economically Disadvantaged Students	127	100.0	44.9	32.8	26.3	44.9	44.9	Met Target
Non-Economically Disadvantaged Students	63	100.0	42.9	47.2	54.9	42.9		
Students with Disabilities	34	100.0	23.5	11.3	17.4	23.5	20.1	Met Target
Students without Disabilities	156	100.0	48.7	45.2	50.0	48.7		
English Learners	30	100.0	33.3	28.5	25.0	33.3	40.4	Met Target†
Non-English Learners	160	100.0	46.3	40.9	46.5	46.3		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

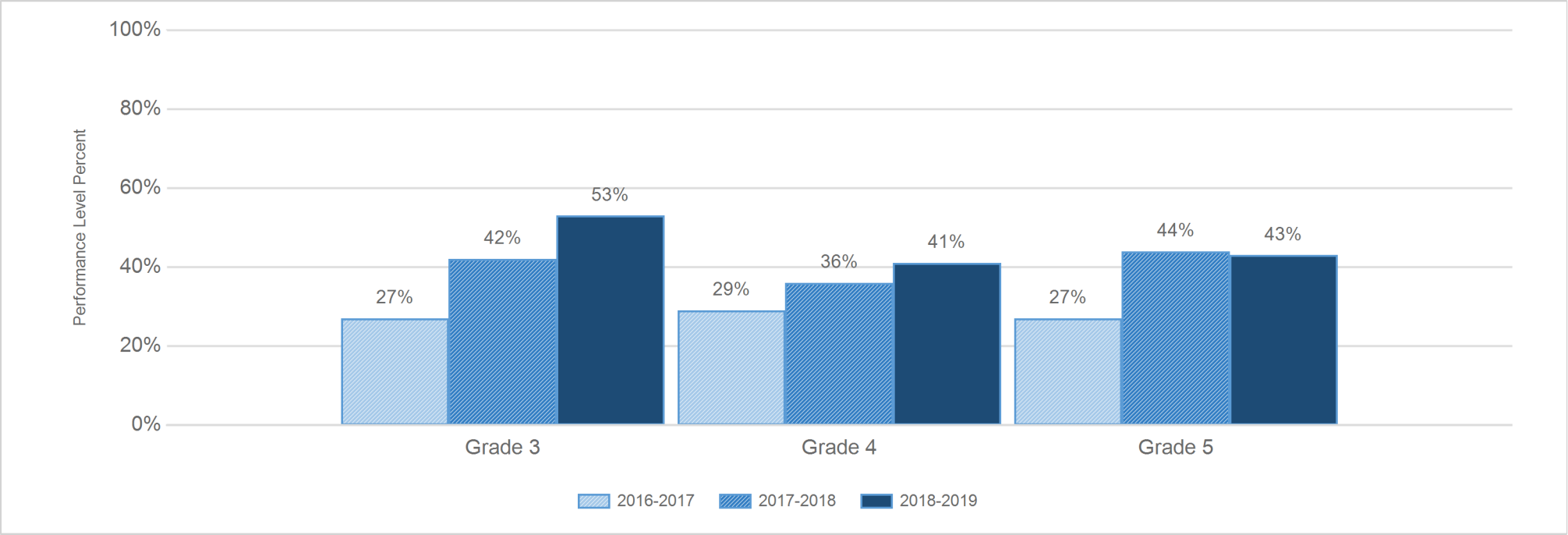


School #15
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	748	752	752	*	17%	25%	*	*	53%	55%
White	14	754	759	760	*	*	*	*	*	64%	66%
Hispanic	42	745	747	739	*	*	29%	*	*	48%	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	30	744	*	751	*	*	*	*	*	50%	54%
Male	30	752	*	752	*	*	*	*	*	57%	56%
Economically Disadvantaged Students	43	746	747	737	*	*	*	*	*	51%	37%
Non-Economically Disadvantaged Students	17	752	757	761	*	*	*	*	*	59%	67%
Students with Disabilities	11	731	734	731	*	*	*	*	*	27%	31%
Students without Disabilities	49	752	755	756	*	*	*	*	*	59%	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	746	748	749	0%	*	44%	*	*	41%	51%
White	11	761	752	757	0%	0%	*	*	*	73%	62%
Hispanic	45	746	744	737	0%	*	51%	*	*	36%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	32	744	748	749	0%	*	*	*	*	38%	50%
Male	29	749	749	749	0%	*	*	*	*	45%	52%
Economically Disadvantaged Students	37	743	744	734	0%	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	24	752	754	759	0%	*	*	*	*	46%	63%
Students with Disabilities	10	747	723	726	0%	*	*	*	*	40%	25%
Students without Disabilities	51	746	753	754	0%	*	*	*	*	41%	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	*	*	730	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	72	742	745	747	*	29%	24%	*	*	43%	47%
White	*	*	751	755	*	*	*	*	*	*	58%
Hispanic	52	737	*	735	*	31%	*	35%	0%	35%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	38	741	745	747	*	*	*	*	*	37%	47%
Male	34	745	746	747	*	*	*	*	*	50%	47%
Economically Disadvantaged Students	45	742	*	732	*	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	27	744	*	757	*	*	*	*	*	37%	59%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	750	752	*	*	*	*	*	*	52%
English Learners	*	*	718	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	N	N	728	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



School #15
(31-0900-200)
Grades Offered: PK-05
2018-2019

Report Key:

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



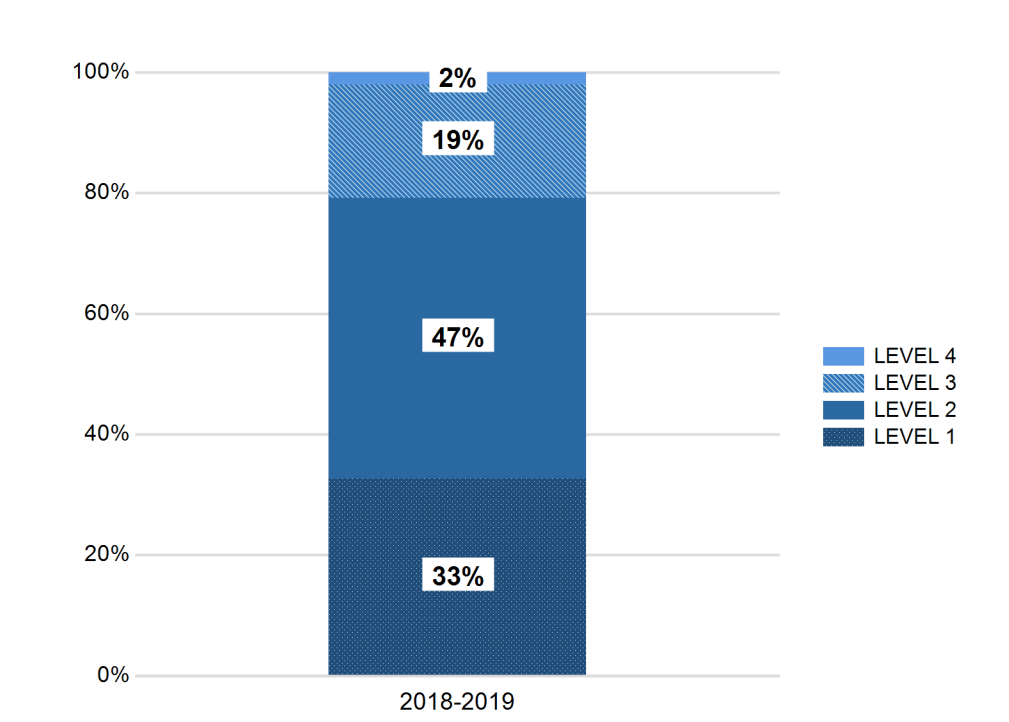
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	33	47	19	2
White	*	*	*	*
Hispanic	36	49	13	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	29	50	18	3
Male	37	43	20	0
Economically Disadvantaged Students	32	46	19	3
Non-Economically Disadvantaged Students	33	48	19	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

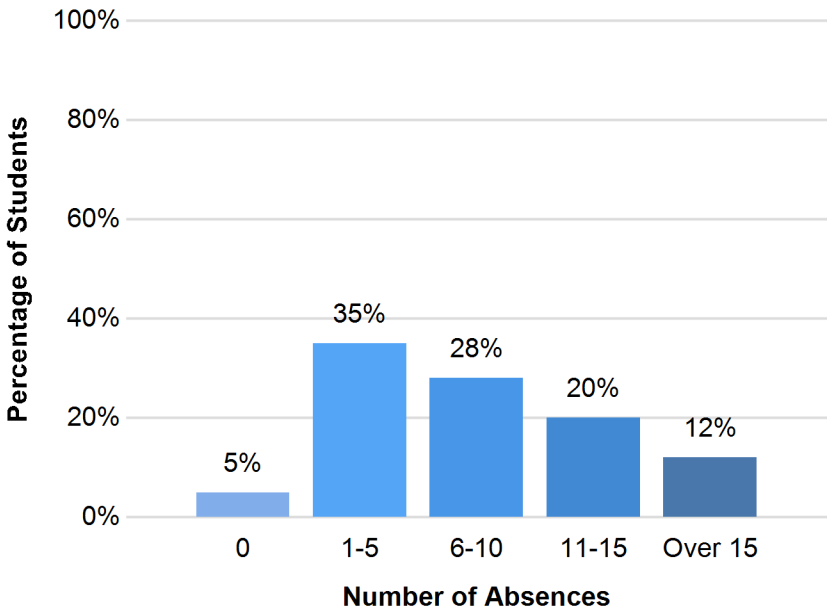
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	8.0	8.9	Met
White	3	5.2	8.9	Met
Hispanic	25	9.2	8.9	Not Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	1	5.9	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	16	8.4		
Male	13	7.5		
Economically Disadvantaged Students	24	10.0	8.9	Not Met
Students with Disabilities	5	7.9	8.9	Met
English Learners	2	6.5	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





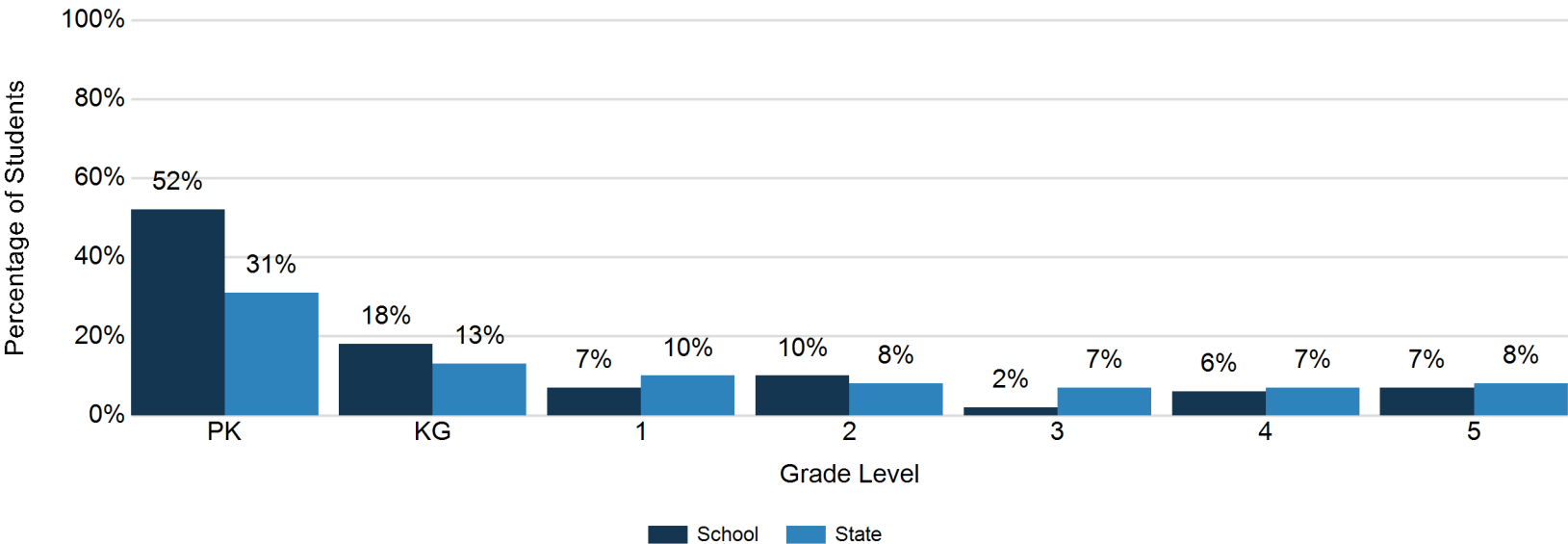
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	18
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	35
Incidents Per 100 Students Enrolled	11.15

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	3	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	1	5	6
Disability	1	1	2
Other	5	9	14
No Identified Nature	2		2

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

15



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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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.7:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	24	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	79.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	13:1	13:1
Students to Administrators	314:1	193:1
Teachers to Administrators	24:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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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	54.8%	91.7%	100.0%	48.4%	77.1%	54.9%
Male	45.2%	8.3%	0.0%	51.6%	22.9%	45.1%
White	15.9%	95.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	74.5%	4.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.0%	48.9%	55.0%
Math Proficiency	28.9%	40.6%	44.2%
ELA Growth	56	42	62
Math Growth	43	62	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.9%	9.6%	8.0%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





School #15
(31-0900-200)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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School Narrative

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

 <div>Mission, Vision, Theme:</div>	<p>School Fifteen is the Pride of Dutch Hill. Our student population and surrounding community consists of various ethnic and cultural influences. Our students speak a vast number of languages. This diverse student population contributes to the culturally aware, prideful and enthusiastic learning environment here at School Fifteen. Our teachers challenge, support and encourage each child to reach their own potential. We work under the premise that all students are capable of learning and succeeding. We encourage a GROWTH MINDSET here at School Fifteen where progress is the focus not perfection. Students and staff alike are encouraged to work hard and celebrate their progress no matter how small. Students are also reminded to do their best and we use the poem Good, Better, Best as our school motto. This poem focuses on effort and hard work to encourage students to work to their fullest potential in everything they do.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>School 15 students receive PRIDE tickets when they are Positive, Respectful, Involved, Dependable and Empathetic. Students earning PRIDE tickets spin our PRIZE wheel monthly for student recommended incentives. Our students are also being rewarded for displaying good character traits. Students are encouraged to be caring, respectful, trustworthy, kind, great citizens, and fair. When these traits are spotted they are considered for the Bucket Filler or Caught In The Act Awards. These rewards are distributed monthly during our School Spirit Assembly. Students who have perfect attendance for the month earn a Tech Ticket and recognition out our School Spirit Assembly. Classes who earn weekly perfect attendance earn extended recess. Students who have perfect attendance for the entire school year earn a pizza party, a medal and recognition at our end of the year ceremonies.</p>




School #15
(31-0900-200)
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2018-2019

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School Narrative

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 <div>Courses, Curriculum, Instruction:</div>	School Fifteen’s faculty works diligently to provide a quality education inclusive of the skills required by the New Jersey State Department of Education and federal laws. Our curriculum is aligned with and reflects the New Jersey Student Learning Standards. Teachers implement the enVisions 2.0 Math Program, a research-based mathematics curriculum that cultivates higher order thinking skills while developing basic math proficiencies. As part of a balanced literacy initiative, teachers utilize the Houghton Mifflin Journeys Series and Writer's Workshop, in conjunction with the Accelerated Reader, Accelerated Reader 360, STAR Reading, MyOn and Raz Kids. Reading difficulties are identified as they emerge, providing students in need of support, individualized instruction and strategies for improvement. Foundations®, a multisensory and systematic phonics, spelling, and handwriting program develops foundational reading skills for all Kindergarten through grade three students.
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School #15
(31-0900-200)
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 <div>Before and After School Programs:</div>	School #15 provides an after school day care program in conjunction with the Boys/Girls Club of Clifton from 3:20 p.m. through 6:00 p.m.
 <div>Staff and Professional Learning:</div>	Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.



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School Narrative

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Student Supports and Services:

Staff trained by Mindful Schools implemented the School 15 Mindfulness Initiative in 2017. To date students in grades Kindergarten through grade three practice Mindfulness on a daily basis. This initiative helps students develop a greater awareness, focused attention and compassion action. Since the implementation of the Mindfulness Initiative we have seen a decrease in discipline referrals and an increase in student self regulation. Through Mindfulness students have expressed an awareness of their thoughts, feelings, and surroundings which enables them to make better choices. Better choices lead to students thriving and doing their best.



Student Health and Wellness:

Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.



Parent and Community Involvement:

Students are given an opportunity to develop the necessary skills to become lifelong learners, leaders and productive citizens. They actively participate and lead school wide assemblies and presentations. We encourage and support parental involvement. We believe that a communicative relationship between home and school is crucial to the success of our students. As supported by research, we find students whose parents are actively involved perform better in school, develop socially, and have improved attendance and discipline. Our Home and School Association (HSA) is one means of bridging the gap and working together for the betterment of all our students. The HSA works to provide parents an opportunity to actively engage in the school community and help provide our students with various cultural programs, field trips, character education assemblies, community service projects, recognition awards and incentives.



School #16
(31-0900-210)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

**School #16**

(31-0900-210)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Clifton Public School District
Principal Name	Ms. Joanna Juarbe
Address	755 GROVE STREET CLIFTON, NJ 07013
Phone Number	973-470-2420
Email Address	jjuarbe@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonSchool16/
Twitter	https://twitter.com/16Clifton



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	42	44	24
KG	22	23	31
1	22	22	21
2	50	27	28
3	37	46	28
4	39	43	54
5	32	37	36
Total	244	242	222

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

Student Group	2016-17	2017-18	2018-19
Female	38.1%	34.7%	36.5%
Male	61.9%	65.3%	63.5%
Economically Disadvantaged Students	27.5%	25.2%	30.2%
Students with Disabilities	48.0%	50.4%	47.3%
English Learners	0.0%	0.8%	0.5%
Homeless Students	0.8%	1.2%	0.0%
Students in Foster Care	0.4%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	40.6%	43.8%	43.2%
Hispanic	34.8%	36.0%	35.1%
Black or African American	2.9%	1.7%	2.7%
Asian	21.3%	17.4%	17.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.5%
Two or More Races	0.4%	1.2%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	42	44	24
KG - Half Day	0	0	0
KG - Full Day	22	23	31

Enrollment by Home Language

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

Home Language	% of Students
English	75.2%
Spanish	9.0%
Arabic	5.4%
Gujarati	3.2%
Polish	1.8%
Other Languages	5.4%



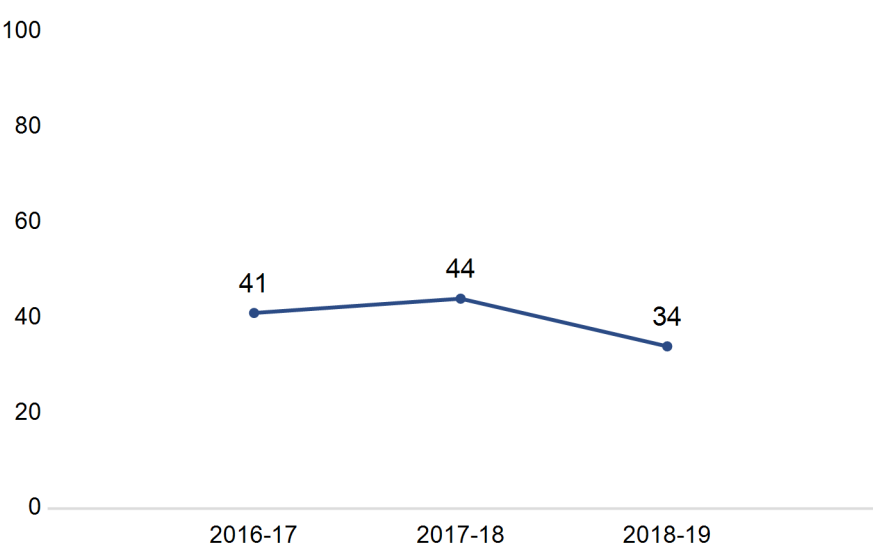
School #16
(31-0900-210)
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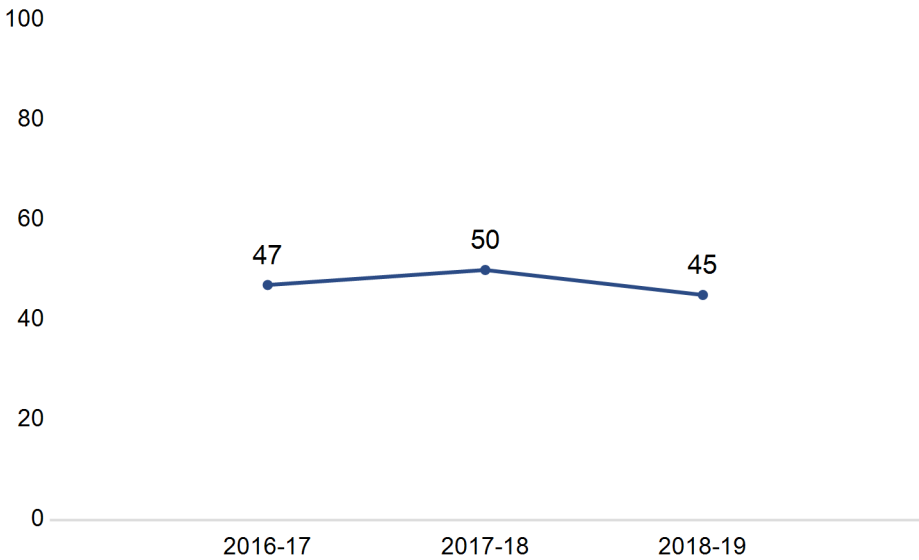
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	44	34	47	50	45
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	34	46	50	Not Met	45	47	50	Met Standard
White	35.5	46	50	Not Met	45	51	52	Met Standard
Hispanic	22	45	49	**	34	44	47	**
Black or African American	N	43	45	**	N	39	43	**
Asian, Native Hawaiian, or Pacific Islander	32	51	59	**	53	54.5	60	**
American Indian or Alaska Native	N	69	56	**	N	40	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	43	51	53	N	31	48	50	N
Male	33	42	47	N	50	46	51	N
Economically Disadvantaged Students	35	47	48	**	42	46	46	**
Students with Disabilities	48.5	38	43	**	19.5	42	45	**
English Learners	*	55	52	**	*	44	50	**
Homeless Students	N	58	43	N	N	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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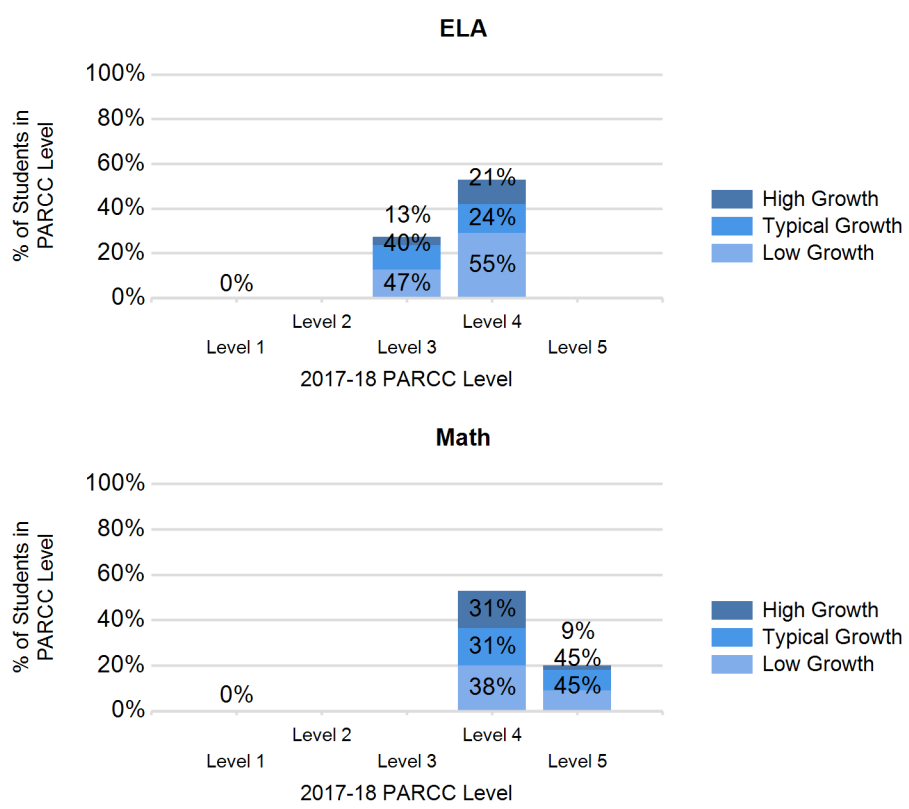
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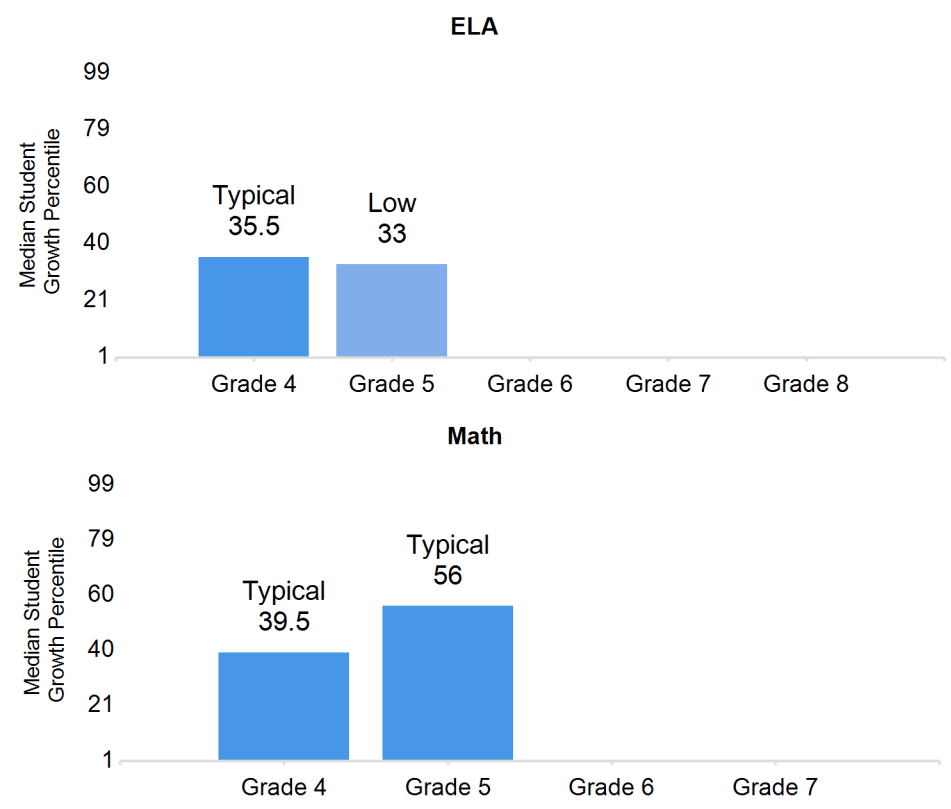
Student Growth by Performance Level

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



Student Growth by Grade

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



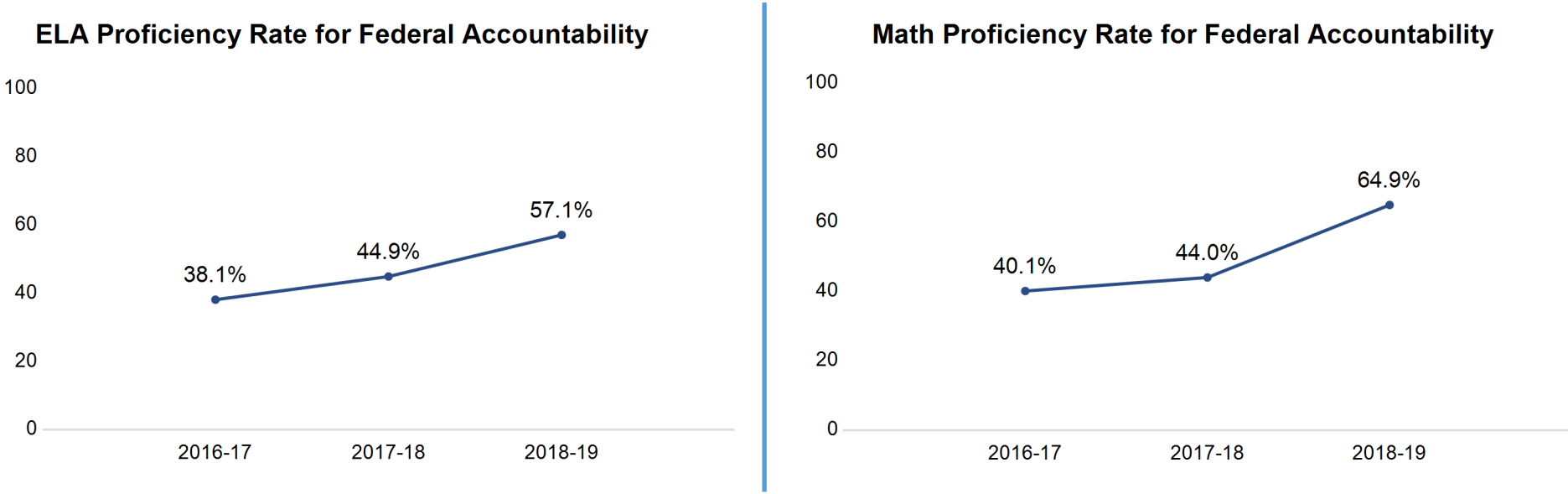


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.6%	94.5%	97.5%	93.6%	94.5%	97.5%
Proficiency Rate for Federal Accountability	38.1%	44.9%	57.1%	40.1%	44.0%	64.9%
Annual Target	45.7%	47.5%	49.3%	44.7%	46.5%	48.4%
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	77	97.5	57.1	48.1	57.9	57.1	49.3	Met Target
White	45	97.8	53.3	54.9	66.9	53.3	62.7	Met Target†
Hispanic	14	94.1	50.0	43.0	43.9	49.0	**	**
Black or African American	N	N	N	37.4	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	72.2	69.5	82.9	72.2	**	**
American Indian or Alaska Native	N	N	N	39.1	56.0	N	**	**
Two or More Races	N	N	N	40.0	64.4	N	**	**
Female	34	100.0	64.7	56.1	64.8	64.7		
Male	43	95.7	51.2	41.0	51.3	51.2		
Economically Disadvantaged Students	11	91.7	36.4	41.0	40.0	35.1	**	**
Non-Economically Disadvantaged Students	66	98.6	60.6	56.5	67.9	60.6		
Students with Disabilities	18	95.0	16.7	13.3	22.7	16.7	N	N
Students without Disabilities	59	98.4	69.5	55.4	65.1	69.5		
English Learners	*	*	*	27.7	29.3	*	**	**
Non-English Learners	*	*	*	50.9	60.6	*		
Homeless Students	N	N	N	27.1	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



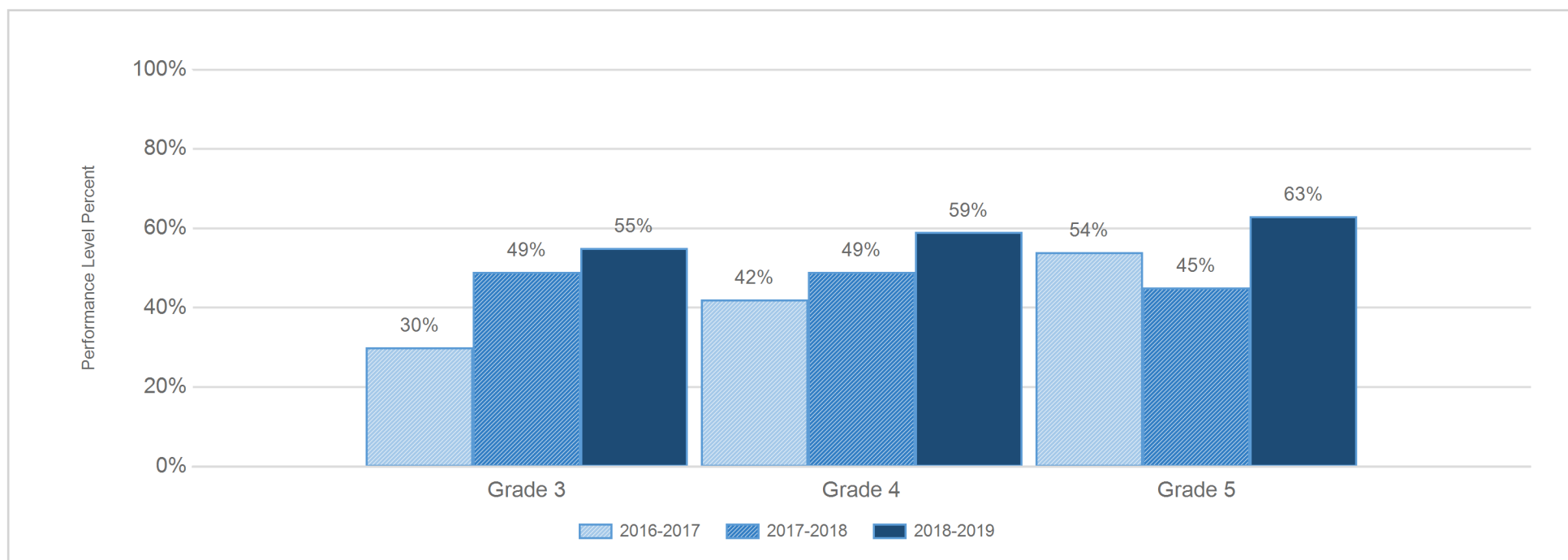
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	754	742	748	*	*	*	*	*	55%	50%
White	11	735	745	757	*	*	*	*	*	27%	60%
Hispanic	*	*	738	734	*	*	*	*	*	*	36%
Black or African American	N	N	734	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	*	*	*	753	*	*	*	*	*	*	55%
Male	*	*	*	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	N	N	736	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	20	754	748	759	*	*	*	*	*	55%	61%
Students with Disabilities	*	*	718	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	747	754	*	*	*	*	*	*	56%
English Learners	N	N	722	713	N	N	N	N	N	N	17%
Non-English Learners	20	754	744	751	*	*	*	*	*	55%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	763	753	755	*	*	35%	*	*	59%	57%
White	22	763	754	763	*	*	*	*	*	68%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	N	N	745	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	16	764	758	760	*	*	*	*	*	63%	62%
Male	18	762	748	750	*	*	*	*	*	56%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	N	N	719	720	N	N	N	N	N	N	17%
Non-English Learners	34	763	755	758	*	*	35%	*	*	59%	60%
Homeless Students	N	N	731	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



School #16
(31-0900-210)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	758	752	756	0%	*	*	*	*	63%	58%
White	11	755	756	764	0%	*	*	*	*	55%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	745	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	11	760	757	761	0%	*	*	*	*	73%	64%
Male	13	757	747	750	0%	*	*	*	*	54%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	759	762	*	*	*	*	*	*	65%
English Learners	N	N	708	713	N	N	N	N	N	N	11%
Non-English Learners	24	758	754	758	0%	*	*	*	*	63%	60%
Homeless Students	N	N	732	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School #16
(31-0900-210)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	77	97.5	64.9	39.4	44.5	64.9	48.4	Met Target
White	45	97.8	66.7	50.1	54.1	66.7	60.4	Met Target
Hispanic	14	94.1	50.0	32.0	28.8	49.0	**	**
Black or African American	N	N	N	30.1	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	72.2	62.8	76.5	72.2	**	**
American Indian or Alaska Native	N	N	N	13.0	42.7	N	**	**
Two or More Races	N	N	N	33.3	53.3	N	**	**
Female	34	100.0	61.8	39.8	44.9	61.8		
Male	43	95.7	67.4	39.1	44.2	67.4		
Economically Disadvantaged Students	11	91.7	54.5	32.8	26.3	52.6	**	**
Non-Economically Disadvantaged Students	66	98.6	66.7	47.2	54.9	66.7		
Students with Disabilities	18	95.0	27.8	11.3	17.4	27.8	N	N
Students without Disabilities	59	98.4	76.3	45.2	50.0	76.3		
English Learners	*	*	*	28.5	25.0	*	**	**
Non-English Learners	*	*	*	40.9	46.5	*		
Homeless Students	N	N	N	22.8	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

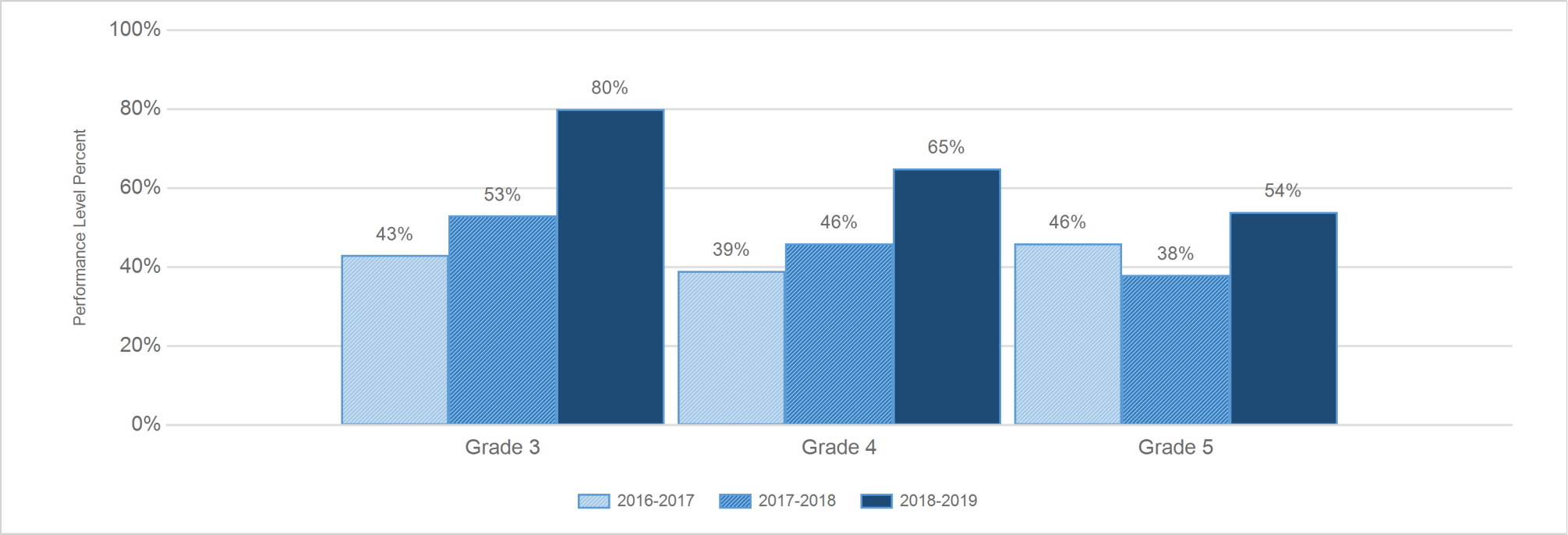


School #16
(31-0900-210)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	762	752	752	0%	*	*	*	*	80%	55%
White	11	754	759	760	0%	*	*	*	*	73%	66%
Hispanic	*	*	747	739	*	*	*	*	*	*	40%
Black or African American	N	N	735	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	*	*	*	751	*	*	*	*	*	*	54%
Male	*	*	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	N	N	747	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	20	762	757	761	0%	*	*	*	*	80%	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	755	756	*	*	*	*	*	*	60%
English Learners	N	N	743	728	N	N	N	N	N	N	26%
Non-English Learners	20	762	752	754	0%	*	*	*	*	80%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School #16
(31-0900-210)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	760	748	749	*	*	*	*	*	65%	51%
White	22	757	752	757	*	*	*	*	*	68%	62%
Hispanic	*	*	744	737	*	*	*	*	*	*	36%
Black or African American	N	N	739	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	16	751	748	749	*	*	*	*	*	56%	50%
Male	18	768	749	749	*	*	*	*	*	72%	52%
Economically Disadvantaged Students	*	*	744	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	723	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	N	N	727	722	N	N	N	N	N	N	18%
Non-English Learners	34	760	750	751	*	*	*	*	*	65%	54%
Homeless Students	N	N	730	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	24	753	745	747	*	*	*	*	*	54%	47%
White	11	753	751	755	0%	*	*	*	*	64%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	734	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	11	749	745	747	*	*	*	*	*	55%	47%
Male	13	756	746	747	*	*	*	*	*	54%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	750	752	*	*	*	*	*	*	52%
English Learners	N	N	718	718	N	N	N	N	N	N	12%
Non-English Learners	24	753	746	749	*	*	*	*	*	54%	49%
Homeless Students	N	N	728	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



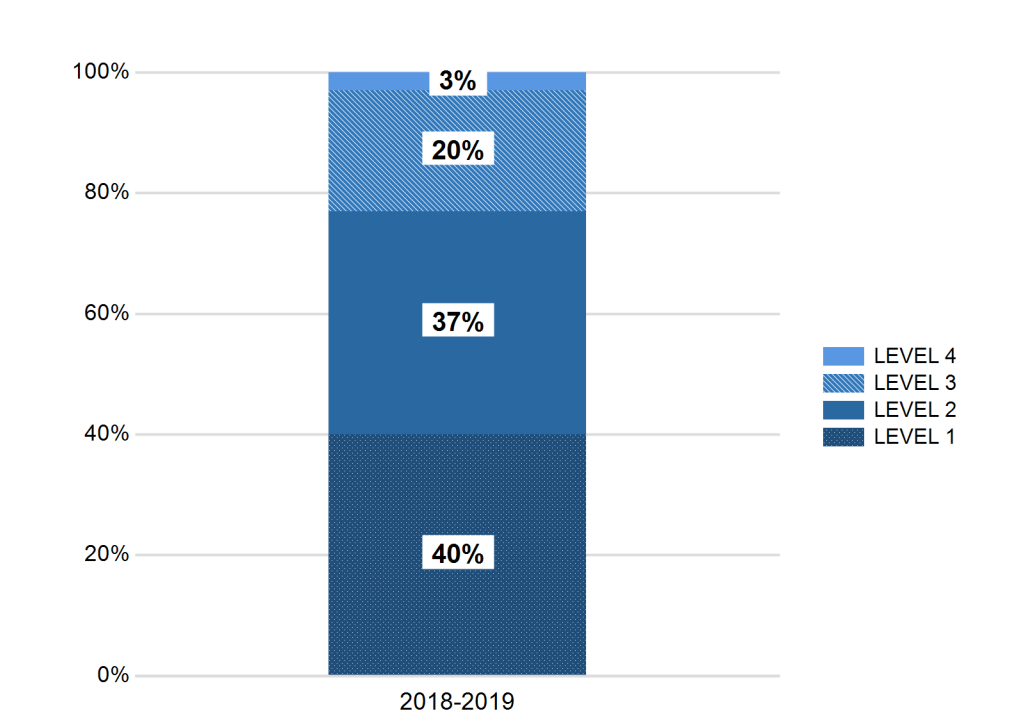
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(31-0900-210)
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, 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	40	37	20	3
White	42	33	17	8
Hispanic	50	44	6	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	31	44	25	0
Male	47	32	16	5
Economically Disadvantaged Students	80	20	0	0
Non-Economically Disadvantaged Students	24	44	28	4
Students with Disabilities	65	29	6	0
Students without Disabilities	17	44	33	6
English Learners	N	N	N	N
Non-English Learners	40	37	20	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

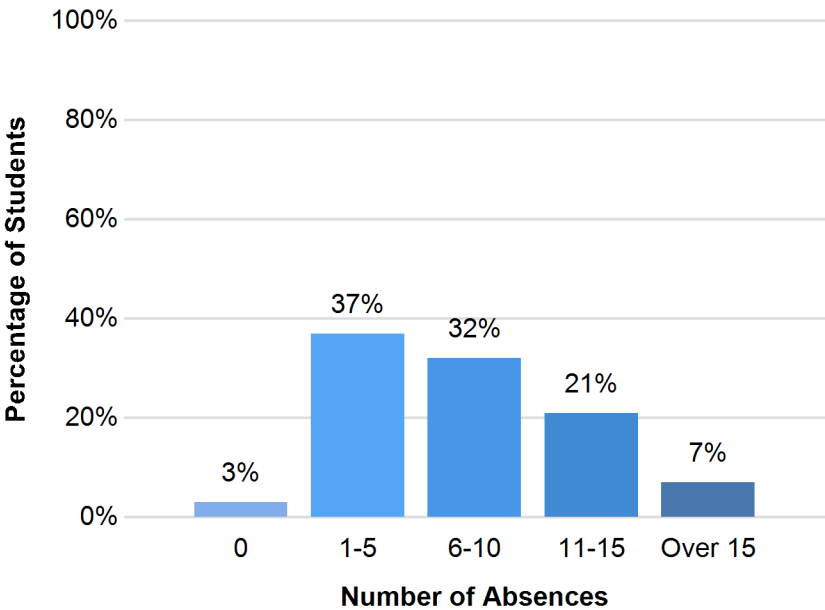
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	7	4.7	8.9	Met
White	5	6.4	8.9	Met
Hispanic	1	3.3	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	4	6.6		
Male	3	3.4		
Economically Disadvantaged Students	1	5.0	8.9	Met
Students with Disabilities	4	11.8	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





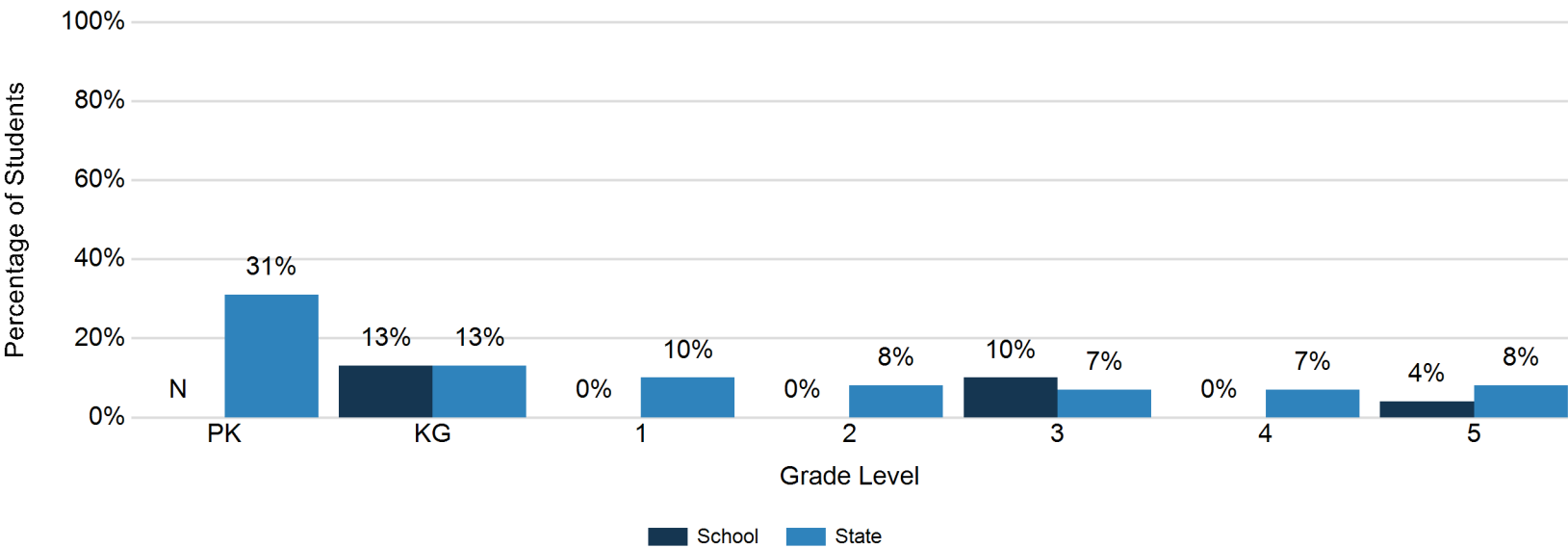
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.90

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.2:1



School #16
(31-0900-210)
Grades Offered: PK-05
2018-2019

Report Key:
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	18	118,214
Average years experience in public schools	19.2	12.1
Average years experience in district	14.5	10.8
Percentage of Teachers with 4 or more years experience in the district	72.2%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	12:1	13:1
Students to Administrators	222:1	193:1
Teachers to Administrators	18:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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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	36.5%	94.4%	100.0%	48.4%	77.1%	54.9%
Male	63.5%	5.6%	0.0%	51.6%	22.9%	45.1%
White	43.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	35.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	17.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	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	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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	38.1%	44.9%	57.1%
Math Proficiency	40.1%	44.0%	64.9%
ELA Growth	41	44	34
Math Growth	47	50	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	11.3%	14.6%	4.7%

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



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

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <div>Mission, Vision, Theme:</div>	<p>School Sixteen prides itself on its inclusive school community as it blends general education and students with special needs in a universal theme, fostering the ideals of our district’s mission statement for all students. Teachers, paraprofessionals, behaviorists, physical, occupational and speech therapists all play an important role in maximizing the development of our approximately 212 students, pre-kindergarten through grade five. Expectations for student achievement are consistent with the Department of Education’s wider focus on preparing students for the demands of the 21st century. Our students continue to exceed those expectations in all content areas. Our academic programs focus on developing literacy skills, discovery based learning for mathematics infused with technology applications and cross-curricular integration.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>The overall culture of our school promotes kindness, a love of learning, and the desire to become active, concerned citizens. Our students are eager to carry on the tradition of our district’s reputation for excellence in Art and Music. Students in grades four and five are active in our chorus, band and strings programs, and are regularly chosen for the district’s Talented and Gifted Art Program. A focus on character development and academic achievement is highlighted with School Spirit days and other school culture assemblies addressing current trends and needs. Our parent and community involvement work cooperatively to enrich the quality of education and raise expectations for student achievement. We believe our slogan accurately describes our students: “Home of the Future’s Best!”</p>




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 <div>Courses, Curriculum, Instruction:</div>	<p>Our curriculum is aligned with and reflects the New Jersey Student Learning Standards. Teachers implement the enVisions 2.0 Math Program, a research-based mathematics curriculum that cultivates higher order thinking skills while developing basic math proficiencies. As part of a balanced literacy initiative, teachers utilize the Houghton Mifflin Journeys Series and Writer's Workshop, in conjunction with the Accelerated Reader, Accelerated Reader 360, STAR Reading and Raz Kids. Reading difficulties are identified as they emerge, providing students in need of support, individualized instruction and strategies for improvement. Foundations®, a multisensory and systematic phonics, spelling, and handwriting program develops foundational reading skills for all Kindergarten through grade three students.</p>
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<div><div>Staff and Professional Learning:</div></div>	<p>Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.</p>
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School Narrative

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 <div>Student Supports and Services:</div>	<p>For the past year, School Sixteen has been working in collaboration with the Rutgers University Boggs Center to implement the NJ PBSIS district wide initiative targeting a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students. Through the multi-tiered systems of support, we create environments that promote safety and encourage success while we work collaboratively to achieve student goals. Our school has created a P.A.W.S. campaign which stands for Practice Safety, Accept Responsibility, Welcome Kindness, and Show Respect. We use these governing statements to attain our school wide PBSIS goals. With the help of our friendly mascot, Toby the Bobcat, School 16 is strengthening its positive school culture.</p>
 <div>Student Health and Wellness:</div>	<p>Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.</p>
 <div>Parent and Community Involvement:</div>	<p>School Sixteen has a thriving HSA organization. The members of our HSA work collaboratively with staff and administration to offer our students many opportunities for extracurricular activities. Some of the events they host are our annual BINGO nights, Trunk-o-Treat, Fall Festival, School Dances, Science Fair, Carnivals and so much more. They also prepare and host our biggest fundraiser for our school, our annual Tricky Tray, held at the Valley Regency. The funds that are raised are used to give the students of School Sixteen rich experiences and bring lots of smiles to our students and community.</p>



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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:



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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	Passaic
District	Clifton Public School District
Principal Name	Ms. Laura Zagorski
Address	361 LEXINGTON AVENUE CLIFTON, NJ 07011
Phone Number	973-458-6017
Email Address	lzagorski@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonPublicSchools/
Twitter	https://twitter.com/cliftonschoool17



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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	86	84	59
KG	82	70	76
1	84	77	71
2	87	83	83
3	89	82	75
4	103	91	92
5	97	93	89
Total	628	580	545

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.5%	48.1%	49.5%
Male	50.5%	51.9%	50.5%
Economically Disadvantaged Students	76.9%	69.8%	76.3%
Students with Disabilities	24.5%	25.2%	19.8%
English Learners	11.1%	14.1%	17.8%
Homeless Students	2.4%	2.4%	4.4%
Students in Foster Care	0.2%	0.2%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	15.4%	14.1%	15.0%
Hispanic	79.6%	79.1%	79.4%
Black or African American	2.7%	3.1%	2.0%
Asian	1.8%	2.8%	1.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.4%
American Indian or Alaska Native	0.0%	0.2%	0.9%
Two or More Races	0.5%	0.7%	0.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	86	84	59
KG - Half Day	0	0	0
KG - Full Day	82	70	76

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
Spanish	47.3%
English	44.2%
Arabic	4.6%
Other Languages	3.9%



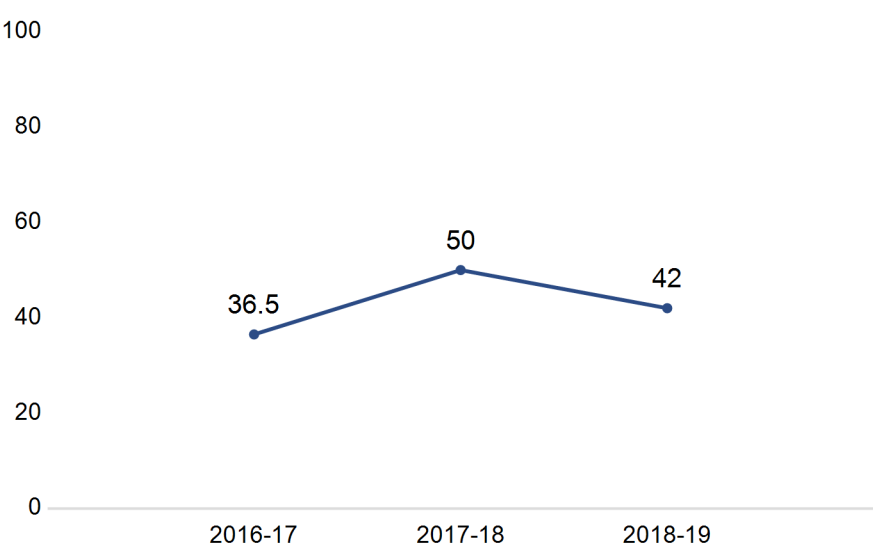
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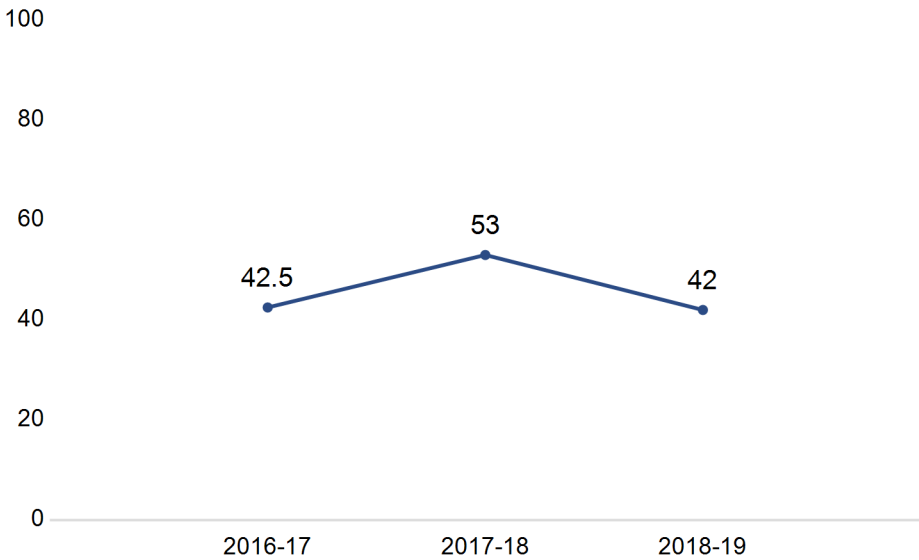
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	36.5	50	42	42.5	53	42
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	42	46	50	Met Standard	42	47	50	Met Standard
White	39	46	50	Not Met	38	51	52	Not Met
Hispanic	41	45	49	Met Standard	43	44	47	Met Standard
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	54.5	60	**
American Indian or Alaska Native	*	69	56	**	*	40	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	38.5	51	53	N	39.5	48	50	N
Male	42	42	47	N	46	46	51	N
Economically Disadvantaged Students	41	47	48	Met Standard	46	46	46	Met Standard
Students with Disabilities	46.5	38	43	Met Standard	33	42	45	Not Met
English Learners	41.5	55	52	Met Standard	49.5	44	50	Met Standard
Homeless Students	*	58	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



School #17
(31-0900-230)
Grades Offered: PK-05
2018-2019

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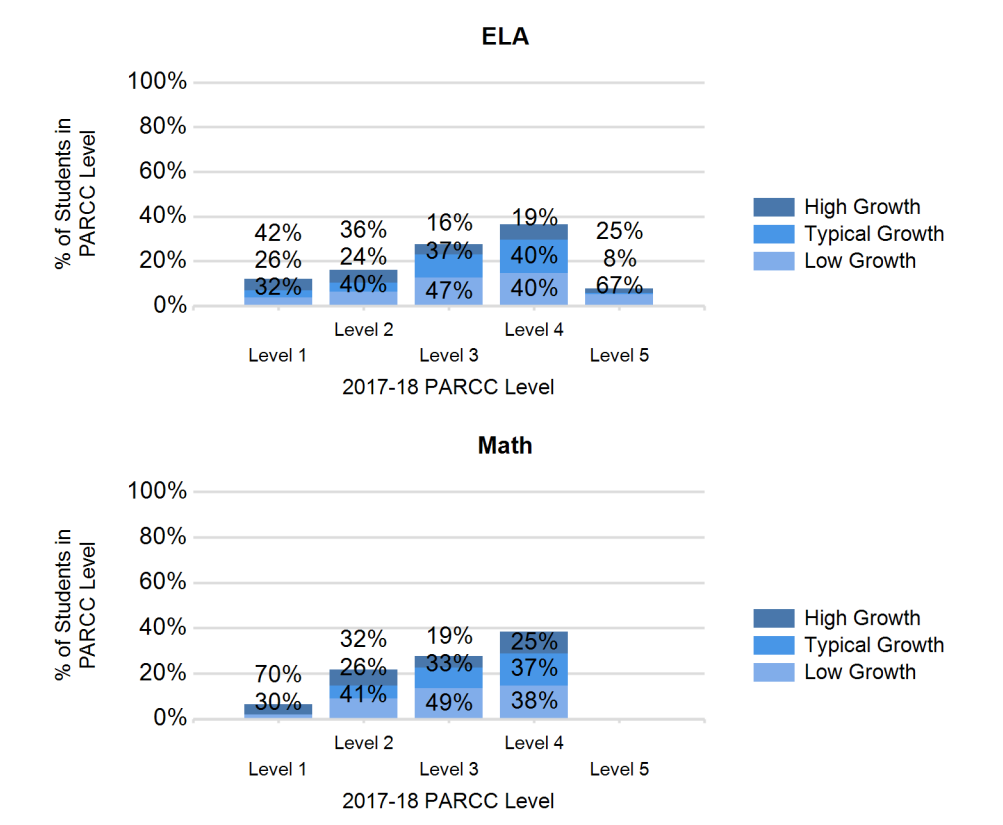
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

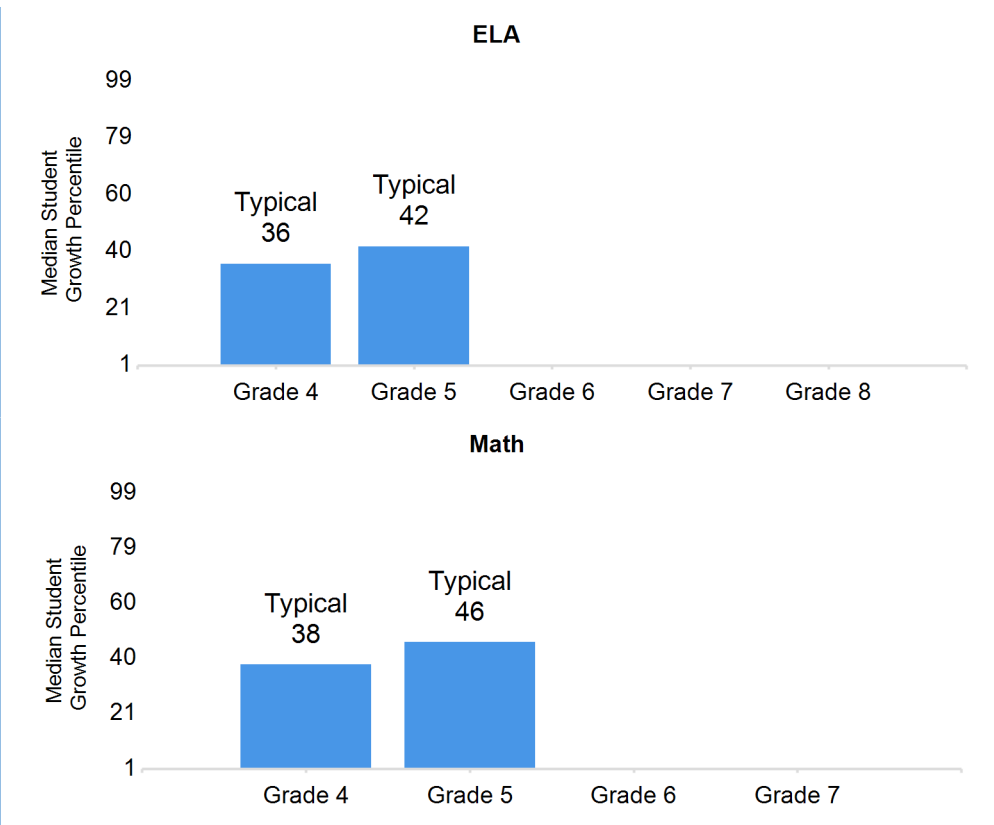
Student Growth by Performance Level

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



Student Growth by Grade

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



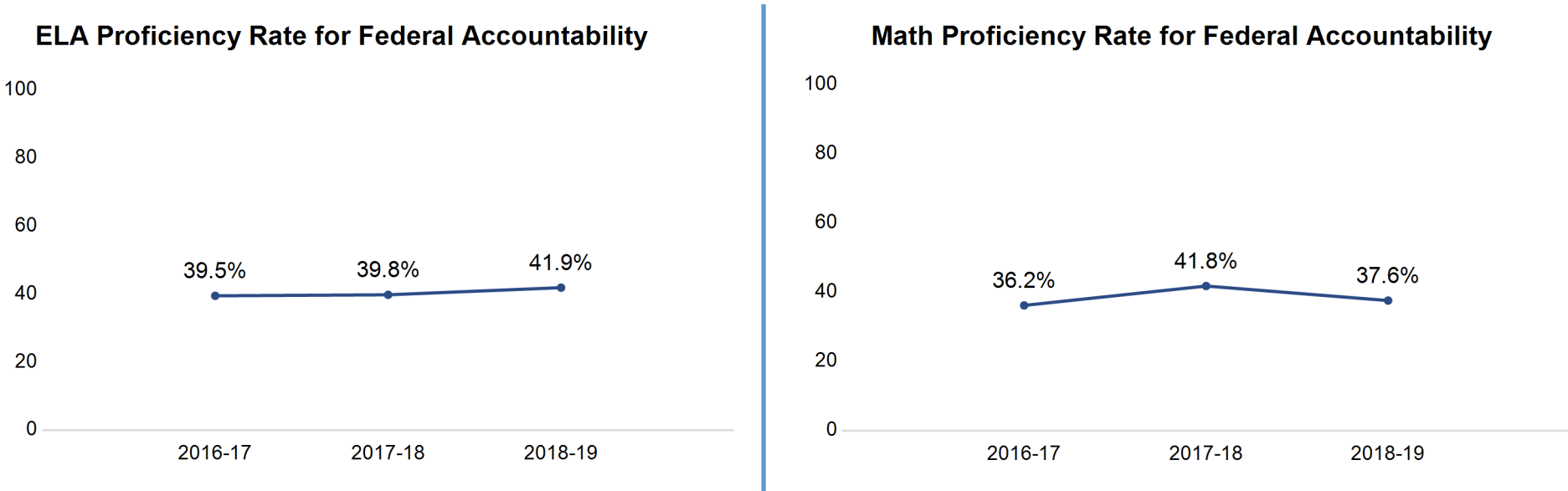


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.2%	100.0%	100.0%	99.2%	100.0%
Proficiency Rate for Federal Accountability	39.5%	39.8%	41.9%	36.2%	41.8%	37.6%
Annual Target	38.5%	40.7%	42.9%	43.9%	45.8%	47.7%
Met Annual Target?	Met Target	Met Target†	Met Target†	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	234	100.0	41.9	48.1	57.9	41.9	42.9	Met Target†
White	35	100.0	37.1	54.9	66.9	37.1	48.5	Met Target†
Hispanic	187	100.0	43.3	43.0	43.9	43.3	41.8	Met Target
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.5	82.9	*	**	**
American Indian or Alaska Native	*	*	*	39.1	56.0	*	**	**
Two or More Races	N	N	N	40.0	64.4	N	**	**
Female	103	100.0	51.5	56.1	64.8	51.5		
Male	131	100.0	34.4	41.0	51.3	34.4		
Economically Disadvantaged Students	174	100.0	40.2	41.0	40.0	40.2	38.9	Met Target
Non-Economically Disadvantaged Students	60	100.0	46.7	56.5	67.9	46.7		
Students with Disabilities	40	100.0	*	13.3	22.7	*	22	Not Met
Students without Disabilities	194	100.0	*	55.4	65.1	*		
English Learners	48	100.0	29.2	27.7	29.3	29.2	28.7	Met Target
Non-English Learners	186	100.0	45.2	50.9	60.6	45.2		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

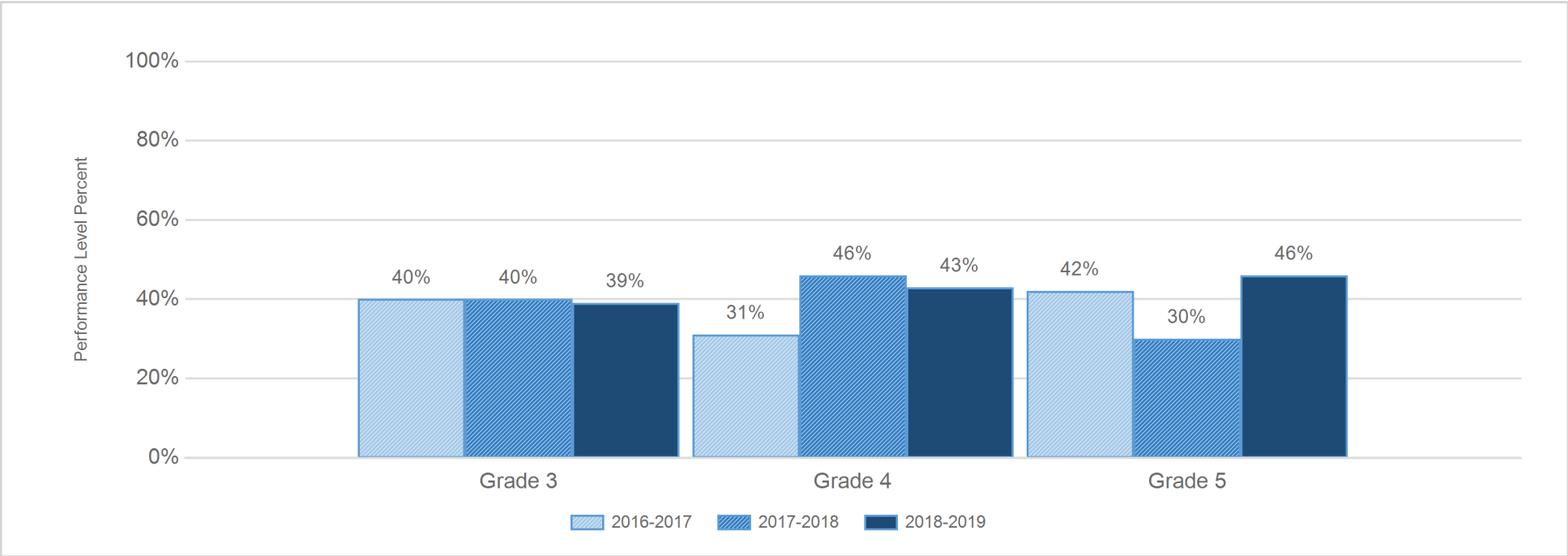


School #17
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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	743	742	748	*	14%	40%	*	*	39%	50%
White	*	*	745	757	*	*	*	*	*	*	60%
Hispanic	60	745	738	734	*	*	40%	*	*	38%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	34	755	*	753	*	*	29%	*	*	59%	55%
Male	36	733	*	743	*	*	50%	*	*	19%	46%
Economically Disadvantaged Students	53	745	736	731	*	*	*	*	*	42%	33%
Non-Economically Disadvantaged Students	17	738	748	759	*	*	*	*	*	29%	61%
Students with Disabilities	13	725	718	719	*	*	*	*	*	23%	24%
Students without Disabilities	57	748	747	754	*	*	*	*	*	42%	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	743	753	755	*	18%	31%	*	*	43%	57%
White	16	742	754	763	*	*	*	*	*	38%	67%
Hispanic	66	744	750	743	*	17%	32%	*	*	44%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	33	753	758	760	*	*	39%	*	*	45%	62%
Male	51	737	748	750	*	*	25%	*	*	41%	53%
Economically Disadvantaged Students	55	739	746	740	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	29	752	760	765	*	*	*	*	*	59%	69%
Students with Disabilities	11	708	723	725	*	*	*	*	*	*	25%
Students without Disabilities	73	749	758	761	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	731	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	80	745	752	756	*	14%	34%	*	*	46%	58%
White	10	749	756	764	0%	*	*	*	*	50%	68%
Hispanic	63	747	*	743	*	*	33%	*	*	48%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	38	747	757	761	*	*	29%	*	*	53%	64%
Male	42	743	747	750	*	*	38%	*	*	40%	52%
Economically Disadvantaged Students	64	745	*	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	16	744	*	766	*	*	*	*	*	44%	69%
Students with Disabilities	10	701	720	724	*	*	*	*	*	10%	23%
Students without Disabilities	70	751	759	762	*	*	*	*	*	51%	65%
English Learners	*	*	708	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	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	234	100.0	37.6	39.4	44.5	37.6	47.7	Not Met
White	35	100.0	48.6	50.1	54.1	48.6	54.5	Met Target†
Hispanic	187	100.0	36.9	32.0	28.8	36.9	45.1	Not Met
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	**	**
American Indian or Alaska Native	*	*	*	13.0	42.7	*	**	**
Two or More Races	N	N	N	33.3	53.3	N	**	**
Female	103	100.0	35.0	39.8	44.9	35.0		
Male	131	100.0	39.7	39.1	44.2	39.7		
Economically Disadvantaged Students	174	100.0	35.6	32.8	26.3	35.6	42.9	Not Met
Non-Economically Disadvantaged Students	60	100.0	43.3	47.2	54.9	43.3		
Students with Disabilities	40	100.0	*	11.3	17.4	*	30.8	Not Met
Students without Disabilities	194	100.0	*	45.2	50.0	*		
English Learners	48	100.0	27.1	28.5	25.0	27.1	42	Not Met
Non-English Learners	186	100.0	40.3	40.9	46.5	40.3		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

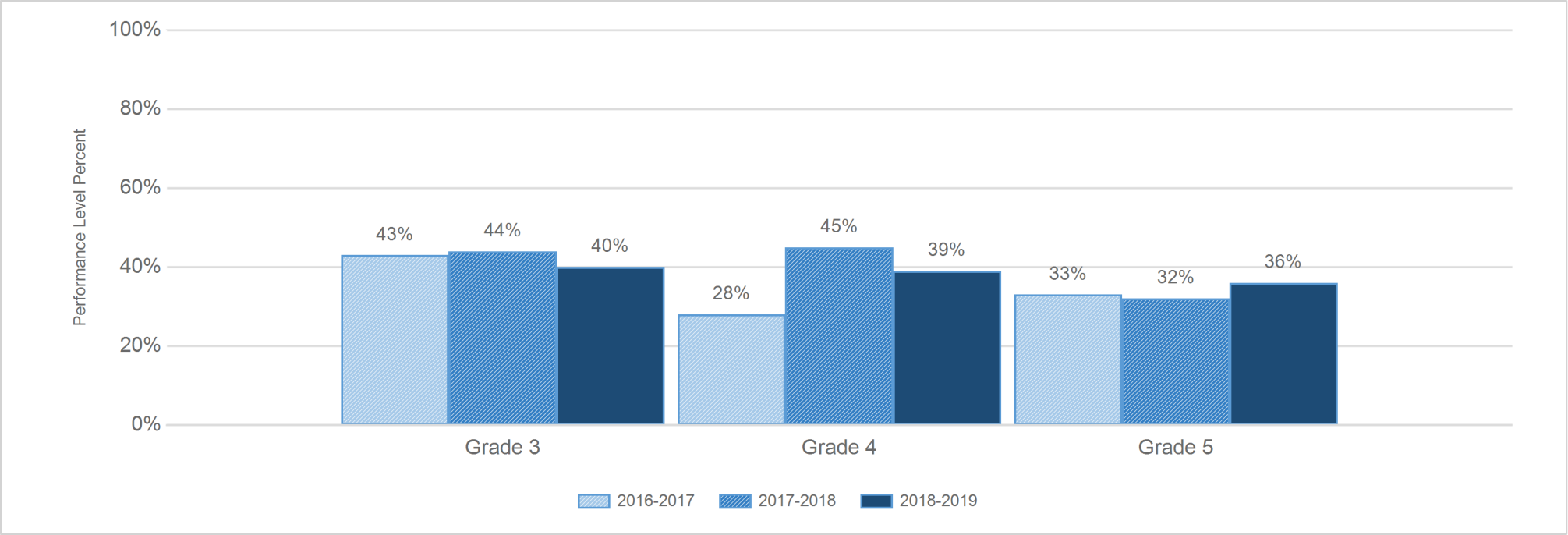


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	746	752	752	*	16%	43%	*	*	40%	55%
White	*	*	759	760	*	*	*	*	*	*	66%
Hispanic	60	745	747	739	*	*	45%	*	*	38%	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	34	747	*	751	*	*	*	*	*	38%	54%
Male	36	744	*	752	*	*	*	*	*	42%	56%
Economically Disadvantaged Students	53	745	747	737	*	*	*	*	*	36%	37%
Non-Economically Disadvantaged Students	17	746	757	761	*	*	*	*	*	53%	67%
Students with Disabilities	13	736	734	731	*	*	*	*	*	23%	31%
Students without Disabilities	57	748	755	756	*	*	*	*	*	44%	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	740	748	749	*	19%	35%	*	*	39%	51%
White	16	746	752	757	*	*	*	*	*	44%	62%
Hispanic	66	739	744	737	*	21%	32%	*	*	39%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	33	738	748	749	*	*	48%	*	*	30%	50%
Male	51	741	749	749	*	*	25%	*	*	45%	52%
Economically Disadvantaged Students	55	739	744	734	*	*	31%	*	*	38%	32%
Non-Economically Disadvantaged Students	29	741	754	759	*	*	41%	*	*	41%	63%
Students with Disabilities	11	708	723	726	*	*	*	*	*	*	25%
Students without Disabilities	73	745	753	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	*	*	730	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%



School #17
(31-0900-230)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	739	745	747	*	34%	25%	*	*	36%	47%
White	10	746	751	755	0%	*	*	*	*	60%	58%
Hispanic	63	739	*	735	*	38%	24%	*	*	35%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	38	737	745	747	*	32%	26%	*	*	34%	47%
Male	42	740	746	747	*	36%	24%	*	*	38%	47%
Economically Disadvantaged Students	64	739	*	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	16	739	*	757	*	*	*	*	*	38%	59%
Students with Disabilities	10	713	724	725	*	*	*	*	*	*	19%
Students without Disabilities	70	742	750	752	*	*	*	*	*	*	52%
English Learners	*	*	718	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	*	*	728	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	69.1%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	73	84.9%	15.1%
3-4	15	86.7%	13.3%
5 or more	*	*	*



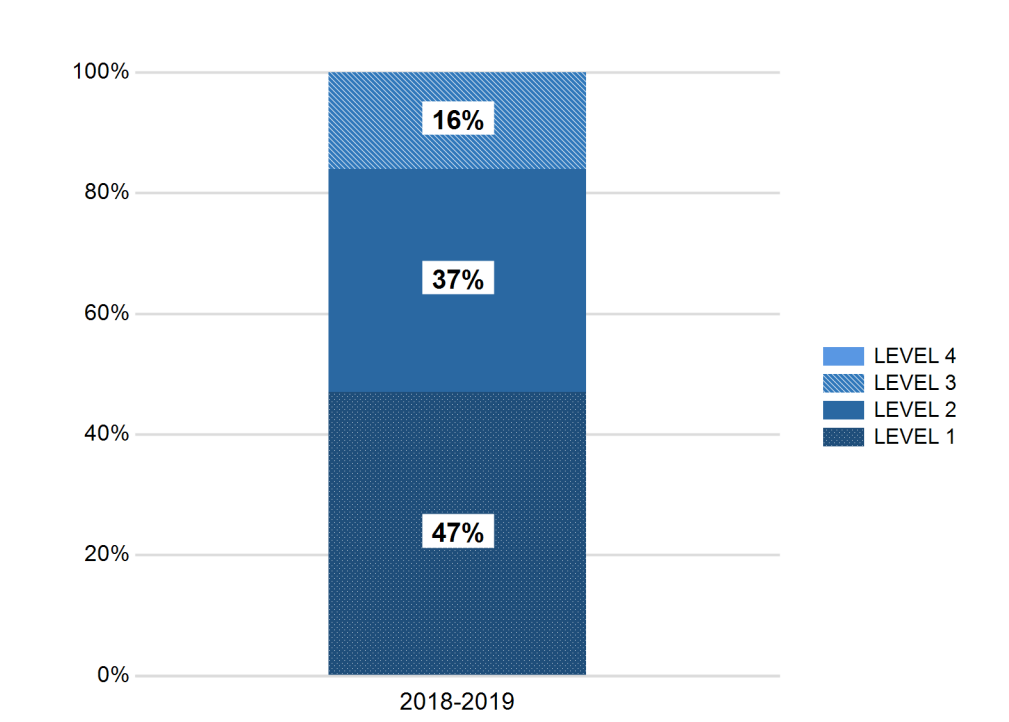
School #17
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	47	37	16	0
White	45	36	18	0
Hispanic	45	40	15	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	47	44	9	0
Male	48	30	23	0
Economically Disadvantaged Students	46	39	15	0
Non-Economically Disadvantaged Students	50	32	18	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	77	23	0	0
Non-English Learners	42	39	18	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

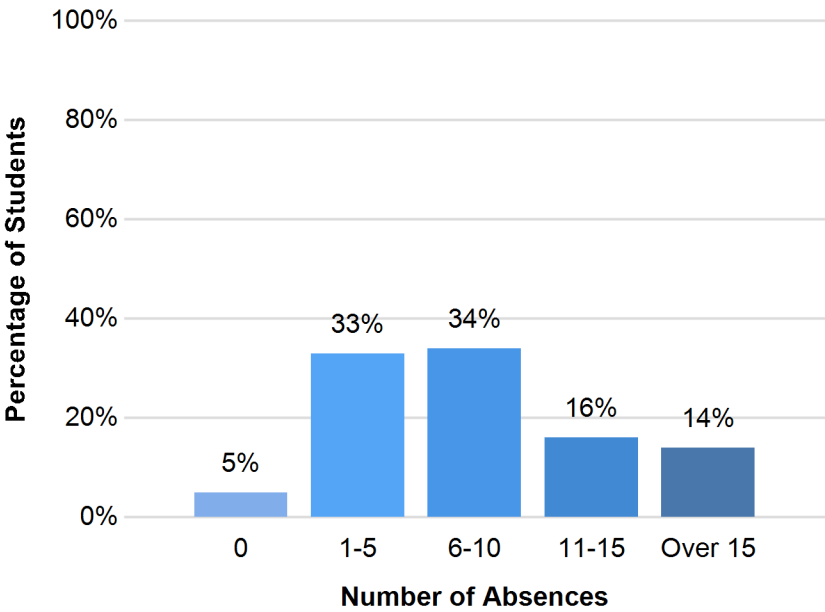
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	42	9.2	8.9	Not Met
White	7	9.9	8.9	Not Met
Hispanic	34	9.4	8.9	Not Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	24	10.8		
Male	18	7.7		
Economically Disadvantaged Students	35	10.0	8.9	Not Met
Students with Disabilities	16	17.4	8.9	Not Met
English Learners	6	12.2	8.9	Not Met
Homeless Students	1	6.7		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





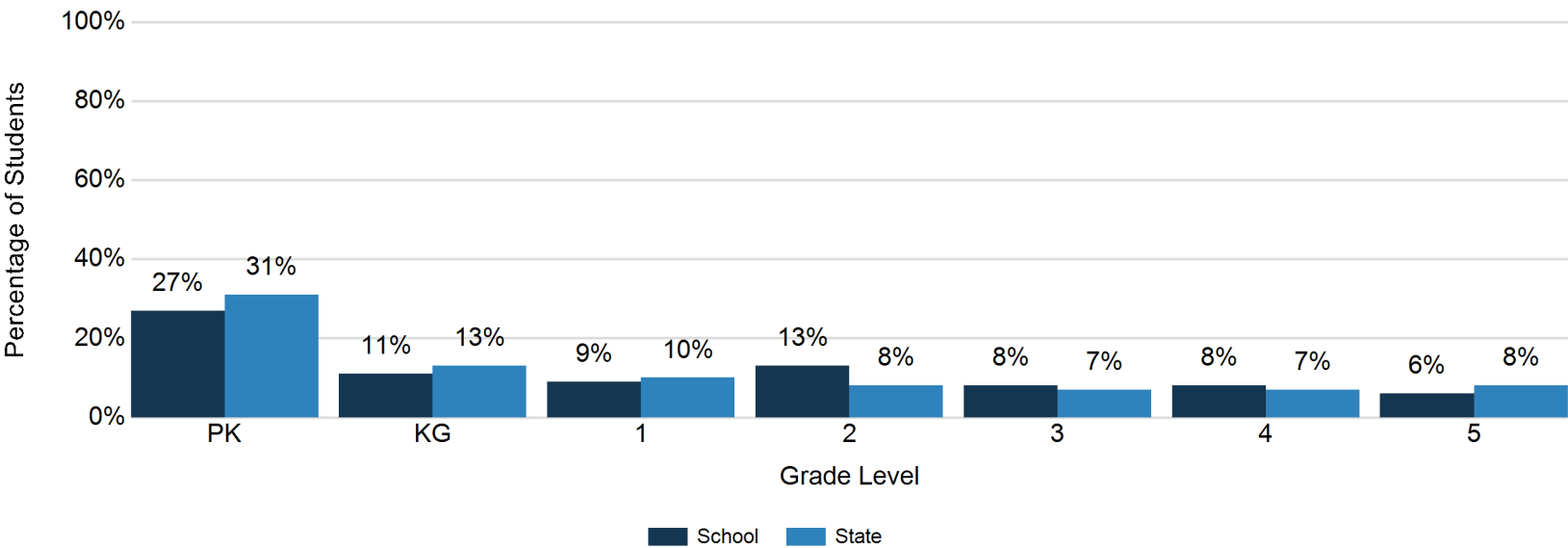
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.20

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	7	9
No Identified Nature	2		2

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	1.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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



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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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.4:1



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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	14.1	12.1
Average years experience in district	12.6	10.8
Percentage of Teachers with 4 or more years experience in the district	85.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	13:1	13:1
Students to Administrators	182:1	193:1
Teachers to Administrators	14:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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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	49.5%	90.5%	66.7%	48.4%	77.1%	54.9%
Male	50.5%	9.5%	33.3%	51.6%	22.9%	45.1%
White	15.0%	83.3%	66.7%	42.4%	83.6%	77.4%
Hispanic	79.4%	14.3%	33.3%	29.9%	7.3%	7.2%
Black or African American	2.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	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	39.5%	39.8%	41.9%
Math Proficiency	36.2%	41.8%	37.6%
ELA Growth	36	50	42
Math Growth	42	53	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		57.5%	69.1%
Chronic Absenteeism	10.4%	9.4%	9.2%

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



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

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

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



School #17
(31-0900-230)
Grades Offered: PK-05
2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





School #17
(31-0900-230)
Grades Offered: PK-05
2018-2019

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School Narrative

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

 <div>Mission, Vision, Theme:</div>	<p>School Seventeen, located in the Botany section of Clifton, currently serves approximately 530 students in grades pre-kindergarten through grade 5. Every day, teachers implement developmentally appropriate lessons in accordance with the New Jersey Student Learning Standards, to challenge each child to reach his or her full potential. Students at School Seventeen also have the opportunity to participate in many activities during the year such as chorus, instrumental band, and string orchestra for the fourth and fifth grade students. Additional student support services and programs include resource room, basic skills instruction, speech, occupational and physical therapy, a full- time counselor, a building I&RS team, a Reading Recovery Program for first graders, and a district Gifted and Talented program for students in grades 3 through 5.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>School Seventeen is committed to creating a positive learning environment where students are academically and socially successful. We are implementing a positive behavior program we call Jaguar Pride. Through a collaborative team process, we have determined that being trustworthy, respectful, responsible, fair, caring and a good citizen are how the School Seventeen Jaguars will roar with Pride. A "Top Cat" and "Top Cat Reader" provide incentives to encourage students to read and meet school-wide expectations. School Seventeen hosts Math and Literacy Night programs for students and families. The Home and School Association is very active sponsoring many family events. Jaguar Pride is strong at School Seventeen as a result of all of the many wonderful programs and people involved that help to ensure our students receive a quality education full of positive experiences.</p>




School #17
(31-0900-230)
Grades Offered: PK-05
2018-2019

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 <div>Courses, Curriculum, Instruction:</div>	<p>Our curriculum is aligned with and reflects the New Jersey Student Learning Standards. Teachers implement the enVisions 2.0 Math Program, a research-based mathematics curriculum that cultivates higher order thinking skills while developing basic math proficiencies. As part of a balanced literacy initiative, teachers utilize the Houghton Mifflin Journeys Series and Writer's Workshop, in conjunction with the Accelerated Reader, Accelerated Reader 360, STAR Reading and Raz Kids. Reading difficulties are identified as they emerge, providing students in need of support, individualized instruction and strategies for improvement. Foundations®, a multisensory and systematic phonics, spelling, and handwriting program develops foundational reading skills for all Kindergarten through grade three students.</p>
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School #17
(31-0900-230)
Grades Offered: PK-05
2018-2019

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 <div>Before and After School Programs:</div>	School #17 provides a before school day care program in conjunction with the Boys/Girls Club of Clifton from 7:05 a.m. until the start of the school day.
 <div>Staff and Professional Learning:</div>	Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students' work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.

**School #17**

(31-0900-230)

Grades Offered: PK-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.



Student Supports and Services:

For the past 5 years, School 17 has been working in collaboration with the Rutgers University Boggs Center to implement the NJ PBSIS district wide initiative targeting a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students. Through the multi-tiered systems of support, we create environments that promote safety and encourage success while we work collaboratively to achieve student goals. At School 17, we refer to this approach as Jaguar Pride. We have determined that being trustworthy, respectful, responsible, fair, caring, and a good citizen are how the School 17 Jaguars Roar with Pride. We use these pillars of character to attain our school wide PBSIS goals. Our students take great pride in being Top Cats and following School Wide expectations as our PBSIS program continues to evolve every school year.



Student Health and Wellness:

Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.



Parent and Community Involvement:

The School 17 Home and School Association is a nonprofit organization that is comprised of both School 17 parents and staff. The HSA raises money to benefit the children, teachers, and families of School 17 by working together to plan various exciting events and fundraisers throughout the school year. Activities organized by the HSA have included a pumpkin patch, an indoor trunk-or-treat, family fun nights, and school dances. Money has been and continues to be raised by the HSA through various fundraising efforts including, but not limited to, book fairs, holiday shops, catalogue sales, and chocolate sales. The efforts made by the HSA also help to fund exciting field trips and assemblies for the students of School 17. All parents and staff are encouraged to become members of our Home and School Association at School 17 to help support our entire School 17 family!



School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Clifton Public School District
Principal Name	Ms. Jennifer Lucas
Address	1270 VAN HOUTEN AVENUE CLIFTON, NJ 07013
Phone Number	973-470-2380
Email Address	jlucas@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonPublicSchools/



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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	61	69	72
1	72	62	73
2	71	71	71
3	70	79	73
4	65	67	75
5	69	71	69
Total	408	424	433

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%	45.3%	43.4%
Male	53.9%	54.7%	56.6%
Economically Disadvantaged Students	26.0%	23.3%	30.0%
Students with Disabilities	19.4%	22.2%	21.5%
English Learners	0.0%	0.9%	0.9%
Homeless Students	0.7%	1.7%	0.9%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	47.8%	47.2%	45.0%
Hispanic	32.6%	34.9%	34.4%
Black or African American	4.4%	4.7%	4.4%
Asian	15.0%	12.0%	14.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.7%
Two or More Races	0.2%	0.9%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	61	69	72

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	81.1%
Spanish	7.2%
Arabic	3.5%
Gujarati	2.1%
Polish	1.8%
Other Languages	4.4%



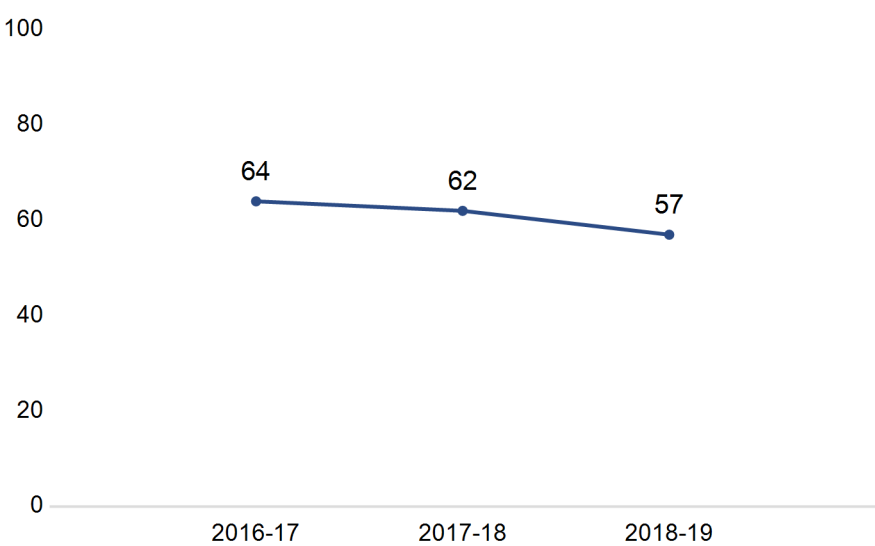
School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

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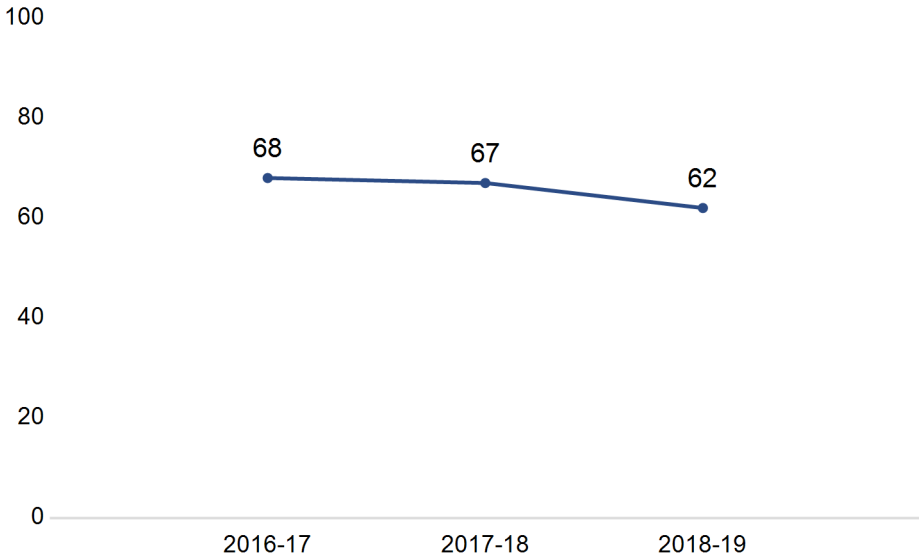
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	64	62	57	68	67	62
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	57	46	50	Met Standard	62	47	50	Exceeds Standard
White	58	46	50	Met Standard	62.5	51	52	Exceeds Standard
Hispanic	52	45	49	Met Standard	61.5	44	47	Exceeds Standard
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	70	51	59	Exceeds Standard	60	54.5	60	Exceeds Standard
American Indian or Alaska Native	N	69	56	**	N	40	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	55	51	53	N	63	48	50	N
Male	57	42	47	N	62	46	51	N
Economically Disadvantaged Students	54	47	48	Met Standard	54	46	46	Met Standard
Students with Disabilities	27	38	43	**	41	42	45	**
English Learners	*	55	52	**	*	44	50	**
Homeless Students	*	58	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



School #2
(31-0900-090)
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2018-2019

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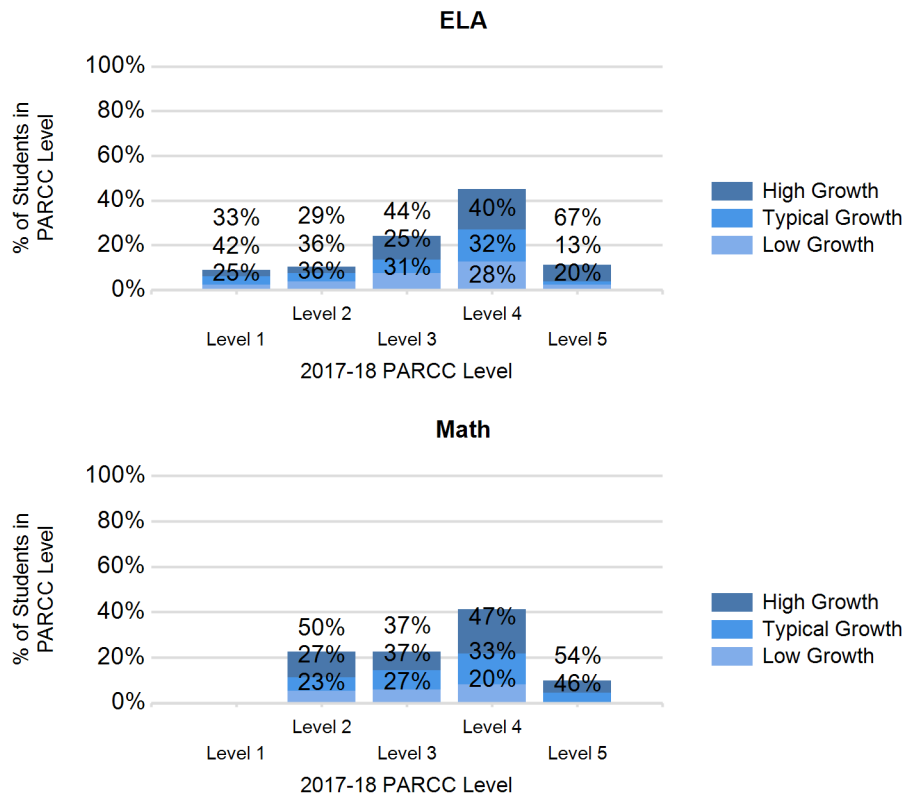
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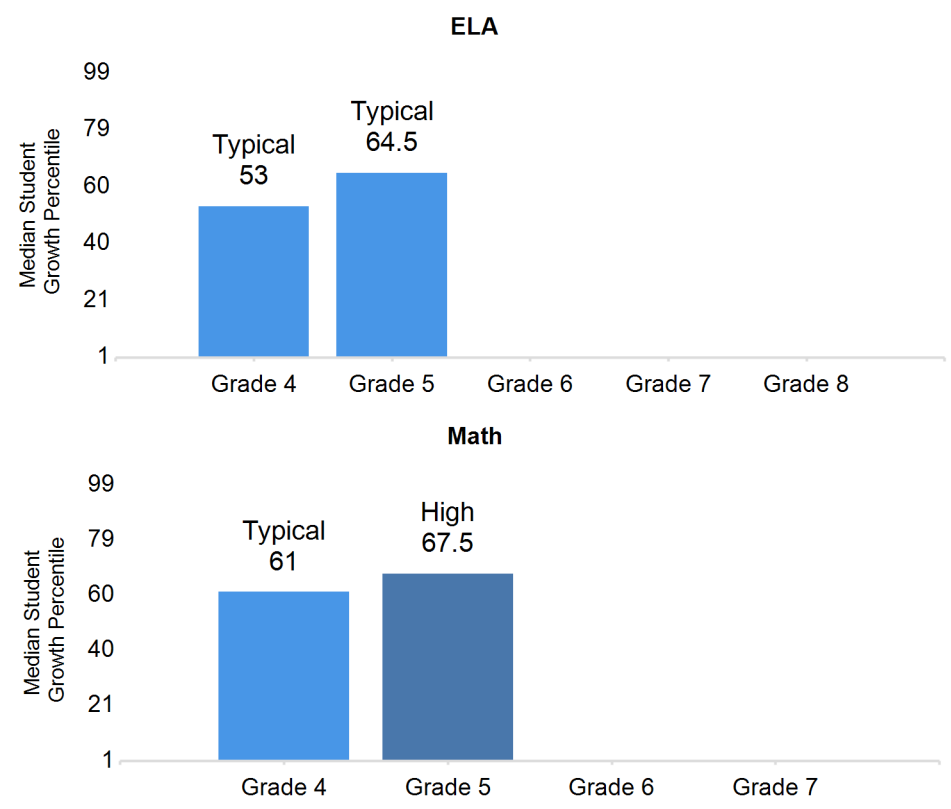
Student Growth by Performance Level

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.



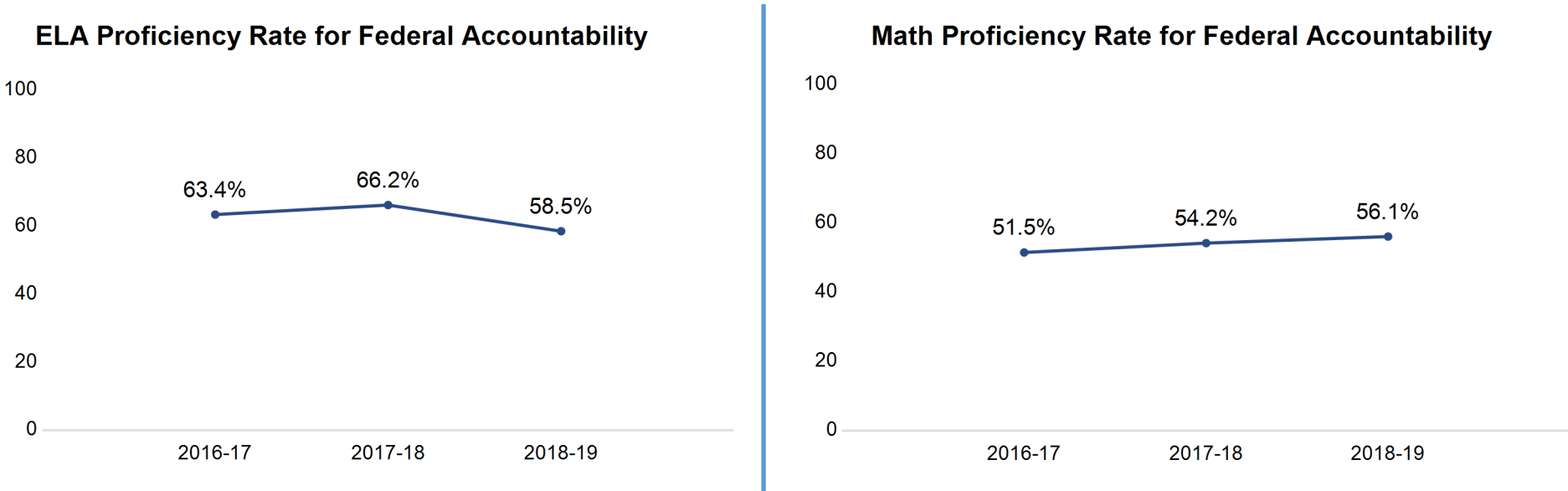


School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	100.0%	99.5%	98.1%	100.0%	99.5%
Proficiency Rate for Federal Accountability	63.4%	66.2%	58.5%	51.5%	54.2%	56.1%
Annual Target	61.5%	62.5%	63.4%	52.0%	53.5%	54.9%
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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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	205	99.5	58.5	48.1	57.9	58.5	63.4	Met Target†
White	92	100.0	58.7	54.9	66.9	58.7	61	Met Target†
Hispanic	68	98.6	50.0	43.0	43.9	50.0	65.1	Not Met
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	72.7	69.5	82.9	72.7	67.4	Met Target
American Indian or Alaska Native	N	N	N	39.1	56.0	N	**	**
Two or More Races	*	*	*	40.0	64.4	*	**	**
Female	105	100.0	63.8	56.1	64.8	63.8		
Male	100	99.0	53.0	41.0	51.3	53.0		
Economically Disadvantaged Students	58	100.0	50.0	41.0	40.0	50.0	57.7	Met Target†
Non-Economically Disadvantaged Students	147	99.3	61.9	56.5	67.9	61.9		
Students with Disabilities	33	100.0	12.1	13.3	22.7	12.1	52.5	Not Met
Students without Disabilities	172	99.4	67.4	55.4	65.1	67.4		
English Learners	*	*	*	27.7	29.3	*	**	**
Non-English Learners	*	*	*	50.9	60.6	*		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

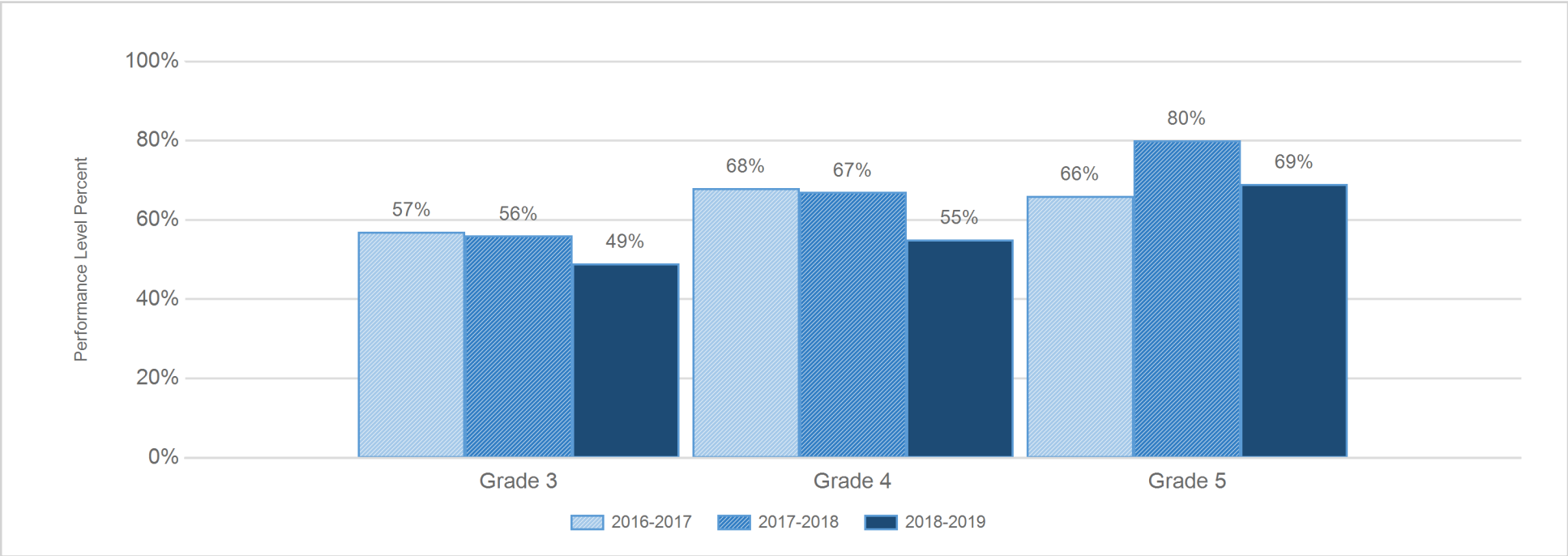


School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	748	742	748	*	*	29%	49%	0%	49%	50%
White	31	747	745	757	*	*	*	48%	0%	48%	60%
Hispanic	19	747	738	734	*	*	*	*	*	42%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	758	760	773	0%	*	*	*	*	70%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	36	751	*	753	*	*	*	56%	0%	56%	55%
Male	29	744	*	743	*	*	*	41%	0%	41%	46%
Economically Disadvantaged Students	16	742	736	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	49	750	748	759	*	*	*	*	*	53%	61%
Students with Disabilities	10	724	718	719	*	*	*	*	*	10%	24%
Students without Disabilities	55	752	747	754	*	*	*	*	*	56%	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 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	75	755	753	755	*	20%	23%	*	*	55%	57%
White	30	762	754	763	0%	*	*	*	*	57%	67%
Hispanic	32	747	750	743	*	*	*	*	*	53%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	34	757	758	760	*	*	*	*	*	56%	62%
Male	41	753	748	750	*	*	*	*	*	54%	53%
Economically Disadvantaged Students	17	750	746	740	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	58	756	760	765	*	*	*	*	*	57%	69%
Students with Disabilities	11	711	723	725	*	*	*	*	*	*	25%
Students without Disabilities	64	762	758	761	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	731	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%



School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	763	752	756	*	*	15%	51%	18%	69%	58%
White	30	759	756	764	*	*	*	*	*	67%	68%
Hispanic	18	749	*	743	0%	*	*	*	*	50%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	785	771	781	0%	0%	*	*	*	93%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	36	767	757	761	*	*	*	*	*	78%	64%
Male	29	758	747	750	*	*	*	*	*	59%	52%
Economically Disadvantaged Students	25	751	*	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	40	770	*	766	*	*	*	*	*	78%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	759	762	*	*	*	*	*	*	65%
English Learners	*	*	708	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	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%



School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	205	99.5	56.1	39.4	44.5	56.1	54.9	Met Target
White	92	100.0	57.6	50.1	54.1	57.6	53.3	Met Target
Hispanic	68	98.6	45.6	32.0	28.8	45.6	52.7	Met Target†
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	75.8	62.8	76.5	75.8	63.8	Met Target
American Indian or Alaska Native	N	N	N	13.0	42.7	N	**	**
Two or More Races	*	*	*	33.3	53.3	*	**	**
Female	105	100.0	52.4	39.8	44.9	52.4		
Male	100	99.0	60.0	39.1	44.2	60.0		
Economically Disadvantaged Students	58	100.0	48.3	32.8	26.3	48.3	40.3	Met Target
Non-Economically Disadvantaged Students	147	99.3	59.2	47.2	54.9	59.2		
Students with Disabilities	33	100.0	15.2	11.3	17.4	15.2	37.6	Not Met
Students without Disabilities	172	99.4	64.0	45.2	50.0	64.0		
English Learners	*	*	*	28.5	25.0	*	**	**
Non-English Learners	*	*	*	40.9	46.5	*		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

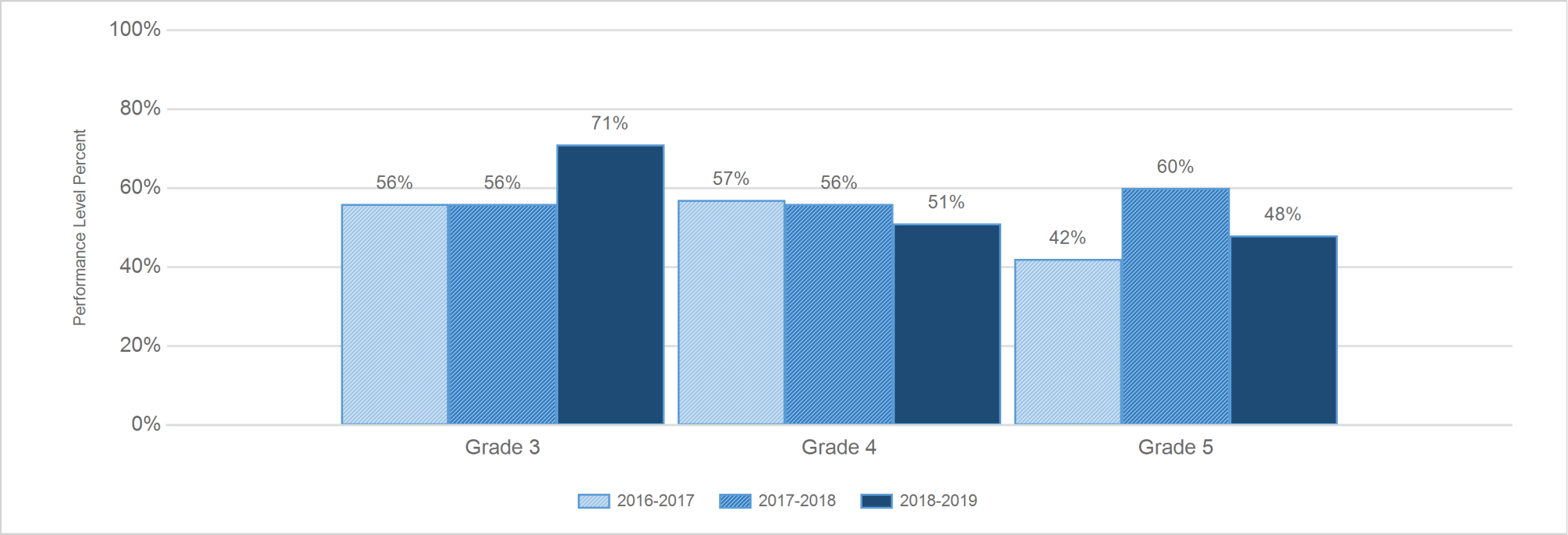


School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	761	752	752	*	*	17%	*	*	71%	55%
White	31	767	759	760	0%	*	*	*	*	77%	66%
Hispanic	19	760	747	739	*	*	*	*	*	63%	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	10	772	764	778	0%	0%	*	*	*	90%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	36	758	*	751	*	*	*	*	*	61%	54%
Male	29	765	*	752	*	*	*	*	*	83%	56%
Economically Disadvantaged Students	16	758	747	737	*	*	*	*	*	69%	37%
Non-Economically Disadvantaged Students	49	762	757	761	*	*	*	*	*	71%	67%
Students with Disabilities	10	747	734	731	*	*	*	*	*	40%	31%
Students without Disabilities	55	764	755	756	*	*	*	*	*	76%	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School #2
(31-0900-090)
Grades Offered: KG-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	75	750	748	749	*	13%	29%	*	*	51%	51%
White	30	754	752	757	*	*	*	*	*	50%	62%
Hispanic	32	744	744	737	*	*	*	*	*	47%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	34	746	748	749	*	*	*	*	*	44%	50%
Male	41	754	749	749	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	17	748	744	734	*	*	*	*	*	47%	32%
Non-Economically Disadvantaged Students	58	751	754	759	*	*	*	*	*	52%	63%
Students with Disabilities	11	713	723	726	*	*	*	*	*	*	25%
Students without Disabilities	64	757	753	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	*	*	730	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%



School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	751	745	747	*	17%	29%	*	*	48%	47%
White	30	747	751	755	*	*	*	*	*	47%	58%
Hispanic	18	736	*	735	*	*	*	*	*	22%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	775	768	775	0%	0%	*	*	*	79%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	36	752	745	747	*	*	*	*	*	50%	47%
Male	29	750	746	747	*	*	*	*	*	45%	47%
Economically Disadvantaged Students	25	744	*	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	40	755	*	757	*	*	*	*	*	55%	59%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	750	752	*	*	*	*	*	*	52%
English Learners	*	*	718	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	*	*	728	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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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



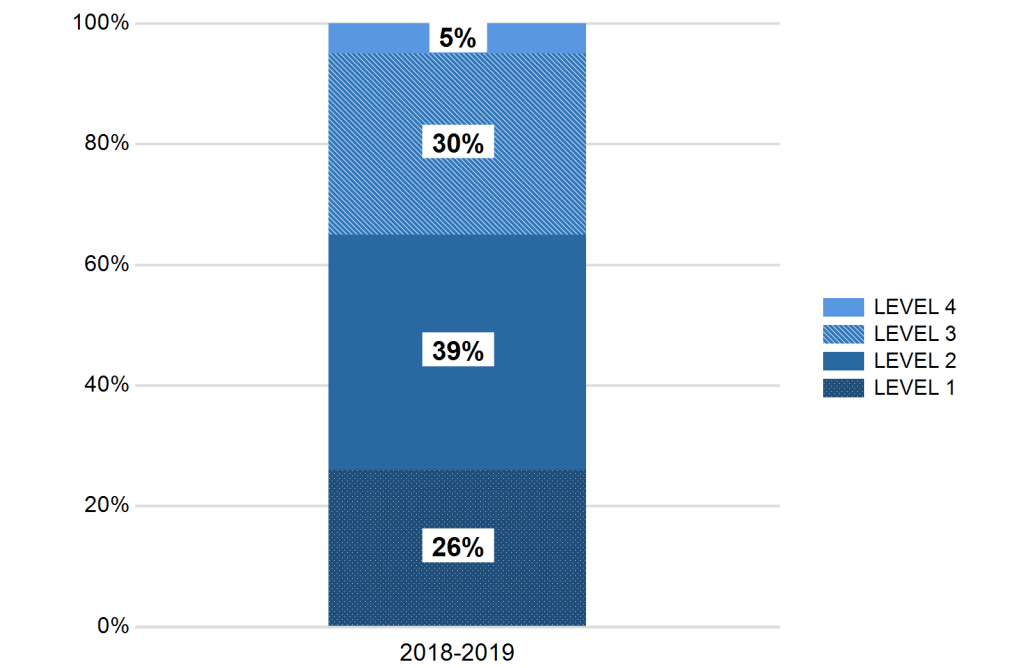
School #2
(31-0900-090)
Grades Offered: KG-05
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	26	39	30	5
White	29	43	29	0
Hispanic	53	27	20	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	40	40	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	18	55	27	0
Male	36	21	32	11
Economically Disadvantaged Students	47	37	11	5
Non-Economically Disadvantaged Students	17	40	38	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	26	39	30	5
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School #2
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2018-2019

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

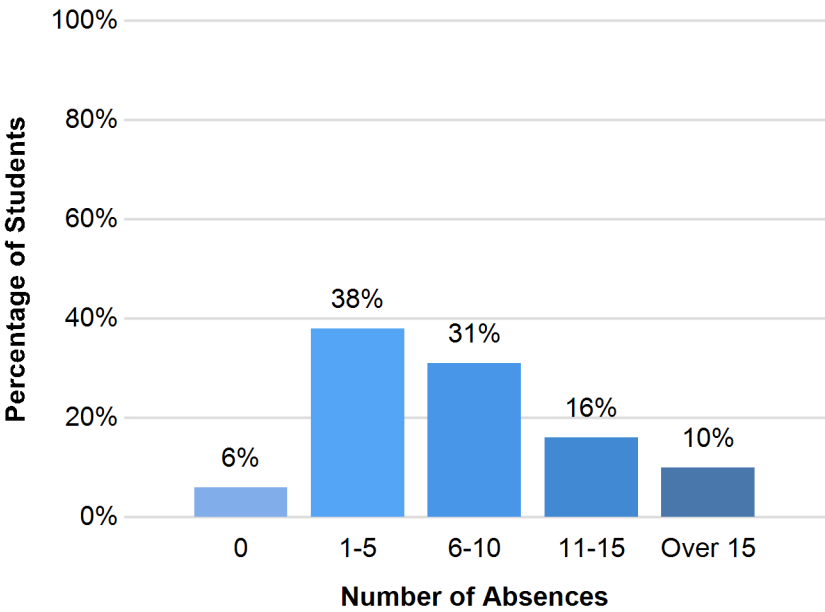
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	30	7.1	8.9	Met
White	11	5.6	8.9	Met
Hispanic	15	10.9	8.9	Not Met
Black or African American	1	6.7	**	**
Asian, Native Hawaiian, or Pacific	2	3.1	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	12	6.5		
Male	18	7.6		
Economically Disadvantaged Students	14	12.6	8.9	Not Met
Students with Disabilities	8	11.0	8.9	Not Met
English Learners	1	8.3	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





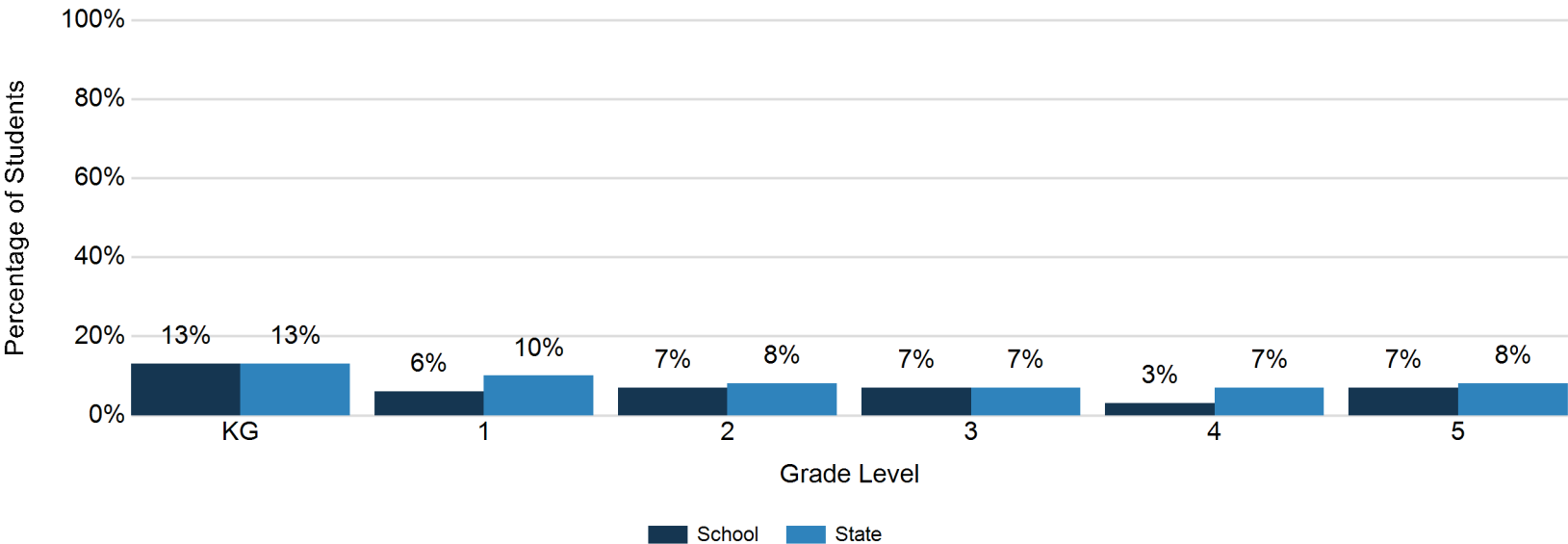
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





School #2
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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.15

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	0	1	1
Other	1	1	2
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



School #2
(31-0900-090)
Grades Offered: KG-05
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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.2:1



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2018-2019

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	14.8	12.1
Average years experience in district	13.3	10.8
Percentage of Teachers with 4 or more years experience in the district	81.3%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	13:1
Students to Administrators	433:1	193:1
Teachers to Administrators	32:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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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	43.4%	90.6%	100.0%	48.4%	77.1%	54.9%
Male	56.6%	9.4%	0.0%	51.6%	22.9%	45.1%
White	45.0%	96.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	34.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	14.1%	3.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	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	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	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	96.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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	63.4%	66.2%	58.5%
Math Proficiency	51.5%	54.2%	56.1%
ELA Growth	64	62	57
Math Growth	68	67	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.9%	10.6%	7.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Grades Offered: KG-05
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target	Met Standard	Exceeds Standard	**	Met	No
White	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).





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(31-0900-090)
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2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Mission, Vision, Theme:</div>	<p>School Two has a diverse population of 410 students, guided in their learning by 60 qualified state certified educators, many with advanced degrees. The focus of the professional staff is to meet the individual needs of students in all eighteen general education classes and three special education classes. All students are guided through their learning via a comprehensive elementary district curriculum that is aligned to the New Jersey state standards in all subject areas.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>The quality education students receive at School Two is the result of the cooperative efforts of a dedicated and innovative staff, involved parents, and a supportive broader community. It is through the many fine programs, rigorous curriculum, and diverse experiences that students are prepared to become independent thinkers, problem solvers and develop a love for learning.</p>




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 <div>Courses, Curriculum, Instruction:</div>	<p>The K-5 instructional program at School Two includes language arts, math, science, social studies, physical education, family life, character education and world language. All students at School Two are scheduled for weekly art and music classes to develop their creativity in the visual arts and music. Students in fourth and fifth grade have the option of playing a wind or string instrument, or singing in the chorus. The music and visual arts curriculum encourages students to recognize their individual artistic talents as they develop an appreciation for the arts. School Two provides additional student support services and programs which include resource room, basic skills instruction, speech, occupational and physical therapy. A full time counselor and nurse help provide care for the students. A district gifted and talented program comprised of students from all elementary schools in grades three through five is also provided.</p>
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(31-0900-090)
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 <div>Before and After School Programs:</div>	School #2 provides a before school day care program in conjunction with the Boys/Girls Club of Clifton from 7:05 a.m. until the start of the school day. School #2 provides an after school day care program in conjunction with the Boys/Girls Club of Clifton from 3:20 p.m. through 6:00 p.m.
 <div>Staff and Professional Learning:</div>	Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.






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 <div>Student Supports and Services:</div>	<p>For the past two years, School Two has been working in collaboration with the Rutgers University Boggs Center to implement the NJ PBSIS district wide initiative targeting a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students. Through the multi-tiered systems of support, an environment is created that promotes safety and encourages success while the staff works collaboratively to achieve student goals.</p>
 <div>Student Health and Wellness:</div>	<p>Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.</p>
 <div>Parent and Community Involvement:</div>	<p>School Two is proud of its active parent organization and their tireless supportive commitment to the students and staff. Field trips, assemblies and planners are provided for all students, as well as events including Trunk or Treat, field day and family fun nights. It is through the efforts of these dedicated volunteers that the students experience an enriching elementary school environment.</p>



School #3
(31-0900-100)
Grades Offered: KG-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



School #3
(31-0900-100)
Grades Offered: KG-05
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Clifton Public School District
Principal Name	Ms. Linette Park
Address	365 WASHINGTON AVENUE CLIFTON, NJ 07011
Phone Number	973-470-2390
Email Address	lpark@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/cliftonschoool3/
Twitter	https://twitter.com/cliftonschoool3



School #3
 (31-0900-100)
 Grades Offered: KG-05
 2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	39	46	39
1	46	44	48
2	44	45	48
3	48	54	48
4	65	49	47
5	52	62	46
Total	294	300	276

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.4%	50.3%	48.6%
Male	48.6%	49.7%	51.4%
Economically Disadvantaged Students	55.4%	53.0%	51.4%
Students with Disabilities	15.6%	15.0%	16.3%
English Learners	0.0%	2.0%	0.4%
Homeless Students	3.1%	1.3%	0.7%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	35.4%	33.7%	32.6%
Hispanic	57.8%	57.0%	56.5%
Black or African American	2.0%	2.3%	2.9%
Asian	4.4%	6.0%	5.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.7%
Two or More Races	0.3%	0.7%	1.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	39	46	39

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	71.7%
Spanish	15.9%
Arabic	9.8%
Other Languages	2.5%



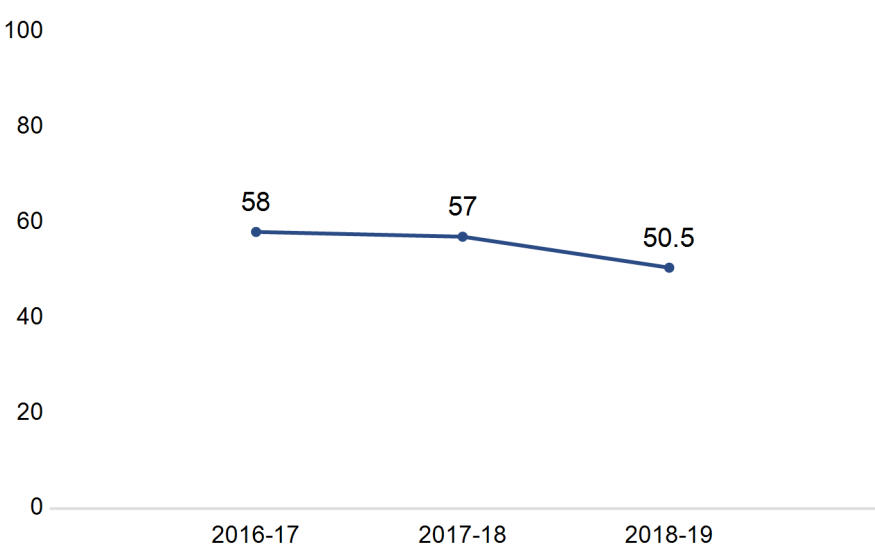
School #3
(31-0900-100)
Grades Offered: KG-05
2018-2019

Report Key:
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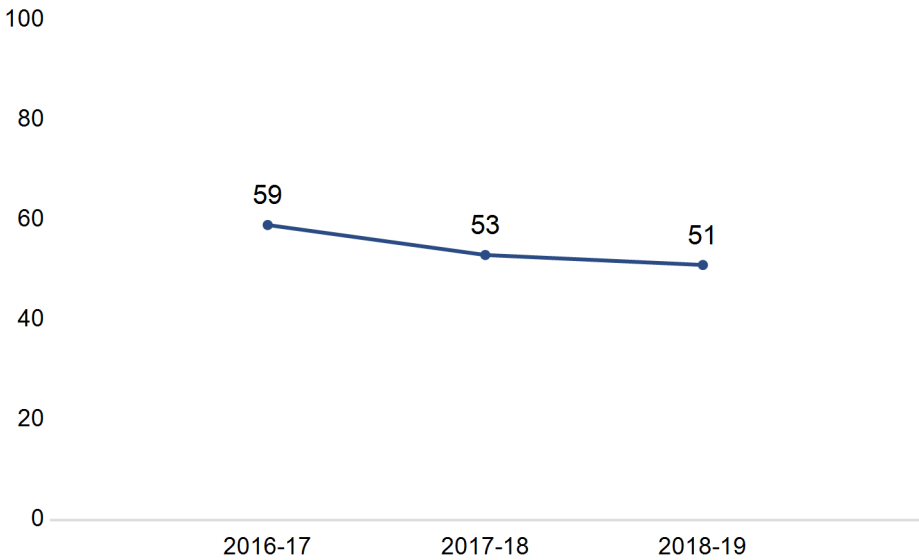
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	57	50.5	59	53	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50.5	46	50	Met Standard	51	47	50	Met Standard
White	63.5	46	50	Exceeds Standard	50	51	52	Met Standard
Hispanic	50	45	49	Met Standard	50	44	47	Met Standard
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	54.5	60	**
American Indian or Alaska Native	*	69	56	**	*	40	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	57	51	53	N	55	48	50	N
Male	43	42	47	N	49	46	51	N
Economically Disadvantaged Students	51	47	48	Met Standard	54	46	46	Met Standard
Students with Disabilities	27.5	38	43	Not Met	44	42	45	Met Standard
English Learners	68.5	55	52	**	43	44	50	**
Homeless Students	N	58	43	N	N	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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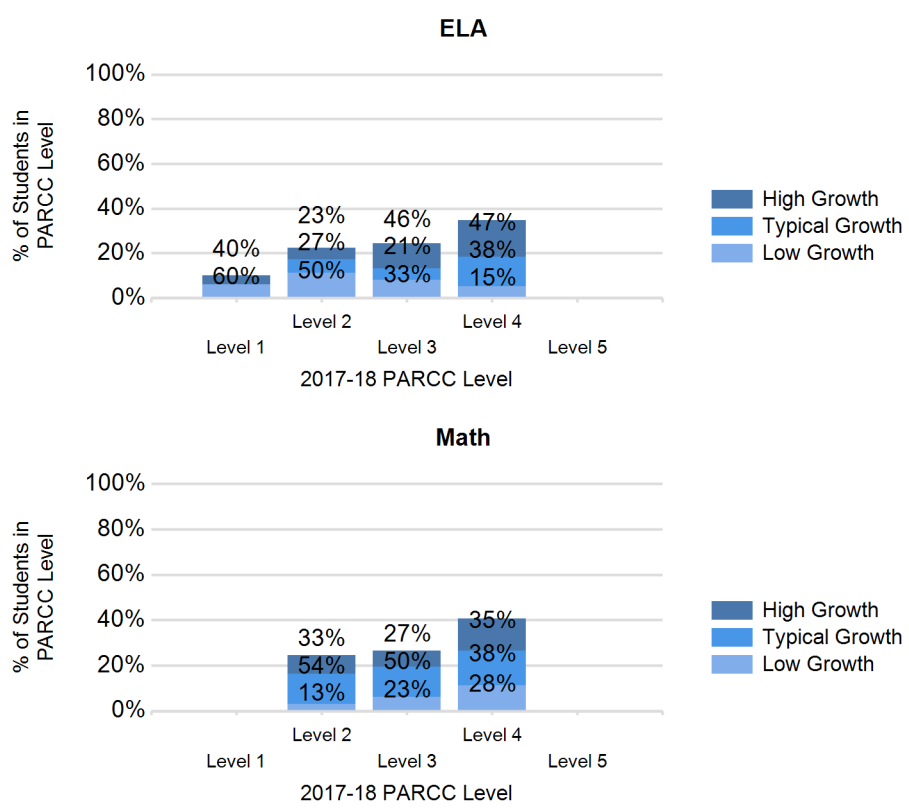
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

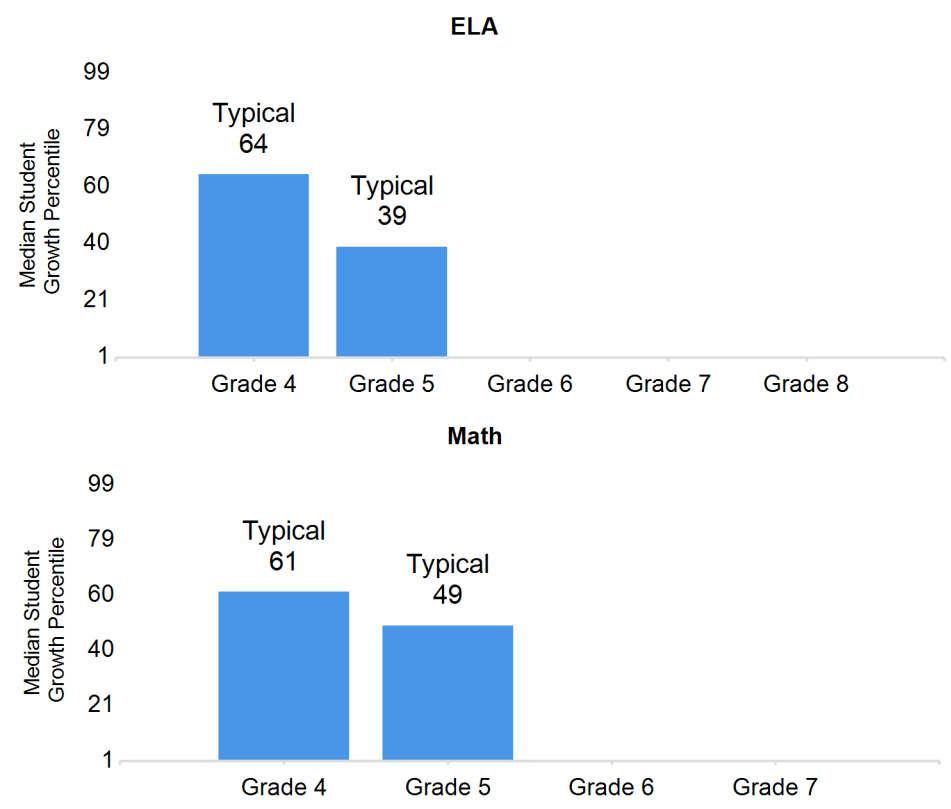
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



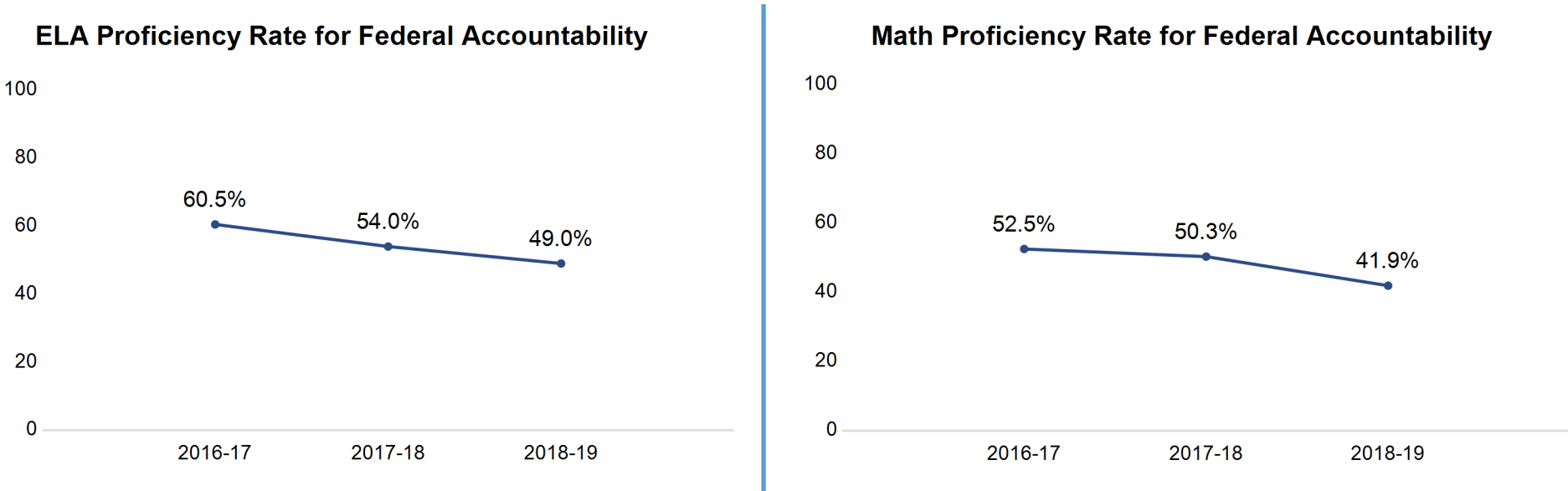


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	60.5%	54.0%	49.0%	52.5%	50.3%	41.9%
Annual Target	61.6%	62.5%	63.5%	53.0%	54.4%	55.9%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	155	100.0	49.0	48.1	57.9	49.0	63.5	Not Met
White	52	100.0	48.1	54.9	66.9	48.1	62.7	Not Met
Hispanic	93	100.0	47.3	43.0	43.9	47.3	63	Not Met
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.5	82.9	*	**	**
American Indian or Alaska Native	*	*	*	39.1	56.0	*	**	**
Two or More Races	N	N	N	40.0	64.4	N	**	**
Female	77	100.0	57.1	56.1	64.8	57.1		
Male	78	100.0	41.0	41.0	51.3	41.0		
Economically Disadvantaged Students	79	100.0	44.3	41.0	40.0	44.3	66.1	Not Met
Non-Economically Disadvantaged Students	76	100.0	53.9	56.5	67.9	53.9		
Students with Disabilities	37	100.0	21.6	13.3	22.7	21.6	21.3	Met Target
Students without Disabilities	118	100.0	57.6	55.4	65.1	57.6		
English Learners	20	100.0	40.0	27.7	29.3	40.0	N	N
Non-English Learners	135	100.0	50.4	50.9	60.6	50.4		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

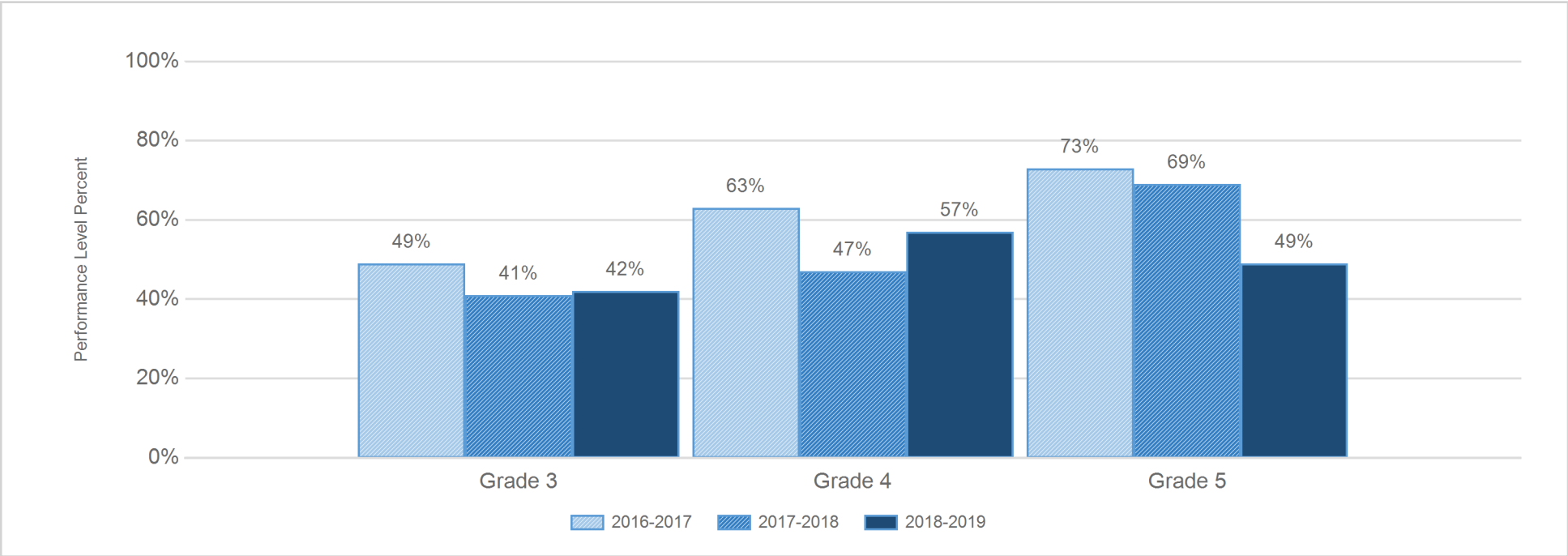


School #3
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Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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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	53	740	742	748	*	*	36%	42%	0%	42%	50%
White	*	*	745	757	*	*	*	*	*	*	60%
Hispanic	34	736	738	734	*	*	44%	32%	0%	32%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	760	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	24	744	*	753	*	*	*	*	*	54%	55%
Male	29	738	*	743	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	28	741	736	731	*	*	*	*	*	32%	33%
Non-Economically Disadvantaged Students	25	740	748	759	*	*	*	*	*	52%	61%
Students with Disabilities	11	726	718	719	*	*	*	*	*	36%	24%
Students without Disabilities	42	744	747	754	*	*	*	*	*	43%	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School #3
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	754	753	755	*	*	24%	*	*	57%	57%
White	18	754	754	763	*	*	*	*	*	56%	67%
Hispanic	27	751	750	743	*	*	*	*	*	56%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	30	758	758	760	*	*	*	*	*	60%	62%
Male	21	748	748	750	*	*	*	*	*	52%	53%
Economically Disadvantaged Students	28	757	746	740	*	*	*	*	*	61%	40%
Non-Economically Disadvantaged Students	23	751	760	765	*	*	*	*	*	52%	69%
Students with Disabilities	11	722	723	725	*	*	*	*	*	27%	25%
Students without Disabilities	40	763	758	761	*	*	*	*	*	65%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	N	N	731	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	743	752	756	*	24%	*	*	*	49%	58%
White	15	733	756	764	*	*	*	*	*	33%	68%
Hispanic	32	748	*	743	*	*	*	*	*	56%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	23	752	757	761	*	*	*	*	*	57%	64%
Male	28	735	747	750	*	*	*	*	*	43%	52%
Economically Disadvantaged Students	22	733	*	740	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	29	750	*	766	*	*	*	*	*	55%	69%
Students with Disabilities	13	703	720	724	*	*	*	*	*	*	23%
Students without Disabilities	38	756	759	762	*	*	*	*	*	*	65%
English Learners	*	*	708	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	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	155	100.0	41.9	39.4	44.5	41.9	55.9	Not Met
White	52	100.0	46.2	50.1	54.1	46.2	59.4	Not Met
Hispanic	93	100.0	37.6	32.0	28.8	37.6	50.8	Not Met
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	**	**
American Indian or Alaska Native	*	*	*	13.0	42.7	*	**	**
Two or More Races	N	N	N	33.3	53.3	N	**	**
Female	77	100.0	42.9	39.8	44.9	42.9		
Male	78	100.0	41.0	39.1	44.2	41.0		
Economically Disadvantaged Students	79	100.0	40.5	32.8	26.3	40.5	53.5	Not Met
Non-Economically Disadvantaged Students	76	100.0	43.4	47.2	54.9	43.4		
Students with Disabilities	37	100.0	27.0	11.3	17.4	27.0	31.3	Met Target†
Students without Disabilities	118	100.0	46.6	45.2	50.0	46.6		
English Learners	20	100.0	25.0	28.5	25.0	25.0	N	N
Non-English Learners	135	100.0	44.4	40.9	46.5	44.4		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

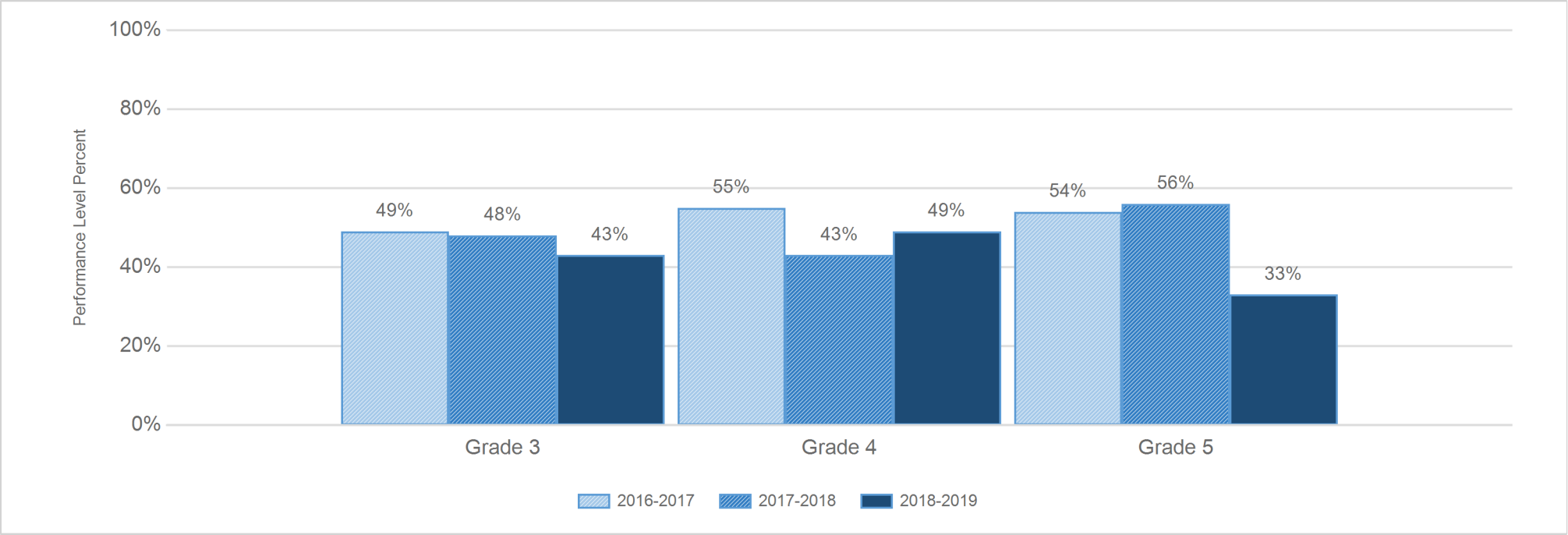


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	744	752	752	*	*	42%	*	*	43%	55%
White	*	*	759	760	*	*	*	*	*	*	66%
Hispanic	34	739	747	739	*	*	53%	*	*	32%	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	24	743	*	751	*	*	46%	*	*	42%	54%
Male	29	745	*	752	*	*	38%	*	*	45%	56%
Economically Disadvantaged Students	28	748	747	737	*	*	39%	*	*	46%	37%
Non-Economically Disadvantaged Students	25	740	757	761	*	*	44%	*	*	40%	67%
Students with Disabilities	11	735	734	731	*	*	*	*	*	36%	31%
Students without Disabilities	42	747	755	756	*	*	*	*	*	45%	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	748	748	749	*	20%	27%	*	*	49%	51%
White	18	749	752	757	*	*	*	*	*	44%	62%
Hispanic	27	744	744	737	*	*	*	*	*	48%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	30	747	748	749	*	*	*	*	*	47%	50%
Male	21	748	749	749	*	*	*	*	*	52%	52%
Economically Disadvantaged Students	28	749	744	734	*	*	*	*	*	46%	32%
Non-Economically Disadvantaged Students	23	747	754	759	*	*	*	*	*	52%	63%
Students with Disabilities	11	728	723	726	*	*	*	*	*	27%	25%
Students without Disabilities	40	753	753	754	*	*	*	*	*	55%	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	730	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



School #3
(31-0900-100)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	739	745	747	*	24%	35%	*	*	33%	47%
White	15	739	751	755	*	*	*	*	*	33%	58%
Hispanic	32	739	*	735	*	*	41%	*	*	34%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	23	739	745	747	*	*	*	*	*	39%	47%
Male	28	739	746	747	*	*	*	*	*	29%	47%
Economically Disadvantaged Students	22	735	*	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	29	742	*	757	*	*	*	*	*	38%	59%
Students with Disabilities	13	721	724	725	*	*	*	*	*	15%	19%
Students without Disabilities	38	745	750	752	*	*	*	*	*	39%	52%
English Learners	*	*	718	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	*	*	728	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N



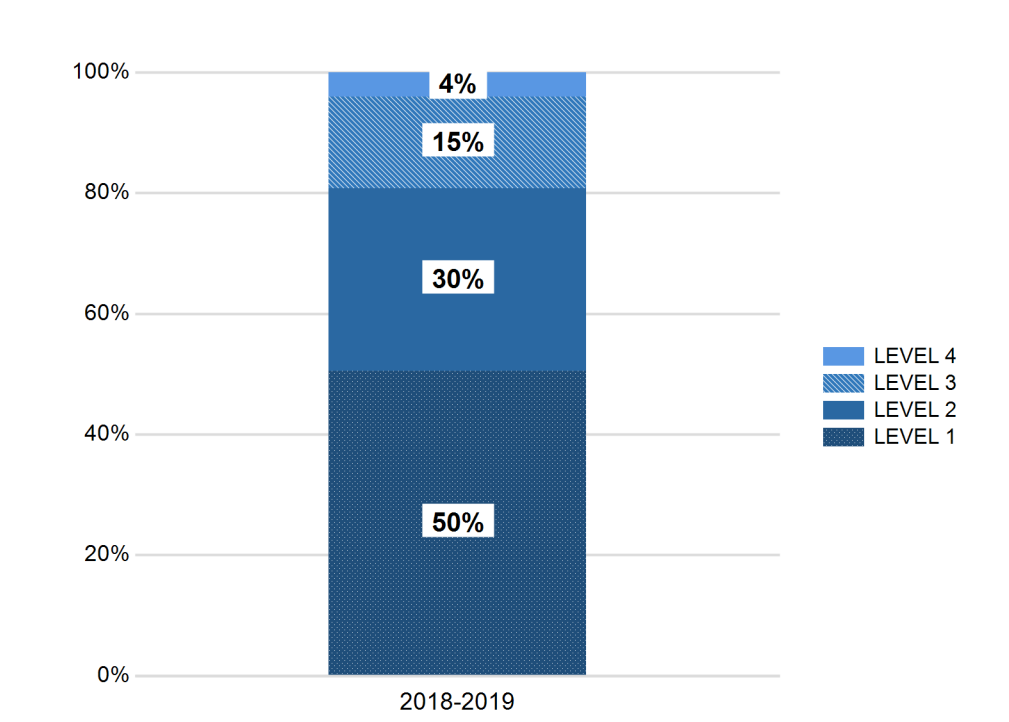
School #3
(31-0900-100)
Grades Offered: KG-05
2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	50	30	15	4
White	62	23	0	15
Hispanic	43	37	20	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	43	33	19	5
Male	56	28	12	4
Economically Disadvantaged Students	63	25	6	6
Non-Economically Disadvantaged Students	43	33	20	3
Students with Disabilities	82	18	0	0
Students without Disabilities	40	34	20	6
English Learners	N	N	N	N
Non-English Learners	50	30	15	4
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

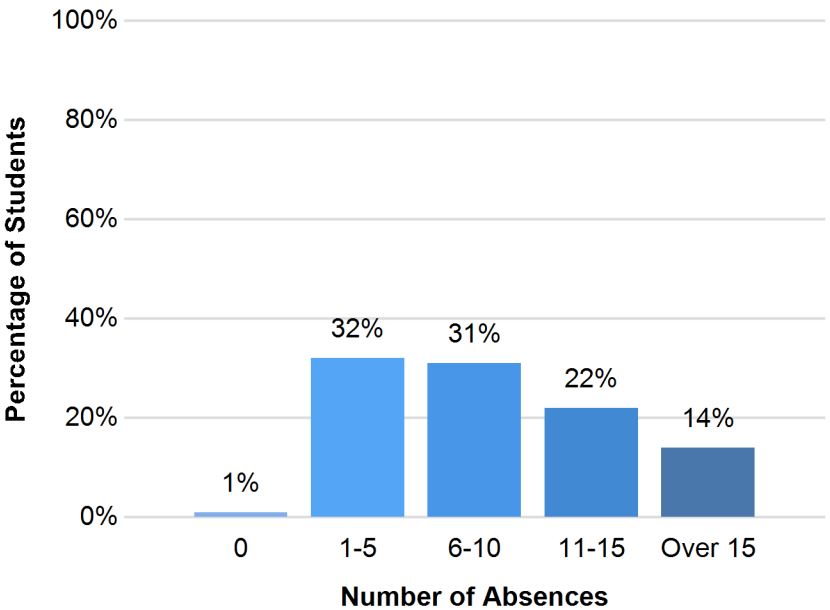
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	22	7.2	8.9	Met
White	6	5.7	8.9	Met
Hispanic	15	8.8	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	6.3	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	5	3.5		
Male	17	10.4		
Economically Disadvantaged Students	16	9.9	8.9	Not Met
Students with Disabilities	9	14.1	8.9	Not Met
English Learners	3	20.0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





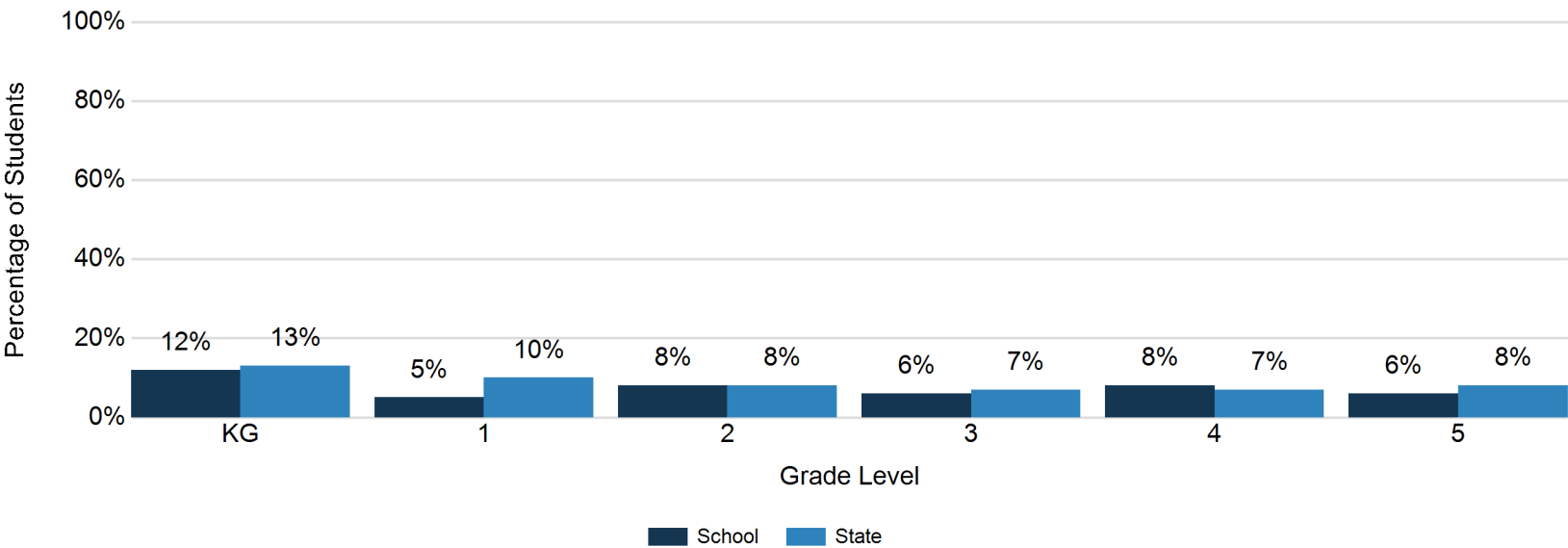
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





School #3

(31-0900-100)

Grades Offered: KG-05

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.09

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	1	1
Other	1	2	3
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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.9:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	19	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	84.2%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	15:1	13:1
Students to Administrators	276:1	193:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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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%	84.2%	100.0%	48.4%	77.1%	54.9%
Male	51.4%	15.8%	0.0%	51.6%	22.9%	45.1%
White	32.6%	89.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	56.5%	10.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	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	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	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	97.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.5%	54.0%	49.0%
Math Proficiency	52.5%	50.3%	41.9%
ELA Growth	58	57	50
Math Growth	59	53	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	9.1%	8.4%	7.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Grades Offered: KG-05
2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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.



School #3
(31-0900-100)
Grades Offered: KG-05
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	Not Met	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	N	N	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).





School #3
(31-0900-100)
Grades Offered: KG-05
2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Mission, Vision, Theme:</div>	School Three is a K-5 elementary school with a population of approximately 300 students and 28 teaching staff members. The phrase “Expect Excellence” is synonymous with School Three. Here one can find varied educational programs to meet the many needs of our children within the twelve general education classes.
 <div>Awards, Recognition, Accomplishments:</div>	School Three is committed to providing an outstanding education to all of our students. It is through the many fine programs, varied curricula, and educational experiences that students are prepared to become independent thinkers, good decision-makers, self-supporting, and productive citizens in today’s society.




School #3
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 <div>Courses, Curriculum, Instruction:</div>	School Three offers students a comprehensive elementary curriculum. In the area of Reading Instruction, its foundation is an integrated Language Arts program that uses as its core materials the Signature Series Journeys from Houghton Mifflin Harcourt. In the area of Writing Instruction, School Three is implementing Writing Workshop. The elementary math curriculum follows the Pearson EnVisions Program. Our daily instruction challenges students to dig deeply into concepts and to think critically. The instructional program at School Three also includes Social Studies, Science, Physical Education, Family Life, Music and World Language. These comprehensive programs help to develop students' appreciation and skills in all domains. Additional support services and programs are provided through the Resource Room, Basic Skills Instruction, Speech, and a full-time nurse. A district Gifted and Talented program comprised of students from all 14 elementary schools in grades 3 through 5 is also prov
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School Narrative

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 <div>Before and After School Programs:</div>	School #3 provides a before school day care program in conjunction with the Boys/Girls Club of Clifton from 7:05 a.m. until the start of the school day.
 <div>Staff and Professional Learning:</div>	Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.






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School Narrative

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 <div>Student Supports and Services:</div>	<p>School Three participates in the Bucket Filler Program. Students learn to be bucket fillers and not bucket dippers. When a student is caught being a bucket filler, he/she can receive a bucket filler ticket from a staff member. At the end of each month, a student from each class is recognized with a certificate and their picture is displayed in the hallway.</p>
 <div>Student Health and Wellness:</div>	<p>Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.</p>
 <div>Parent and Community Involvement:</div>	<p>School Three is very fortunate to have an involved and supportive Home and School Association (H.S.A.). The Home and School Association provides new students a School 3 shirt and all students receive an agenda book at the start of the school year. The H.S.A. plays a critical role in organizing and promoting activities such as a Trunk or Treat, Book Fairs, Tricky Trays, etc. The H.S.A. financially supports assemblies and field trips. It is because of the joint efforts of home and school that children have an enriched experience at School Three.</p>



School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Clifton Public School District
Principal Name	Ms. Joelle Rosetti
Address	194 WEST SECOND STREET CLIFTON, NJ 07011
Phone Number	973-470-2382
Email Address	jrosetti@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/Clifton-School-Four-101061884615245/
Twitter	https://twitter.com/CliftonSchool4



School #4
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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	26	21	24
1	21	20	22
2	27	22	21
3	36	35	22
4	36	32	35
5	29	37	34
Total	175	167	158

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%	51.5%	55.7%
Male	51.4%	48.5%	44.3%
Economically Disadvantaged Students	70.3%	66.5%	75.9%
Students with Disabilities	13.7%	14.4%	15.2%
English Learners	0.6%	1.8%	4.4%
Homeless Students	2.3%	1.2%	1.9%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	42.9%	43.7%	38.0%
Hispanic	48.6%	47.9%	57.0%
Black or African American	4.6%	3.0%	1.3%
Asian	4.0%	4.8%	3.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.6%	0.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	26	21	24

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	68.4%
Spanish	16.5%
Arabic	12.0%
Turkish	1.3%
Bengali	1.3%
Other Languages	0.6%



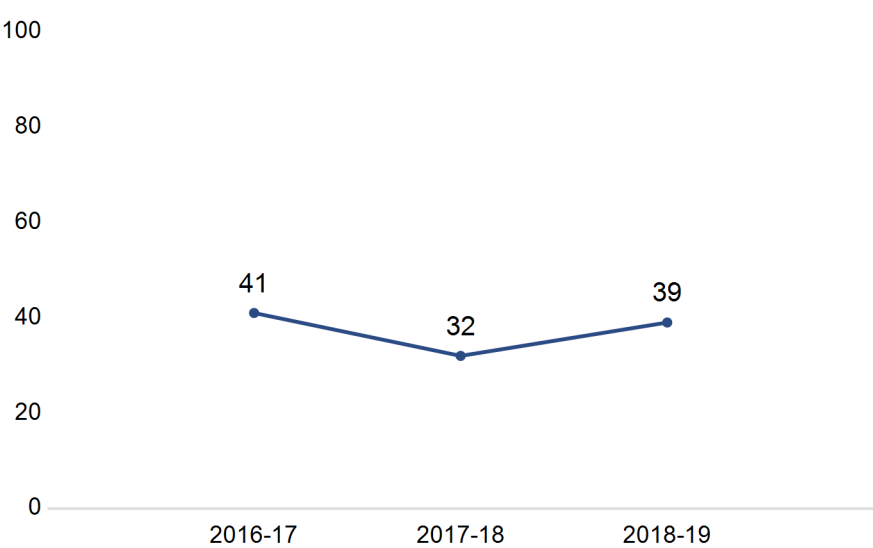
School #4
(31-0900-110)
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2018-2019

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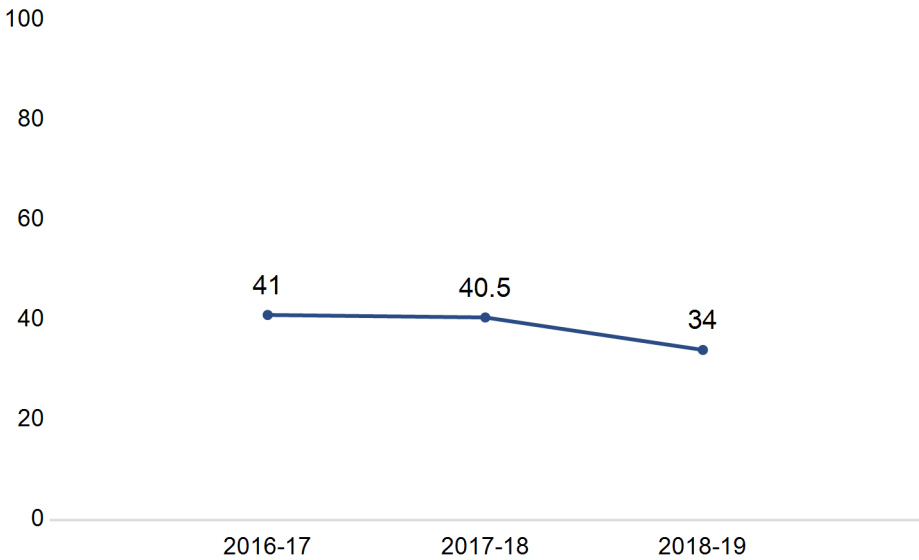
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	32	39	41	40.5	34
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	39	46	50	Not Met	34	47	50	Not Met
White	44.5	46	50	Met Standard	45	51	52	Met Standard
Hispanic	37	45	49	Not Met	27	44	47	Not Met
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	54.5	60	**
American Indian or Alaska Native	N	69	56	**	N	40	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	39	51	53	N	39	48	50	N
Male	37.5	42	47	N	27.5	46	51	N
Economically Disadvantaged Students	41	47	48	Met Standard	35	46	46	Not Met
Students with Disabilities	41	38	43	**	29	42	45	**
English Learners	*	55	52	**	*	44	50	**
Homeless Students	*	58	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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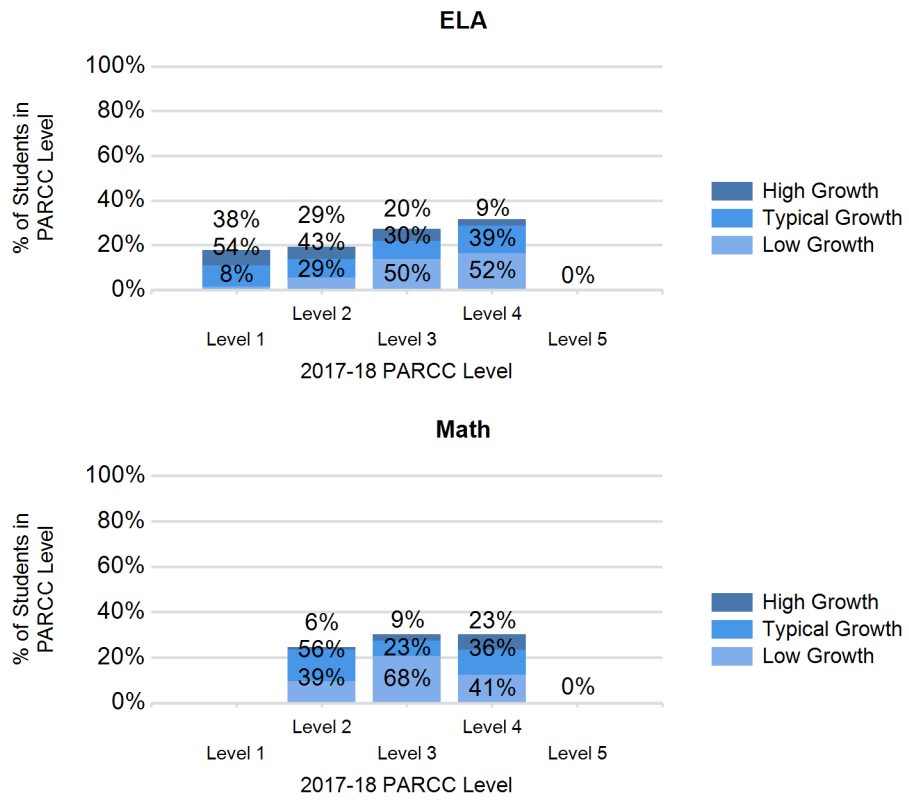
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

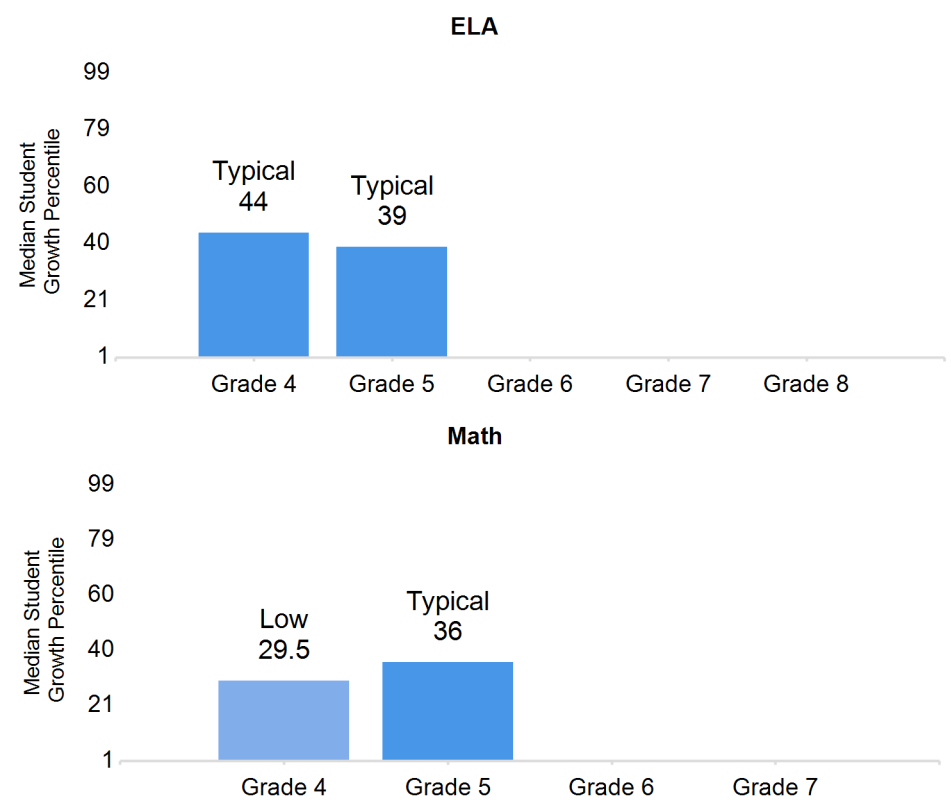
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



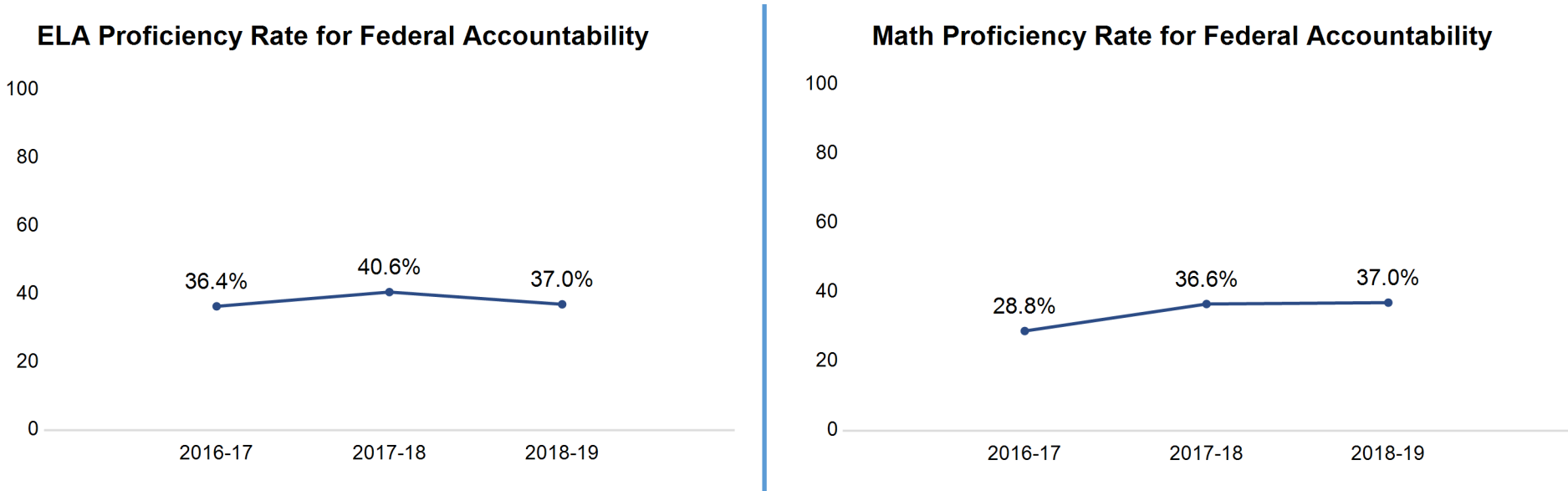


School #4
(31-0900-110)
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	100.0%	100.0%	99.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	36.4%	40.6%	37.0%	28.8%	36.6%	37.0%
Annual Target	34.2%	36.6%	39.0%	31.9%	34.5%	37.0%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	100	100.0	37.0	48.1	57.9	37.0	39	Met Target†
White	40	100.0	42.5	54.9	66.9	42.5	45.6	Met Target†
Hispanic	53	100.0	32.1	43.0	43.9	32.1	33.8	Met Target†
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	39.1	56.0	N	**	**
Two or More Races	N	N	N	40.0	64.4	N	**	**
Female	52	100.0	42.3	56.1	64.8	42.3		
Male	48	100.0	31.3	41.0	51.3	31.3		
Economically Disadvantaged Students	73	100.0	32.9	41.0	40.0	32.9	40.3	Met Target†
Non-Economically Disadvantaged Students	27	100.0	48.1	56.5	67.9	48.1		
Students with Disabilities	24	100.0	20.8	13.3	22.7	20.8	N	N
Students without Disabilities	76	100.0	42.1	55.4	65.1	42.1		
English Learners	15	100.0	46.7	27.7	29.3	46.7	**	**
Non-English Learners	85	100.0	35.3	50.9	60.6	35.3		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

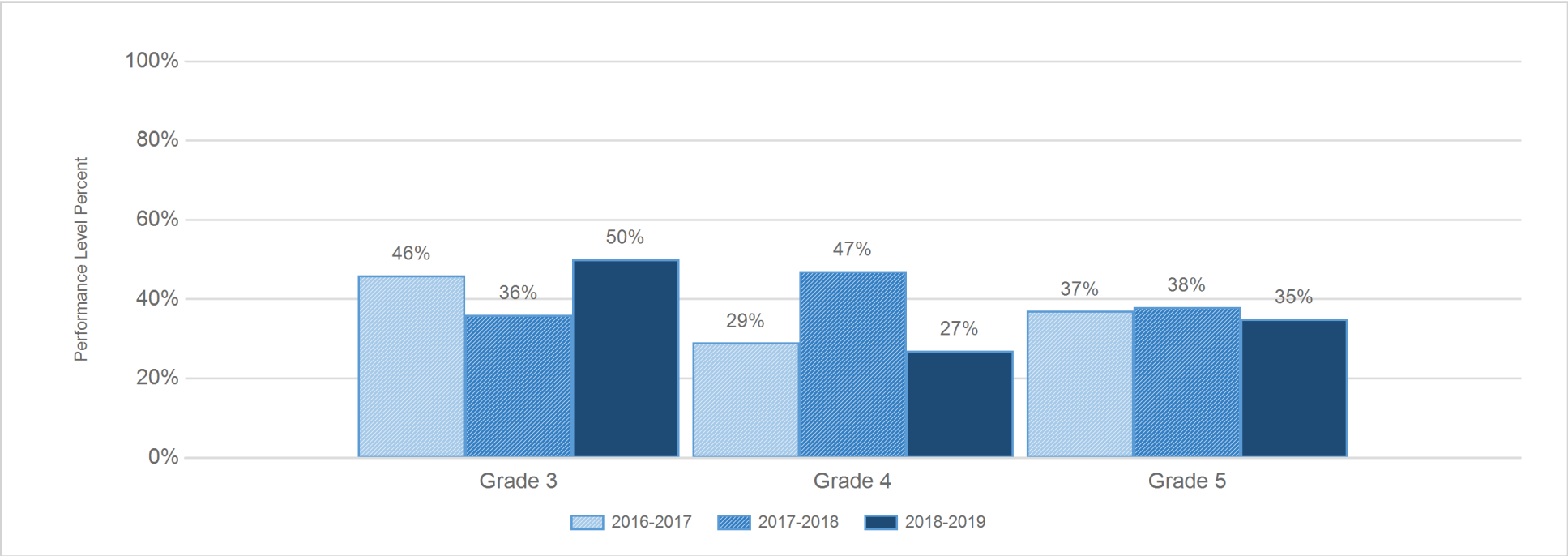


School #4
(31-0900-110)
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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	735	742	748	*	*	*	50%	0%	50%	50%
White	15	725	745	757	*	*	*	*	*	33%	60%
Hispanic	11	747	738	734	*	*	*	*	*	73%	36%
Black or African American	N	N	734	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	760	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	16	733	*	753	*	*	*	*	*	50%	55%
Male	10	737	*	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	*	*	736	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	748	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	718	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	747	754	*	*	*	*	*	*	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	734	753	755	*	27%	34%	*	*	27%	57%
White	18	736	754	763	*	*	*	*	*	39%	67%
Hispanic	21	734	750	743	*	*	48%	*	*	14%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	23	736	758	760	*	*	*	*	*	30%	62%
Male	18	731	748	750	*	*	*	*	*	22%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	12	730	723	725	*	*	*	*	*	17%	25%
Students without Disabilities	29	736	758	761	*	*	*	*	*	31%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	731	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%



School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	738	752	756	*	*	32%	35%	0%	35%	58%
White	*	*	756	764	*	*	*	*	*	*	68%
Hispanic	27	738	*	743	*	*	41%	*	*	26%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	17	743	757	761	*	*	*	*	*	47%	64%
Male	20	733	747	750	*	*	*	*	*	25%	52%
Economically Disadvantaged Students	26	738	*	740	*	*	*	*	*	31%	39%
Non-Economically Disadvantaged Students	11	738	*	766	*	*	*	*	*	45%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	759	762	*	*	*	*	*	*	65%
English Learners	*	*	708	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	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%



School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	100	100.0	37.0	39.4	44.5	37.0	37	Met Target
White	40	100.0	45.0	50.1	54.1	45.0	43.3	Met Target
Hispanic	53	100.0	32.1	32.0	28.8	32.1	29.4	Met Target
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	13.0	42.7	N	**	**
Two or More Races	N	N	N	33.3	53.3	N	**	**
Female	52	100.0	32.7	39.8	44.9	32.7		
Male	48	100.0	41.7	39.1	44.2	41.7		
Economically Disadvantaged Students	73	100.0	32.9	32.8	26.3	32.9	35.6	Met Target†
Non-Economically Disadvantaged Students	27	100.0	48.1	47.2	54.9	48.1		
Students with Disabilities	24	100.0	25.0	11.3	17.4	25.0	N	N
Students without Disabilities	76	100.0	40.8	45.2	50.0	40.8		
English Learners	15	100.0	33.3	28.5	25.0	33.3	**	**
Non-English Learners	85	100.0	37.6	40.9	46.5	37.6		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

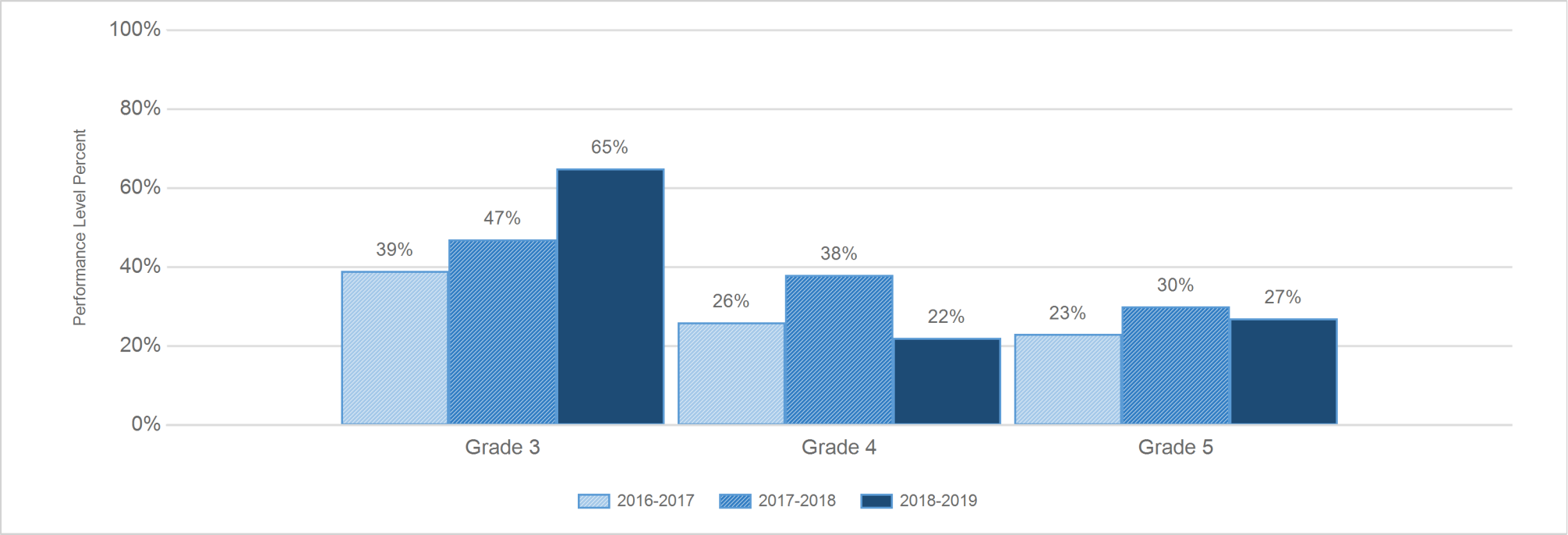


School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	751	752	752	*	*	*	*	*	65%	55%
White	15	750	759	760	*	*	*	*	*	60%	66%
Hispanic	11	751	747	739	*	*	*	*	*	73%	40%
Black or African American	N	N	735	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	16	744	*	751	*	*	*	*	*	56%	54%
Male	10	761	*	752	*	*	*	*	*	80%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	755	756	*	*	*	*	*	*	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	730	748	749	*	29%	34%	*	*	22%	51%
White	18	736	752	757	*	*	*	*	*	28%	62%
Hispanic	21	727	744	737	*	*	*	*	*	19%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	23	729	748	749	*	*	*	*	*	13%	50%
Male	18	730	749	749	*	*	*	*	*	33%	52%
Economically Disadvantaged Students	*	*	744	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	63%
Students with Disabilities	12	723	723	726	*	*	*	*	*	17%	25%
Students without Disabilities	29	733	753	754	*	*	*	*	*	24%	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	*	*	730	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%



School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	731	745	747	*	35%	27%	*	*	27%	47%
White	*	*	751	755	*	*	*	*	*	*	58%
Hispanic	27	728	*	735	*	44%	*	*	*	22%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	17	739	745	747	*	*	*	*	*	35%	47%
Male	20	725	746	747	*	*	*	*	*	20%	47%
Economically Disadvantaged Students	26	732	*	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	11	731	*	757	*	*	*	*	*	27%	59%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	750	752	*	*	*	*	*	*	52%
English Learners	*	*	718	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	*	*	728	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%



School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*



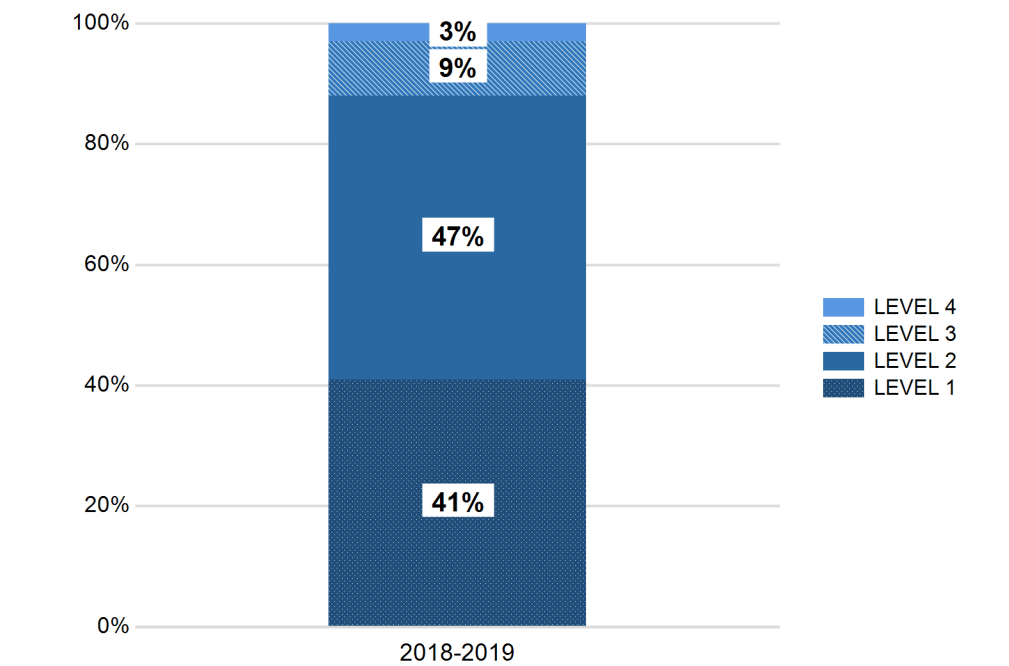
School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	47	9	3
White	*	*	*	*
Hispanic	46	46	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	31	56	13	0
Male	50	39	6	6
Economically Disadvantaged Students	41	50	9	0
Non-Economically Disadvantaged Students	42	42	8	8
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	41	47	9	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School #4
(31-0900-110)
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2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

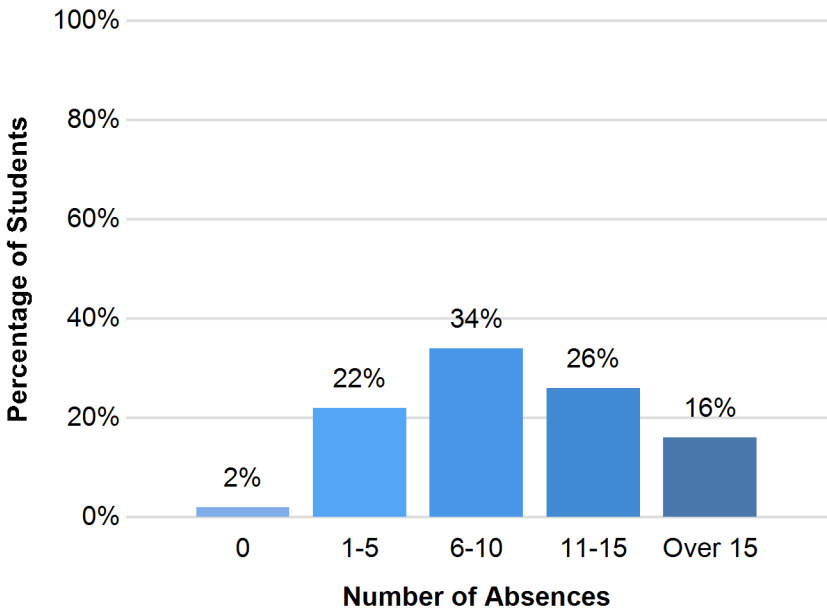
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	10.5	8.9	Not Met
White	5	6.9	8.9	Met
Hispanic	15	14.2	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	9.3		
Male	10	12.0		
Economically Disadvantaged Students	16	11.0	8.9	Not Met
Students with Disabilities	6	15.0	8.9	Not Met
English Learners	2	8.0	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





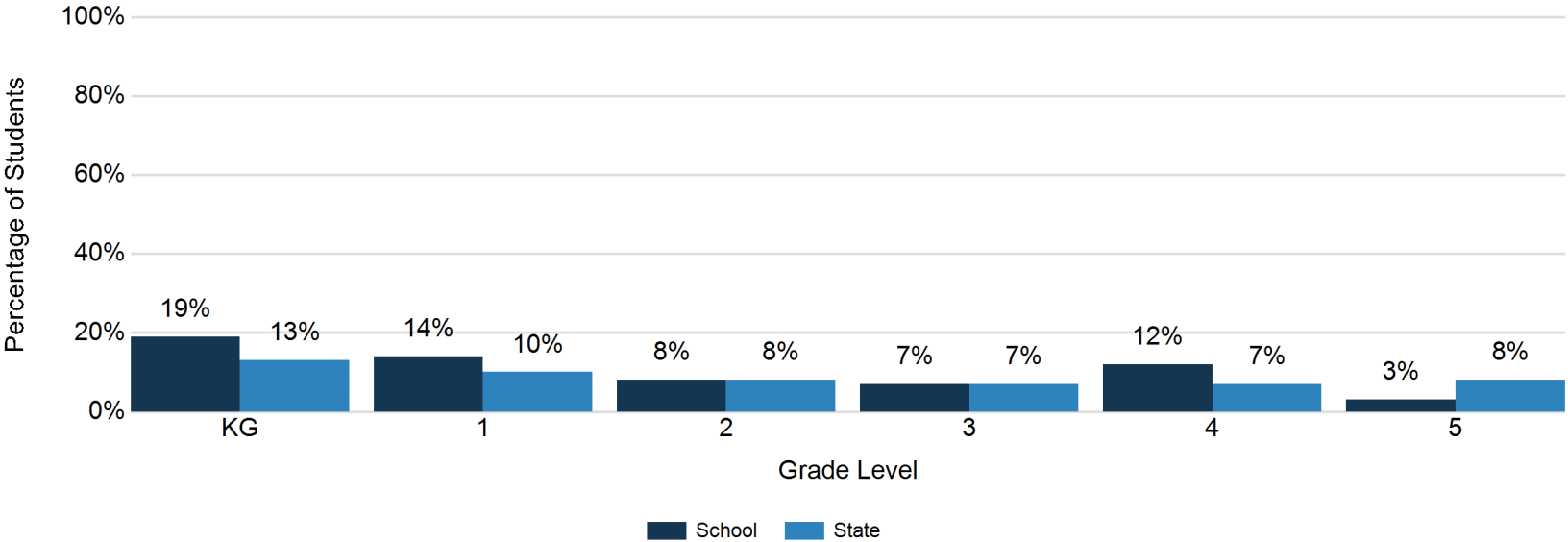
School #4
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





School #4
 (31-0900-110)
 Grades Offered: KG-05
 2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	1.27

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

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*



School #4
(31-0900-110)
Grades Offered: KG-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.2:1



School #4
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2018-2019

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	13	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	76.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	12:1	13:1
Students to Administrators	158:1	193:1
Teachers to Administrators	13:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



School #4
(31-0900-110)
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2018-2019

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	55.7%	92.3%	100.0%	48.4%	77.1%	54.9%
Male	44.3%	7.7%	0.0%	51.6%	22.9%	45.1%
White	38.0%	84.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	57.0%	7.7%	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	3.2%	7.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

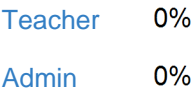
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	97.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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	36.4%	40.6%	37.0%
Math Proficiency	28.8%	36.6%	37.0%
ELA Growth	41	32	39
Math Growth	41	40	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	15.8%	15.0%	10.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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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(31-0900-110)
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target	Not Met	Not Met	**	Not Met	No
White	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target	Not Met	Not Met	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	N	N	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).





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2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Mission, Vision, Theme:</div>	<p>School 4 continues to strive for academic excellence, in an atmosphere filled with warmth & enthusiasm. Our staff is dedicated to generating a passion for learning & exploration through an intellectually active learning environment designed to promote student choice & hands-on activities. Fostering a community characterized by mutual respect, smart choices & academic excellence is our goal, as evidenced by our S.T.A.R. Program. Students are rewarded with “S.T.A.R. Bucks” throughout the day if they are seen making Smart choices or being Thoughtful, Ambitious, & Respectful.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Minds in Motion, an afterschool program funded by the 21st Century Community Learners Program, has been established at School 4. Students in grades 3-5 have the opportunity to participate in STEM based activities as a hands-on way to improve academic achievement. Academically oriented Family Nights open to all grade levels allow students to cooperatively work with their parents & teachers to learn together in a fun-filled atmosphere. Together, we continue to build a strong network of educational opportunities to serve every student who aspires for a brighter future.</p>




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(31-0900-110)
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 <div>Courses, Curriculum, Instruction:</div>	<p>As part of a balanced literacy initiative, teachers utilize the Houghton Mifflin Journeys Series, Foundations, & Writer’s Workshop. Additionally, teachers continue to implement the Scott Foresman enVisions® Program, a research-based mathematics curriculum that cultivates higher order thinking skills while maintaining basic math proficiencies. To continually meet the needs of all students, School 4 offers additional academic support programs such as Basic Skills Instruction, Reading Recovery, Speech, & Resource Room. The infusion of technology into our daily lessons provides our students with many opportunities to enhance 21st century skills. Accelerated Reader, Dream Box, & Imagine Math are computer-based resources teachers use daily to enhance core subjects. Chromebooks are accessible to all students & are used throughout the day.</p>
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Staff and Professional Learning:</div>	Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.
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School Narrative

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 <div>Student Supports and Services:</div>	<p>For the past 2 years, School 4 has been working in collaboration with the Rutgers University Boggs Center to implement the NJ PBSIS district wide initiative targeting a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students. “Be a School 4 STAR” encourages students to make Smart Choices, be Thoughtful Ambitious, & Respectful. Through the multi-tiered systems of support, we create environments that promote safety and encourage success while we work collaboratively to achieve student goals.</p>
 <div>Student Health and Wellness:</div>	<p>Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.</p>
 <div>Parent and Community Involvement:</div>	<p>The School Four Parent Teacher Organization is a nonprofit parent teacher organization (PTO) whose mission is to institute and sustain a close relationship between the parents, teachers, and students by evolving opportunities within the home, school, and community. The PTO provides assistance to teachers within the classroom settings, raises funds for educational materials and experiences, advocates school and family social interaction, and provides an unbiased forum for sharing information on issues that impact our children. It is our belief that the team effort of a parent teacher organization offers the best possible learning environment for our children. The School 4 PTO proudly plans and organizes monthly family nights to encourage parents, students, and staff to work together to create amazing opportunities for our School 4 students.</p>



School #5
(31-0900-120)
Grades Offered: KG-05
2018-2019

Report Key:

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- N** No Data is available to display
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



School #5
(31-0900-120)
Grades Offered: KG-05
2018-2019

Report Key:

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

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	Passaic
District	Clifton Public School District
Principal Name	Mr. Steven Anderson
Address	136 VALLEY ROAD CLIFTON, NJ 07013
Phone Number	973-470-2386
Email Address	sanderson@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonPublicSchools/
Twitter	https://twitter.com/School5Clifton



School #5
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Grades Offered: KG-05
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	44	75	68
1	67	48	82
2	53	68	46
3	63	55	61
4	76	63	59
5	65	80	67
Total	375	389	383

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	41.3%	42.9%	44.9%
Male	58.7%	57.1%	55.1%
Economically Disadvantaged Students	38.9%	37.0%	41.0%
Students with Disabilities	30.7%	28.0%	27.2%
English Learners	0.0%	2.1%	1.6%
Homeless Students	1.3%	0.3%	0.5%
Students in Foster Care	0.0%	0.0%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	39.7%	42.9%	39.2%
Hispanic	49.1%	47.0%	52.7%
Black or African American	2.7%	1.8%	1.8%
Asian	7.7%	7.5%	4.4%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.3%
American Indian or Alaska Native	0.3%	0.0%	0.5%
Two or More Races	0.5%	0.5%	1.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	44	75	68

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	73.6%
Spanish	17.0%
Arabic	4.7%
Polish	1.6%
Other Languages	3.1%



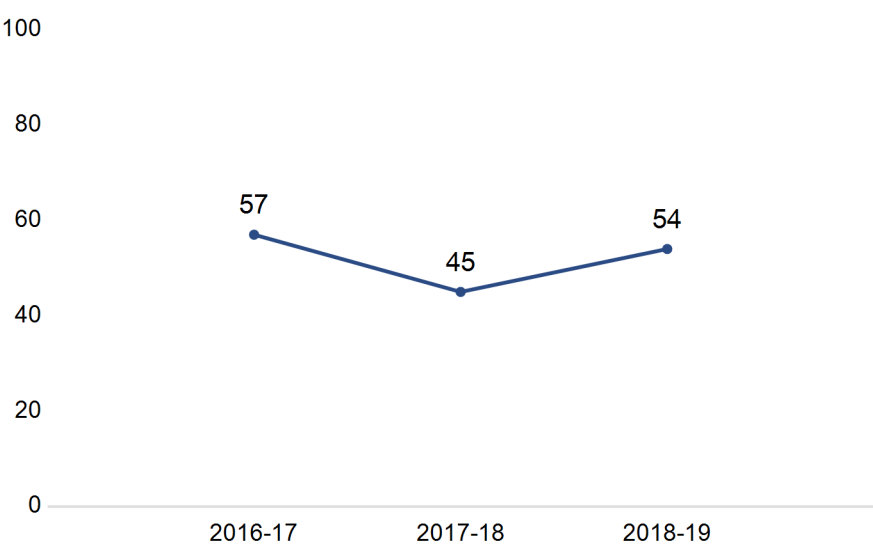
School #5
(31-0900-120)
Grades Offered: KG-05
2018-2019

Report Key:
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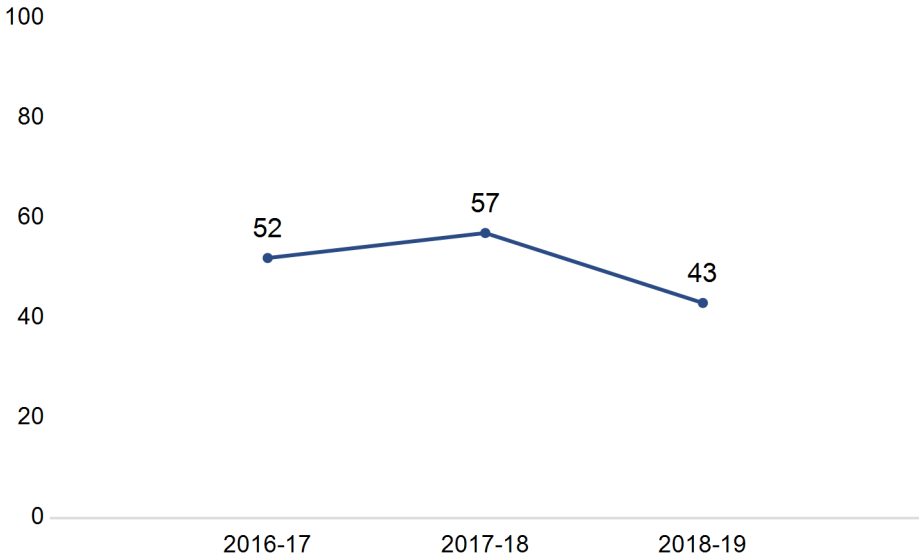
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	45	54	52	57	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	54	46	50	Met Standard	43	47	50	Met Standard
White	52	46	50	Met Standard	46.5	51	52	Met Standard
Hispanic	57	45	49	Met Standard	41	44	47	Met Standard
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	54.5	60	**
American Indian or Alaska Native	N	69	56	**	N	40	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	59.5	51	53	N	50.5	48	50	N
Male	50	42	47	N	41	46	51	N
Economically Disadvantaged Students	60.5	47	48	Exceeds Standard	55.5	46	46	Met Standard
Students with Disabilities	56.5	38	43	Met Standard	54.5	42	45	Met Standard
English Learners	*	55	52	**	*	44	50	**
Homeless Students	N	58	43	N	N	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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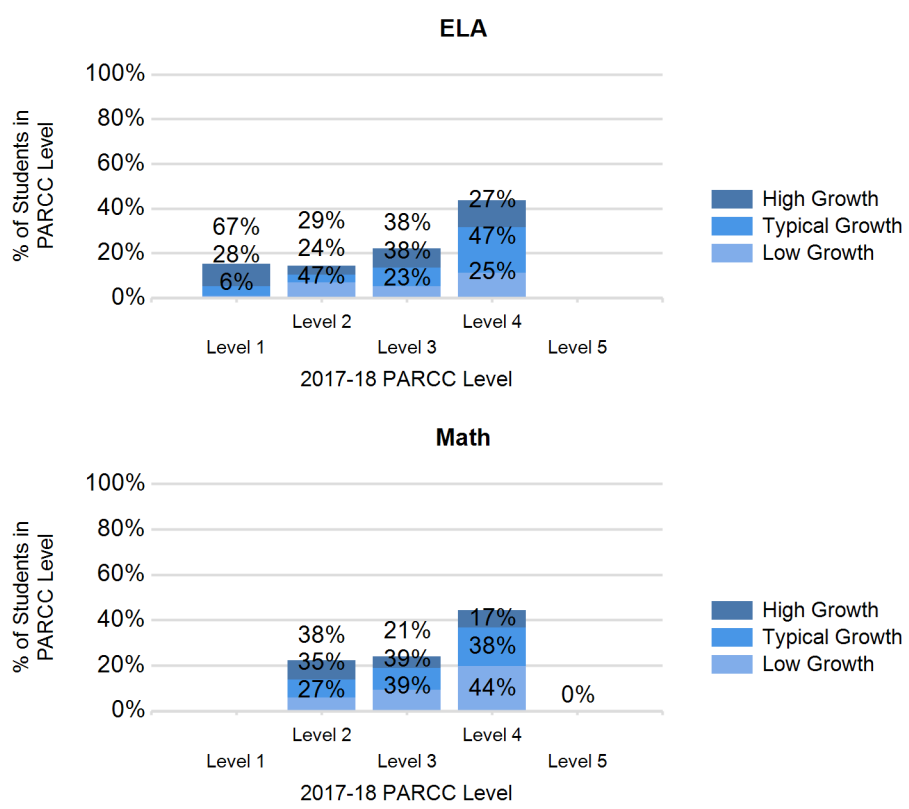
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

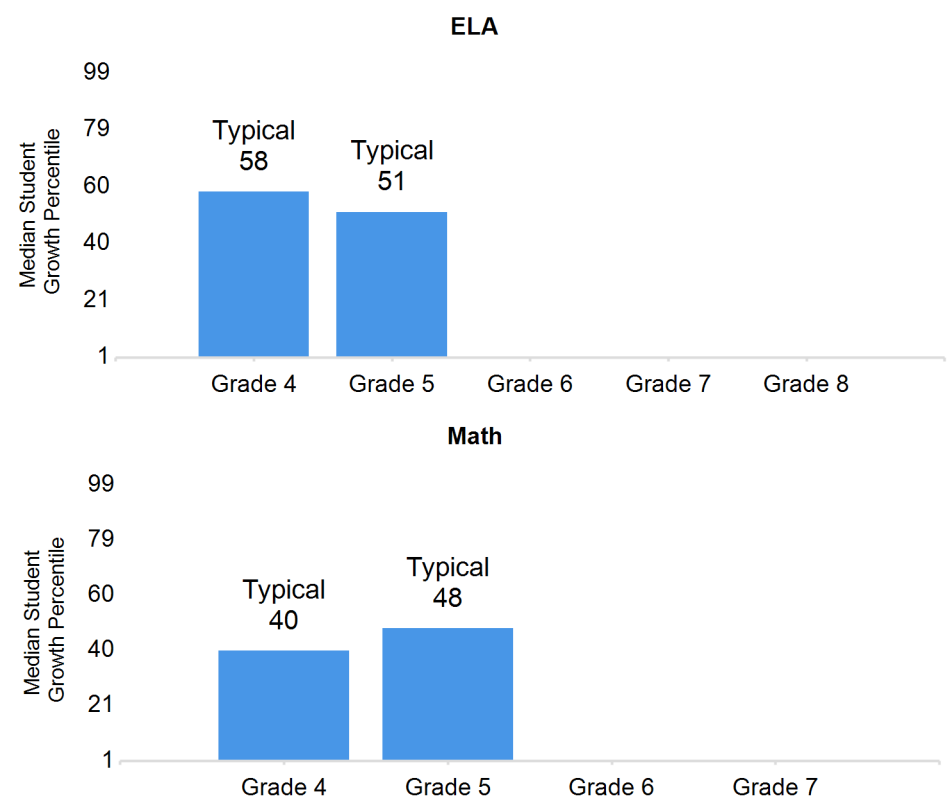
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



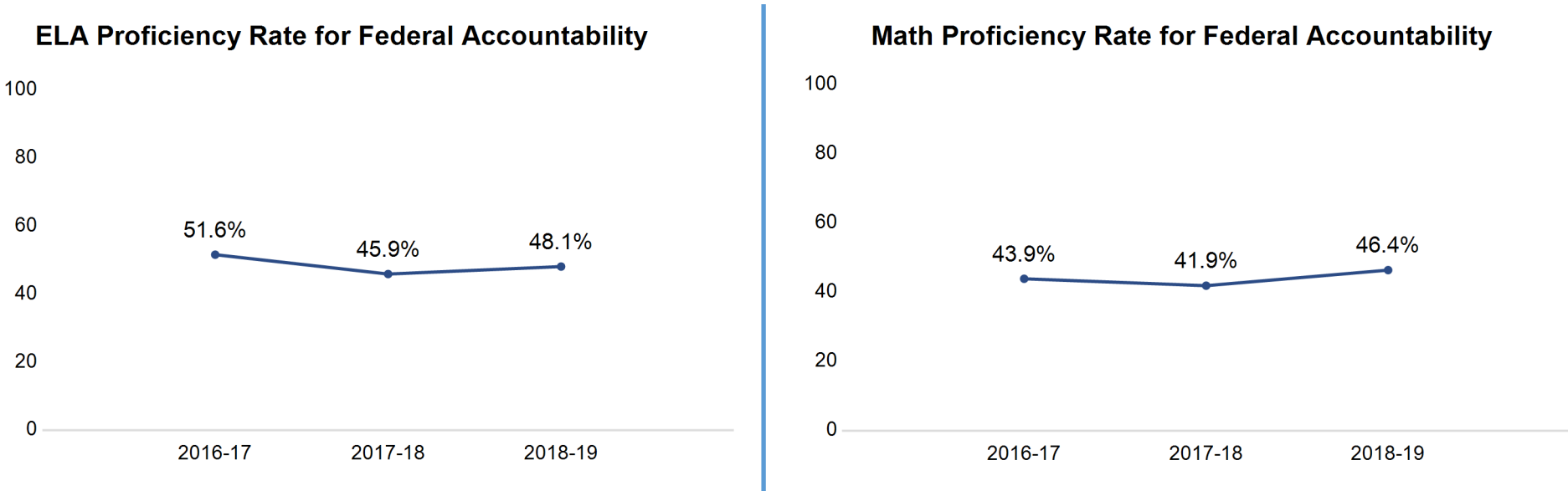


School #5
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2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	100.0%	100.0%	99.5%	100.0%	100.0%
Proficiency Rate for Federal Accountability	51.6%	45.9%	48.1%	43.9%	41.9%	46.4%
Annual Target	49.4%	51.0%	52.6%	44.2%	46.1%	48.0%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	183	100.0	48.1	48.1	57.9	48.1	52.6	Met Target†
White	78	100.0	56.4	54.9	66.9	56.4	55.9	Met Target
Hispanic	89	100.0	40.4	43.0	43.9	40.4	40.3	Met Target
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	39.1	56.0	N	**	**
Two or More Races	*	*	*	40.0	64.4	*	**	**
Female	76	100.0	56.6	56.1	64.8	56.6		
Male	107	100.0	42.1	41.0	51.3	42.1		
Economically Disadvantaged Students	67	100.0	35.8	41.0	40.0	35.8	39.5	Met Target†
Non-Economically Disadvantaged Students	116	100.0	55.2	56.5	67.9	55.2		
Students with Disabilities	38	100.0	21.1	13.3	22.7	21.1	19	Met Target
Students without Disabilities	145	100.0	55.2	55.4	65.1	55.2		
English Learners	11	100.0	*	27.7	29.3	*	**	**
Non-English Learners	172	100.0	*	50.9	60.6	*		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

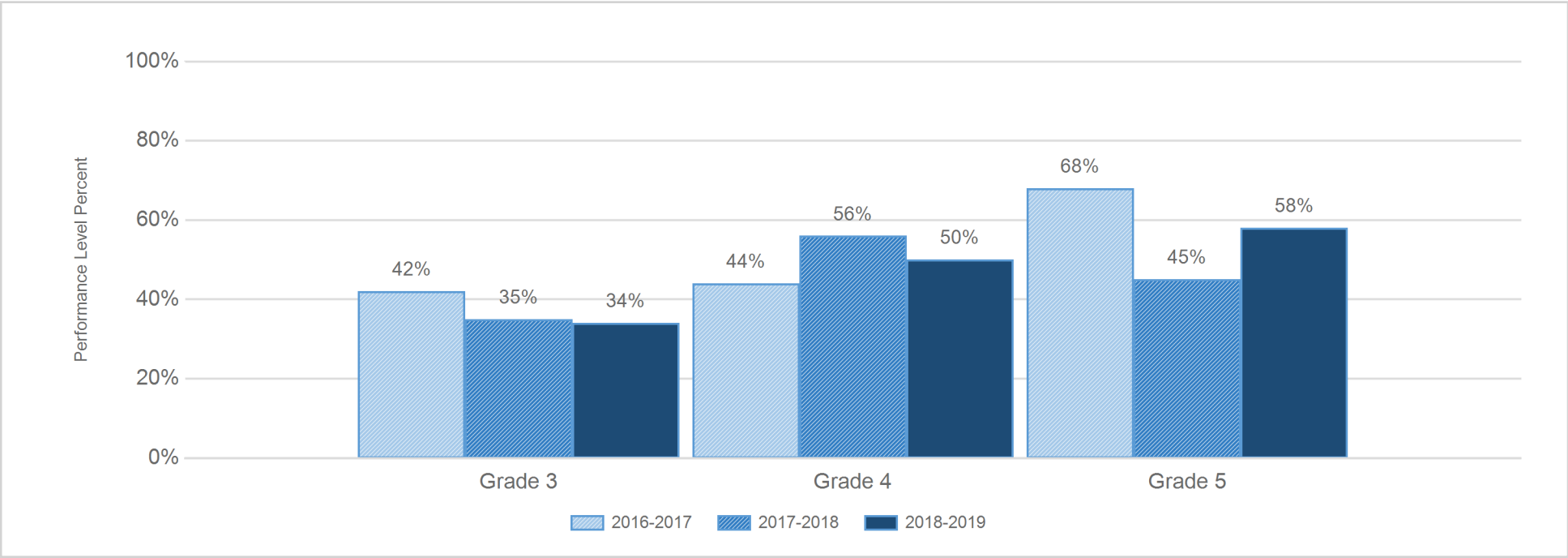


School #5
(31-0900-120)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	734	742	748	*	*	33%	34%	0%	34%	50%
White	19	744	745	757	*	0%	*	*	*	47%	60%
Hispanic	33	730	738	734	*	*	33%	*	*	27%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	17	741	*	753	*	*	*	*	*	47%	55%
Male	41	731	*	743	*	*	*	*	*	29%	46%
Economically Disadvantaged Students	22	714	736	731	*	*	*	*	*	14%	33%
Non-Economically Disadvantaged Students	36	746	748	759	*	*	*	*	*	47%	61%
Students with Disabilities	10	700	718	719	*	*	*	*	*	10%	24%
Students without Disabilities	48	741	747	754	*	*	*	*	*	40%	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School #5
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	751	753	755	*	*	33%	*	*	50%	57%
White	28	754	754	763	0%	*	36%	*	*	57%	67%
Hispanic	25	747	750	743	*	*	*	*	*	40%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	34	753	758	760	*	*	*	*	*	56%	62%
Male	24	747	748	750	*	*	*	*	*	42%	53%
Economically Disadvantaged Students	21	745	746	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	37	754	760	765	*	*	*	*	*	57%	69%
Students with Disabilities	12	727	723	725	*	*	*	*	*	17%	25%
Students without Disabilities	46	757	758	761	*	*	*	*	*	59%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	731	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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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	752	752	756	*	*	24%	*	*	58%	58%
White	31	757	756	764	*	*	*	*	*	61%	68%
Hispanic	31	747	*	743	*	*	32%	52%	0%	52%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	25	758	757	761	*	*	*	*	*	64%	64%
Male	41	748	747	750	*	*	*	*	*	54%	52%
Economically Disadvantaged Students	23	744	*	740	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	43	756	*	766	*	*	*	*	*	60%	69%
Students with Disabilities	14	728	720	724	*	*	*	*	*	29%	23%
Students without Disabilities	52	759	759	762	*	*	*	*	*	65%	65%
English Learners	N	N	708	713	N	N	N	N	N	N	11%
Non-English Learners	66	752	754	758	*	*	24%	*	*	58%	60%
Homeless Students	N	N	732	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	183	100.0	46.4	39.4	44.5	46.4	48	Met Target†
White	78	100.0	59.0	50.1	54.1	59.0	51.1	Met Target
Hispanic	89	100.0	36.0	32.0	28.8	36.0	42.8	Met Target†
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	13.0	42.7	N	**	**
Two or More Races	*	*	*	33.3	53.3	*	**	**
Female	76	100.0	38.2	39.8	44.9	38.2		
Male	107	100.0	52.3	39.1	44.2	52.3		
Economically Disadvantaged Students	67	100.0	34.3	32.8	26.3	34.3	34.8	Met Target†
Non-Economically Disadvantaged Students	116	100.0	53.4	47.2	54.9	53.4		
Students with Disabilities	38	100.0	15.8	11.3	17.4	15.8	24.2	Met Target†
Students without Disabilities	145	100.0	54.5	45.2	50.0	54.5		
English Learners	11	100.0	36.4	28.5	25.0	36.4	**	**
Non-English Learners	172	100.0	47.1	40.9	46.5	47.1		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

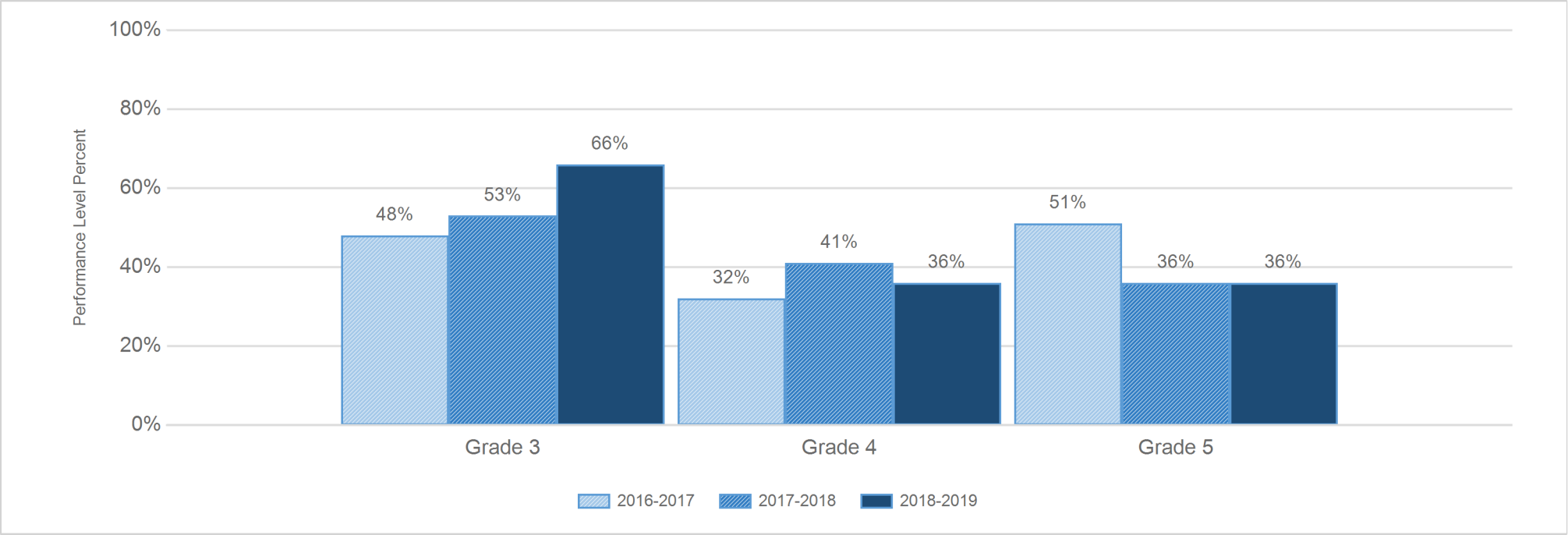


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2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	751	752	752	*	*	*	*	*	66%	55%
White	19	765	759	760	*	*	0%	*	*	89%	66%
Hispanic	33	747	747	739	*	*	*	*	*	58%	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	17	745	*	751	*	*	*	*	*	53%	54%
Male	41	754	*	752	*	*	*	*	*	71%	56%
Economically Disadvantaged Students	22	734	747	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	36	762	757	761	*	*	*	*	*	81%	67%
Students with Disabilities	10	717	734	731	*	*	*	*	*	20%	31%
Students without Disabilities	48	758	755	756	*	*	*	*	*	75%	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School #5
(31-0900-120)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	743	748	749	0%	24%	40%	36%	0%	36%	51%
White	28	751	752	757	0%	*	50%	*	*	46%	62%
Hispanic	25	735	744	737	0%	44%	*	*	*	24%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	34	743	748	749	0%	*	*	*	*	38%	50%
Male	24	742	749	749	0%	*	*	*	*	33%	52%
Economically Disadvantaged Students	21	739	744	734	0%	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	37	745	754	759	0%	*	*	*	*	38%	63%
Students with Disabilities	12	723	723	726	*	*	*	*	*	*	25%
Students without Disabilities	46	748	753	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	*	*	730	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%



School #5
(31-0900-120)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	743	745	747	*	27%	35%	*	*	36%	47%
White	31	750	751	755	*	*	*	*	*	48%	58%
Hispanic	31	735	*	735	0%	39%	42%	*	*	19%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	25	739	745	747	*	*	40%	*	*	28%	47%
Male	41	746	746	747	*	*	32%	*	*	41%	47%
Economically Disadvantaged Students	23	741	*	732	*	*	48%	*	*	26%	27%
Non-Economically Disadvantaged Students	43	745	*	757	*	*	28%	*	*	42%	59%
Students with Disabilities	14	725	724	725	*	*	*	*	*	*	19%
Students without Disabilities	52	748	750	752	*	*	*	*	*	*	52%
English Learners	N	N	718	718	N	N	N	N	N	N	12%
Non-English Learners	66	743	746	749	*	27%	35%	*	*	36%	49%
Homeless Students	N	N	728	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N



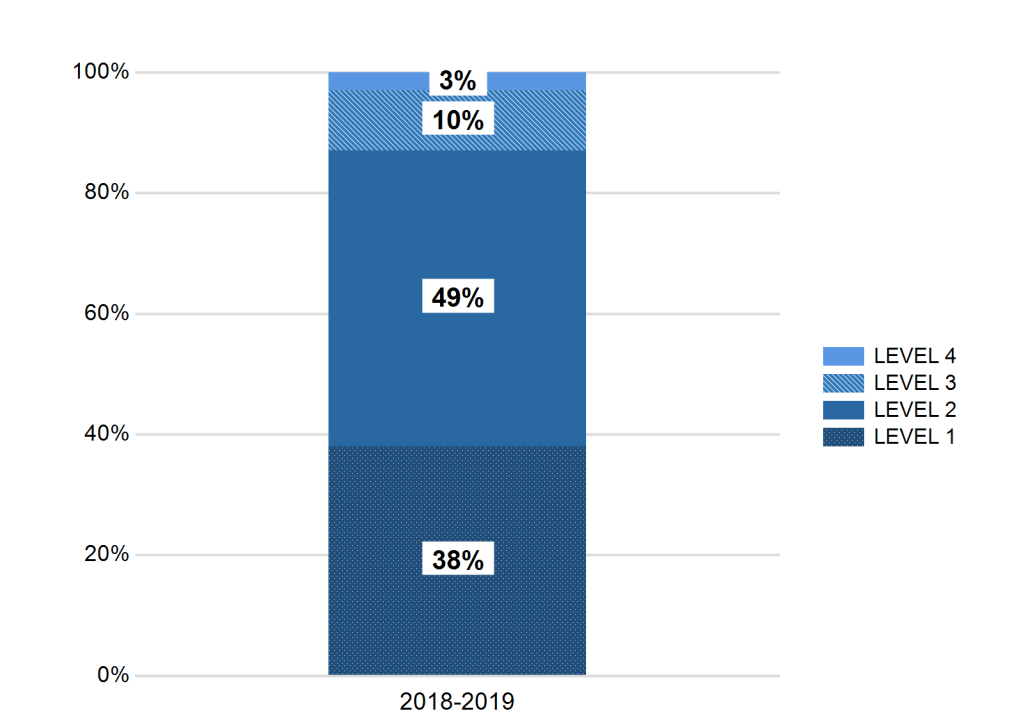
School #5
(31-0900-120)
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2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	38	49	10	3
White	32	42	19	6
Hispanic	45	55	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	33	63	0	4
Male	41	41	16	2
Economically Disadvantaged Students	56	41	4	0
Non-Economically Disadvantaged Students	27	54	15	5
Students with Disabilities	83	17	0	0
Students without Disabilities	22	60	14	4
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



School #5
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2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

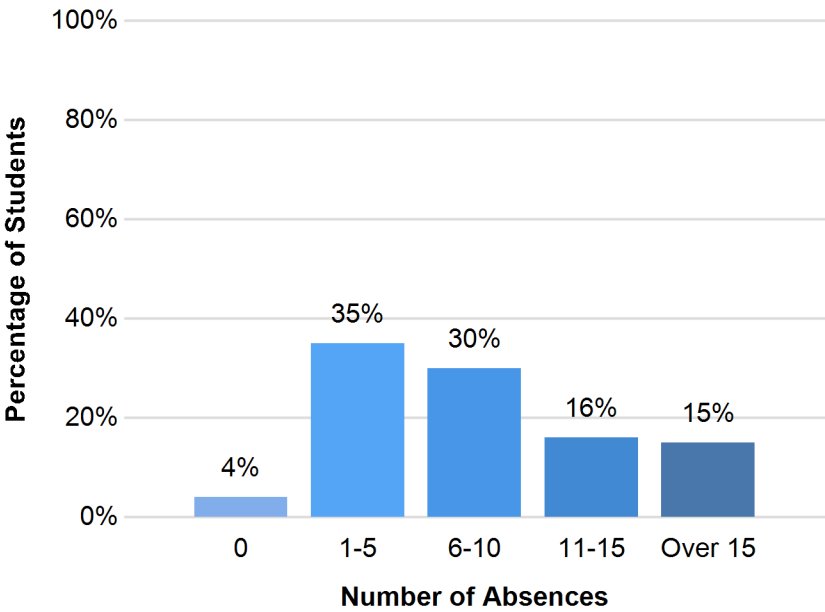
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	8.6	8.9	Met
White	12	8.0	8.9	Met
Hispanic	15	8.8	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	8.7	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	18	11.1		
Male	13	6.6		
Economically Disadvantaged Students	14	11.1	8.9	Not Met
Students with Disabilities	8	11.4	8.9	Not Met
English Learners	1	5.9	**	**
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.





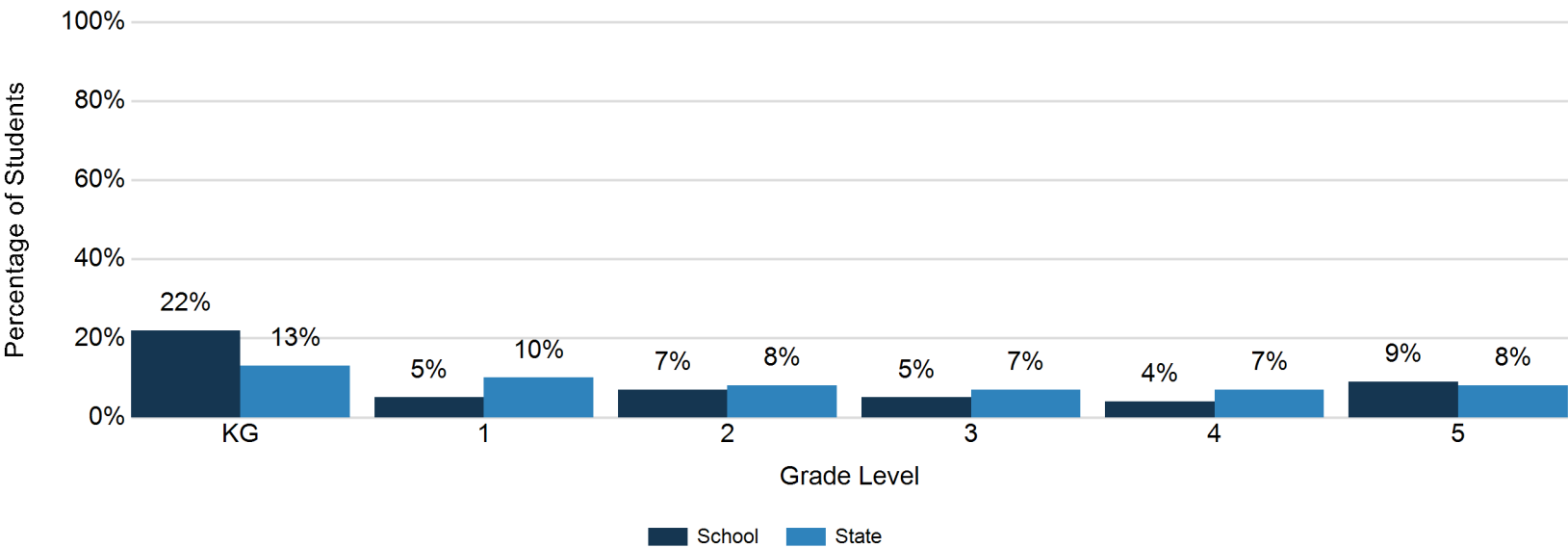
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





School #5

(31-0900-120)

Grades Offered: KG-05

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	2.09

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	5	5
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.4:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	70.0%	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	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	13:1	13:1
Students to Administrators	383:1	193:1
Teachers to Administrators	30:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.9%	90.0%	0.0%	48.4%	77.1%	54.9%
Male	55.1%	10.0%	100.0%	51.6%	22.9%	45.1%
White	39.2%	96.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	52.7%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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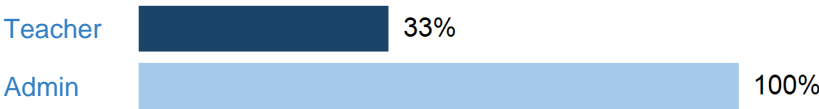
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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	51.6%	45.9%	48.1%
Math Proficiency	43.9%	41.9%	46.4%
ELA Growth	57	45	54
Math Growth	52	57	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.0%	7.2%	8.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



School #5
(31-0900-120)
Grades Offered: KG-05
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



School #5
(31-0900-120)
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2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Mission, Vision, Theme:

School Five is located in the Albion section of Clifton with approx. 400 students, spanning grade levels K - grade 5. There are over 60 skilled staff members working together with students and families to enhance student achievement aligned to the NJ Student Learning Standards. Our mission is to provide a safe and nurturing environment, where students are challenged to reach their full social, emotional, and academic potential. We encourage students to become lifelong learners by promoting self-confidence, responsibility, and teamwork. Our community strives to foster mutual respect and acceptance, which is enhanced by a strong partnership between home and school. Our school is a safe, respectful environment, where individual differences are celebrated. We value diversity and are proud of our rich tradition of providing an excellent education. With parental support, enthusiastic students, and a caring staff, we believe that School Five is "A Great Place to Learn." We Are...All STARS!



Awards, Recognition, Accomplishments:

School Five presents that Shining Star Award to our students. This award is given to students who have shown significant academic improvement. Our Student of the Month Award is given to students who demonstrate all of the qualities represented by our school expectations of good character. In addition to these school wide awards, our third through fifth grade students are recognized for their academic achievement by earning Honor Roll with a grade of 85 or higher.




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 <div>Courses, Curriculum, Instruction:</div>	<p>Our curriculum is aligned with and reflects the New Jersey Student Learning Standards. Teachers implement the enVisions 2.0 Math Program, a research-based mathematics curriculum that cultivates higher order thinking skills while developing basic math proficiencies. As part of a balanced literacy initiative, teachers utilize the Houghton Mifflin Journeys Series and Writer's Workshop, in conjunction with the Accelerated Reader, Accelerated Reader 360, MyOn Reader, STAR Reading and Raz Kids. Reading difficulties are identified as they emerge, providing students in need of support, individualized instruction and strategies for improvement. Foundations®, a multisensory and systematic phonics, spelling, and handwriting program develops foundational reading skills for all Kindergarten through grade three students. Our fourth and fifth grade students are immersed in novel unit studies.</p>
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School #5

(31-0900-120)

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2018-2019

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<div>  <div>Before and After School Programs:</div> </div>	<div>School #5 provides a before school day care program in conjunction with the Boys/Girls Club of Clifton from 7:05 a.m. until the start of the school day. School #5 provides an after school day care program in conjunction with the Boys/Girls Club of Clifton from 3:20 p.m. through 6:00 p.m.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students' work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.</div>

**School #5**

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2018-2019

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School Narrative

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Student Supports and
Services:

For the past two years, School Five has been working in collaboration with the Rutgers University Boggs Center to implement the NJ PBSIS district wide initiative targeting a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students. Through the multi-tiered systems of support, we create environments that promote safety and encourage success while we work collaboratively to achieve student goals. At School Five, We Are... All S.T.A.R.S! Our overarching expectations are in place to foster a learning community that promotes Safety, Teamwork, Acceptance, and Respect (STAR).

Student Health and
Wellness:

Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.

Parent and
Community
Involvement:

At School Five, we believe strongly in the importance of maintaining a partnership with parents. We encourage and invite parent involvement in the education of our children. All parents are invited to meet with teachers to discuss student classroom progress, review performance on state tests, and discuss how parents and teachers may work together to meet the needs of each student. We are very fortunate to have a very active, involved and supportive group of parents that make up the Home and School Association (HASA). They volunteer their time to assist with school programs, projects and events. The School Five HASA provides students with many additional activities such as cultural arts programs, educational field trips, and field day activities.



School #8
(31-0900-140)
Grades Offered: PK-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**School #8**

(31-0900-140)

Grades Offered: PK-05

2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Clifton Public School District
Principal Name	Ms. Nancy Latzoni
Address	41 OAK STREET CLIFTON, NJ 07014
Phone Number	973-470-2392
Email Address	nlatzoni@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonPublicSchools/
Twitter	https://twitter.com/Cliftonschoool8



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	161	163	0
KG	38	31	34
1	26	36	30
2	30	20	35
3	32	26	22
4	34	33	23
5	37	36	32
Total	358	345	176

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.0%	46.7%	51.7%
Male	52.0%	53.3%	48.3%
Economically Disadvantaged Students	52.5%	60.9%	33.5%
Students with Disabilities	14.8%	17.7%	11.4%
English Learners	0.0%	0.0%	0.6%
Homeless Students	2.8%	0.6%	2.3%
Students in Foster Care	0.0%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	36.6%	33.3%	33.0%
Hispanic	41.6%	47.8%	45.5%
Black or African American	4.5%	2.6%	2.3%
Asian	15.9%	13.6%	16.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.6%	2.0%	1.7%
Two or More Races	0.8%	0.6%	1.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	161	163	0
KG - Half Day	0	0	0
KG - Full Day	38	31	34

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	75.0%
Spanish	13.1%
Gujarati	4.5%
Polish	1.7%
Arabic	1.1%
Other Languages	4.5%



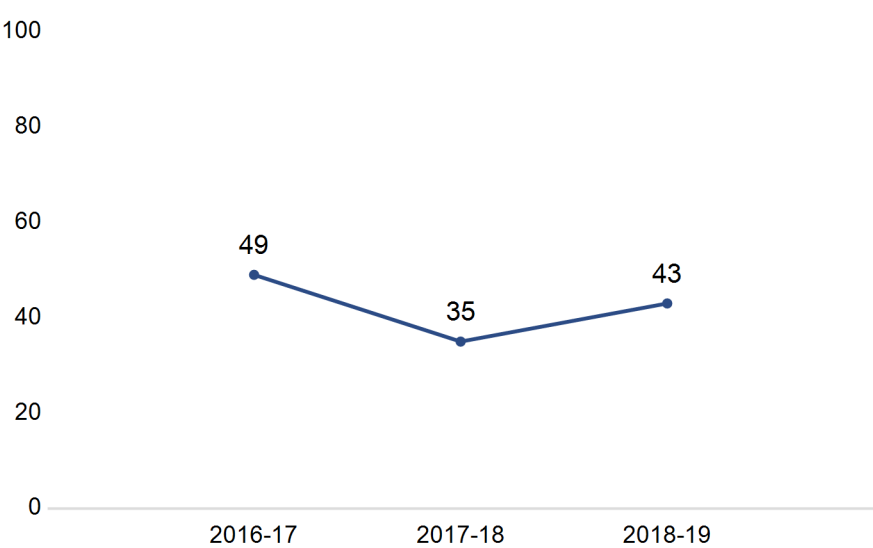
School #8
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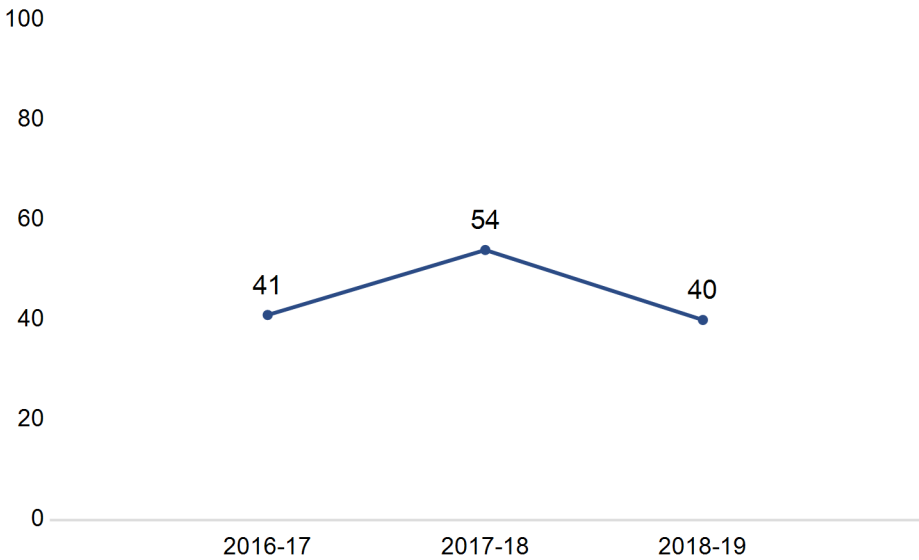
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	35	43	41	54	40
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	43	46	50	Met Standard	40	47	50	Met Standard
White	51	46	50	**	53	51	52	**
Hispanic	39	45	49	**	40	44	47	**
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	43	51	59	**	31	54.5	60	**
American Indian or Alaska Native	*	69	56	**	*	40	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	45	51	53	N	40	48	50	N
Male	41	42	47	N	42.5	46	51	N
Economically Disadvantaged Students	56	47	48	**	68.5	46	46	**
Students with Disabilities	*	38	43	**	*	42	45	**
English Learners	*	55	52	**	*	44	50	**
Homeless Students	*	58	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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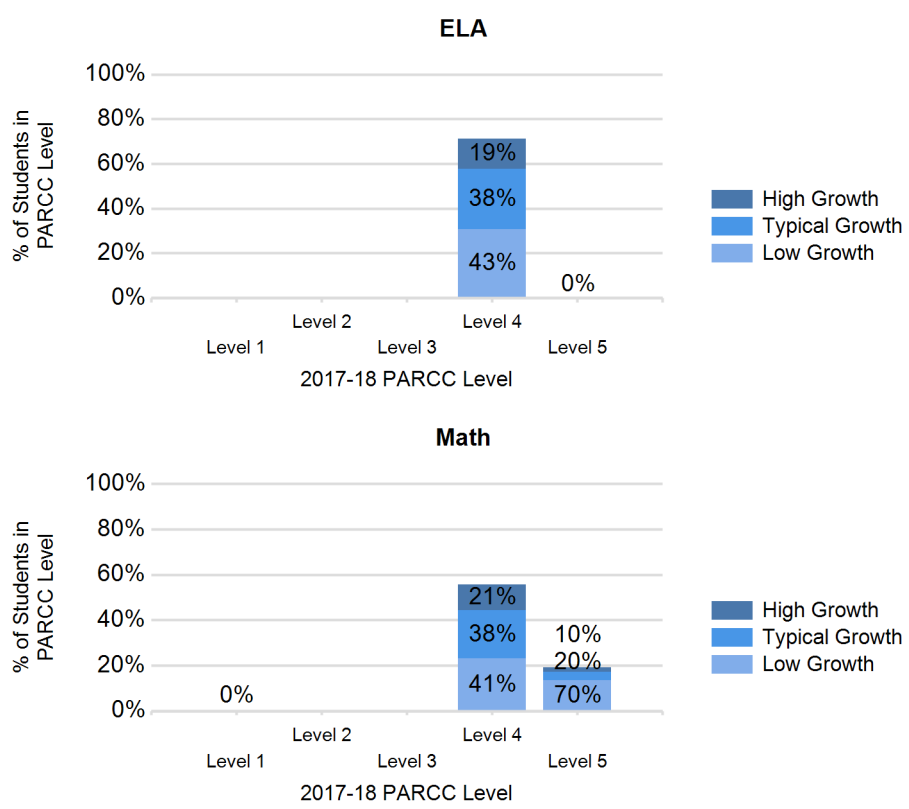
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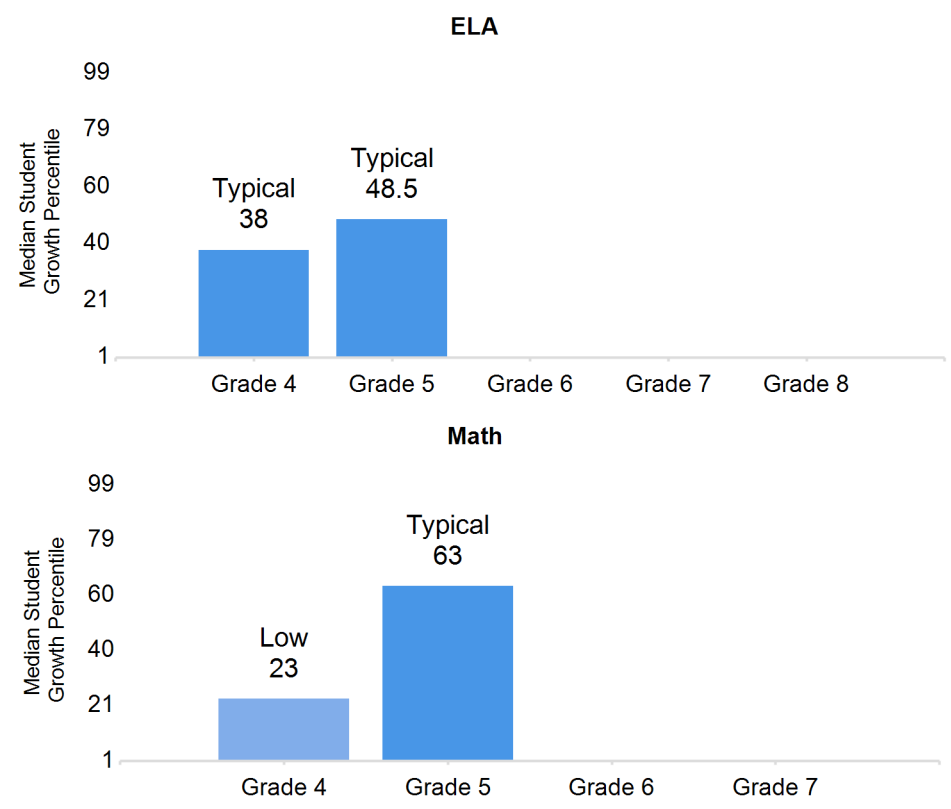
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



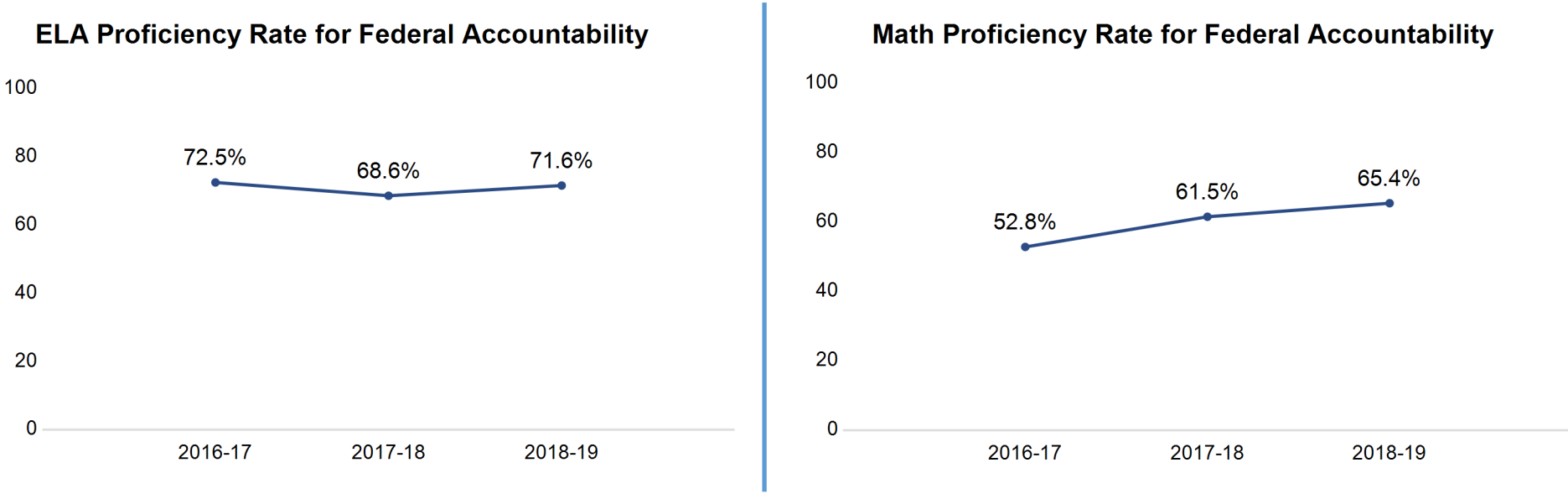


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.0%	93.7%	97.6%	96.0%	93.7%	97.6%
Proficiency Rate for Federal Accountability	72.5%	68.6%	71.6%	52.8%	61.5%	65.4%
Annual Target	65.6%	66.3%	67.1%	50.2%	51.7%	53.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	81	97.6	71.6	48.1	57.9	71.6	67.1	Met Target
White	28	100.0	75.0	54.9	66.9	75.0	73	Met Target
Hispanic	34	97.2	58.8	43.0	43.9	58.8	56.5	Met Target
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	93.8	69.5	82.9	93.8	**	**
American Indian or Alaska Native	*	*	*	39.1	56.0	*	**	**
Two or More Races	N	N	N	40.0	64.4	N	**	**
Female	41	100.0	82.9	56.1	64.8	82.9		
Male	40	95.5	60.0	41.0	51.3	60.0		
Economically Disadvantaged Students	24	96.0	62.5	41.0	40.0	62.5	58.2	Met Target
Non-Economically Disadvantaged Students	57	98.3	75.4	56.5	67.9	75.4		
Students with Disabilities	15	100.0	26.7	13.3	22.7	26.7	**	**
Students without Disabilities	66	97.1	81.8	55.4	65.1	81.8		
English Learners	*	*	*	27.7	29.3	*	**	**
Non-English Learners	*	*	*	50.9	60.6	*		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

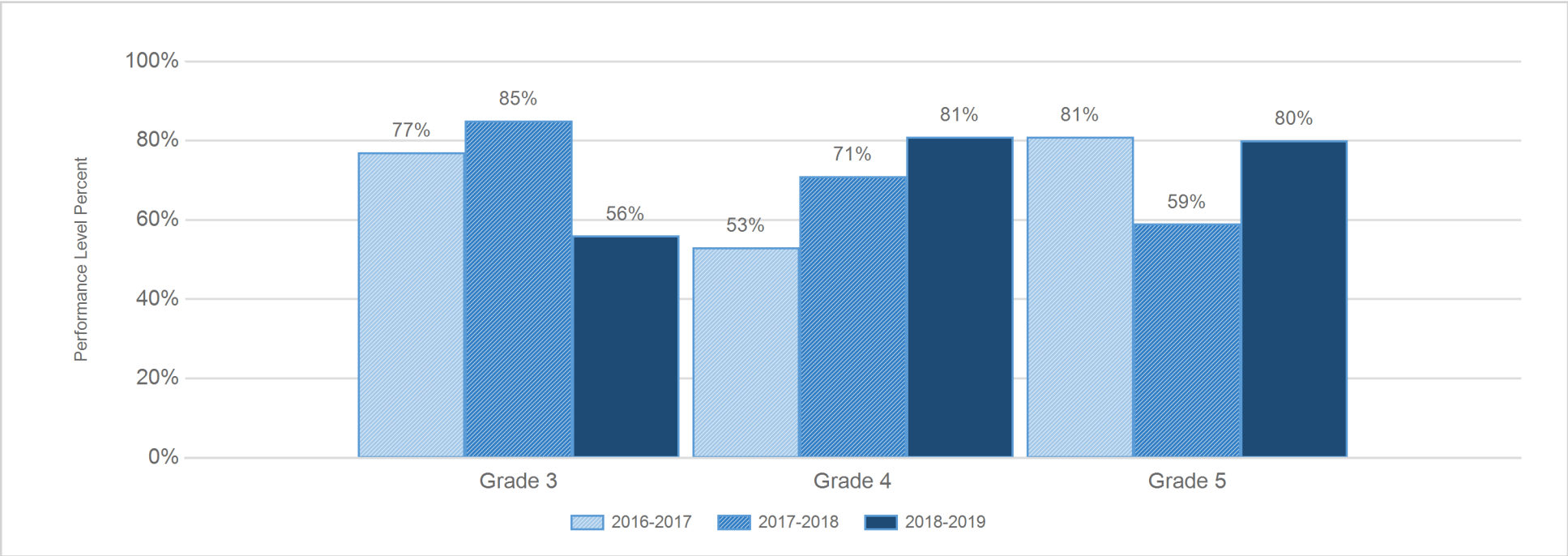


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2018-2019

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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.





School #8
(31-0900-140)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	25	761	742	748	*	*	*	*	*	56%	50%
White	10	767	745	757	*	*	*	*	*	60%	60%
Hispanic	10	756	738	734	0%	*	*	*	*	50%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	11	772	*	753	*	*	*	*	*	64%	55%
Male	14	753	*	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	10	742	736	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	15	775	748	759	*	*	*	*	*	67%	61%
Students with Disabilities	*	*	718	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	747	754	*	*	*	*	*	*	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School #8
(31-0900-140)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	762	753	755	*	0%	*	*	*	81%	57%
White	*	*	754	763	*	*	*	*	*	*	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	N	N	745	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	16	767	758	760	*	0%	*	*	*	94%	62%
Male	10	755	748	750	*	0%	*	*	*	60%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	N	N	731	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



School #8
(31-0900-140)
Grades Offered: PK-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	766	752	756	0%	*	*	*	*	80%	58%
White	12	768	756	764	0%	0%	*	*	*	83%	68%
Hispanic	13	759	*	743	0%	*	*	*	*	69%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	14	771	757	761	0%	*	*	*	*	86%	64%
Male	16	761	747	750	0%	*	*	*	*	75%	52%
Economically Disadvantaged Students	10	763	*	740	0%	*	*	*	*	90%	39%
Non-Economically Disadvantaged Students	20	767	*	766	0%	*	*	*	*	75%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	759	762	*	*	*	*	*	*	65%
English Learners	N	N	708	713	N	N	N	N	N	N	11%
Non-English Learners	30	766	754	758	0%	*	*	*	*	80%	60%
Homeless Students	*	*	732	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%



School #8
(31-0900-140)
Grades Offered: PK-05
2018-2019

Report Key:

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 † This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	81	97.6	65.4	39.4	44.5	65.4	53.3	Met Target
White	28	100.0	67.9	50.1	54.1	67.9	64.9	Met Target
Hispanic	34	97.2	58.8	32.0	28.8	58.8	37.1	Met Target
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	81.3	62.8	76.5	81.3	**	**
American Indian or Alaska Native	*	*	*	13.0	42.7	*	**	**
Two or More Races	N	N	N	33.3	53.3	N	**	**
Female	41	100.0	65.9	39.8	44.9	65.9		
Male	40	95.5	65.0	39.1	44.2	65.0		
Economically Disadvantaged Students	24	96.0	50.0	32.8	26.3	50.0	41.2	Met Target
Non-Economically Disadvantaged Students	57	98.3	71.9	47.2	54.9	71.9		
Students with Disabilities	15	100.0	33.3	11.3	17.4	33.3	**	**
Students without Disabilities	66	97.1	72.7	45.2	50.0	72.7		
English Learners	*	*	*	28.5	25.0	*	**	**
Non-English Learners	*	*	*	40.9	46.5	*		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

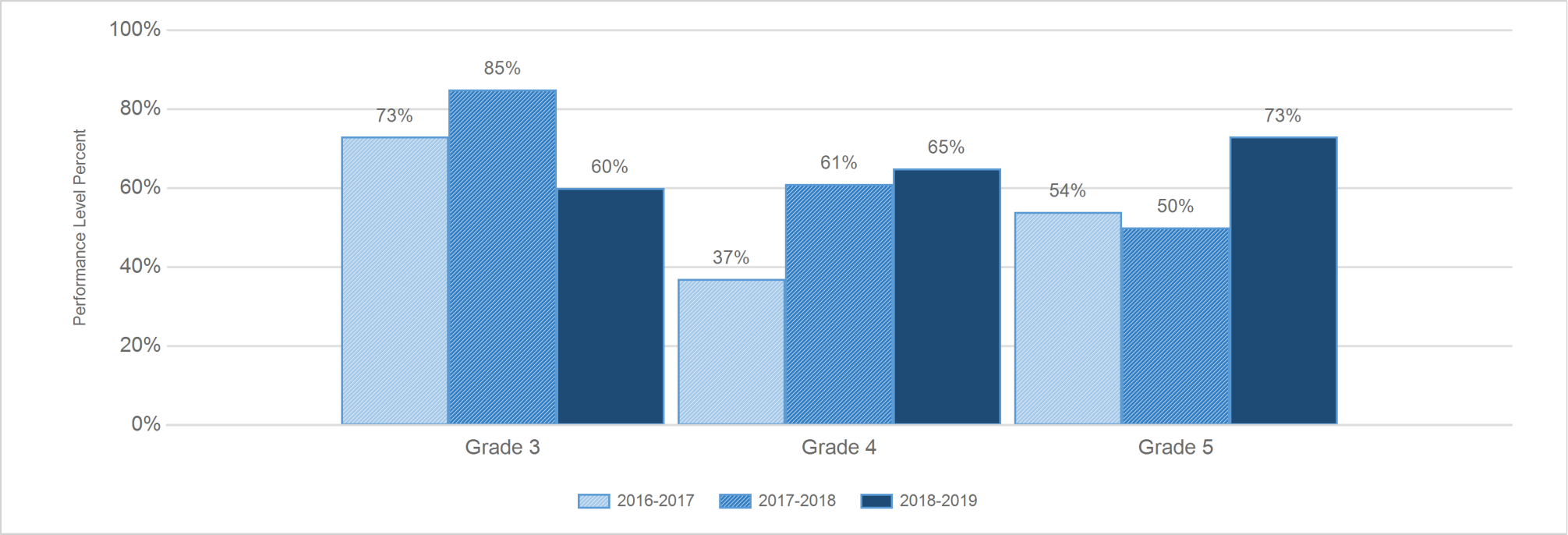


School #8
(31-0900-140)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School #8
(31-0900-140)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	772	752	752	0%	*	*	*	*	60%	55%
White	10	774	759	760	0%	*	*	*	*	70%	66%
Hispanic	10	769	747	739	0%	0%	*	*	*	50%	40%
Black or African American	*	*	735	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	11	778	*	751	0%	*	*	*	*	64%	54%
Male	14	767	*	752	0%	*	*	*	*	57%	56%
Economically Disadvantaged Students	10	764	747	737	0%	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	15	777	757	761	0%	*	*	*	*	73%	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	755	756	*	*	*	*	*	*	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School #8
(31-0900-140)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	753	748	749	*	*	*	*	*	65%	51%
White	*	*	752	757	*	*	*	*	*	*	62%
Hispanic	*	*	744	737	*	*	*	*	*	*	36%
Black or African American	N	N	739	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	16	757	748	749	*	*	*	*	*	69%	50%
Male	10	748	749	749	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	*	*	744	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	723	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	730	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



School #8
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	764	745	747	*	0%	*	*	*	73%	47%
White	12	767	751	755	0%	0%	*	*	*	83%	58%
Hispanic	13	757	*	735	*	0%	*	*	*	69%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	14	762	745	747	*	0%	*	*	*	64%	47%
Male	16	766	746	747	*	0%	*	*	*	81%	47%
Economically Disadvantaged Students	10	756	*	732	*	0%	*	*	*	60%	27%
Non-Economically Disadvantaged Students	20	768	*	757	*	0%	*	*	*	80%	59%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	750	752	*	*	*	*	*	*	52%
English Learners	N	N	718	718	N	N	N	N	N	N	12%
Non-English Learners	30	764	746	749	*	0%	*	*	*	73%	49%
Homeless Students	*	*	728	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%



School #8
(31-0900-140)
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N



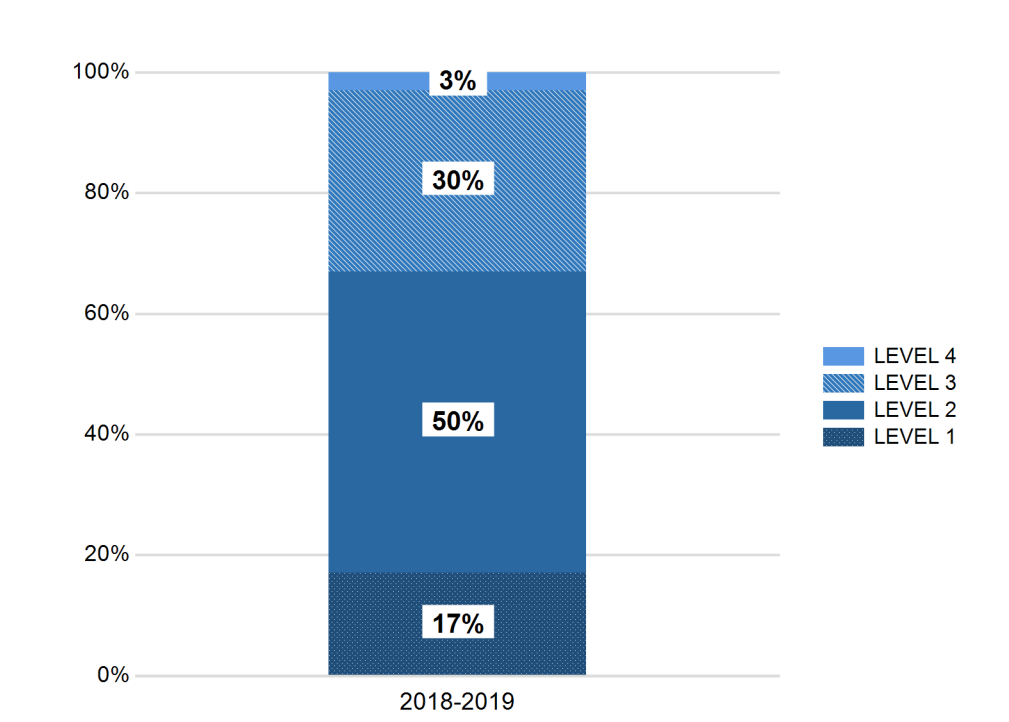
School #8
(31-0900-140)
Grades Offered: PK-05
2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	17	50	30	3
White	17	58	17	8
Hispanic	23	38	38	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	7	71	21	0
Male	25	31	38	6
Economically Disadvantaged Students	27	45	27	0
Non-Economically Disadvantaged Students	11	53	32	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	17	50	30	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School #8
(31-0900-140)
Grades Offered: PK-05
2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

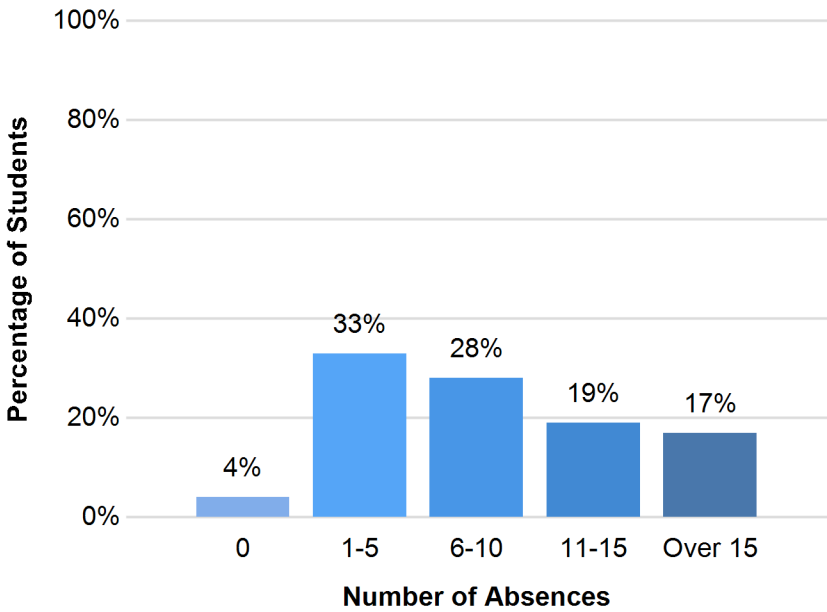
Chronic Absenteeism

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	22	11.5	8.9	Not Met
White	5	8.2	8.9	Met
Hispanic	12	13.3	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	6.7	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	8	8.4		
Male	14	14.4		
Economically Disadvantaged Students	13	18.1	8.9	Not Met
Students with Disabilities	2	6.3	8.9	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.





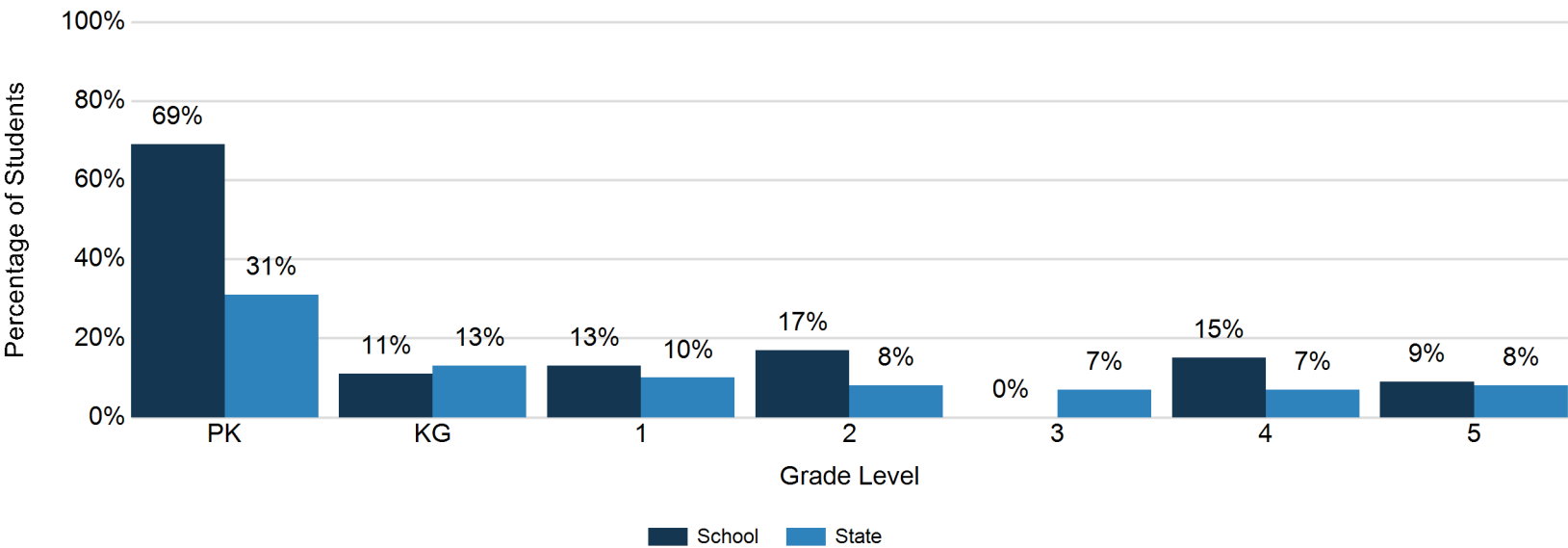
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Grades Offered: PK-05
2018-2019

Report Key:
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





School #8
(31-0900-140)
Grades Offered: PK-05
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	9.8	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	60.5%	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	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	5:1	13:1
Students to Administrators	35:1	193:1
Teachers to Administrators	8:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



School #8
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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	51.7%	97.4%	100.0%	48.4%	77.1%	54.9%
Male	48.3%	2.6%	0.0%	51.6%	22.9%	45.1%
White	33.0%	68.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	45.5%	23.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.3%	2.6%	0.0%	15.0%	6.6%	13.9%
Asian	16.5%	5.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

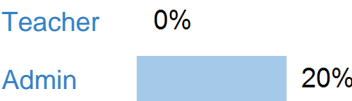
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.5%	68.6%	71.6%
Math Proficiency	52.8%	61.5%	65.4%
ELA Growth	49	35	43
Math Growth	41	54	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	11.3%	12.5%	11.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	N	Not Met	No
White	Met Target	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	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).





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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Mission, Vision, Theme:</div>	School Eight is nestled in the Delawanna section of Clifton and prides itself in providing our one hundred eighty-four students, at present, with a wide variety of opportunities for success. Over the past few years, average class size has lingered between eighteen to twenty-five students, allowing for individualized instruction and greater teacher-student interaction.
 <div>Awards, Recognition, Accomplishments:</div>	School Eight incorporates the activities for Week of Respect, School Violence Awareness and Red Ribbon which encompasses character education and anti-bullying lessons. When the “entire village” works cooperatively to educate children, success is guaranteed! Our school mascot is the dolphin and our slogan which is displayed in front of the building on our sign announces to the community that ‘School Eight....where the learning is great!’




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 <div>Courses, Curriculum, Instruction:</div>	<p>Our curriculum is aligned with and reflects the NJSLS. Teachers implement the enVisions 2.0 Math Program. As part of a balanced literacy initiative, teachers utilize the Houghton Mifflin Journeys Series and Writer's Workshop, in conjunction with the Accelerated Reader, Accelerated Reader 360, STAR Reading and Raz Kids. Reading difficulties are identified as they emerge, providing students in need of support, individualized instruction and strategies for improvement. Foundations®, a multisensory and systematic phonics, spelling, and handwriting program develops foundational reading skills for all K through grade 3 students. Additionally, this year the district has implemented the myON reading program, which personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read. An inquiry based Science program and Social Studies arekey areas of our curriculum as well as our Visual and Performing Arts program.</p>
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 <div>Before and After School Programs:</div>	School #8 provides a before school day care program in conjunction with the Boys/Girls Club of Clifton from 7:05 a.m. until the start of the school day. School #8 provides an after school day care program in conjunction with the Boys/Girls Club of Clifton from 3:20 p.m. through 6:00 p.m.
 <div>Staff and Professional Learning:</div>	Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.



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An icon of a blue apple with a green leaf and a small heart shape inside the apple's body.	Student Health and Wellness: Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.
An icon of two blue hands shaking, symbolizing partnership or agreement.	Parent and Community Involvement: Parents and families are valued members of the School Eight community and we work in partnership to provide support and guidance for our learners. Our PTA is an active group of amazing volunteers who provide us with fabulous opportunities to learn, play, and have fun. Our PTA provides our school with turkey bingo, holiday events and many other activities.



School #9
(31-0900-150)
Grades Offered: PK-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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:



School #9
(31-0900-150)
Grades Offered: PK-05
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Passaic
District	Clifton Public School District
Principal Name	Mr. Bracken Healey
Address	25 BRIGHTON ROAD CLIFTON, NJ 07012
Phone Number	973-470-2396
Email Address	bhealey@cliftonschools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/schoolnumber9/
Twitter	https://twitter.com/School9Bulldogs



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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	21	23	0
KG	55	57	63
1	51	58	50
2	52	45	53
3	58	50	43
4	60	52	42
5	39	52	53
Total	336	337	304

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	42.6%	42.4%	40.5%
Male	57.4%	57.6%	59.5%
Economically Disadvantaged Students	27.4%	25.8%	31.6%
Students with Disabilities	35.4%	38.0%	33.2%
English Learners	0.0%	0.9%	1.3%
Homeless Students	0.3%	0.3%	1.3%
Students in Foster Care	0.0%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	49.1%	48.1%	46.1%
Hispanic	35.4%	34.1%	39.5%
Black or African American	3.9%	5.0%	5.3%
Asian	11.3%	11.0%	7.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	1.5%	0.3%
Two or More Races	0.0%	0.3%	1.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	21	23	0
KG - Half Day	0	0	0
KG - Full Day	55	57	63

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	80.3%
Spanish	8.9%
Gujarati	4.3%
Polish	2.6%
Albanian	1.0%
Other Languages	3.0%



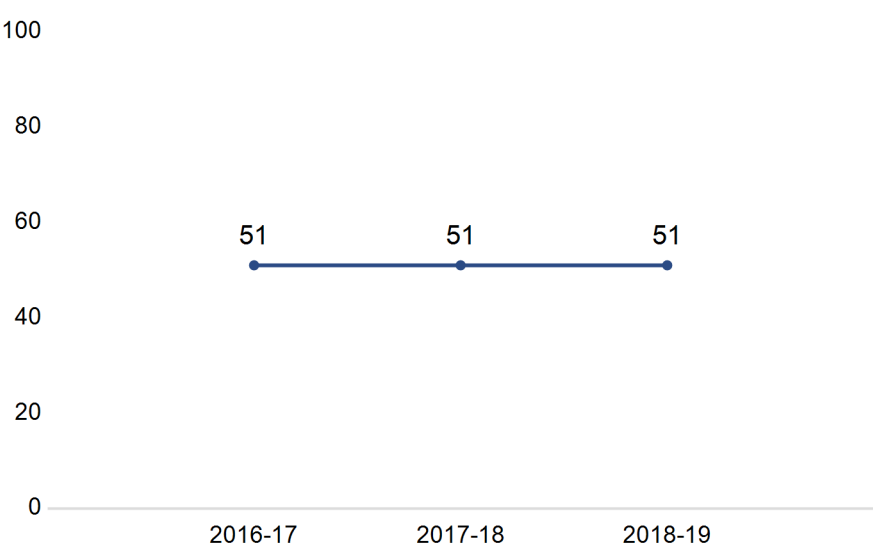
School #9
(31-0900-150)
Grades Offered: PK-05
2018-2019

Report Key:
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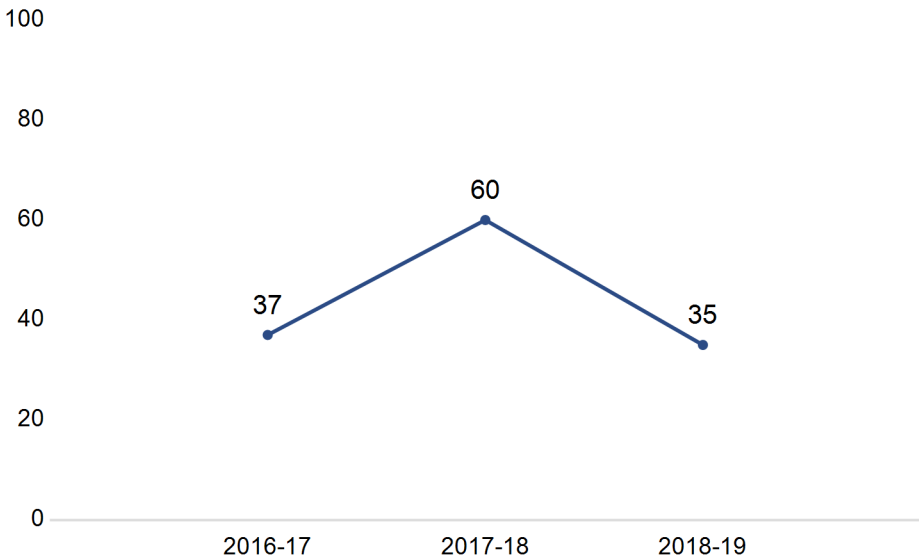
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	51	51	37	60	35
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Exceeds Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	51	46	50	Met Standard	35	47	50	Not Met
White	42.5	46	50	Met Standard	30.5	51	52	Not Met
Hispanic	55	45	49	Met Standard	49	44	47	Met Standard
Black or African American	*	43	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	69	51	59	**	64	54.5	60	**
American Indian or Alaska Native	N	69	56	**	N	40	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	51	51	53	N	28	48	50	N
Male	51	42	47	N	49.5	46	51	N
Economically Disadvantaged Students	68	47	48	**	39.5	46	46	**
Students with Disabilities	16	38	43	**	58	42	45	**
English Learners	*	55	52	**	*	44	50	**
Homeless Students	N	58	43	N	N	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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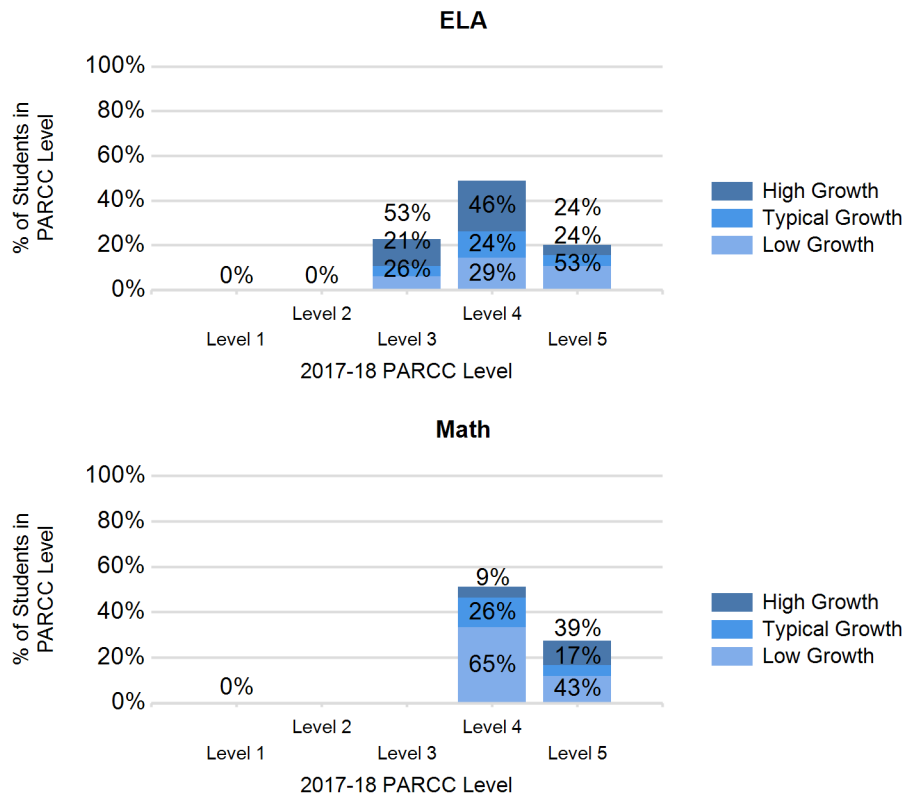
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

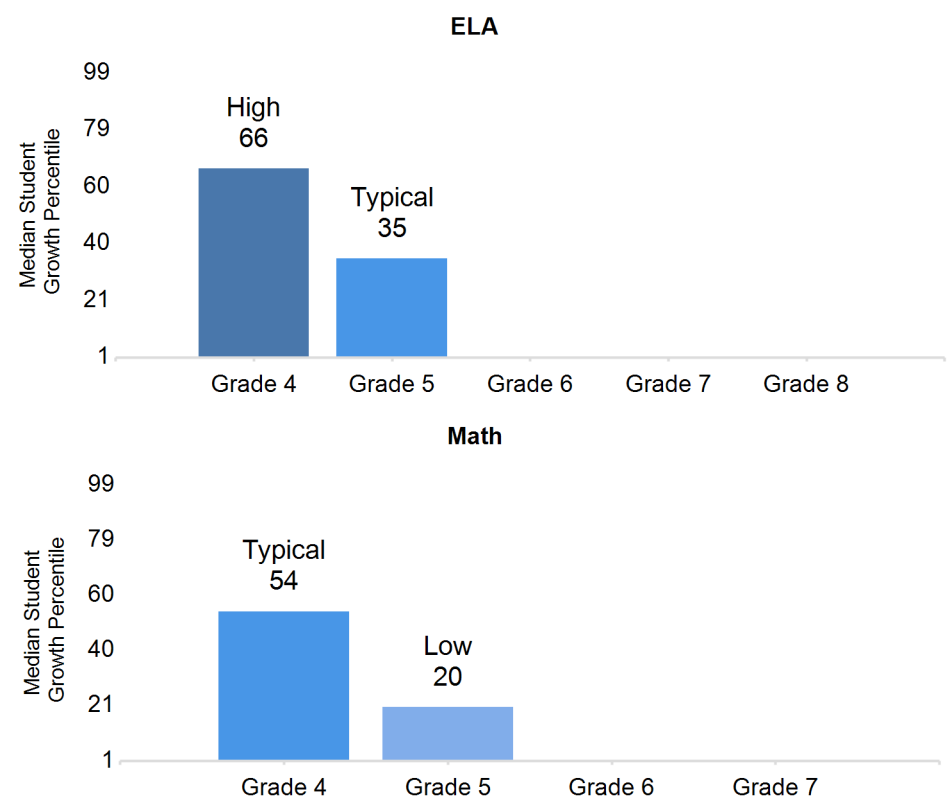
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



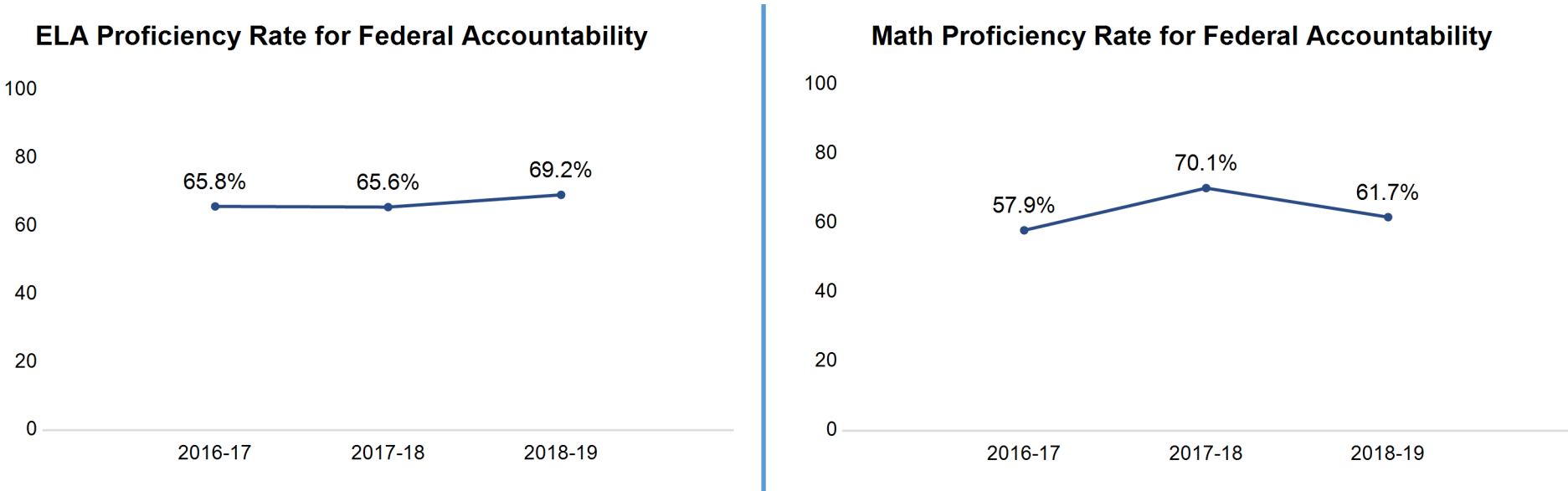


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2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	99.2%	100.0%	100.0%	99.2%
Proficiency Rate for Federal Accountability	65.8%	65.6%	69.2%	57.9%	70.1%	61.7%
Annual Target	62.4%	63.3%	64.3%	54.4%	55.8%	57.1%
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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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	120	99.2	69.2	48.1	57.9	69.2	64.3	Met Target
White	72	100.0	70.8	54.9	66.9	70.8	69.5	Met Target
Hispanic	33	97.1	57.6	43.0	43.9	57.6	52.2	Met Target
Black or African American	*	*	*	37.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	39.1	56.0	N	**	**
Two or More Races	N	N	N	40.0	64.4	N	**	**
Female	51	100.0	76.5	56.1	64.8	76.5		
Male	69	98.6	63.8	41.0	51.3	63.8		
Economically Disadvantaged Students	27	100.0	55.6	41.0	40.0	55.6	41.1	Met Target
Non-Economically Disadvantaged Students	93	98.9	73.1	56.5	67.9	73.1		
Students with Disabilities	25	96.3	28.0	13.3	22.7	28.0	23.8	Met Target
Students without Disabilities	95	100.0	80.0	55.4	65.1	80.0		
English Learners	*	*	*	27.7	29.3	*	**	**
Non-English Learners	*	*	*	50.9	60.6	*		
Homeless Students	N	N	N	27.1	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



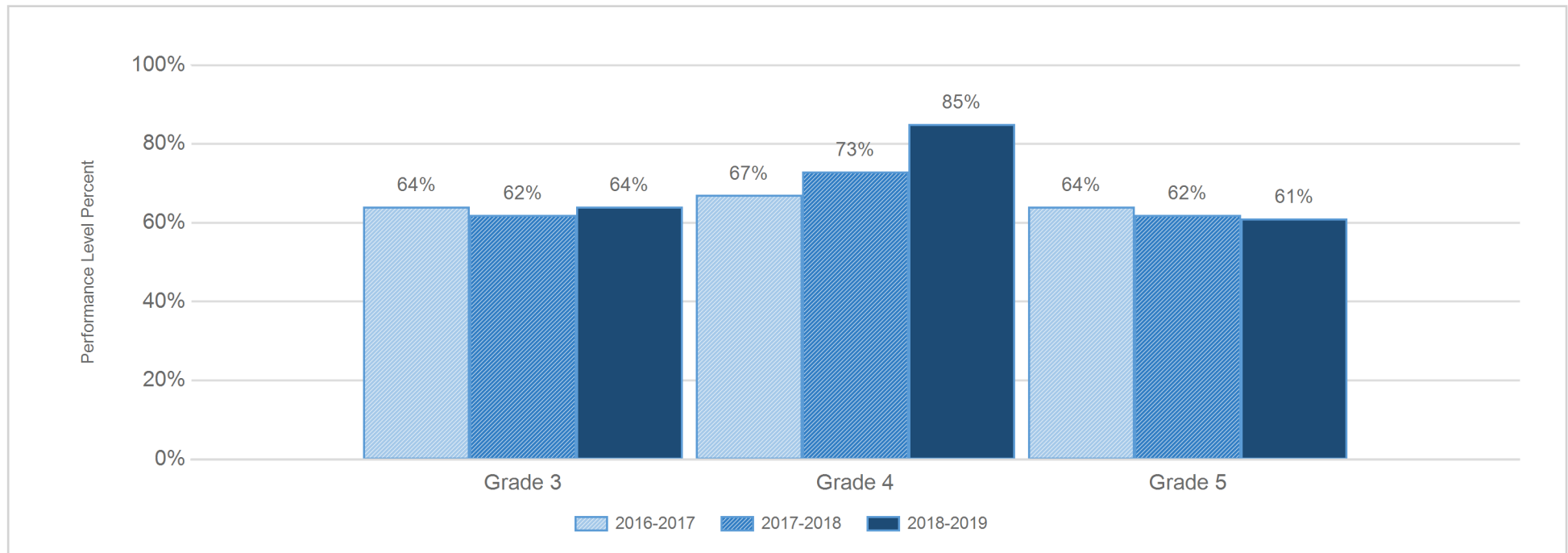
School #9
(31-0900-150)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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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	33	754	742	748	*	*	*	*	*	64%	50%
White	22	754	745	757	*	*	*	*	*	68%	60%
Hispanic	*	*	738	734	*	*	*	*	*	*	36%
Black or African American	N	N	734	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	12	752	*	753	*	*	*	*	*	67%	55%
Male	21	755	*	743	*	*	*	*	*	62%	46%
Economically Disadvantaged Students	*	*	736	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	748	759	*	*	*	*	*	*	61%
Students with Disabilities	10	731	718	719	*	*	*	*	*	40%	24%
Students without Disabilities	23	764	747	754	*	*	*	*	*	74%	56%
English Learners	*	*	722	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	744	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



School #9
(31-0900-150)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	774	753	755	*	*	*	51%	33%	85%	57%
White	23	771	754	763	*	*	*	*	*	83%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	16	770	758	760	*	*	*	*	*	81%	62%
Male	23	777	748	750	*	*	*	*	*	87%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	723	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	N	N	719	720	N	N	N	N	N	N	17%
Non-English Learners	39	774	755	758	*	*	*	51%	33%	85%	60%
Homeless Students	N	N	731	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	762	752	756	*	*	24%	*	*	61%	58%
White	26	761	756	764	*	*	*	*	*	65%	68%
Hispanic	13	753	*	743	0%	*	*	*	*	46%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	23	773	757	761	*	*	*	*	*	78%	64%
Male	23	751	747	750	*	*	*	*	*	43%	52%
Economically Disadvantaged Students	10	751	*	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	36	765	*	766	*	*	*	*	*	67%	69%
Students with Disabilities	10	718	720	724	*	*	*	*	*	10%	23%
Students without Disabilities	36	775	759	762	*	*	*	*	*	75%	65%
English Learners	N	N	708	713	N	N	N	N	N	N	11%
Non-English Learners	46	762	754	758	*	*	24%	*	*	61%	60%
Homeless Students	N	N	732	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	120	99.2	61.7	39.4	44.5	61.7	57.1	Met Target
White	72	100.0	56.9	50.1	54.1	56.9	65.5	Met Target†
Hispanic	33	97.1	54.5	32.0	28.8	54.5	44.5	Met Target
Black or African American	*	*	*	30.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	13.0	42.7	N	**	**
Two or More Races	N	N	N	33.3	53.3	N	**	**
Female	51	100.0	58.8	39.8	44.9	58.8		
Male	69	98.6	63.8	39.1	44.2	63.8		
Economically Disadvantaged Students	27	100.0	40.7	32.8	26.3	40.7	32.1	Met Target
Non-Economically Disadvantaged Students	93	98.9	67.7	47.2	54.9	67.7		
Students with Disabilities	25	96.3	16.0	11.3	17.4	16.0	26.2	Met Target†
Students without Disabilities	95	100.0	73.7	45.2	50.0	73.7		
English Learners	*	*	*	28.5	25.0	*	**	**
Non-English Learners	*	*	*	40.9	46.5	*		
Homeless Students	N	N	N	22.8	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

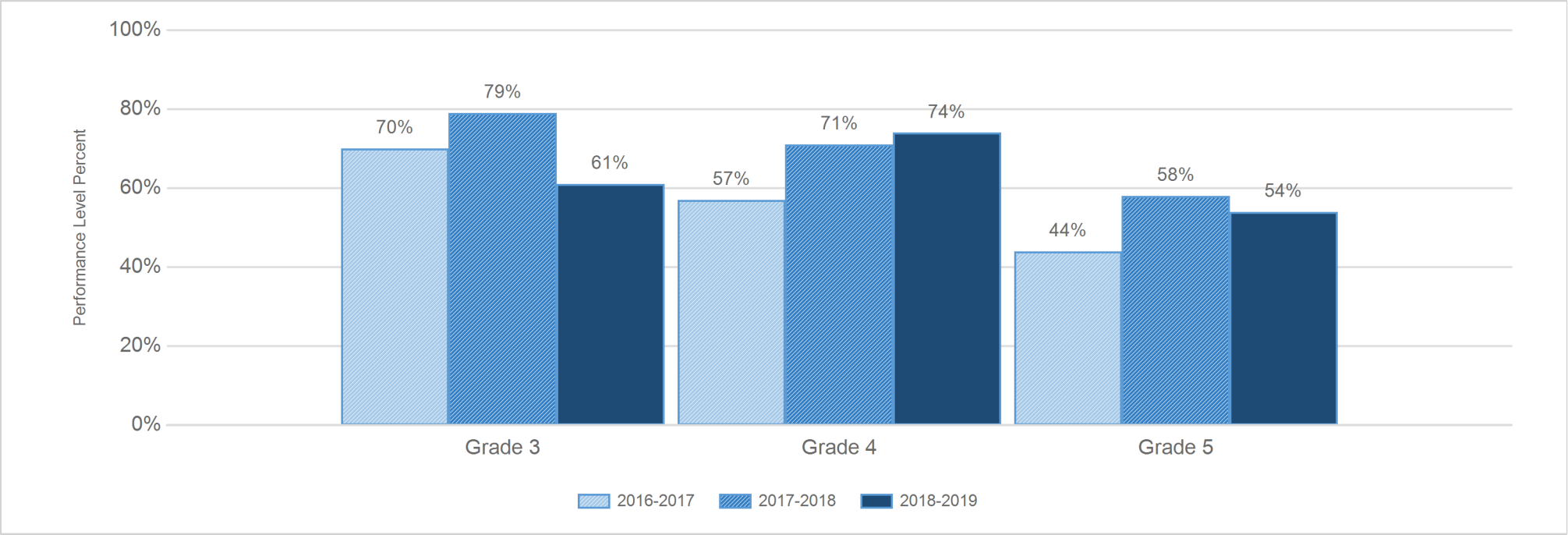


School #9
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2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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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	33	764	752	752	0%	*	33%	*	*	61%	55%
White	22	767	759	760	0%	*	*	*	*	64%	66%
Hispanic	*	*	747	739	*	*	*	*	*	*	40%
Black or African American	N	N	735	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	12	758	*	751	0%	*	*	*	*	58%	54%
Male	21	767	*	752	0%	*	*	*	*	62%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	67%
Students with Disabilities	10	742	734	731	0%	*	*	*	*	30%	31%
Students without Disabilities	23	773	755	756	0%	*	*	*	*	74%	60%
English Learners	*	*	743	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



School #9
(31-0900-150)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	771	748	749	0%	0%	26%	*	*	74%	51%
White	23	767	752	757	0%	0%	*	*	*	65%	62%
Hispanic	*	*	744	737	*	*	*	*	*	*	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	16	764	748	749	0%	0%	*	*	*	63%	50%
Male	23	777	749	749	0%	0%	*	*	*	83%	52%
Economically Disadvantaged Students	*	*	744	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	723	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	N	N	727	722	N	N	N	N	N	N	18%
Non-English Learners	39	771	750	751	0%	0%	26%	*	*	74%	54%
Homeless Students	N	N	730	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



School #9
(31-0900-150)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	751	745	747	*	22%	22%	*	*	54%	47%
White	26	744	751	755	*	*	*	*	*	46%	58%
Hispanic	13	746	*	735	0%	*	*	*	*	46%	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	23	755	745	747	*	*	*	*	*	57%	47%
Male	23	746	746	747	*	*	*	*	*	52%	47%
Economically Disadvantaged Students	10	734	*	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	36	755	*	757	*	*	*	*	*	61%	59%
Students with Disabilities	10	726	724	725	*	*	*	*	*	*	19%
Students without Disabilities	36	757	750	752	*	*	*	*	*	*	52%
English Learners	N	N	718	718	N	N	N	N	N	N	12%
Non-English Learners	46	751	746	749	*	22%	22%	*	*	54%	49%
Homeless Students	N	N	728	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N



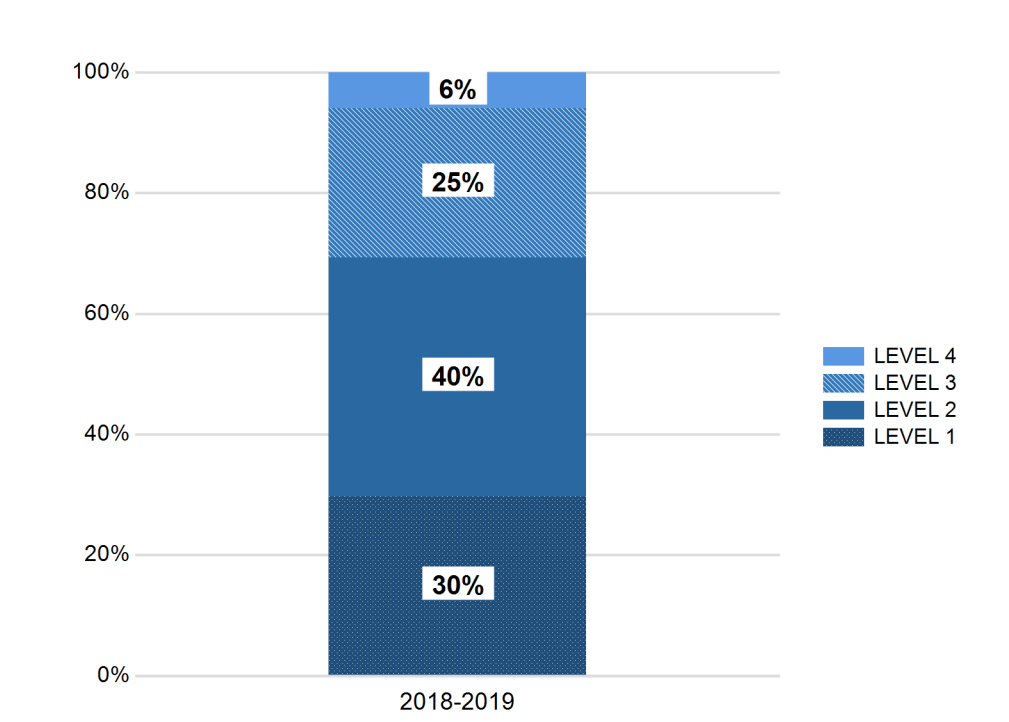
School #9
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2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	40	25	6
White	19	46	31	4
Hispanic	47	41	12	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	16	48	32	4
Male	43	32	18	7
Economically Disadvantaged Students	45	36	18	0
Non-Economically Disadvantaged Students	26	40	26	7
Students with Disabilities	80	20	0	0
Students without Disabilities	11	47	34	8
English Learners	N	N	N	N
Non-English Learners	30	40	25	6
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

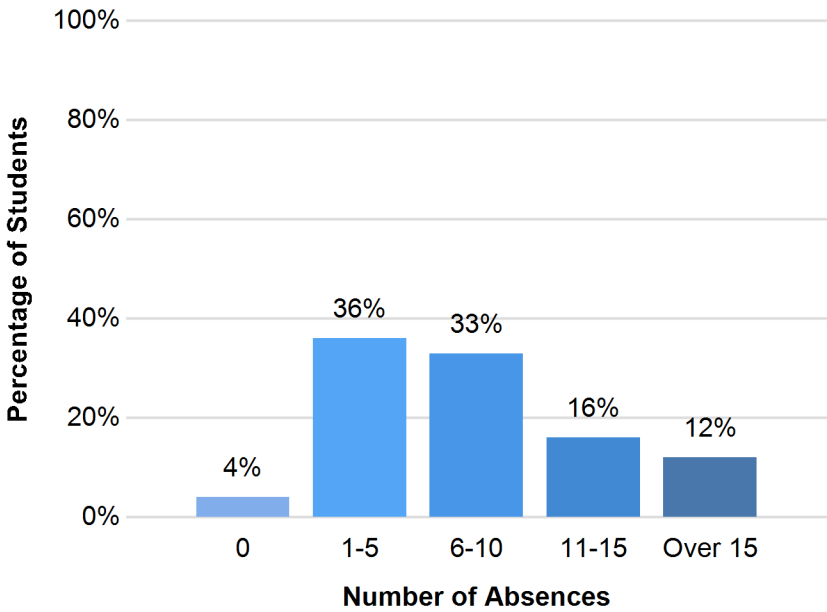
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	7.2	8.9	Met
White	4	2.9	8.9	Met
Hispanic	12	12.5	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	3.7	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	5.9		
Male	13	8.2		
Economically Disadvantaged Students	10	14.5	8.9	Not Met
Students with Disabilities	13	19.7	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





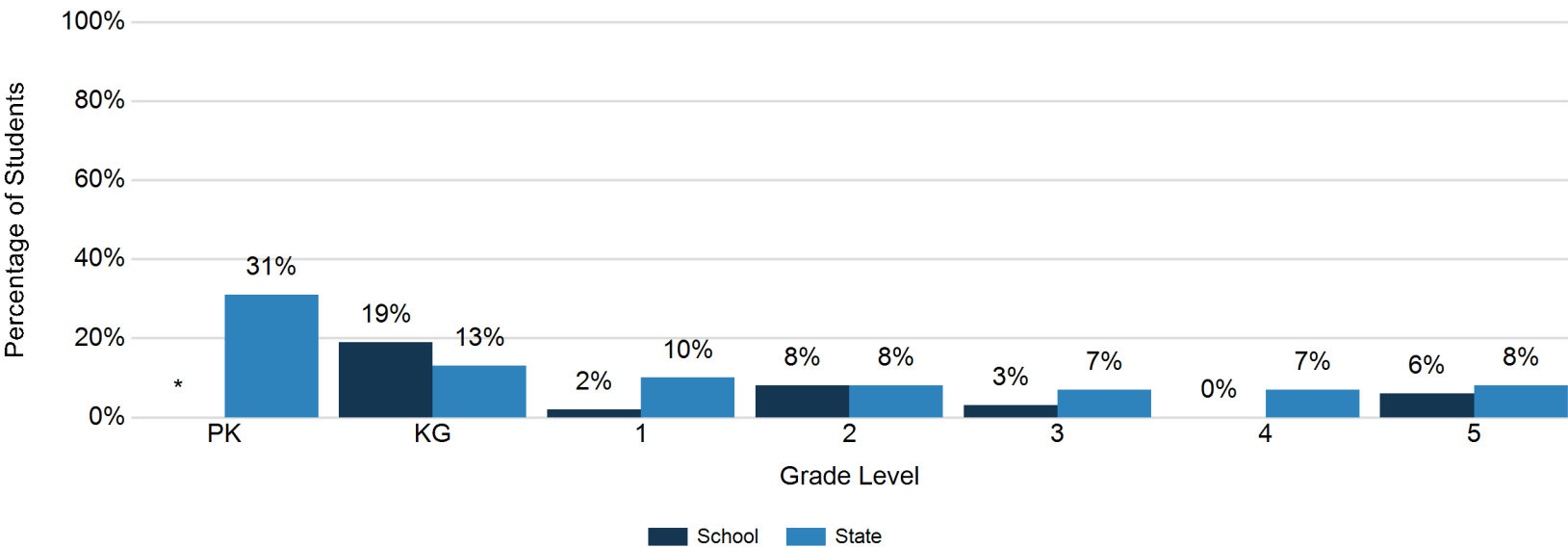
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	2.30

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	1	1
Other	1	2	3
No Identified Nature	5		5

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.4:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	77.3%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	13:1
Students to Administrators	304:1	193:1
Teachers to Administrators	22:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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Teachers: All classroom teachers
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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	40.5%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	59.5%	9.1%	0.0%	51.6%	22.9%	45.1%
White	46.1%	90.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	39.5%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.9%	4.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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2018-2019

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Key terms for staff data:

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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.8%	65.6%	69.2%
Math Proficiency	57.9%	70.1%	61.7%
ELA Growth	51	51	51
Math Growth	37	60	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.7%	6.3%	7.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



School #9
(31-0900-150)
Grades Offered: PK-05
2018-2019

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Not Met	**	Met	No
White	Met Target	Met Target†	Met Standard	Not Met	n/a	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	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	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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 (31-0900-150)
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 2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Mission, Vision, Theme:</div>	<p>School Nine is located in the Allwood section of Clifton at 25 Brighton Road. Since opening its doors in 1922, School Nine has serviced the needs of all different types of learners. The school houses approximately 315 students ranging from Kindergarten to Fifth Grade. The school has four self-contained classrooms and three inclusion classrooms. There are approximately 78 students that receive Speech Therapy. The mission of School Nine is to provide all students with a quality education to develop the 21st Century skills necessary to become literate, life-long learners who are responsible and productive citizens contributing to a democratic society in an ever-changing world.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Students in Grades 3-5 serve as “Bulldog Buddies” to students in Grades K-2 in an effort to build positive peer relationships. Math/STEM Family Nights were held for Grades 3-5. Assemblies addressed a wide-range of topics including Anti-Bullying, Character Development, Science, Math and Language Arts. Safety Patrols facilitated and ran their own fundraisers to help offset the cost of field trips. The “Bulldog Bucks” reward system was implemented. Character development programs included Stigma Free Week, Week of Respect, Choose and Diffuse lessons and Kindness walks. The Side-Kicks Program from Christopher Columbus MS allowed for 8th graders to meet with our 4th grade students to teach them the importance of setting goals and making positive life choices. Community outreach activities included Clean Communities, Thanksgiving Baskets, Pennies for Patients, Book Fairs, Cultural Musical Program, Grandparents/Friends Day, Read Across America, PTO meetings and Seasonal Musical productions.</p>




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 <div>Courses, Curriculum, Instruction:</div>	<p>Our curriculum is aligned with and reflects the New Jersey Student Learning Standards. Teachers implement the enVisions 2.0 Math Program, a research-based mathematics curriculum that cultivates higher order thinking skills while developing basic math proficiencies. As part of a balanced literacy initiative, teachers utilize the Houghton Mifflin Journeys Series and Writer's Workshop, in conjunction with the Accelerated Reader, Accelerated Reader 360, STAR Reading, myON Reader and the Orton Gillingham Reading Program. Reading difficulties are identified as they emerge, providing students in need of support, individualized instruction and strategies for improvement. Foundations, a multisensory and systematic phonics, spelling and handwriting program develops foundational reading skills for students Grades K-3.</p>
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School #9

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<div> <div>Before and After School Programs:</div> </div>	<div>School #9 provides a before school day care program in conjunction with the Boys/Girls Club of Clifton from 7:05 a.m. until the start of the school day. School #9 provides an after school day care program in conjunction with the Boys/Girls Club of Clifton from 3:20 p.m. through 6:00 p.m.</div>
<div> <div>Staff and Professional Learning:</div> </div>	<div>Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students' work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.</div>






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 <div>Student Supports and Services:</div>	<p>School Nine is working in collaboration with the Rutgers University Boggs Center and has joined the NJ PBSIS district-wide initiative to implement a multi-tiered system of support for behavior, conduct and social-emotional wellness that promotes equity for all students. Through the multi-tiered systems of support, we create environments that promote safety and encourage success while we work collaboratively to achieve student goals.</p>
 <div>Student Health and Wellness:</div>	<p>Students in grades K-5 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.</p>
 <div>Parent and Community Involvement:</div>	<p>School Nine has an active Parent Teacher Organization that works closely with the school and community to help provide each child with the best educational experience possible. The PTO supports all of the wonderful educational programs the school has to offer. There are also several family and school events for anyone who wishes to join in the festivities. The PTO helps raise funds to ensure that all students can attend our Grade Level Field Trips free of charge.</p>



Woodrow Wilson Middle School

(31-0900-070)

Grades Offered: 06-08

2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Woodrow Wilson Middle School
(31-0900-070)
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	Passaic
District	Clifton Public School District
Principal Name	Ms. Maria Caiafa-Romeo
Address	1400 VAN HOUTEN AVENUE CLIFTON, NJ 07013
Phone Number	973-470-2348
Email Address	mcaiafa-romeo@cliftonschoools.net
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonWWMS/
Twitter	https://twitter.com/CliftonWwms



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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	364	411	425
7	430	381	405
8	382	437	376
Total	1,176	1,229	1,206

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.5%	46.9%	47.0%
Male	55.5%	53.1%	53.0%
Economically Disadvantaged Students	47.6%	45.1%	47.0%
Students with Disabilities	18.5%	18.5%	18.3%
English Learners	0.0%	2.4%	0.8%
Homeless Students	1.6%	0.8%	0.6%
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	38.6%	37.2%	36.3%
Hispanic	49.7%	50.2%	50.4%
Black or African American	4.9%	5.0%	5.6%
Asian	6.3%	7.2%	7.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.3%	0.5%
Two or More Races	0.3%	0.1%	0.2%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	65.9%
Spanish	19.2%
Arabic	4.4%
Polish	3.2%
Gujarati	2.2%
Other Languages	5.2%



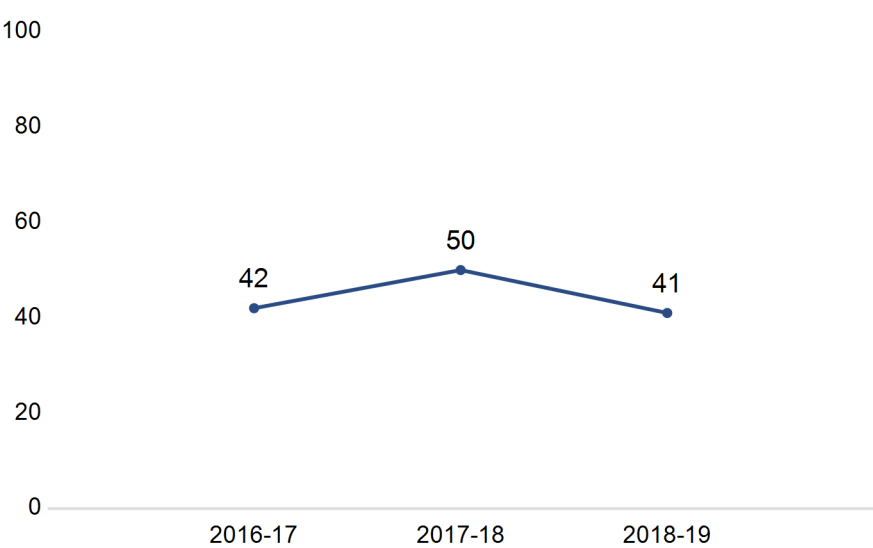
Woodrow Wilson Middle School
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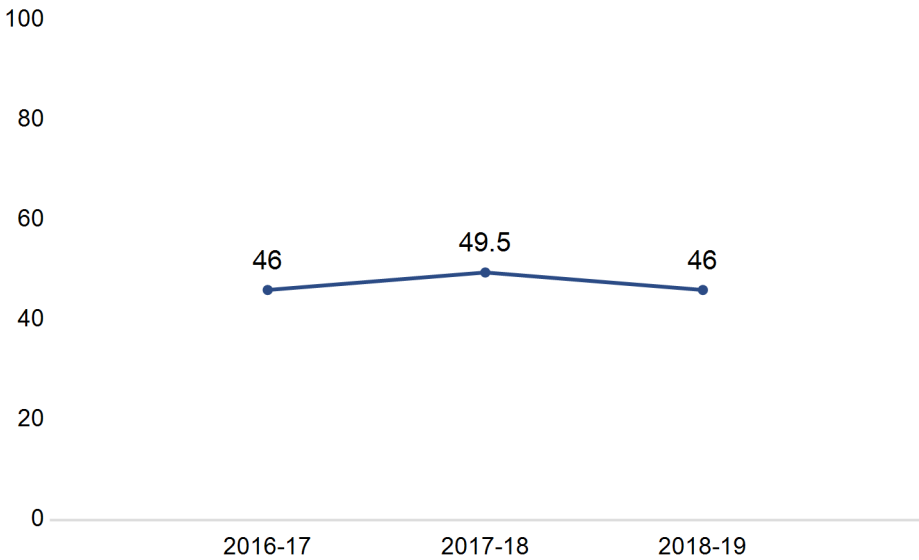
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	50	41	46	49.5	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Woodrow Wilson Middle School

(31-0900-070)

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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	41	46	50	Met Standard	46	47	50	Met Standard
White	44	46	50	Met Standard	48	51	52	Met Standard
Hispanic	39	45	49	Not Met	41	44	47	Met Standard
Black or African American	39.5	43	45	Not Met	49	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55	51	59	Met Standard	55	54.5	60	Met Standard
American Indian or Alaska Native	*	69	56	**	*	40	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	48	51	53	N	48	48	50	N
Male	36.5	42	47	N	40	46	51	N
Economically Disadvantaged Students	42	47	48	Met Standard	46	46	46	Met Standard
Students with Disabilities	38.5	38	43	Not Met	42.5	42	45	Met Standard
English Learners	61	55	52	Exceeds Standard	57	44	50	Met Standard
Homeless Students	*	58	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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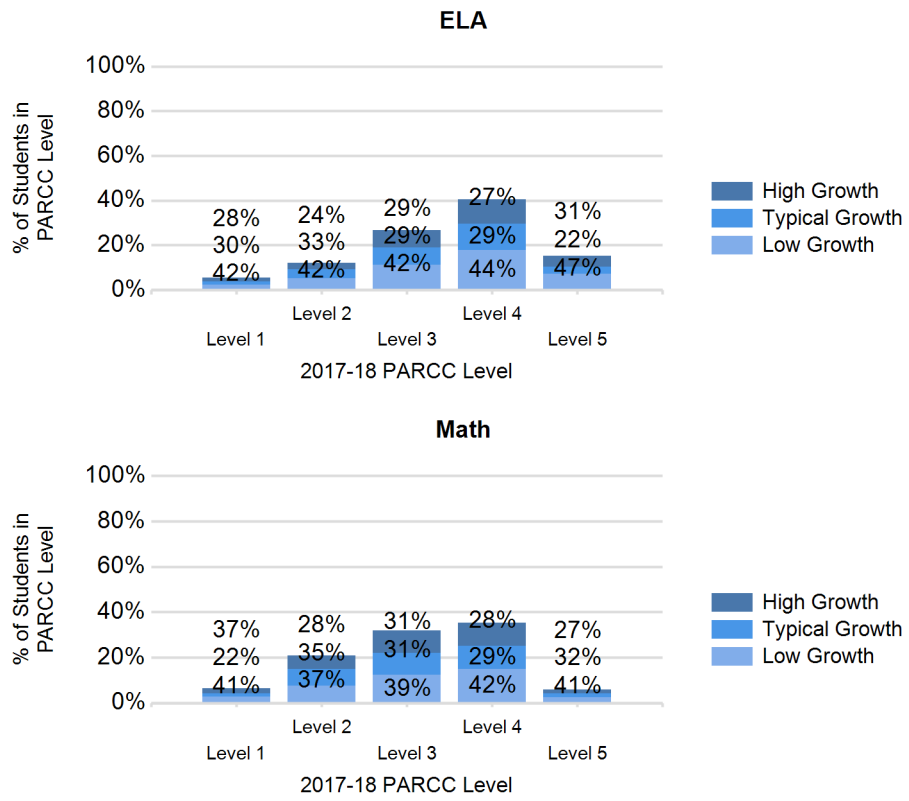
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

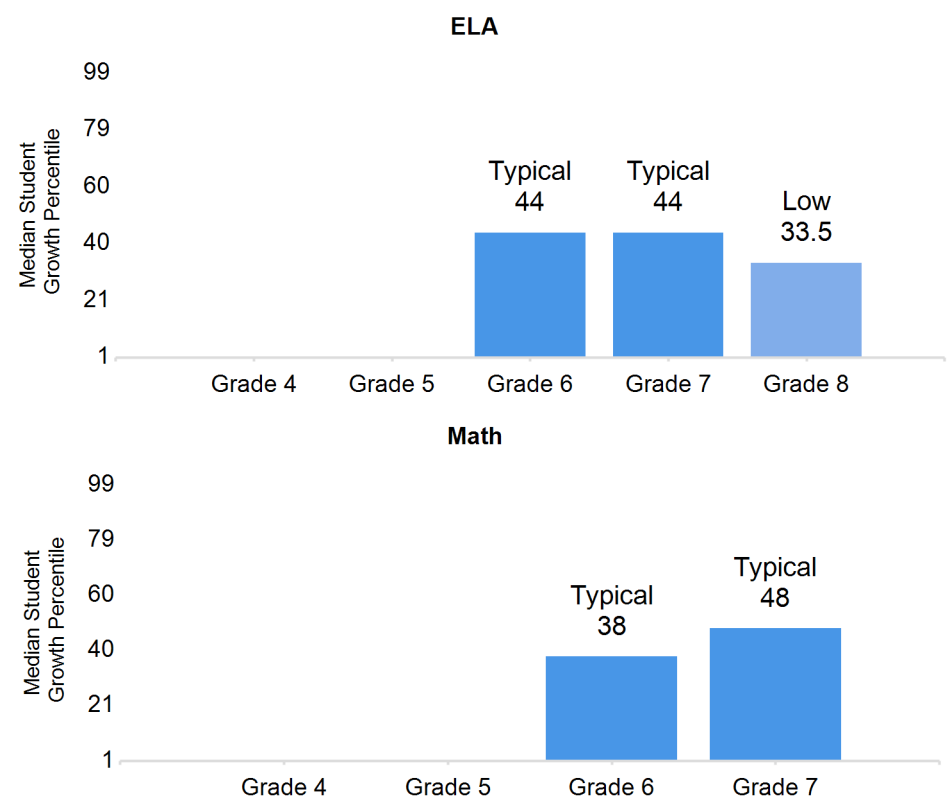
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



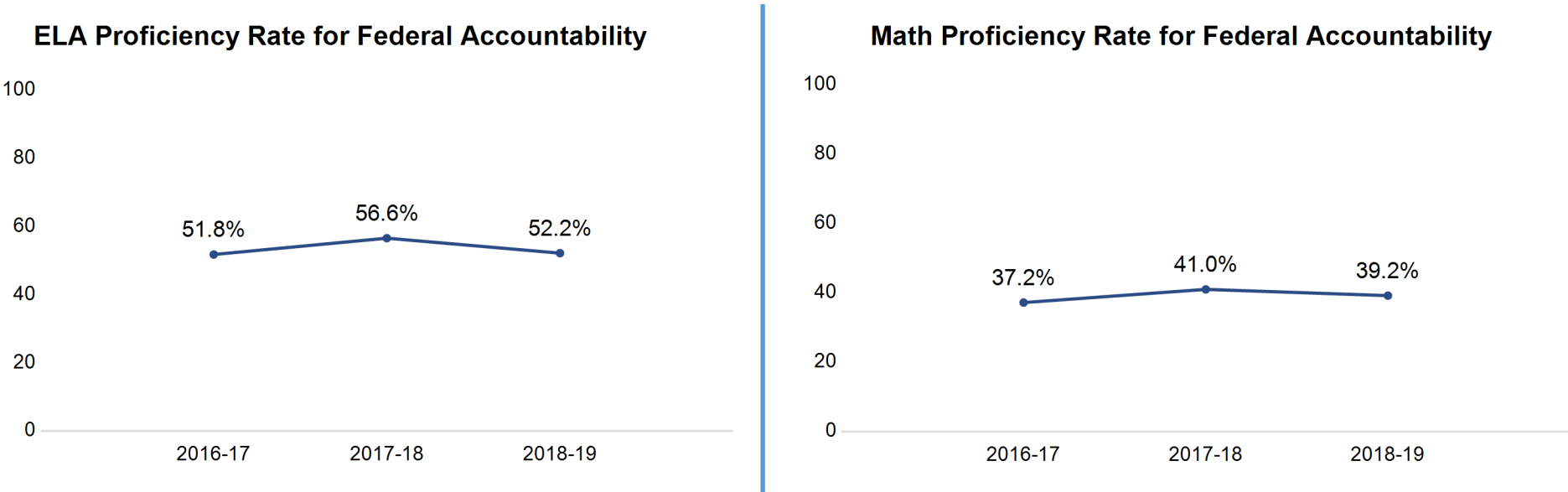


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	97.7%	97.6%	98.5%	97.7%	97.2%
Proficiency Rate for Federal Accountability	51.8%	56.6%	52.2%	37.2%	41.0%	39.2%
Annual Target	49.4%	51.0%	52.6%	34.4%	36.8%	39.2%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1175	97.6	52.2	48.1	57.9	52.2	52.6	Met Target†
White	424	97.3	59.2	54.9	66.9	59.2	56.5	Met Target
Hispanic	592	97.9	45.4	43.0	43.9	45.4	47.5	Met Target†
Black or African American	59	93.8	44.1	37.4	38.5	43.4	38.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	90	98.9	70.0	69.5	82.9	70.0	76	Met Target†
American Indian or Alaska Native	*	*	*	39.1	56.0	*	**	**
Two or More Races	*	*	*	40.0	64.4	*	**	**
Female	561	97.5	61.7	56.1	64.8	61.7		
Male	614	97.7	43.5	41.0	51.3	43.5		
Economically Disadvantaged Students	549	97.2	43.2	41.0	40.0	43.2	45.3	Met Target†
Non-Economically Disadvantaged Students	626	97.9	60.1	56.5	67.9	60.1		
Students with Disabilities	191	95.2	10.5	13.3	22.7	10.5	23.1	Not Met
Students without Disabilities	984	98.1	60.3	55.4	65.1	60.3		
English Learners	83	100.0	32.5	27.7	29.3	32.5	41.6	Not Met
Non-English Learners	1092	97.4	53.7	50.9	60.6	53.7		
Homeless Students	*	*	*	27.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

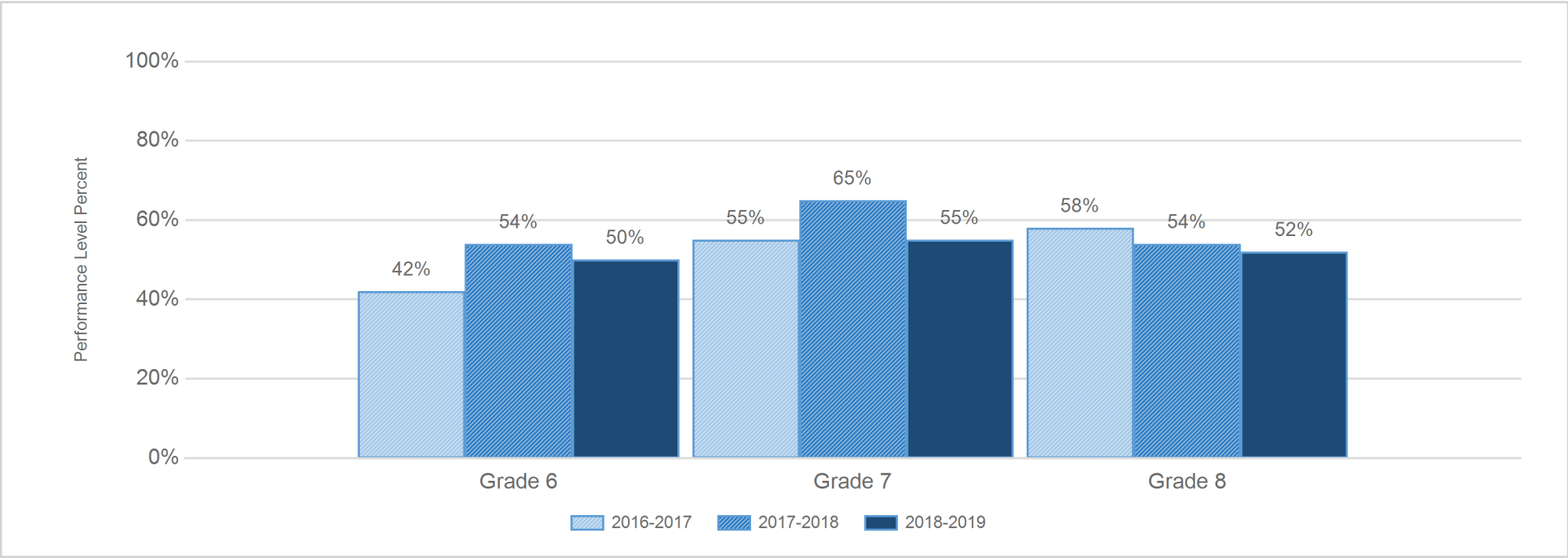


Woodrow Wilson Middle School
(31-0900-070)
Grades Offered: 06-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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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	409	750	745	754	5%	13%	32%	41%	9%	50%	56%
White	158	755	752	762	*	14%	25%	*	*	58%	65%
Hispanic	196	745	740	743	8%	14%	34%	39%	6%	44%	43%
Black or African American	20	745	*	738	*	*	*	*	*	40%	36%
Asian, Native Hawaiian, or Pacific Islander	29	763	760	780	0%	*	38%	*	*	59%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	182	758	751	762	*	*	30%	47%	14%	60%	64%
Male	227	743	739	748	*	*	33%	37%	5%	42%	48%
Economically Disadvantaged Students	187	744	739	740	*	16%	36%	*	*	40%	39%
Non-Economically Disadvantaged Students	222	754	752	763	*	10%	27%	*	*	59%	67%
Students with Disabilities	59	720	717	722	20%	36%	32%	*	*	12%	19%
Students without Disabilities	350	755	751	761	3%	9%	31%	*	*	57%	64%
English Learners	10	700	704	710	*	*	*	*	*	*	*
Non-English Learners	399	751	747	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	400	756	752	761	9%	17%	20%	28%	27%	55%	63%
White	141	761	759	769	8%	16%	18%	26%	32%	58%	72%
Hispanic	211	748	747	747	12%	20%	19%	28%	20%	49%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	32	778	771	790	0%	*	*	*	*	72%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	204	767	762	769	6%	14%	13%	28%	38%	66%	71%
Male	196	744	743	753	12%	19%	26%	27%	15%	42%	55%
Economically Disadvantaged Students	177	751	748	743	12%	20%	18%	24%	26%	50%	45%
Non-Economically Disadvantaged Students	223	759	757	771	7%	14%	21%	30%	28%	58%	73%
Students with Disabilities	51	707	711	720	*	*	*	*	*	*	22%
Students without Disabilities	349	763	758	769	*	*	*	*	*	*	71%
English Learners	11	725	712	706	*	*	*	*	*	18%	12%
Non-English Learners	389	757	755	763	*	*	*	*	*	56%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	373	753	750	762	13%	10%	25%	35%	17%	52%	63%
White	125	763	758	770	*	*	21%	42%	22%	64%	72%
Hispanic	190	743	743	747	16%	14%	27%	32%	10%	42%	49%
Black or African American	25	744	743	741	*	*	*	*	*	40%	43%
Asian, Native Hawaiian, or Pacific Islander	29	781	776	794	*	*	*	38%	41%	79%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	172	760	758	771	9%	8%	24%	39%	20%	59%	71%
Male	201	747	742	753	16%	12%	25%	32%	14%	46%	55%
Economically Disadvantaged Students	184	740	740	743	17%	14%	28%	34%	7%	41%	45%
Non-Economically Disadvantaged Students	189	764	761	772	9%	6%	22%	37%	26%	63%	72%
Students with Disabilities	62	709	708	721	*	*	*	*	*	*	22%
Students without Disabilities	311	761	757	770	*	*	*	*	*	*	71%
English Learners	21	713	714	708	*	*	*	*	*	14%	12%
Non-English Learners	352	755	753	764	*	*	*	*	*	55%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1172	97.2	39.2	39.4	44.5	39.2	39.2	Met Target
White	424	97.3	49.3	50.1	54.1	49.3	44.7	Met Target
Hispanic	589	97.1	29.4	32.0	28.8	29.4	31.7	Met Target†
Black or African American	59	93.8	30.5	30.1	23.0	30.0	19.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	90	98.9	63.3	62.8	76.5	63.3	73	Not Met
American Indian or Alaska Native	*	*	*	13.0	42.7	*	**	**
Two or More Races	*	*	*	33.3	53.3	*	**	**
Female	559	96.9	41.9	39.8	44.9	41.9		
Male	613	97.4	36.7	39.1	44.2	36.7		
Economically Disadvantaged Students	547	96.7	31.3	32.8	26.3	31.3	32	Met Target†
Non-Economically Disadvantaged Students	625	97.6	46.1	47.2	54.9	46.1		
Students with Disabilities	191	95.2	*	11.3	17.4	*	20.4	Not Met
Students without Disabilities	981	97.6	*	45.2	50.0	*		
English Learners	83	100.0	27.7	28.5	25.0	27.7	23.9	Met Target
Non-English Learners	1089	96.9	40.0	40.9	46.5	40.0		
Homeless Students	*	*	*	22.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

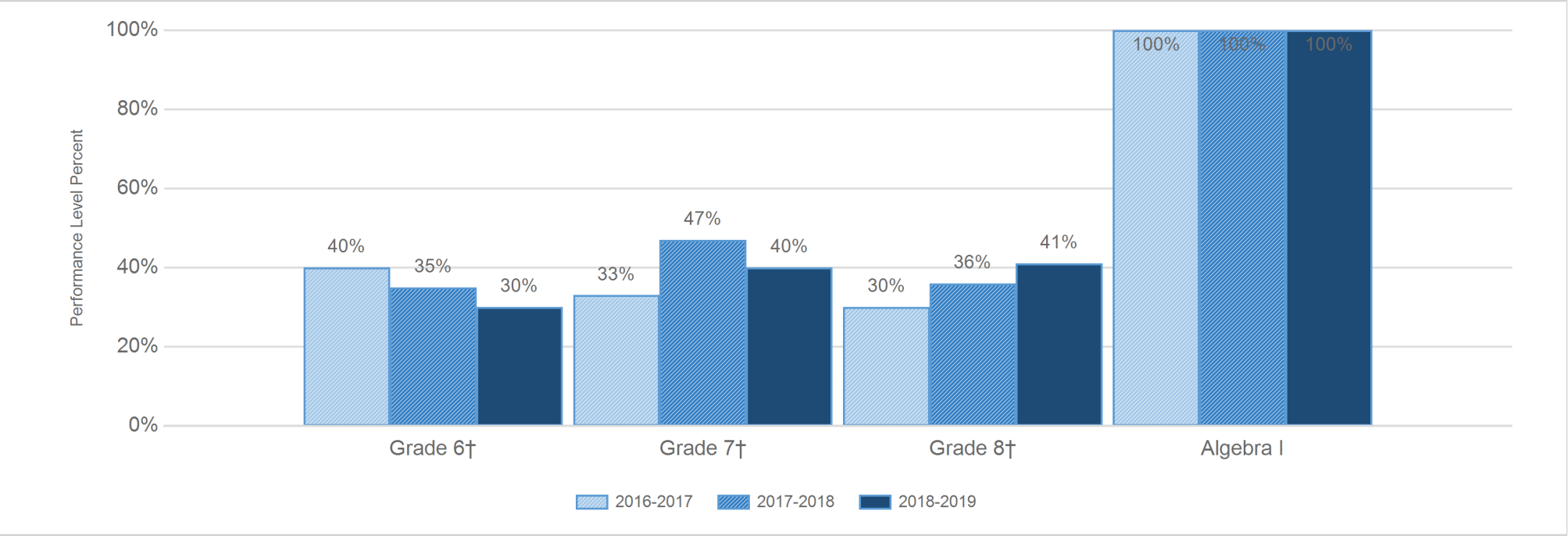


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 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	408	736	732	741	9%	28%	33%	25%	5%	30%	41%
White	158	742	742	749	9%	18%	35%	31%	7%	38%	51%
Hispanic	195	729	726	729	10%	37%	32%	*	*	21%	24%
Black or African American	20	731	*	722	*	*	*	*	*	20%	19%
Asian, Native Hawaiian, or Pacific Islander	29	755	751	769	0%	*	*	*	*	55%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	181	739	734	742	7%	24%	37%	*	*	33%	42%
Male	227	733	731	740	11%	31%	30%	*	*	27%	40%
Economically Disadvantaged Students	186	729	726	726	11%	34%	33%	*	*	22%	21%
Non-Economically Disadvantaged Students	222	741	740	750	7%	23%	34%	*	*	36%	53%
Students with Disabilities	59	711	710	716	*	*	*	*	*	*	12%
Students without Disabilities	349	740	737	746	*	*	*	*	*	*	46%
English Learners	10	704	703	709	*	*	*	*	*	10%	*
Non-English Learners	398	737	734	743	*	*	*	*	*	30%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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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	399	741	740	744	7%	23%	30%	35%	5%	40%	42%
White	141	749	748	751	*	13%	34%	*	*	48%	53%
Hispanic	210	734	735	733	10%	31%	28%	*	*	31%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	32	754	752	768	0%	*	*	*	*	59%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	203	745	742	744	*	24%	27%	*	*	45%	42%
Male	196	737	738	743	*	22%	34%	*	*	35%	42%
Economically Disadvantaged Students	176	737	736	731	*	28%	26%	*	*	37%	24%
Non-Economically Disadvantaged Students	223	744	744	751	*	20%	34%	*	*	43%	53%
Students with Disabilities	51	708	711	718	*	*	*	*	*	*	13%
Students without Disabilities	348	746	744	749	*	*	*	*	*	*	48%
English Learners	11	731	721	716	*	*	*	*	*	36%	10%
Non-English Learners	388	741	741	745	*	*	*	*	*	40%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	321	736	734	728	20%	18%	21%	*	*	41%	29%
White	103	749	745	737	13%	11%	17%	*	*	59%	38%
Hispanic	175	729	728	722	25%	23%	20%	32%	0%	32%	22%
Black or African American	21	719	724	714	*	*	*	*	*	14%	15%
Asian, Native Hawaiian, or Pacific Islander	18	759	755	747	0%	*	*	*	*	61%	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	150	739	737	731	20%	16%	21%	*	*	43%	31%
Male	171	734	730	726	20%	20%	20%	*	*	40%	27%
Economically Disadvantaged Students	168	728	728	719	26%	21%	23%	*	*	30%	20%
Non-Economically Disadvantaged Students	153	746	742	735	14%	15%	18%	*	*	54%	36%
Students with Disabilities	61	704	704	707	*	*	*	*	*	*	10%
Students without Disabilities	260	744	740	734	*	*	*	*	*	*	35%
English Learners	21	712	713	706	*	*	*	*	*	*	10%
Non-English Learners	300	738	736	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	49	793	735	744	0%	0%	0%	78%	22%	100%	42%
White	22	800	743	752	0%	0%	0%	*	*	100%	53%
Hispanic	12	783	730	728	0%	0%	0%	*	*	100%	24%
Black or African American	*	*	732	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	21	784	735	745	0%	0%	0%	*	*	100%	44%
Male	28	799	735	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	15	788	731	727	0%	0%	0%	*	*	100%	23%
Non-Economically Disadvantaged Students	34	795	740	752	0%	0%	0%	*	*	100%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	710	710	N	N	N	N	N	N	*
Non-English Learners	49	793	736	745	0%	0%	0%	78%	22%	100%	*
Homeless Students	N	N	723	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	13	13

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*



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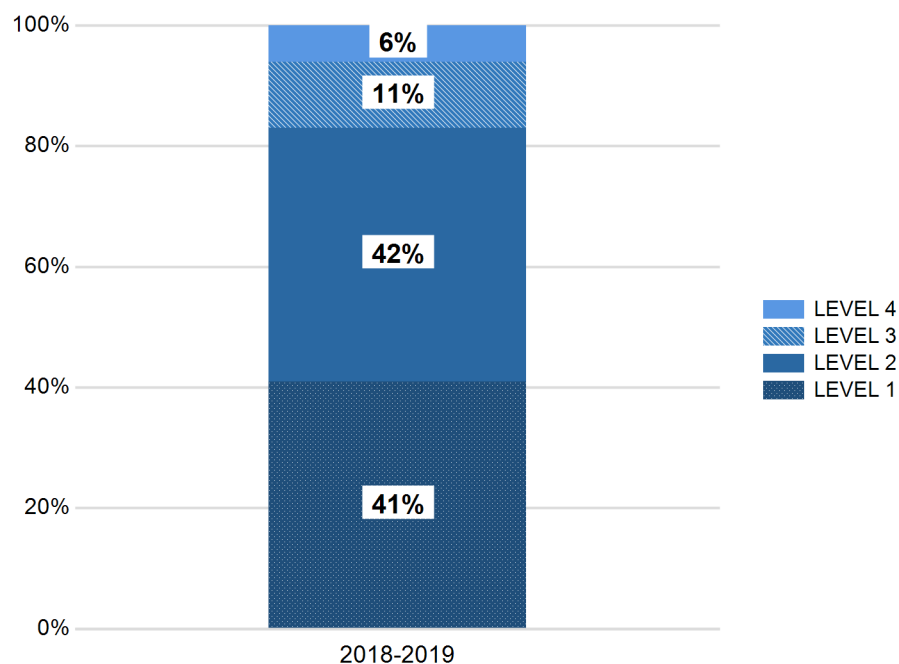
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 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	41	42	11	6
White	28	48	13	11
Hispanic	51	40	7	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	14	43	29	14
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	41	44	11	4
Male	42	40	11	8
Economically Disadvantaged Students	52	39	6	3
Non-Economically Disadvantaged Students	32	44	15	9
Students with Disabilities	82	17	2	0
Students without Disabilities	34	46	13	7
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



Woodrow Wilson Middle School
(31-0900-070)
Grades Offered: 06-08
2018-2019

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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	391
7	0	0	408
8	0	0	345
Total	0	0	1144

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	224	199	0	0	0	0	0
7	255	150	0	0	0	0	0
8	284	91	0	0	0	0	0
Total	763	440	0	0	0	0	0



Woodrow Wilson Middle School
(31-0900-070)
Grades Offered: 06-08
2018-2019

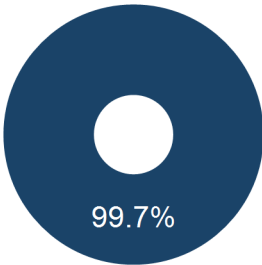
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Visual and Performing Arts – Course Participation

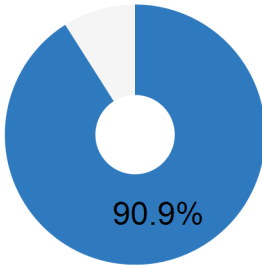
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

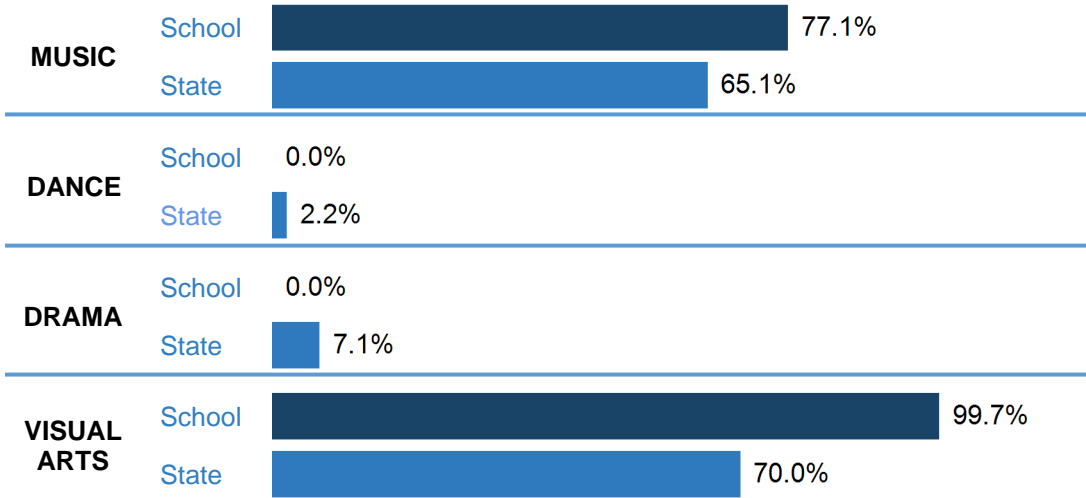


School



State

Students enrolled in one or more classes by discipline:





Woodrow Wilson Middle School

(31-0900-070)

Grades Offered: 06-08

2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

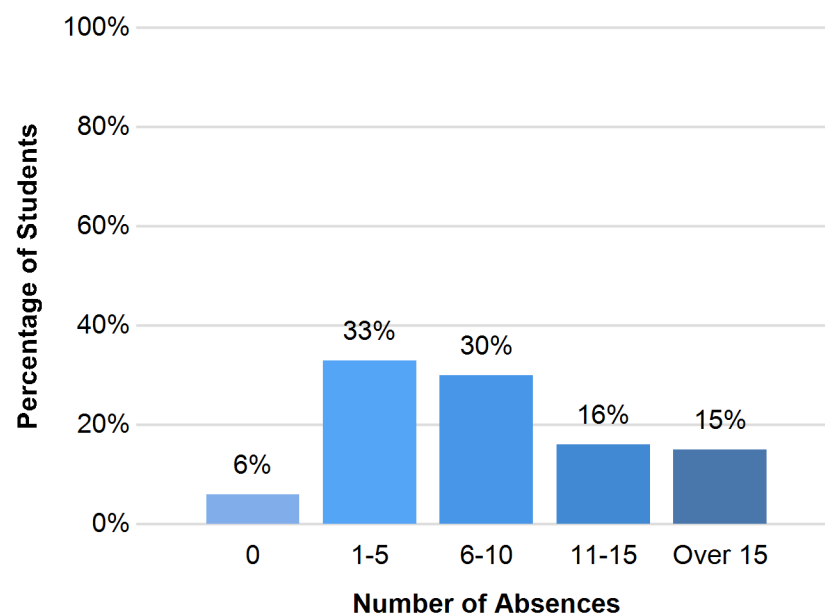
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	131	10.7	9.1	Not Met
White	46	10.5	9.1	Not Met
Hispanic	75	12.1	9.1	Not Met
Black or African American	6	9.0	9.1	Met
Asian, Native Hawaiian, or Pacific	3	3.3	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	45	7.6		
Male	86	13.4		
Economically Disadvantaged Students	79	13.6	9.1	Not Met
Students with Disabilities	41	19.2	9.1	Not Met
English Learners	9	20.5	9.1	Not Met
Homeless Students	3	27.3		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





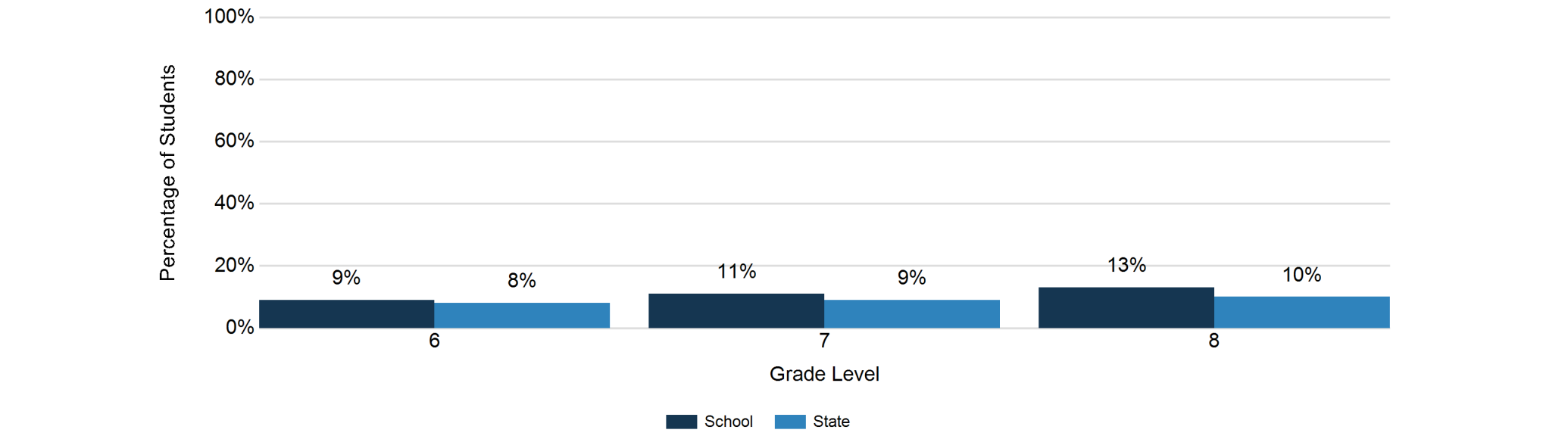
Woodrow Wilson Middle School
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Woodrow Wilson Middle School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	10
Weapons	3
Vandalism	0
Substances	13
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	38
Incidents Per 100 Students Enrolled	3.15

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	2	0	2
Other	5	12	17
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	2
Weapons	3
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	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	*	*
Out-of-School Suspensions	30	2.5%
Any Suspension	32	2.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
328

**Woodrow Wilson Middle School**

(31-0900-070)

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	7:45 AM
Typical End Time	2:50 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 6 Mins
Shared Time - Instructional Time	6 Hrs. 6 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.3:1



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(31-0900-070)
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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	108	118,214
Average years experience in public schools	14.1	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	84.3%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	16.0	12.0
Percentage of Administrators with 4 or more years experience in the district	98.2%	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	13:1
Students to Administrators	402:1	193:1
Teachers to Administrators	36:1	15:1
Students to Librarians/Media Specialists		1772:1
Students to Nurses		462:1
Students to Counselors		343:1
Students to Child Study Team Members		273:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	75.0%	66.7%	48.4%	77.1%	54.9%
Male	53.0%	25.0%	33.3%	51.6%	22.9%	45.1%
White	36.3%	90.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	50.4%	4.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.6%	1.9%	0.0%	15.0%	6.6%	13.9%
Asian	7.0%	2.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

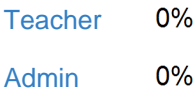
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	96.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.7%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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	51.8%	56.6%	52.2%
Math Proficiency	37.2%	41.0%	39.2%
ELA Growth	42	50	41
Math Growth	46	50	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	15.2%	17.3%	10.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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†	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Not Met	Met Target	Exceeds Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).





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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <p>Mission, Vision, Theme:</p>	<p>Woodrow Wilson Middle School is a grade 6 – 8 family-centered school community that reflects proud traditions. It is dedicated to providing students with experiences that promote excellence and empower confident leadership. There is a targeted focus on building a strong foundation of respect, honor, integrity and responsibility in order to develop well rounded socially conscious thinkers who are capable of successfully contributing to a global society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our school offers over 55 clubs that reinforce school goals by focusing on Positive Behavior Support in Schools, Special Olympics, Play Unified School Partnerships, Entrepreneurship, Environmental Awareness and Community Outreach. The interscholastic and intramurals sports programs provide students with a wide range of competitive opportunities. Our community celebrates student leadership and success through programs such as the National Junior Honor Society, Honor Roll, Veterans Assembly, Leaders of Tomorrow, Teens Need Teens and Heroes and Cool Kids. Woodrow Wilson Middle School is a certified Bronze Sustainable Jersey School and has received awards from the New Jersey State Department of Education for best practice in Special Olympics, Unified Partnerships and PBSIS. The moto of our school is “Mustang’s A.R.E. All In”, because we proudly works together with our community to ensure the success of ALL of our students.</p>






Woodrow Wilson Middle School
 (31-0900-070)
 Grades Offered: 06-08
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
N No Data is available to display
 † This indicates a table specific note,see note below table

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 <p>Courses, Curriculum, Instruction:</p>	<p>Woodrow Wilson Middle School's curriculum is aligned with the New Jersey Student Learning Standards. Our classes promote discovery based student centered opportunities that focus on developing depth of knowledge and critical thinking skills. The curriculum is delivered through a range of services from Accelerated instruction to Special Education programs. Our educational partnerships with William Patterson University, Montclair State, New Jersey Symphony Orchestra, Clifton High School, Clifton Education Foundation and the Home and School Association help to enrich these learning experiences.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Participation in organized school sports and extracurricular activities, offers opportunities for students of all ages to be physically active and has been shown to help improve students' self-esteem/psychological well-being as well as increasing their overall physical wellness. While participation in sports can play an important role in increasing physical activity levels, as some have noted, school sports participation alone may not be sufficient to meet the current physical activity recommendations for adolescents. Therefore sports/activities participation should not be seen as a replacement for physical education in schools but rather as a supplement to the solid foundation provided by physical education.</p>
 <p>Clubs and Activities:</p>	<p>Woodrow Wilson Middle School offers over 55 clubs that reinforce school goals by focusing on Positive Behavior Support in Schools, Special Olympics, Play Unified School Partnerships, Entrepreneurship, Environmental Awareness and Community Outreach. The interscholastic and intramurals sports programs provide students with a wide range of competitive opportunities. Woodrow Wilson Middle School's community celebrates student leadership and success through programs such as the National Junior Honor Society, Honor Roll, Veterans Assembly, Leaders of Tomorrow, Teens Need Teens and Heroes and Cool Kids.</p>




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 <div>Staff and Professional Learning:</div>	Clifton Public Schools have a strong emphasis on professional learning communities. District wide professional development plans are informed by school level improvement committees (SciPs). Professional Learning Communities meet to deepen teacher understanding of topics such as using data to inform instruction, sharing best practices, looking at students’ work, and examining content-based benchmarks. As a district, we encourage and support our staff to continue to be lifelong learners.
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 <div>Student Health and Wellness:</div>	Students in grades 6-8 are exposed to concepts related to health promotion and disease prevention to enhance overall health and wellness. This includes units on family, peers, culture, media, technology as well as instructing them to access valid information and products to enhance overall health and wellness. Students are taught the ability to use interpersonal communication skills to enhance health and wellness and avoid or reduce health risks, by practicing decision-making and goal-setting skills.
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