NJ SCHOOL PERFORMANCE REPORT

Arthur P. Schalick High School
(33-4150-040)
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
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Salem
District	Pittsgrove Township School District
Principal Name	Mrs. Yvette DuBois Trembley
Address	718 CENTERTON ROAD PITTSGROVE, NJ 08318-8901
Phone Number	856-358-2054
Email Address	ydubois@pittsgrove.net
Website	http://schalick.pittsgrove.net
Facebook	https://www.facebook.com/Arthur-P-Schalick-High-School-162084287812211

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	126	131	132
10	132	123	131
11	148	129	121
12	138	151	123
Total	544	534	507

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.6%	47.9%	49.3%
Male	54.4%	52.1%	50.7%
Economically Disadvantaged Students	28.8%	28.7%	28.0%
Students with Disabilities	15.3%	17.1%	17.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.2%	0.5%	0.4%
Students in Foster Care	0.6%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.7%	72.3%	72.1%
Hispanic	12.4%	11.4%	11.6%
Black or African American	10.0%	10.2%	10.0%
Asian	1.1%	1.5%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	3.7%	4.6%	4.9%

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	523	508	484
Shared Time Students	39	49	44
Full Time Equivalent	543	533	506

Enrollment by Home Language

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

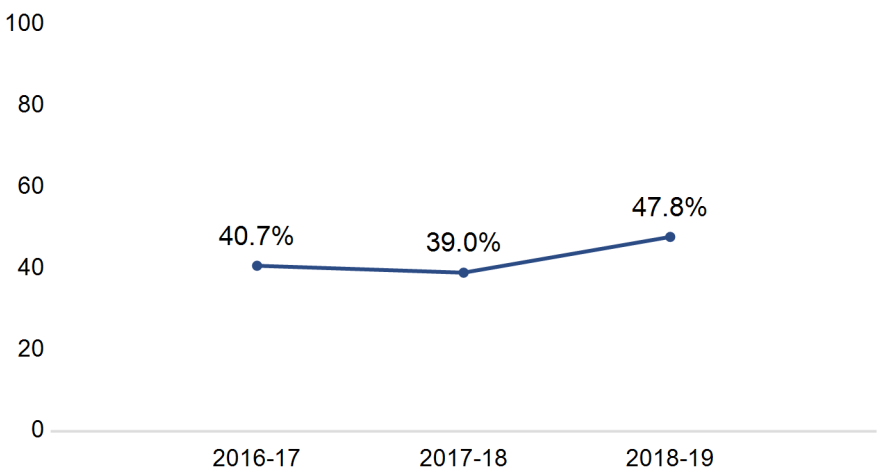| Home Language	% of Students
English	97.7%
Spanish	2.1%
Other Languages	0.2%

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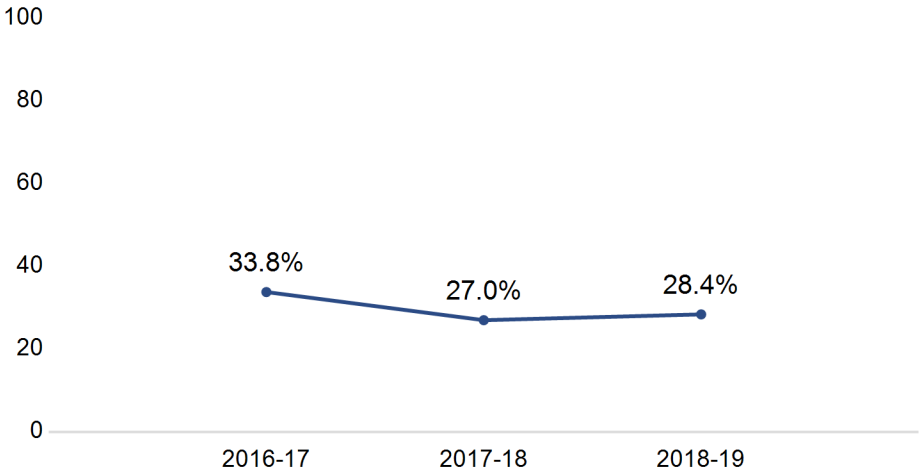† This indicates a table specific note, see note below table

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

- 2016-17: 40.7%
- 2017-18: 39.0%
- 2018-19: 47.8%

Math Proficiency Rate for Federal Accountability

- 2016-17: 33.8%
- 2017-18: 27.0%
- 2018-19: 28.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	98.2%	100.0%	97.0%	97.6%	99.6%
Proficiency Rate for Federal Accountability	40.7%	39.0%	47.8%	33.8%	27.0%	28.4%
Annual Target	44.5%	46.3%	48.2%	30.6%	33.2%	35.8%
Met Annual Target?	Met Target†	Not Met	Met Target†	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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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	276	100.0	47.8	55.8	57.9	47.8	48.2	Met Target†
White	209	100.0	51.7	59.1	66.9	51.7	51.3	Met Target
Hispanic	25	100.0	40.0	46.2	43.9	40.0	45.8	Met Target†
Black or African American	22	100.0	31.8	*	38.5	31.8	30	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	15	100.0	26.7	*	64.4	26.7	**	**
Female	146	100.0	58.9	64.6	64.8	58.9		
Male	130	100.0	35.4	46.3	51.3	35.4		
Economically Disadvantaged Students	74	100.0	28.4	35.0	40.0	28.4	37.3	Not Met
Non-Economically Disadvantaged Students	202	100.0	55.0	64.8	67.9	55.0		
Students with Disabilities	53	100.0	*	*	22.7	*	15.2	Not Met
Students without Disabilities	223	100.0	*	*	65.1	*		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	28.6	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

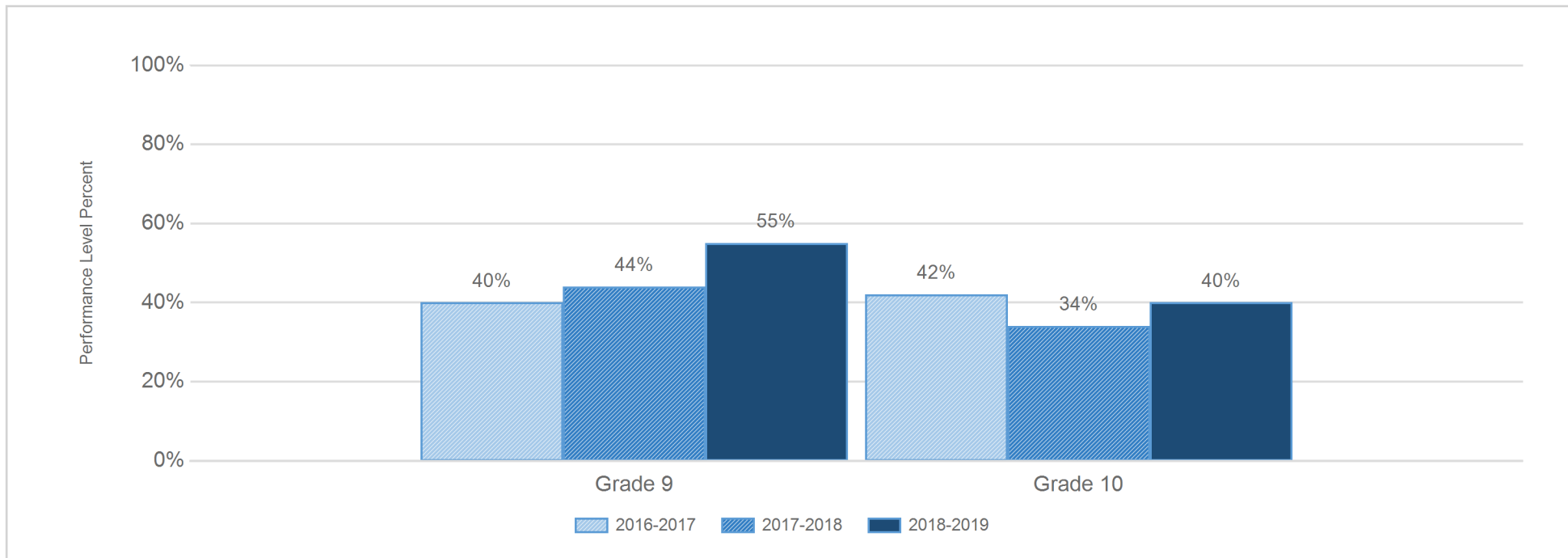† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

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

Performance Level Percent

Grade 9: 2016-2017: 40%, 2017-2018: 44%, 2018-2019: 55%

Grade 10: 2016-2017: 42%, 2017-2018: 34%, 2018-2019: 40%

Legend: 2016-2017, 2017-2018, 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	139	755	755	753	9%	12%	25%	35%	19%	55%	56%
White	112	759	759	762	*	*	29%	38%	20%	57%	65%
Hispanic	*	*	*	737	*	*	*	*	*	*	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	72	763	763	760	*	*	21%	*	*	64%	63%
Male	67	746	746	746	*	*	30%	*	*	45%	49%
Economically Disadvantaged Students	38	734	734	734	*	*	29%	*	*	32%	36%
Non-Economically Disadvantaged Students	101	763	763	762	*	*	24%	*	*	63%	65%
Students with Disabilities	26	706	706	717	*	*	*	*	*	*	17%
Students without Disabilities	113	766	766	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	139	755	755	755	9%	12%	25%	35%	19%	55%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

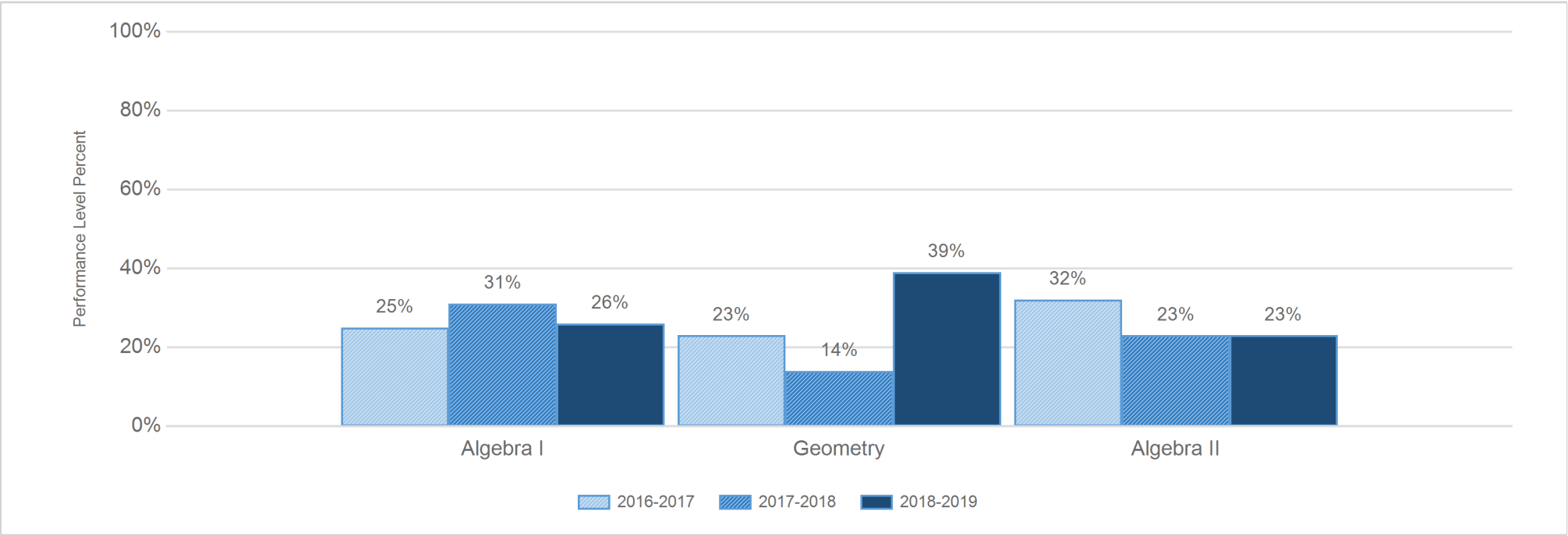| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	737	737	757	26%	17%	17%	24%	17%	40%	58%
White	97	741	741	767	25%	14%	15%	26%	20%	45%	67%
Hispanic	19	724	724	738	*	*	*	*	*	32%	43%
Black or African American	14	737	737	733	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	75	754	754	766	16%	13%	17%	*	*	53%	66%
Male	64	718	718	749	38%	20%	17%	*	*	25%	51%
Economically Disadvantaged Students	38	720	720	735	37%	*	*	*	*	24%	40%
Non-Economically Disadvantaged Students	101	744	744	767	22%	*	*	*	*	47%	67%
Students with Disabilities	27	685	685	711	*	*	*	*	*	*	19%
Students without Disabilities	112	750	750	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

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

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Schoolwide	275	99.6	28.4	40.1	44.5	28.4	35.8	Not Met
White	206	100.0	32.0	43.7	54.1	32.0	36.7	Met Target†
Hispanic	23	100.0	21.7	32.4	28.8	21.7	36.1	Not Met
Black or African American	25	96.3	12.0	*	23.0	12.0	20.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	15	100.0	20.0	*	53.3	20.0	**	**
Female	151	100.0	31.1	43.6	44.9	31.1		
Male	124	99.2	25.0	36.4	44.2	25.0		
Economically Disadvantaged Students	76	100.0	17.1	24.3	26.3	17.1	28.7	Not Met
Non-Economically Disadvantaged Students	199	99.5	32.7	47.1	54.9	32.7		
Students with Disabilities	49	100.0	*	*	17.4	*	14.5	Not Met
Students without Disabilities	226	99.6	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	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		

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Mathematics Assessment – Performance Trends

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

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

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	731	740	744	12%	29%	34%	26%	0%	26%	42%
White	101	733	741	752	12%	26%	35%	28%	0%	28%	53%
Hispanic	*	*	743	728	*	*	*	*	*	*	24%
Black or African American	10	717	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	64	731	*	745	*	19%	38%	*	*	28%	44%
Male	65	731	*	743	*	38%	31%	*	*	23%	41%
Economically Disadvantaged Students	43	720	*	727	*	*	23%	*	*	12%	23%
Non-Economically Disadvantaged Students	86	737	*	752	*	*	40%	*	*	33%	52%
Students with Disabilities	38	709	709	717	*	*	*	*	*	*	12%
Students without Disabilities	91	741	750	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	129	731	740	745	12%	29%	34%	26%	0%	26%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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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	69	743	744	737	*	16%	42%	*	*	39%	35%
White	49	749	*	743	0%	*	43%	*	*	45%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	41	744	744	738	*	*	44%	*	*	39%	36%
Male	28	742	*	736	*	*	39%	*	*	39%	34%
Economically Disadvantaged Students	12	741	741	722	*	*	*	*	*	42%	16%
Non-Economically Disadvantaged Students	57	744	*	743	*	*	*	*	*	39%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	69	743	*	738	*	16%	42%	*	*	39%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

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(33-4150-040)

Grades Offered: 09-12

2018-2019

Report Key:
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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	78	720	720	755	27%	29%	21%	*	*	23%	58%
White	56	729	729	758	20%	27%	25%	*	*	29%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	10	713	713	725	*	*	*	*	*	20%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	46	723	723	752	*	24%	*	*	*	28%	55%
Male	32	717	717	758	*	38%	*	*	*	16%	62%
Economically Disadvantaged Students	22	702	702	729	*	*	*	*	*	14%	32%
Non-Economically Disadvantaged Students	56	728	728	761	*	*	*	*	*	27%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

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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.

2018-2019

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1
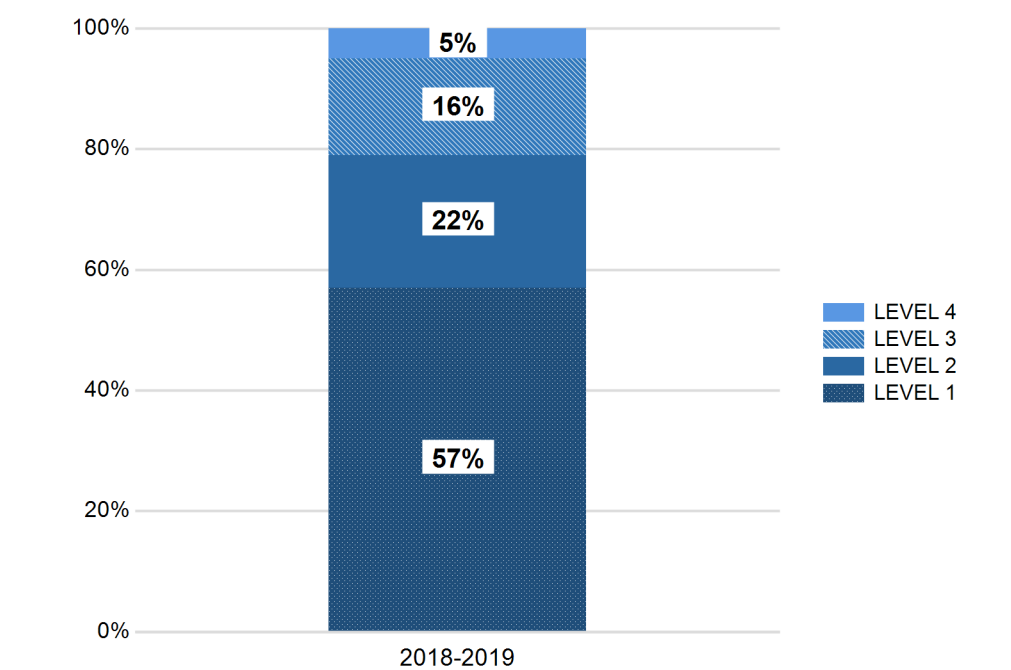
NJSLA Science Assessment: Grade 11

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	22	16	5
White	48	28	17	6
Hispanic	73	9	14	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	55	19	21	5
Male	59	26	10	4
Economically Disadvantaged Students	72	16	7	5
Non-Economically Disadvantaged Students	50	25	20	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	57	22	16	5
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

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(33-4150-040)

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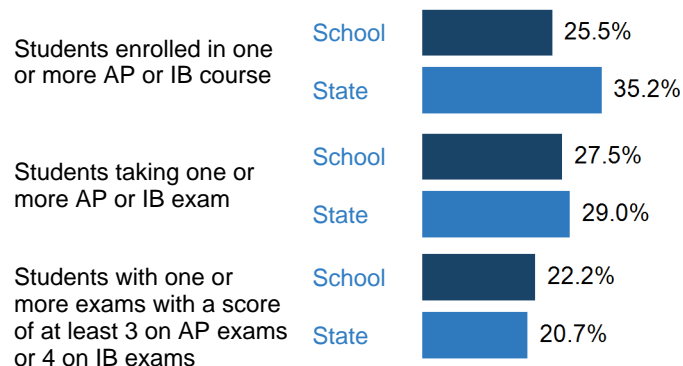2018-2019

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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 in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	74.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	8.2%	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	459	476	Grade 10: 430 Grade 11: 460	57%	61%
PSAT 10/NMSQT - Math	444	477	Grade 10: 480 Grade 11: 510	29%	43%
SAT - Reading and Writing	547	539	480	76%	70%
SAT - Math	527	541	530	45%	53%
ACT - Reading	23	25	22	60%	66%
ACT - English	21	24	18	60%	81%
ACT - Math	22	24	22	30%	65%
ACT - Science	21	24	23	30%	57%

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
- School 25.5%
- State 35.2%

Students taking one or more AP or IB exam
- School 27.5%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 22.2%
- State 20.7%

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.

Students enrolled in one or more dual enrollment course
- School 25.9%
- State 19.0%

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	19	18
AP Calculus AB	6	5
AP Computer Science A	7	5
AP English Language and Composition	25	25
AP English Literature and Composition	13	16
AP Psychology	26	25
AP Statistics	13	12
AP Studio Art—Drawing Portfolio	0	7
AP U.S. History	13	12
Total Exams taken		125
Exams with scores of at least 3 on AP exams or 4 on IB exams		101

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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)

School 4.0%

State 7.7%
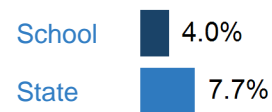
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School 5.5%

State 10.3%
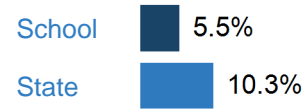
Structured Learning Experiences Participation

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

School 0.0%

State 3.3%

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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	4.0%	5.5%	7.7%	10.3%
White	4.4%	6.8%	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	11.1%	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   *

State   0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Arts, AV Technology & Communications	20		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Science, Technology, Engineering & Mathematics	27		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	69	*	*

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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	103	33	0	0	0	0	0
10	24	56	107	20	0	2	0
11	5	45	15	15	14	25	6
12	3	13	9	0	1	22	17
Total	135	147	131	35	15	49	23
Enrolled in AP/IB Course					6	13	0
Enrolled in Dual Enrollment Course	0	0	0	12	6	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	0	0	2	5	0	127
10	104	9	15	0	0	22
11	2	54	7	52	6	15
12	19	7	7	11	1	11
Total	125	70	31	68	7	175
Enrolled in AP/IB Course	19	0		0	0	0
Enrolled in Dual Enrollment Course	19	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	128	0	0	0	0	20
10	6	120	0	0	0	20
11	4	117	0	17	0	21
12	3	12	0	30	0	24
Total	141	249	0	47	0	85
Enrolled in AP/IB Course	0	13	0	26		0
Enrolled in Dual Enrollment Course	0	52	0	26	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	45	23	0	0	15	0	0
10	72	19	0	0	24	0	0
11	30	8	0	0	16	0	0
12	20	5	0	0	7	0	0
Total	167	55	0	0	62	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	37	4	0	0	14	0	0

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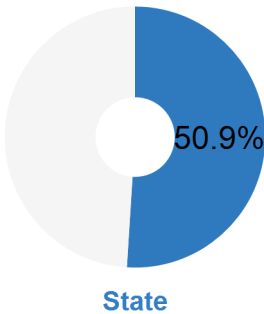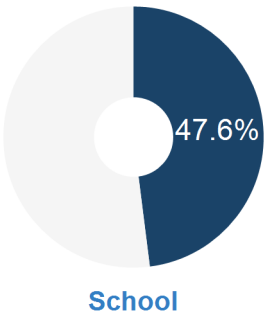
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Computer Science and Information Technology – Course Participation

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	4	0	0	0	0	0
10	8	0	0	0	0	0
11	12	0	0	0	0	0
12	8	0	0	0	0	0
Total	32	0	0	0	0	0
Enrolled in AP/IB Course	7		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	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 9-12:

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

47.6% — School

50.9% — State

Students enrolled in one or more classes by discipline:

		School	State
MUSIC	School	28.1%	
	State		17.6%
DANCE	School	4.3%	
	State	2.3%	
DRAMA	School	0.0%	
	State	3.9%	
VISUAL ARTS	School	18.4%	
	State		32.9%

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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

- Cohort 2017: 94.6%
- Cohort 2018: 93.9%
- Cohort 2019: 88.3%

5-Year Graduation Rate Trends
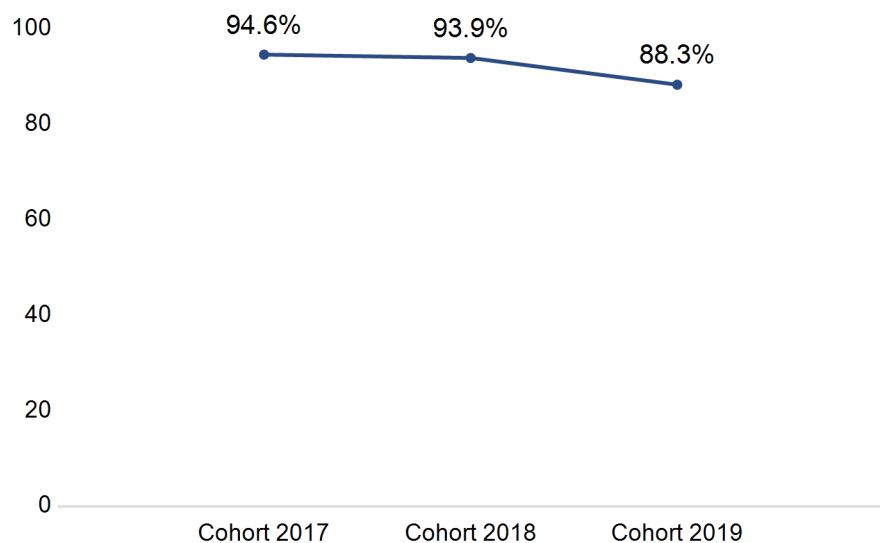
- Cohort 2016: 93.3%
- Cohort 2017: 96.6%
- Cohort 2018: 97.0%
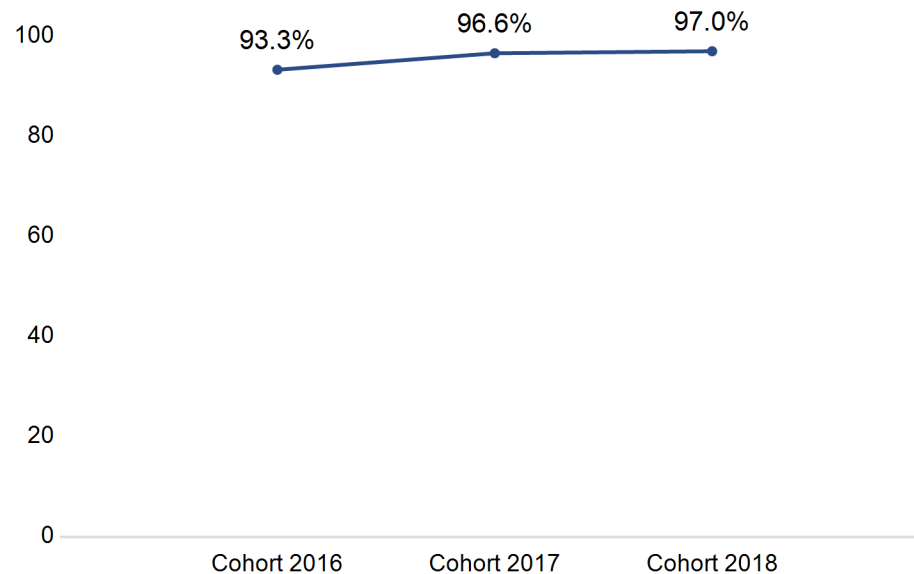
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.6%	93.9%	88.3%	93.3%	96.6%	97.0%
Annual Target	94.3%	94.3%		87.2%	N	
Met Annual Target?	Met Target	Not Met		Met Target	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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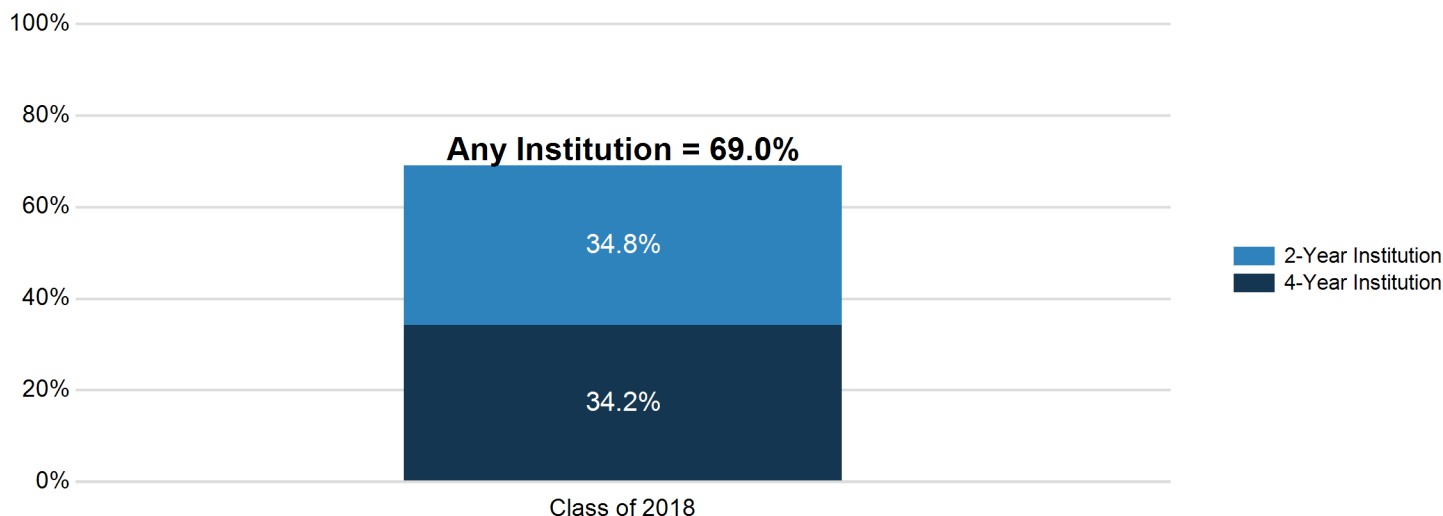2018-2019

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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	88.3%	90.6%	97.0%	92.5%	93.9%	94.3%	Not Met	96.6%	N	Met Goal
White	89.3%	94.9%	96.7%	95.9%	94.3%	94.0%	Met Target	95.3%	N	Met Goal
Hispanic	85.7%	84.5%	92.3%	87.3%	92.3%	**	**	100.0%	N	Met Goal
Black or African American	*	83.3%	100.0%	87.1%	88.9%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	N	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	91.9%	92.8%	97.5%	94.4%	93.7%			95.8%		
Male	85.5%	88.5%	96.5%	90.8%	94.1%			97.4%		
Economically Disadvantaged Students	83.0%	84.0%	98.1%	87.3%	88.7%	91.2%	Not Met	94.1%	76.2%	Met Target
Students with Disabilities	69.2%	79.2%	100.0%	83.8%	84.6%	81.5%	Met Target	89.5%	**	**
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	70.3%	56.3%
Substitute Competency Test	18.0%	27.3%
Portfolio Appeals Process	1.6%	2.3%
Alternate Requirements specified in IEP	9.4%	13.3%
Unknown	0.8%	0.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.0%	1.2%
2017-2018	1.1%	1.2%
2016-2017	1.4%	1.1%

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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

Any Institution = 69.0%

34.8%

34.2%

Class of 2018

- 2-Year Institution
- 4-Year Institution

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	34.8%
% Enrolled in 4-Year Institution	34.2%
% Enrolled in Any Postsecondary Institution	69.0%

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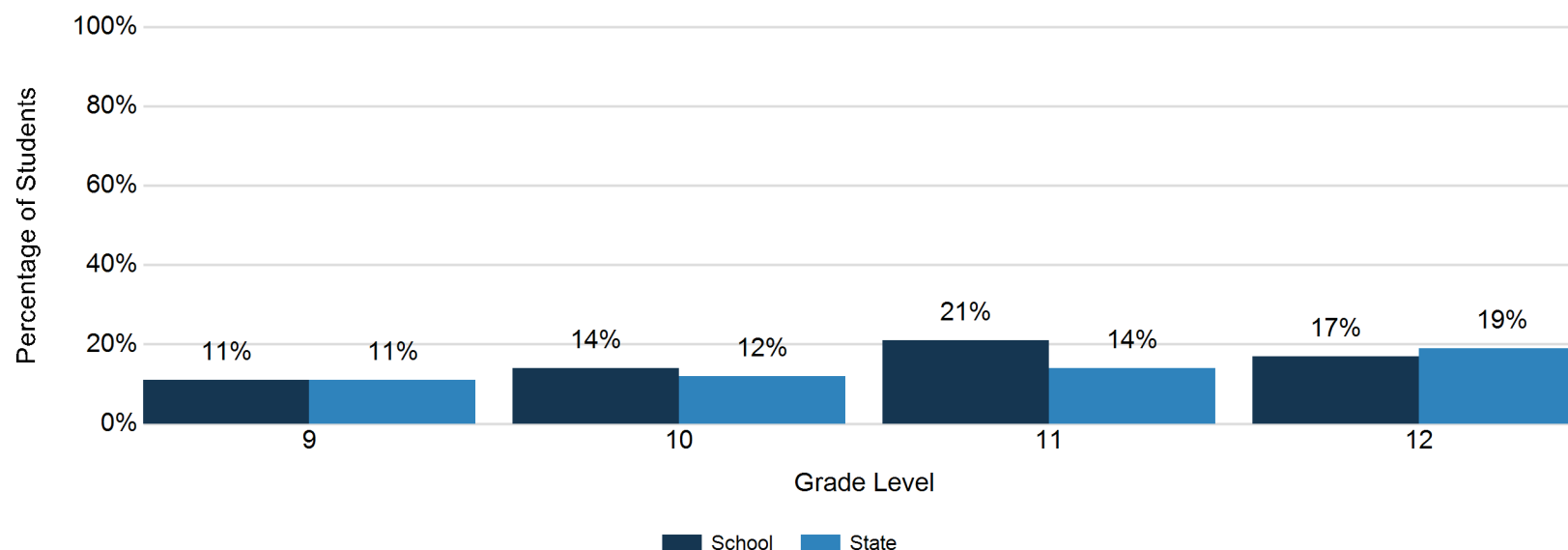
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Postsecondary Enrollment Rates: Fall

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	42.4%	42.9%	57.1%
White	43%	40%	60%
Hispanic	50%	55.6%	44.4%
Black or African American	21.4%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	29.7%	36.4%	63.6%
Students with Disabilities	8.7%	50%	50%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	69%	50.5%	49.5%	80.7%	19.3%	75.2%	24.8%
White	69%	50%	50%	80%	20%	72.5%	27.5%
Hispanic	61.5%	62.5%	37.5%	87.5%	12.5%	75%	25%
Black or African American	66.7%	50%	50%	91.7%	8.3%	91.7%	8.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	56.7%	52.9%	47.1%	82.4%	17.6%	88.2%	11.8%
Students with Disabilities	50%	91.7%	8.3%	91.7%	8.3%	83.3%	16.7%
English Learners	N	N	N	N	N	N	N

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	85	15.8	14.2	Not Met
White	56	14.3	14.2	Not Met
Hispanic	10	16.4	14.2	Not Met
Black or African American	9	17.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	9	34.6	14.2	Not Met
Female	40	15.2		
Male	45	16.4		
Economically Disadvantaged Students	46	30.1	14.2	Not Met
Students with Disabilities	31	28.7	14.2	Not Met
English Learners	N	N	N	N
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.

Grade Level	School	State
9	11%	11%
10	14%	12%
11	21%	14%
12	17%	19%

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	13
Weapons	3
Vandalism	3
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	5.34

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	7
Weapons	3
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	46	9.1%
Out-of-School Suspensions	42	8.3%
Any Suspension	74	14.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
671

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School Day

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

Category	School
Typical Start Time	7:20 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 18 Mins
Shared Time - Instructional Time	6 Hrs. 18 Mins.

Device Ratios

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

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

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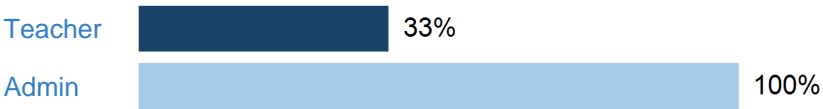
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	17.7	16.0
Average years experience in district	9.9	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	127:1	107:1
Teachers to Administrators	12:1	9:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		343:1
Students to Counselors		286:1
Students to Child Study Team Members		343:1

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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	49.3%	60.4%	50.0%	48.4%	77.1%	54.9%
Male	50.7%	39.6%	50.0%	51.6%	22.9%	45.1%
White	72.1%	93.8%	75.0%	42.4%	83.6%	77.4%
Hispanic	11.6%	4.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.0%	0.0%	25.0%	15.0%	6.6%	13.9%
Asian	1.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.9%	2.1%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 67%
Admin N/A

Master's Degree

Teacher 33%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.2%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	40.7%	39.0%	47.8%
Math Proficiency	33.8%	27.0%	28.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.6%	93.9%	88.3%
5-Year Graduation Rate†	93.3%	96.6%	97.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.6%	7.4%	15.8%

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

NJ SCHOOL PERFORMANCE REPORT

Arthur P. Schalick High School
(33-4150-040)
Grades Offered: 09-12
2018-2019

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Arthur P. Schalick High School

(33-4150-040)

Grades Offered: 09-12

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Arthur P. Schalick High School
(33-4150-040)
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School Narrative

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

Highlights:

- Two-time recipient College Board's Annual AP District Honor Roll. Our school offers 9 Advanced Placement courses.

- Athletics Program Tri County Conference Diamond Division Champions: 2018 Field Hockey, 2018 Girls Soccer, 2018-19 Girls Basketball, 2018-19 Girls Track

- Host of the award-winning SCVTS Academy of Creative and Performing Arts: Visual Arts, Dance, & Theater

Mission, Vision, Theme:

A. P. Schalick High School faculty and staff provide a program designed to meet the changing and diverse needs of our students. It is our belief that the total school faculty must function in a partnership with students, parents, and the community to create and maintain an educational foundation that will prepare students for post-high school success. Our school community will strive for excellence with the expectation that each student demonstrate: Patience, Respect, Integrity, Diligence, Empathy.

Awards, Recognition, Accomplishments:

Our students' performances in the Arts and Athletics are consistently earning of local and national awards and recognition. Our Spring Musical, "Into the Woods," was recognized for numerous nominations and awards at the Southern New Jersey Cappies Gala. A Junior-level Art Academy student earned the National Scholastic Art Competition Golden Key Award. Our athletes consistently earn local and state recognition as teams and individuals for their performance. The Class of 2019 received over $50,000 in local scholarships.

Arthur P. Schalick High School

(33-4150-040)

Grades Offered: 09-12

2018-2019

School Narrative

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Courses, Curriculum, Instruction:	Academic rigor, high expectations, and a commitment to excellence are embedded in our educational programs. Schalick offers comprehensive curricula that include instruction at advanced levels in English, U.S. and World History, Computer Science, Biology, Statistics, Psychology, Art, and Calculus. Students can study Spanish, French, and German. Nine Advanced Placement courses are offered. Our block schedule allows students to explore and excel in various areas and allows students to take advantage of Option Two. Our partnerships with our local community colleges afford our students the opportunity to accrue college credits (Dual-Credit) while attending high school.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Coed), Diving (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed) Our athletic teams strive to reach the championship level while upholding the highest ambitions of good sportsmanship. Our athletes compete in the SJ Section of the NJSIAA Tri-County Conference Diamond Division and the West Jersey Football League. Repeatedly, our teams attain Divisional and Sectional Championships and our individual athletes have earned numerous individual honors. APSHS earned Tri-County Conference Diamond Division Champions in the following: 2018 Field Hockey, 2018 Girls Soccer, 2018-19 Girls Basketball, 2018-19 Girls Track. Sports Offered: Baseball (boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field– Spring and Winter (Boys & Girls), Wrestling (Coed).
Clubs and Activities:	A majority of our students are active in both co-curricular and extra-curricular programs. Our PEP Band, Concert Band, Chorus, and Jazz Band enjoy strong support from the community and perform on many occasions throughout the year. Shows and performances in the Arts demonstrate the strong pre-professional level of our programs. There are many opportunities for student involvement, including the Academic Team, Mock Trial, and Student Council. Various clubs are offered, such as Electronics Club, MakerSpace, Outdoors Club, Drawing Club, Ski Club, Technology Student Association, Art Club, and many more. Our students' school pride is energizing. Our students participate in Spirit Weeks, Homecoming, Green & Gold Night, Pep Rallies, and other school-wide events promoting a positive school culture and our school spirit.

Arthur P. Schalick High School

(33-4150-040)

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	Staff and Professional Learning:	The faculty members at Schalick High School are dedicated to professional growth and committed to student achievement. Professional Learning Communities and job-embedded professional development are used to collaborate, participate in team-based and job-embedded professional learning, analyze data, review current research, examine student work, and continually reflect upon best practices. Faculty members have the opportunity to attend in-district and out-of-district professional development opportunities.
	Postsecondary Information:	A.P. Schalick High School offers comprehensive programs for grades 9-12. Courses are selected on an individual basis incorporating preparation for post-high school study. In 2019, of 152 graduates, 54% enrolled in a 4-year college or university; 31% in a 2-year college; 4% in the workforce or trade, and 7% enlisted in the military. Our students are accepted to a wide range of competitive colleges and universities from coast to coast.

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

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Student Supports and Services:	The Guidance Department offers counseling, peer mentoring, and small group sessions. Character Education provides students with the tools and knowledge to become model citizens. The staff offers opportunities for students to grow academically, socially, and emotionally. The Intervention and Referral Service Team offers additional support for students in need of academic, behavioral, or health-related assistance. ICR classes are available for core subjects in all grade levels. All Freshmen are enrolled in a Freshmen Seminar course designed to bridge the transition from middle school to high school and addresses social-emotional, academic, and career orientation issues. The Child Study Team is comprised of special education teachers, paraprofessionals, related services providers, counselors, a learning consultant, and a school psychologist. A variety of individua programs are designed for student success, and we work closely with students and families to provide maximum support.
Student Health and Wellness:	Nutritional breakfasts and lunches are provided daily. Students' mental health needs are supported via our Guidance Department, Child Study Team, and School Nurse. Our School Health and Wellness Committee reviews our Wellness Policy annually and plans opportunities for our students for health and wellness education and activities.
Parent and Community Involvement:	Schalick High School is considered the heart of our community. We have a strong partnership with Salem Community College, thus providing our students with opportunities to earn college credits with our dual-credit program and by taking college courses on our school campus. Articulation agreements are held with Rowan University in the areas of Theater and Engineering. Our PTO and various Booster Clubs sponsor fundraisers and events to help support our programs.

Arthur P. Schalick High School

(33-4150-040)

Grades Offered: 09-12

2018-2019

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School Safety:	The safety and security of our school continues to be a top priority. Lessons learned from school emergencies across the country highlight the importance of preparation. By taking a proactive approach and having plans in place to keep students and staff safe, we have preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. Armed School Security Specialists provide security monitoring throughout our school day and after-school activities. Our district is equipped with state-of-the-art security surveillance and communications systems. Drills are conducted as required, and additional efforts are planned and practiced to respond to emergencies, if ever needed. School safety is a shared responsibility – staff, students, parents, and the entire community. Students and staff are trained to report any safety issues or concerns.

Arthur P. Schalick High School

(33-4150-040)

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2018-2019

School Narrative

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Technology and STEM:	Schalick recognizes the role technology plays in our students' lives; therefore, we are committed to providing advanced integration of technology into our programs. Apple computers, laptops, iPads, and Chromebooks are available throughout the building and smart boards in every classroom. Wireless Internet access is provided throughout the District. PowerSchool enables students and parents to access student attendance and grades. Students utilize Naviance through our Guidance Department. Our Project Lead the Way Engineering Program completed its third year of implementation in the 2018-2019 school year. Electives are offered in Computer Science (incl. AP Computer Science), Allied Health, Sports Medicine, Mathematics, and the sciences. Our media center hosts a state-of-the-art MakerSpace with 3D printers, CAD software, programming software, arts and crafts, video production equipment, and more!

Overview	Demographic	Academic Achievement	College and Career Readiness	Grad/ Postsecondary	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

NJ SCHOOL PERFORMANCE REPORT

Arthur P. Schalick High School

(33-4150-040)

Grades Offered: 09-12

2018-2019

School Narrative

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Other Information	Unique to Schalick High School is the Salem County Arts Academy. The Arts Academy, a pre-professional high school program for students who exhibit an aptitude in a specific discipline, combines advanced instruction in the arts, alongside excellent academic instruction. The Academy is a joint venture with the Salem County Vocational Technical School District and is housed at Schalick High School. Each year many students from the surrounding areas as well as Schalick students are accepted into the Academy Program. Our state-of-the-art facilities afford students the creative environment necessary for them to excel in Visual Arts, Dance, or Theater. Schalick's broad offerings in its curricula, athletic programs, and emphasis on the arts foster a family atmosphere and promote unity. The Schalick school community shares a commitment to quality education and to providing our students with a successful high school experience. We are committed to instilling in our students the characteristics of P.R.I.D.E. (Patience, Respect, Integrity, Diligence, and Empathy). What is difficult to represent in statistics and reports is the quality and character of our students. Our students carry themselves, "The Cougar Way."

NJ SCHOOL PERFORMANCE REPORT

Elmer Elementary School
(33-4150-080)
Grades Offered: KG-01
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:

Elmer Elementary School
(33-4150-080)
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2018-2019

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School Contact Information

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

Type	Contact Information
County	Salem
District	Pittsgrove Township School District
Principal Name	Mr. Daniel Bruce
Address	207 Front Street Elmer, NJ 08318
Phone Number	856-358-6761
Email Address	dbruce@pittsgrove.net
Website	http://elmer.pittsgrove.net/

Elmer Elementary School

(33-4150-080)

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	0	1	107
1	113	123	115
2	99	114	0
3	0	0	0
Total	212	238	222

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.8%	50.0%	52.7%
Male	54.2%	50.0%	47.3%
Economically Disadvantaged Students	36.3%	33.2%	30.6%
Students with Disabilities	16.5%	16.0%	16.2%
English Learners	0.0%	0.0%	0.5%
Homeless Students	0.0%	0.4%	2.3%
Students in Foster Care	1.4%	0.8%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	76.4%	75.6%	80.2%
Hispanic	10.8%	10.5%	9.9%
Black or African American	6.6%	6.3%	4.1%
Asian	0.5%	0.4%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.5%
American Indian or Alaska Native	0.0%	0.4%	0.0%
Two or More Races	5.7%	6.7%	5.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	N	0	0
KG - Full Day	N	1	107

Enrollment by Home Language

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

Home Language	% of Students
English	99.5%
Other Languages	0.5%

Elmer Elementary School
(33-4150-080)
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2018-2019

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English Language Progress to Proficiency

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

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

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

NJ SCHOOL PERFORMANCE REPORT

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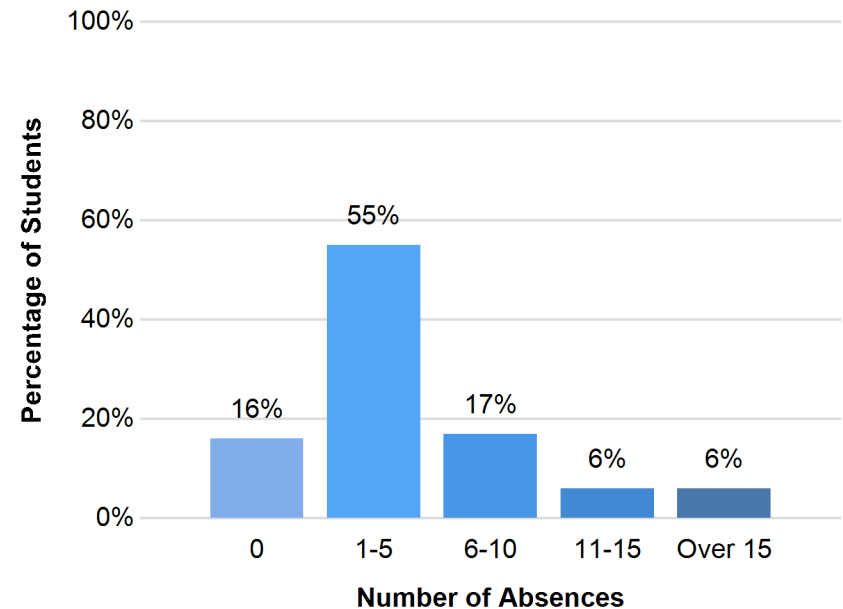
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	11	4.9	11.4	Met
White	8	4.5	11.4	Met
Hispanic	1	4.0	11.4	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	16.7	**	**
Female	5	4.3		
Male	6	5.6		
Economically Disadvantaged Students	6	9.0	11.4	Met
Students with Disabilities	3	8.3	11.4	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

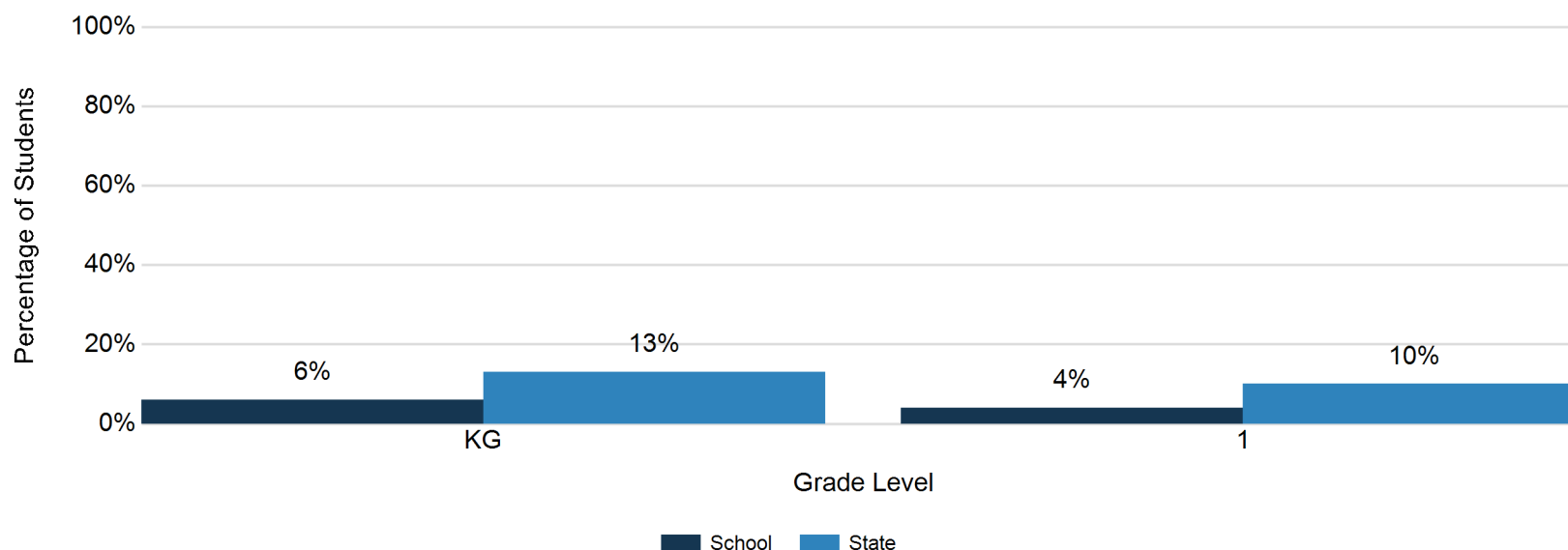**Elmer Elementary School**

(33-4150-080)

Grades Offered: KG-01

2018-2019

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Chronic Absenteeism by Grade

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

KG: School 6%, State 13%
1: School 4%, State 10%

Legend: School, State

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.45

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

NJ SCHOOL PERFORMANCE REPORT

Elmer Elementary School
(33-4150-080)
Grades Offered: KG-01
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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	21	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	17.7	16.0
Average years experience in district	9.9	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	222:1	107:1
Teachers to Administrators	21:1	9:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		343:1
Students to Counselors		286:1
Students to Child Study Team Members		343:1

Elmer Elementary School
(33-4150-080)
Grades Offered: KG-01
2018-2019

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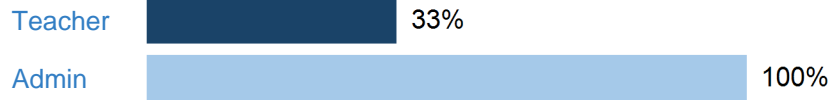
Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.7%	85.7%	0.0%	48.4%	77.1%	54.9%
Male	47.3%	14.3%	100.0%	51.6%	22.9%	45.1%
White	80.2%	95.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	4.8%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.4%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Elmer Elementary School
(33-4150-080)
Grades Offered: KG-01
2018-2019

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

Teacher — 67%
Admin — N/A

Master's Degree

Teacher — 33%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.2%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%

Elmer Elementary School
(33-4150-080)
Grades Offered: KG-01
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.

NJ SCHOOL PERFORMANCE REPORT

Elmer Elementary School
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School Narrative

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

Highlights:	• Elmer Elementary School is a Kindergarten and First Grade Building. We focus on our P.R.I.D.E. credo: Patience, Respect, Integrity, Diligence, and Empathy. • Elmer Elementary School offers a comprehensive educational program for all of its students. We offer a T.E.A.M. time period (Together - Elmer - Achieves - More). • Elmer Elementary School offers an EAGLE Reading incentive program. Once a month students participate in a school-wide literacy assembly. Students are recognized for reading 25, 50, and 100 books.
Mission, Vision, Theme:	Pittsgrove Township Elementary Schools--Norma School, Elmer School and Olivet School--are committed to creating an environment where all students reach their highest level of academic, emotional, and social achievement.
Awards, Recognition, Accomplishments:	Elmer Elementary School recognizes students for demonstrating exceptional character. Students are Caught By The Eagle for showing Pride, Patience, Integrity, Diligence, and Empathy.

Elmer Elementary School
(33-4150-080)
Grades Offered: KG-01
2018-2019

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Courses, Curriculum, Instruction:	Elmer Elementary School utilizes a Balanced Literacy approach for Language Arts instruction. My Math is used for mathematics instruction. All students receive instruction from specialists in the areas of Art, Music, Physical Education, Foreign Language, Technology, and Library Science. This instruction is integrated with the academic areas and provides enrichment for the students. Students also have access to a computer lab and iPads that provide them with the opportunity to extend their learning in the classroom.

NJ SCHOOL PERFORMANCE REPORT

Elmer Elementary School
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Before and After School Programs:	Pittsgrove Township School Offers a School Age Child Care (SACC) program for our Kindergarten and First Grade students. This program runs from 6:30-9:10 a.m. and from 3:46 to 6:00pm. Elmer Elementary School also offers an Extended Day Program in the morning from 8:00-9:00am for continued support in the areas of literacy and math.
Staff and Professional Learning:	Our school participates in ongoing professional development throughout the school year. Incorporated in our district calendar are full and half-day Professional Development days. Our staff utilizes Professional Learning Communities (PLCs) format. During this time, professional staff analyze student data, build on collaborative instructional practices, and participate in professional development activities. Teachers also engage in peer observations of colleagues within district and in other school districts.

Elmer Elementary School
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2018-2019

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School Narrative

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Student Supports and Services:	At Elmer Elementary School, we continually challenge our students to grow academically. In order to meet the academic needs of all, we have instituted a T.E.A.M. (Together Elmer Achieves More) Time period at Elmer Elementary School for both Kindergarten and 1st grades. Students visit with different teachers/practitioners every other week for forty minutes providing them with additional time to work on improving skills necessary or enriching areas of strength for educational success. For example, we have a phonics room, where students are given additional support on phonological awareness skills. Cooperative efforts between teachers, parents, and additional professional personnel are needed to provide the most effective help to students in need of assistance. (I&RS) provides additional support for children who struggle either academically, behaviorally, or with a health concern. A plan is developed to provide assistance/support to our children.
Student Health and Wellness:	Our students participate in the following activities that promote Health and Wellness: daily Directed Play, health lessons provided by our School Nurse, and Physical Eduction classes.
Parent and Community Involvement:	The District encourages parent and community involvement and views parents/guardians as our partners in education. The District has a CPIS (a Community Parent Involvement Specialist) that supports the home and school connection at the Preschool level as well as organizes and hosts the Early Childhood Advisory Council meetings for parents of students in grades PreK-4. The CPIS hosts a series of parent workshops throughout the school year. Our community has an active Parent Teacher Organization (PTO), which assists in supplementing funds for field trips/field day activities and other school improvement projects. In addition, we have a Special Education Parent Advisory Group (SEPAG), which meets several times during the school year. The District holds numerous events and activities throughout the year to promote parent and community involvement.

Elmer Elementary School
(33-4150-080)
Grades Offered: KG-01
2018-2019

School Narrative

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Climate Surveys:	Who is surveyed: Teachers Our School utilizes the 2014 New Jersey School Climate Survey. The revised NJSCS includes four validated questionnaires to support local school climate and culture improvement activities as an integral part of their continuous efforts to improve student's educations and prevent at–risk student behavior.
Facilities:	Our facilities are properly maintained. Our district administrative team participates in monthly facilities meeting. This forum generates an ongoing discussion on facilities needs. All classrooms are climate controlled, providing an ideal temperature for our students' learning environment.
School Safety:	The safety and security of our school continues to be a top priority. Lessons learned from school emergencies across the country highlight the importance of preparation. By taking a proactive approach and having plans in place to keep students and staff safe, we have preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. Armed School Security Specialists provide security monitoring throughout our school day and after-school activities. Our district is equipped with state-of-the-art security surveillance and communications systems. Drills are conducted as required, and additional efforts are planned and practiced to respond to emergencies, if ever needed. School safety is a shared responsibility – staff, students, parents, and the entire community. Students and staff are trained to report any safety issues or concerns.

Elmer Elementary School
(33-4150-080)
Grades Offered: KG-01
2018-2019

School Narrative

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Technology and STEM:	Our classrooms are equipped with five iPads for student use as well as an iPad cart. Each classroom has an instructional electronic active board to support curricular programs. We also have an I-Mac Lab, which students and staff utilize.

NJ SCHOOL PERFORMANCE REPORT

Norma Elementary School
(33-4150-050)
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 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:

Norma Elementary School

(33-4150-050)

Grades Offered: PK-PK

2018-2019

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	Salem
District	Pittsgrove Township School District
Principal Name	Mr. Daniel Bruce
Address	873 GERSHAL AVENUE PITTSGROVE, NJ 08318
Phone Number	856-358-3094
Email Address	dbruce@pittsgrove.net
Website	http://norma.pittsgrove.net/

Norma Elementary School
(33-4150-050)
Grades Offered: PK-PK
2018-2019

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	50	107	99
KG	121	10	0
Total	171	117	99

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	50.3%	46.2%	47.5%
Male	49.7%	53.8%	52.5%
Economically Disadvantaged Students	38.6%	29.1%	27.3%
Students with Disabilities	19.3%	22.2%	16.2%
English Learners	0.0%	0.0%	0.0%
Homeless Students	1.2%	0.9%	1.0%
Students in Foster Care	1.2%	1.7%	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	81.3%	76.1%	71.7%
Hispanic	9.4%	11.1%	13.1%
Black or African American	3.5%	6.8%	4.0%
Asian	0.6%	1.7%	2.0%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%
American Indian or Alaska Native	0.6%	0.0%	1.0%
Two or More Races	4.1%	4.3%	8.1%

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	50	0	0
PK - Full Day	0	107	99
KG - Half Day	0	0	0
KG - Full Day	121	10	0

Enrollment by Home Language

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

Home Language	% of Students
English	99.0%
Spanish	1.0%

NJ SCHOOL PERFORMANCE REPORT

Norma Elementary School
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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.
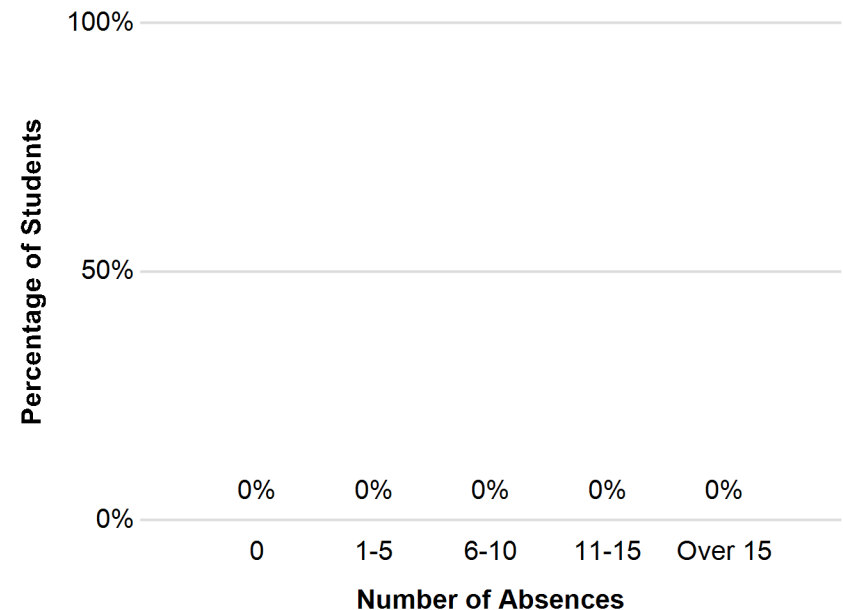
Chronic Absenteeism

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	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.

Percentage of Students

100%

50%

0%

0%   0%   0%   0%   0%

| 0 | 1-5 | 6-10 | 11-15 | Over 15 |

Number of Absences

4

NJ SCHOOL PERFORMANCE REPORT

Norma Elementary School
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2018-2019

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Chronic Absenteeism by Grade

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

Percentage of Students

- PK — School: 14%
- PK — State: 31%

Grade Level

Legend: School, State

NJ SCHOOL PERFORMANCE REPORT

Norma Elementary School

(33-4150-050)

Grades Offered: PK-PK

2018-2019

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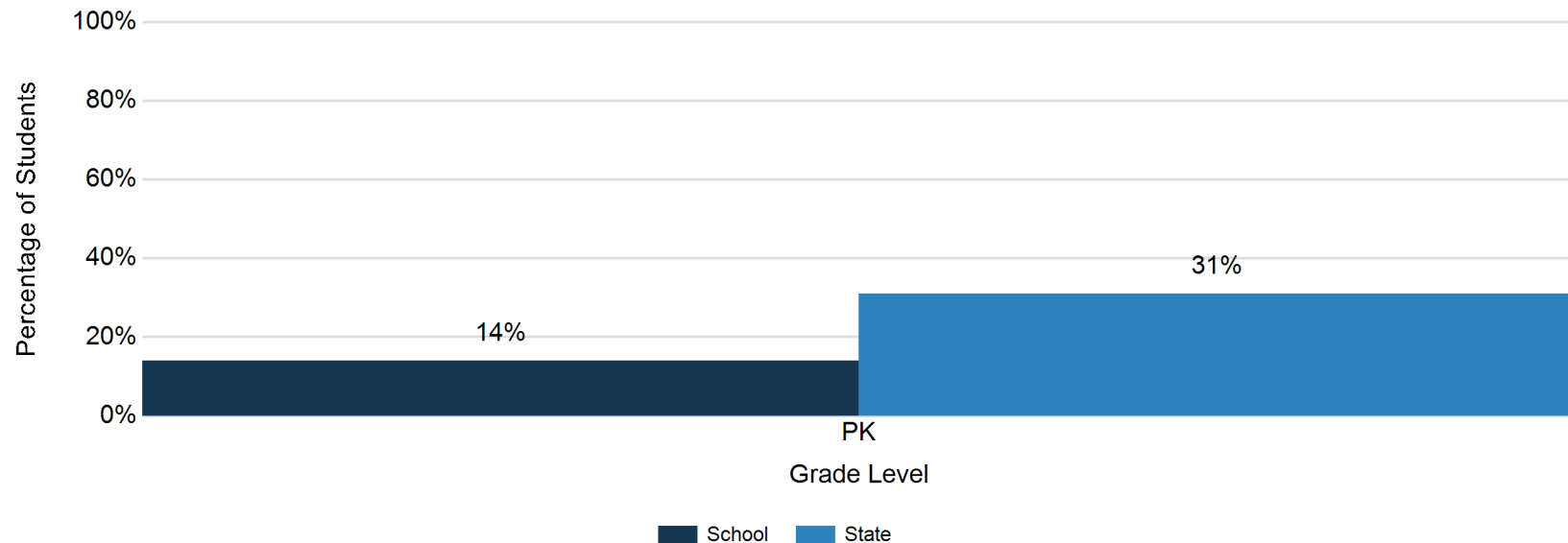- ****** Accountability calculations require 20 or more students
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

Norma Elementary School
(33-4150-050)
Grades Offered: PK-PK
2018-2019

School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 0 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

Norma Elementary School

(33-4150-050)

Grades Offered: PK-PK

2018-2019

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

Teachers – 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	9	118,214
Average years experience in public schools	6.9	12.1
Average years experience in district	2.7	10.8
Percentage of Teachers with 4 or more years experience in the district	22.2%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	17.7	16.0
Average years experience in district	9.9	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	99:1	107:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		343:1
Students to Counselors		286:1
Students to Child Study Team Members		343:1

Norma Elementary School
(33-4150-050)
Grades Offered: PK-PK
2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.5%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	52.5%	0.0%	0.0%	51.6%	22.9%	45.1%
White	71.7%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.0%	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	8.1%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Norma Elementary School
(33-4150-050)
Grades Offered: PK-PK
2018-2019

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
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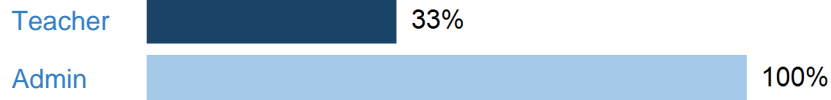
Teachers and Administrators - Level of Education

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 67%
Admin N/A

Master's Degree

Teacher 33%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.2%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.8%

Norma Elementary School

(33-4150-050)

Grades Offered: PK-PK

2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Norma Elementary School
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2018-2019

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School Narrative

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

Highlights:	• Norma Elementary School houses PreK-3 and PreK-4 students. We focus on our P.R.I.D.E.: Patience, Respect, Integrity, Diligence, and Empathy where at Norma "P.R.I.D.E. starts here! • We offer Creative Curriculum as well as Fidelity Tool, which is used to measure the quality of curriculum implementation in the classrooms as well as to determine areas of professional development. • Norma Elementary School holds an end of study celebration, Family Fun Night, parent visitation days, and Early Childhood Advisory Council Meetings where family members are welcome participate.
Mission, Vision, Theme:	Norma Elementary School is committed to creating an environment where all students reach their highest level of academic, emotional, and social achievement. All members of the school community will strive to create a safe environment where students demonstrate P.R.I.D.E. and will be able to develop into productive global citizens.
Awards, Recognition, Accomplishments:	Norma Elementary School recognizes our students for demonstrating exceptional character. Students are Caught By The Cub for showing P.R.I.D.E.: Patience, Respect, Integrity, Diligence, and Empathy; students are presented their awards monthly. Selected students are given Pawsitive P.R.I.D.E. awards for demonstrating positive behavior. In addition, once a month, we recognize our Cub of the Month at our Board of Education meeting. These students are selected by their classroom teacher for demonstrating P.R.I.D.E.

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| Courses, Curriculum, Instruction: | Norma Elementary School provides our preschool students with a comprehensive state-approved developmental curriculum: the Creative Curriculum. Students have indoor and outdoor choice time scheduled during their school day as well as large group, small group, read aloud, and more. Students learn through units of study, such as clothing, music, pets, and more with a culminating end of study celebration where parents are encouraged to attend. The Creative Curriculum is aligned to the New Jersey Preschool Teaching and Learning Standards. |

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School Narrative

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Before and After School Programs:	Pittsgrove Township School offers a School Age Child Care (SACC) program for its preschool students. This program runs from 7:00 - 8:00 a.m. and from 2:00 to 5:00 p.m.
Staff and Professional Learning:	Staff is required to complete a set number of training sessions in order to be in compliance with the NJ State Requirements. Many are done through the Global Compliance Network (GCN). Norma staff utilizes Professional Learning Communities to collaborate, participate in team-based and job-embedded professional learning, analyze data, and review current research. Staff is required to obtain a certain amount of hours of training for Early Childhood Education.

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Student Supports and Services:	The PIRT team supports teachers in providing intervention to preschool children in the school setting. Families are invited to attend the PIRT meetings to discuss strategies and interventions in place within the classroom setting as well as to obtain feedback and information from parents as to what works or does not work at home. Coaches are assigned to individual classrooms to ensure coaching, support, and intervention to help all students succeed using the Pyramid Model and positive behavior support.
Student Health and Wellness:	Our school registered nurse will provide the following health care screenings: health history, height and weight, blood pressure, vision, muscle balance, hearing, and dental care. We we offer health-related family education programs, ie: asthma, hygiene, and allergies.
Parent and Community Involvement:	Our Community Parent Involvement Specialist at Norma Elementary School provides support to our preschool families. The CPIS also oversees our Early Childhood Advisory Council. This forum allows for community involvement. Our staff provides family workshops on academic and behavioral strategies. Our school nurse provides health workshops for our families. Our school has an active PTO, which supports field trips, school spirit activities, and many other school family functions.

Norma Elementary School

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Climate Surveys:	Who is surveyed: Parents, Teachers The Norma parent survey was provided to parents during parent/teacher conferences. The Superintendent also sent out a climate survey to the parents/guardians of the district. A School Climate for employees was done at the end of the school year for staff.
School Safety:	The safety and security of our school continues to be a top priority. Lessons learned from school emergencies across the country highlight the importance of preparation. By taking a proactive approach and having plans in place to keep students and staff safe, we have preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. Armed School Security Specialists provide security monitoring throughout our school day and after-school activities. Our district is equipped with state-of-the-art security surveillance and communications systems. Drills are conducted as required, and additional efforts are planned and practiced to respond to emergencies, if ever needed. School safety is a shared responsibility – staff, students, parents, and the entire community. Students and staff are trained to report any safety issues or concerns.

Overview	Demographic	Climate and Environment	Staff	Per-Pupil Expenditures	Narrative

Norma Elementary School
(33-4150-050)
Grades Offered: PK-PK
2018-2019

School Narrative

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

Technology and STEM:	There are nine iPads per classroom for students to use during Choice Time. The Creative Curriculum is an interdisciplinary and investigative approach to learning that incorporates the immersion of multiple subject areas into lessons and begins the pathways to innovative and design thinking (STEM/STEAM).
Early Childhood Education:	Norma Elementary School offers a free state-funded inclusion preschool program for three and four year old children in our community. Our program starts at 8:00 a.m. and ends at 2:00 p.m. with a maximum allowable class size of 15 students. Our program currently partners with Building Blocks and Firm Foundations, private providers from our community. Our students experience learning opportunities through our use of Creative Curriculum. Students explore learning through units of study. Our preschool students are assessed through an online program called Teaching Strategies Gold. Our teachers are able to provide our families with up-to-date information on their child''s academic progress utilizing this assessment tool. We communicate with our families using an online program called Tadpoles. Our Community Parent Involvement Specialist provides family workshops, home visitations, and additional supports to our preschool families.

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

2018-2019

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:

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

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	Salem
District	Pittsgrove Township School District
Principal Name	Mr. Tino Monti
Address	235 SHEEP PEN ROAD PITTSGROVE, NJ 08318-8901
Phone Number	856-358-2081
Email Address	tmonti@pittsgrove.net
Website	http://olivet.pittsgrove.net/

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	0	118	0
1	0	0	0
2	0	0	129
3	132	102	114
4	108	138	107
5	106	116	0
Total	347	474	350

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	48.4%	47.5%	49.4%
Male	51.6%	52.5%	50.6%
Economically Disadvantaged Students	35.7%	32.9%	29.1%
Students with Disabilities	18.7%	18.1%	20.6%
English Learners	0.0%	0.0%	0.3%
Homeless Students	0.6%	0.8%	0.9%
Students in Foster Care	0.3%	0.8%	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	80.4%	79.3%	77.1%
Hispanic	7.5%	8.6%	12.3%
Black or African American	4.9%	5.1%	4.6%
Asian	0.6%	0.4%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.3%
Two or More Races	6.3%	6.3%	5.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	N	0	N
KG - Full Day	N	118	N

Enrollment by Home Language

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

Home Language	% of Students
English	97.4%
Spanish	2.3%
Other Languages	0.3%

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary 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

2016-17: 57
2017-18: 48
2018-19: 53

Math Median Student Growth Percentile

2016-17: 56
2017-18: 48
2018-19: 41

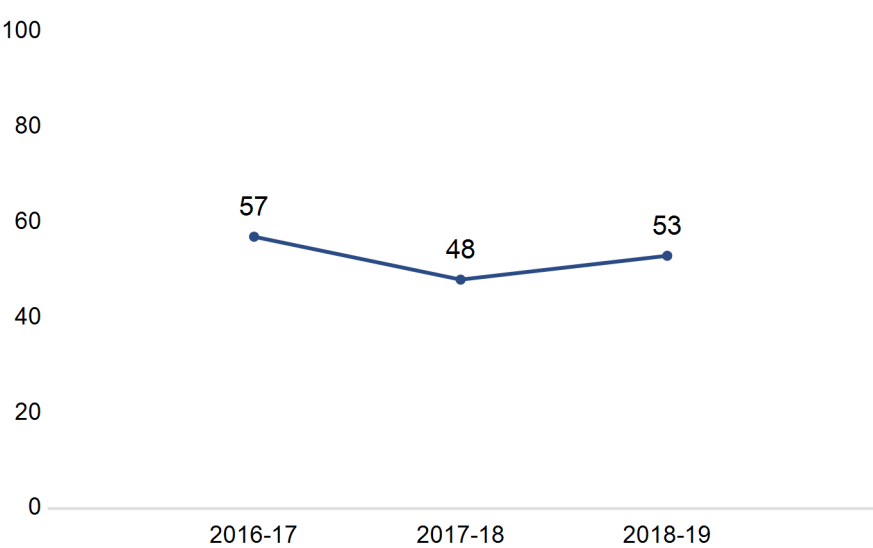| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	48	53	56	48	41
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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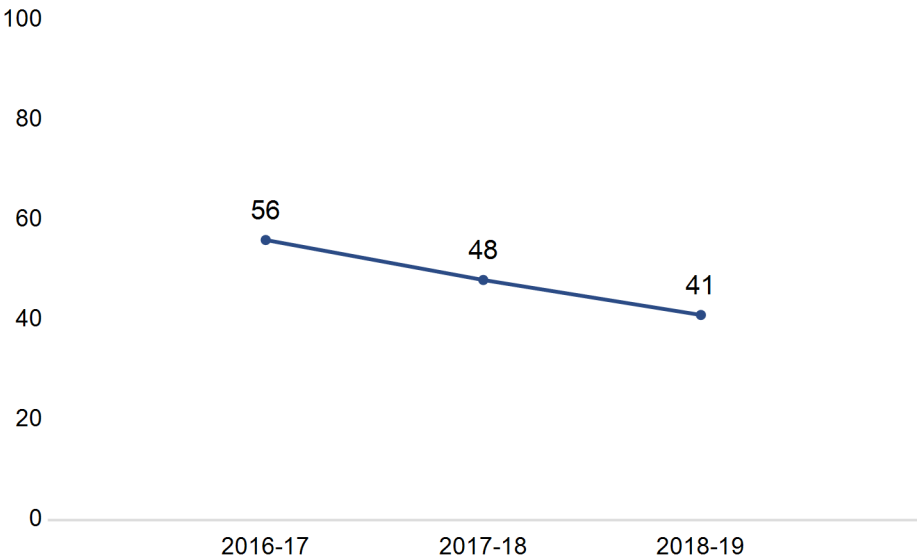- **†** This indicates a table specific note, see note below table

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	53	40	50	Met Standard	41	52	50	Met Standard
White	53	41	50	Met Standard	38	53	52	Not Met
Hispanic	49	36	49	**	54	52	47	**
Black or African American	*	29.5	45	**	*	45	43	**
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	42	49	**	*	41	52	**
Female	53	43	53	N	53	55.5	50	N
Male	53.5	38	47	N	37.5	45	51	N
Economically Disadvantaged Students	33	31	48	Not Met	42.5	48	46	Met Standard
Students with Disabilities	42	26.5	43	Met Standard	49	31	45	Met Standard
English Learners	N	*	52	**	N	*	50	**
Homeless Students	*	23	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

2018-2019

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.

ELA (Student Growth by Performance Level)

Legend: High Growth, Typical Growth, Low Growth

2017-18 PARCC Level	Level 2	Level 3	Level 4	Level 5
High Growth	40%	26%	23%	50%
Typical Growth	40%	39%	41%	30%
Low Growth	20%	35%	36%	20%

Math (Student Growth by Performance Level)

Legend: High Growth, Typical Growth, Low Growth

2017-18 PARCC Level	Level 2	Level 3	Level 4	Level 5
High Growth	21%	32%	18%	14%
Typical Growth	43%	54%	36%	7%
Low Growth	36%	14%	46%	79%

ELA (Student Growth by Grade) — Grade 4: Typical 53

Math (Student Growth by Grade) — Grade 4: Typical 41

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School

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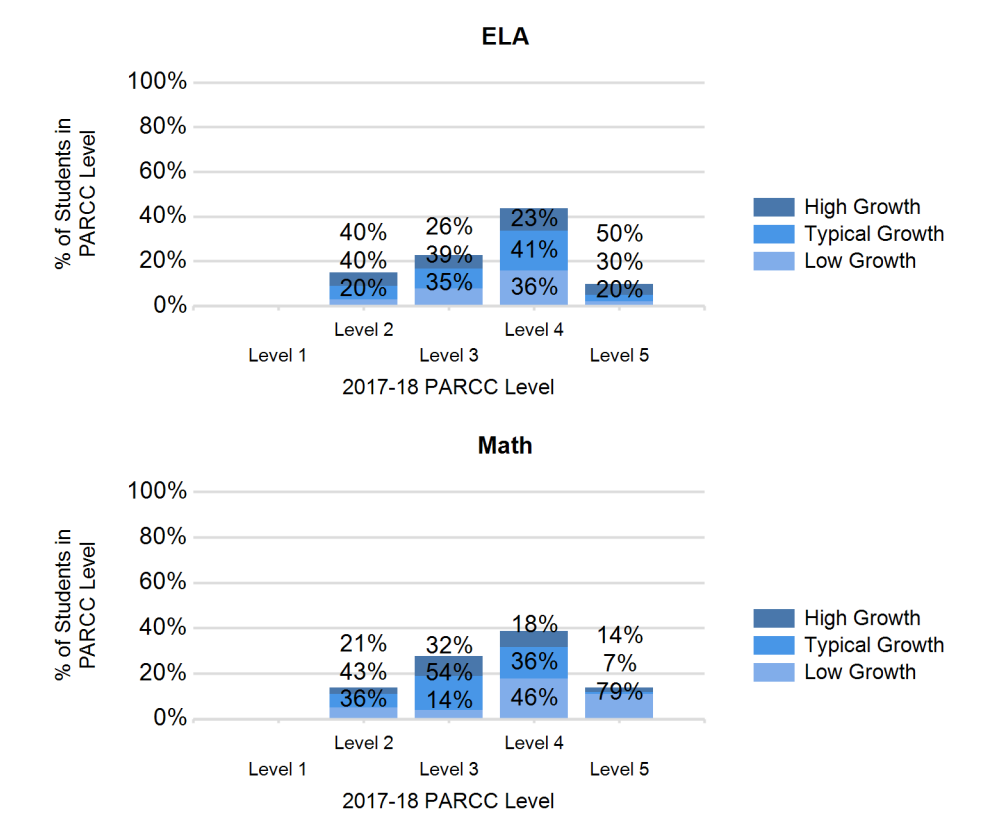† This indicates a table specific note, see note below table

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

- 2016-17: 55.7%
- 2017-18: 57.1%
- 2018-19: 59.4%

Math Proficiency Rate for Federal Accountability

- 2016-17: 35.2%
- 2017-18: 43.0%
- 2018-19: 48.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.6%	97.5%	97.3%	96.6%	97.5%	97.3%
Proficiency Rate for Federal Accountability	55.7%	57.1%	59.4%	35.2%	43.0%	48.4%
Annual Target	49.0%	50.7%	52.3%	33.0%	35.4%	37.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
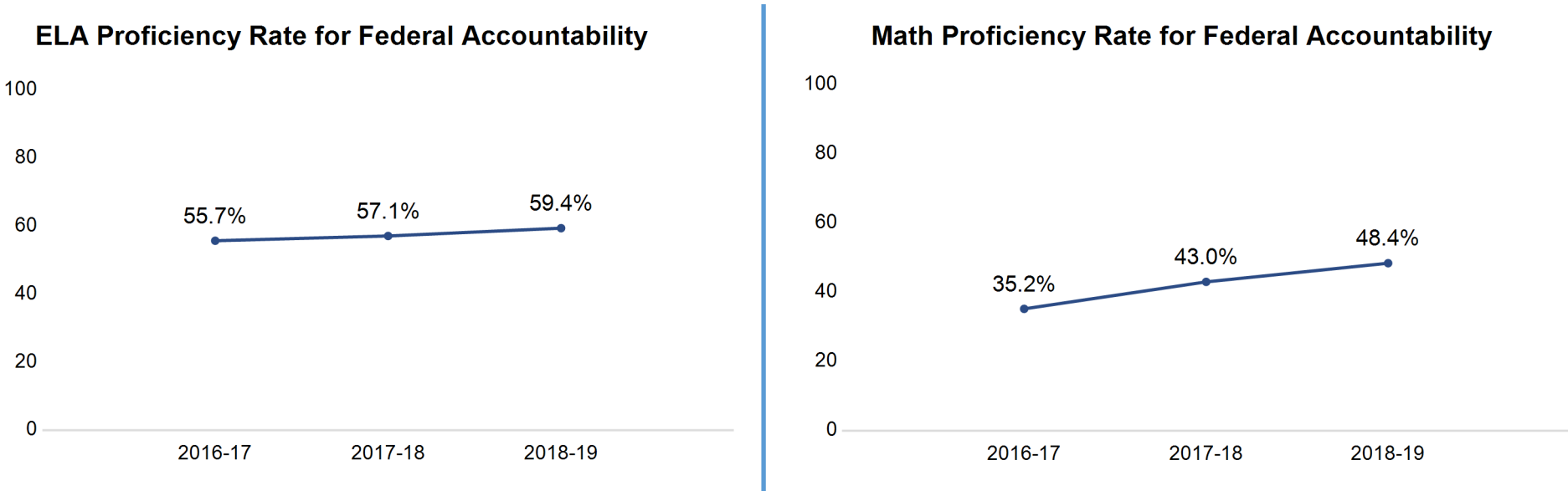
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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	219	97.3	59.4	55.8	57.9	59.4	52.3	Met Target
White	160	96.4	62.5	59.1	66.9	62.5	55.2	Met Target
Hispanic	31	100.0	45.2	46.2	43.9	45.2	35.2	Met Target
Black or African American	14	100.0	50.0	*	38.5	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	105	97.2	65.7	64.6	64.8	65.7		
Male	114	97.4	53.5	46.3	51.3	53.5		
Economically Disadvantaged Students	69	95.8	37.7	35.0	40.0	37.7	38.7	Met Target†
Non-Economically Disadvantaged Students	150	98.0	69.3	64.8	67.9	69.3		
Students with Disabilities	48	96.0	18.8	*	22.7	18.8	15.1	Met Target
Students without Disabilities	171	97.7	70.8	*	65.1	70.8		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	219	97.3	59.4	*	60.6	59.4		
Homeless Students	*	*	*	28.6	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School
(33-4150-060)
Grades Offered: 02-04
2018-2019

Report Key:
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 N No Data is available to display
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English Language Arts Assessment - Performance Trends

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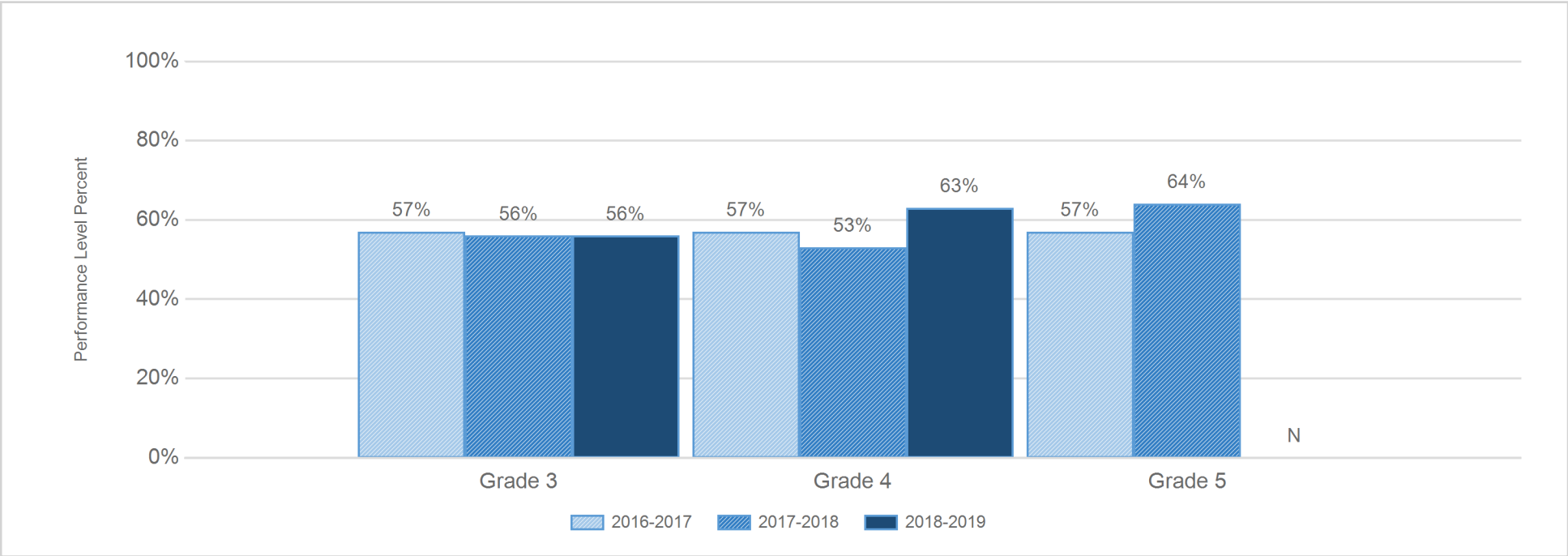
NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School
(33-4150-060)
Grades Offered: 02-04
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	114	751	751	748	11%	9%	25%	*	*	56%	50%
White	76	754	754	757	*	*	24%	*	*	59%	60%
Hispanic	18	733	733	734	*	*	*	*	*	33%	36%
Black or African American	10	749	749	731	*	0%	*	*	*	60%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	57	757	757	753	*	*	19%	*	*	65%	55%
Male	57	744	744	743	*	*	30%	*	*	47%	46%
Economically Disadvantaged Students	43	734	734	731	*	*	30%	*	*	37%	33%
Non-Economically Disadvantaged Students	71	760	760	759	*	*	21%	*	*	68%	61%
Students with Disabilities	19	703	703	719	*	*	*	*	*	*	24%
Students without Disabilities	95	760	760	754	*	*	*	*	*	*	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	114	751	751	751	11%	9%	25%	*	*	56%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School
(33-4150-060)
Grades Offered: 02-04
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	104	759	759	755	*	*	21%	45%	18%	63%	57%
White	83	762	762	763	*	*	20%	45%	22%	66%	67%
Hispanic	13	749	749	743	*	*	*	*	*	62%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	48	763	763	760	*	*	23%	*	*	67%	62%
Male	56	756	756	750	*	*	20%	*	*	61%	53%
Economically Disadvantaged Students	26	741	741	740	*	*	46%	*	*	38%	40%
Non-Economically Disadvantaged Students	78	765	765	765	*	*	13%	*	*	72%	69%
Students with Disabilities	28	729	729	725	*	*	*	*	*	29%	25%
Students without Disabilities	76	770	770	761	*	*	*	*	*	76%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	104	759	759	758	*	*	21%	45%	18%	63%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

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	219	97.3	48.4	40.1	44.5	48.4	37.9	Met Target
White	160	96.4	51.3	43.7	54.1	51.3	39.6	Met Target
Hispanic	31	100.0	41.9	32.4	28.8	41.9	35.2	Met Target
Black or African American	14	100.0	35.7	*	23.0	35.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	105	97.2	50.5	43.6	44.9	50.5		
Male	114	97.4	46.5	36.4	44.2	46.5		
Economically Disadvantaged Students	69	95.8	27.5	24.3	26.3	27.5	26	Met Target
Non-Economically Disadvantaged Students	150	98.0	58.0	47.1	54.9	58.0		
Students with Disabilities	48	96.0	12.5	*	17.4	12.5	18.3	Met Target†
Students without Disabilities	171	97.7	58.5	*	50.0	58.5		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	219	97.3	48.4	*	46.5	48.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

2018-2019

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.

	2016-2017	2017-2018	2018-2019
Grade 3	42%	54%	49%
Grade 4	42%	40%	48%
Grade 5	21%	39%	N

† 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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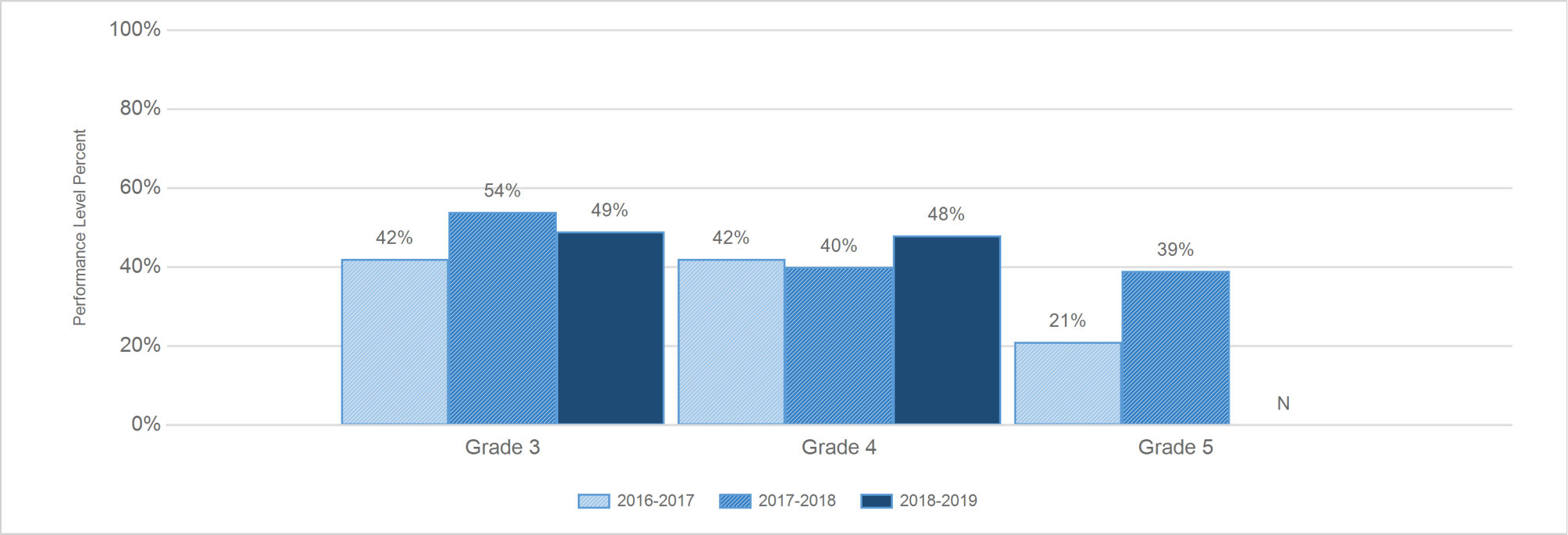
NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

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	114	746	746	752	*	18%	30%	*	*	49%	55%
White	76	747	747	760	*	14%	30%	*	*	53%	66%
Hispanic	18	742	742	739	*	*	*	*	*	33%	40%
Black or African American	10	744	744	735	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	57	747	747	751	*	*	26%	*	*	51%	54%
Male	57	744	744	752	*	*	33%	*	*	47%	56%
Economically Disadvantaged Students	43	734	734	737	*	*	42%	*	*	30%	37%
Non-Economically Disadvantaged Students	71	753	753	761	*	*	23%	*	*	61%	67%
Students with Disabilities	19	721	721	731	*	*	*	*	*	16%	31%
Students without Disabilities	95	751	751	756	*	*	*	*	*	56%	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	114	746	746	754	*	18%	30%	*	*	49%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

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	104	746	746	749	*	10%	35%	*	*	48%	51%
White	83	749	749	757	*	*	37%	*	*	51%	62%
Hispanic	13	744	744	737	0%	*	*	*	*	54%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	48	748	748	749	*	*	35%	*	*	50%	50%
Male	56	745	745	749	*	*	34%	*	*	46%	52%
Economically Disadvantaged Students	26	734	734	734	*	*	46%	*	*	23%	32%
Non-Economically Disadvantaged Students	78	750	750	759	*	*	31%	*	*	56%	63%
Students with Disabilities	28	727	727	726	*	*	46%	*	*	11%	25%
Students without Disabilities	76	753	753	754	*	*	30%	*	*	62%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	104	746	746	751	*	10%	35%	*	*	48%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

Olivet Elementary School

(33-4150-060)

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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	*	*

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

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

2018-2019

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

NJSLA Science Assessment: Grade Summary

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

- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1
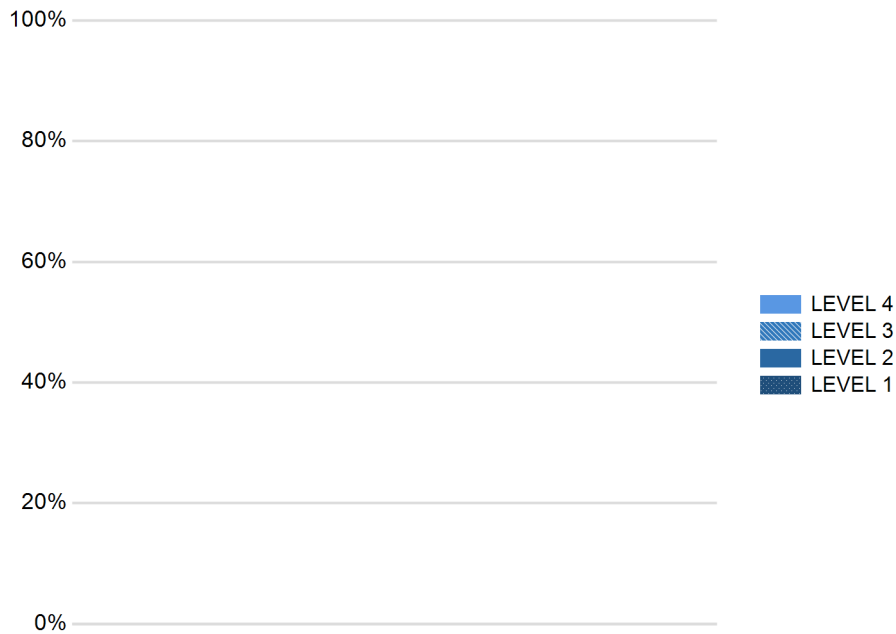
NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School
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Grades Offered: 02-04
2018-2019

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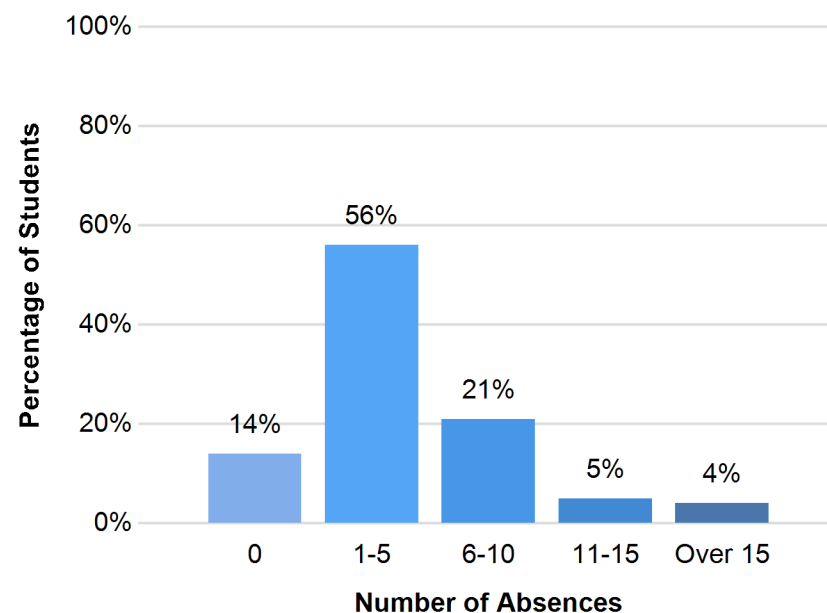
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	10	2.9	7.7	Met
White	5	1.9	7.7	Met
Hispanic	2	4.7	7.7	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	10.5	**	**
Female	4	2.3		
Male	6	3.4		
Economically Disadvantaged Students	6	6.0	7.7	Met
Students with Disabilities	3	4.3	7.7	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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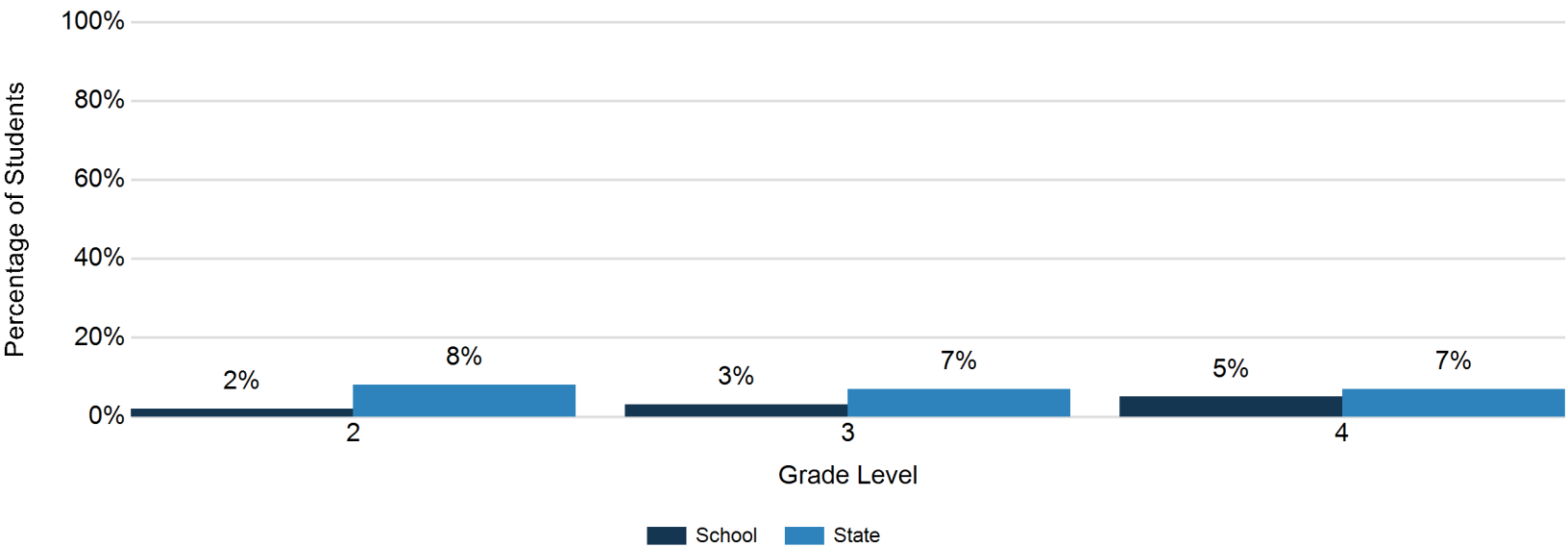
Olivet Elementary School

(33-4150-060)

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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 by Grade

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

Grade Level	School	State
2	2%	8%
3	3%	7%
4	5%	7%

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.86

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Olivet Elementary School
(33-4150-060)
Grades Offered: 02-04
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	9:00 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

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

Olivet Elementary School
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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	77.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	17.7	16.0
Average years experience in district	9.9	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	350:1	107:1
Teachers to Administrators	35:1	9:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		343:1
Students to Counselors		286:1
Students to Child Study Team Members		343:1

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.4%	88.6%	0.0%	48.4%	77.1%	54.9%
Male	50.6%	11.4%	100.0%	51.6%	22.9%	45.1%
White	77.1%	97.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	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	5.4%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School
(33-4150-060)
Grades Offered: 02-04
2018-2019

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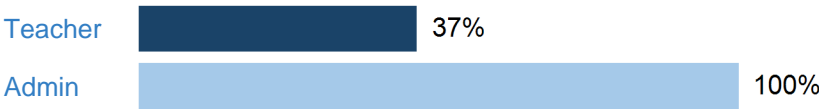
Teachers and Administrators - Level of Education

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 63%

Admin N/A

Master's Degree

Teacher 37%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.2%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School
(33-4150-060)
Grades Offered: 02-04
2018-2019

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.

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

Olivet Elementary School

(33-4150-060)

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.7%	57.1%	59.4%
Math Proficiency	35.2%	43.0%	48.4%
ELA Growth	57	48	53
Math Growth	56	48	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	1.7%	3.6%	2.9%

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

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

2018-2019

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:

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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.

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

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	Met Standard	**	Met	No
White	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	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 Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

2018-2019

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School Narrative

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

	Highlights:	• During the 2018-19 school year, Olivet School instituted a STEM/Makerspace lab. Students had monthly lessons and the lab had open time slots for classroom teachers. • The students and staff of Olivet School once again read a novel together as "One School." Olivet School read the novel "The Gadget War", which tied in nicely with our STEM initiative.
	Mission, Vision, Theme:	Pittsgrove Township Elementary Schools--Norma School, Elmer School, and Olivet School--are committed to creating an environment where all students reach their highest level of academic, emotional, and social achievement.
	Awards, Recognition, Accomplishments:	Students at each grade level can be recognized as the Olivet "Owl" of the Month, which is primarily a character award. Students can also receive "Straight A" or "Honor Roll" certificates at the end of each trimester for excellent grades.

Olivet Elementary School
(33-4150-060)
Grades Offered: 02-04
2018-2019

School Narrative

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Courses, Curriculum, Instruction:	ELA is taught through the Reader's and Writer's workshop approach. Our math curriculum emphasizes modeling, reasoning, and problem- solving. Our science curriculum is taught through student investigations and promotes creativity, collaboration, and design-thinking.
Clubs and Activities:	During the 2018-19 school year, Olivet School offered a myriad of after school clubs and activities. Students could have auditioned for our musical "The Lion King". Olivet school also offered a musical ensemble before school.

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School

(33-4150-060)

Grades Offered: 02-04

2018-2019

School Narrative

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Before and After School Programs:	Olivet parents may sign their children up for the school's SACC program. Olivet School also offers an Extended Day Program to support students in the areas of mathematics and reading.
Staff and Professional Learning:	Because one of our school goals during the 2018-19 school year was to increase students' opportunities to receive small group and guided reading instruction, Olivet teachers received professional development in guided reading and best practices in building a Reader's Workshop for students. The staff have continuous opportunities to engage in professional learning: Professional Learning Communities, Professional Learning Workshops, out-of-district workshops, and peer observations.

NJ SCHOOL PERFORMANCE REPORT

Olivet Elementary School
(33-4150-060)
Grades Offered: 02-04
2018-2019

School Narrative

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Parent and Community Involvement:	The District encourages parent and community involvement and views parents/guardians as our partners in education. The District has a CPIS (a Community Parent Involvement Specialist) that supports the home and school connection at the Preschool level as well as organizes and hosts the Early Childhood Advisory Council meetings for parents of students in grades PreK-4. The CPIS hosts a series of parent workshops throughout the school year. Our community has an active Parent Teacher Organization (PTO), which assists in supplementing funds for field trips/field day activities and other school improvement projects. In addition, we have a Special Education Parent Advisory Group (SEPAG), which meets several times during the school year.

Olivet Elementary School

(33-4150-060)

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2018-2019

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School Narrative

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	Climate Surveys:	Who is surveyed: Teachers
	School Safety:	The safety and security of our school continues to be a top priority. Lessons learned from school emergencies across the country highlight the importance of preparation. By taking a proactive approach and having plans in place to keep students and staff safe, we have preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. Armed School Security Specialists provide security monitoring throughout our school day and after-school activities. Our district is equipped with state-of-the-art security surveillance and communications systems. Drills are conducted as required, and additional efforts are planned and practiced to respond to emergencies, if ever needed. School safety is a shared responsibility – staff, students, parents, and the entire community. Students and staff are trained to report any safety issues or concerns.

Olivet Elementary School

(33-4150-060)

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School Narrative

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Technology and STEM:	During the 2018-19 school year, Olivet School instituted a STEM/Makerspace lab. Students had monthly lessons and the lab had open time slots for classroom teachers. The fourth grade utilized and engaged in the Project Lead the Way program/curriculum. Students are exposed to various interdisciplinary modules that empower them to adopt a design-thinking mindset, and students are engaged in projects and challenges in the areas of computer science, engineering, and biomedical science. Through this STEM pathway, students are building their skill set to be creative, collaborative problem-solvers.

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

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	Salem
District	Pittsgrove Township School District
Principal Name	Dr. Priscilla Ocasio-Jimenez
Address	1082 ALMOND ROAD PITTSGROVE, NJ 08318
Phone Number	856-358-8529
Email Address	pocasio-jimenez@pittsgrove.net
Website	http://ptms.pittsgrove.net/
Facebook	https://www.facebook.com/PTMS-Wildcats-1664442970301623/

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	129	111	118
7	142	135	119
8	127	143	126
Total	398	389	498

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	53.3%	55.8%	52.6%
Male	46.7%	44.2%	47.4%
Economically Disadvantaged Students	32.9%	34.7%	33.5%
Students with Disabilities	18.8%	18.0%	16.7%
English Learners	0.0%	0.0%	0.2%
Homeless Students	0.0%	0.5%	1.6%
Students in Foster Care	0.3%	0.5%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	77.4%	79.2%	77.1%
Hispanic	8.3%	8.5%	10.4%
Black or African American	7.5%	5.7%	5.0%
Asian	2.0%	1.0%	1.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.5%	0.3%	0.0%
Two or More Races	4.3%	5.4%	6.4%

Enrollment by Home Language

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

Home Language	% of Students
English	96.0%
Spanish	3.6%
Other Languages	0.4%

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NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School
(33-4150-070)
Grades Offered: 05-08
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

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

- 2016-17: 56
- 2017-18: 56
- 2018-19: 38

Math Median Student Growth Percentile

- 2016-17: 78
- 2017-18: 73
- 2018-19: 53

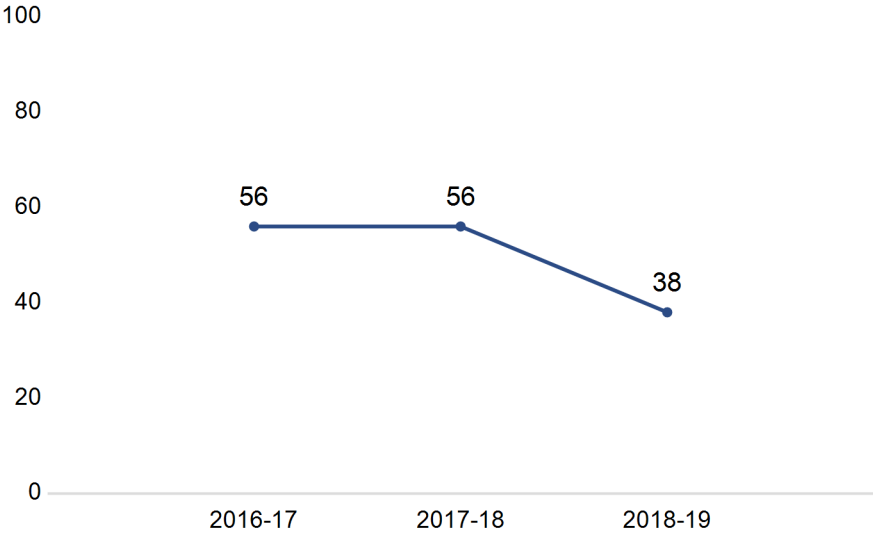| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	56	38	78	73	53
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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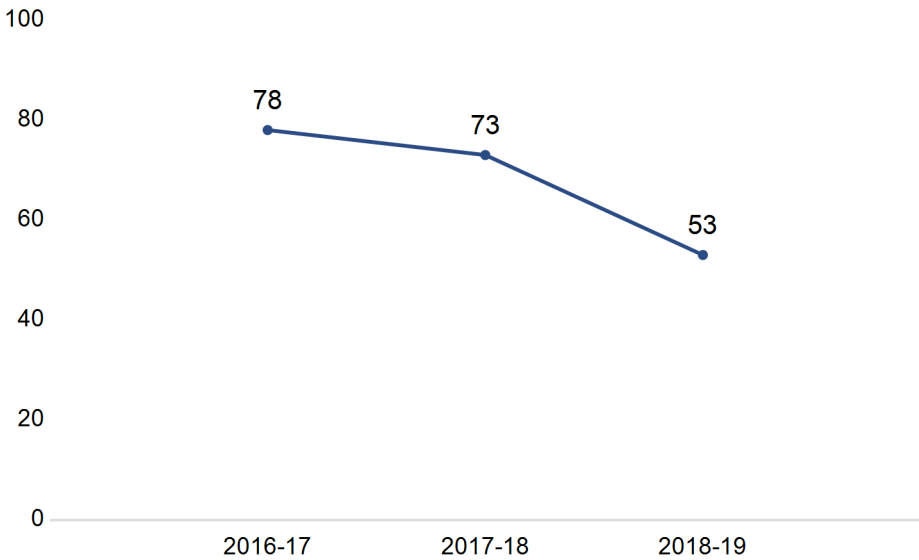* **†** This indicates a table specific note, see note below table

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	38	40	50	Not Met	53	52	50	Met Standard
White	39	41	50	Not Met	54.5	53	52	Met Standard
Hispanic	35	36	49	Not Met	51.5	52	47	Met Standard
Black or African American	29.5	29.5	45	Not Met	45	45	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	36	42	49	Not Met	34.5	41	52	Not Met
Female	41	43	53	N	56	55.5	50	N
Male	34.5	38	47	N	51	45	51	N
Economically Disadvantaged Students	31	31	48	Not Met	52	48	46	Met Standard
Students with Disabilities	20	26.5	43	Not Met	23	31	45	Not Met
English Learners	*	*	52	**	*	*	50	**
Homeless Students	31.5	23	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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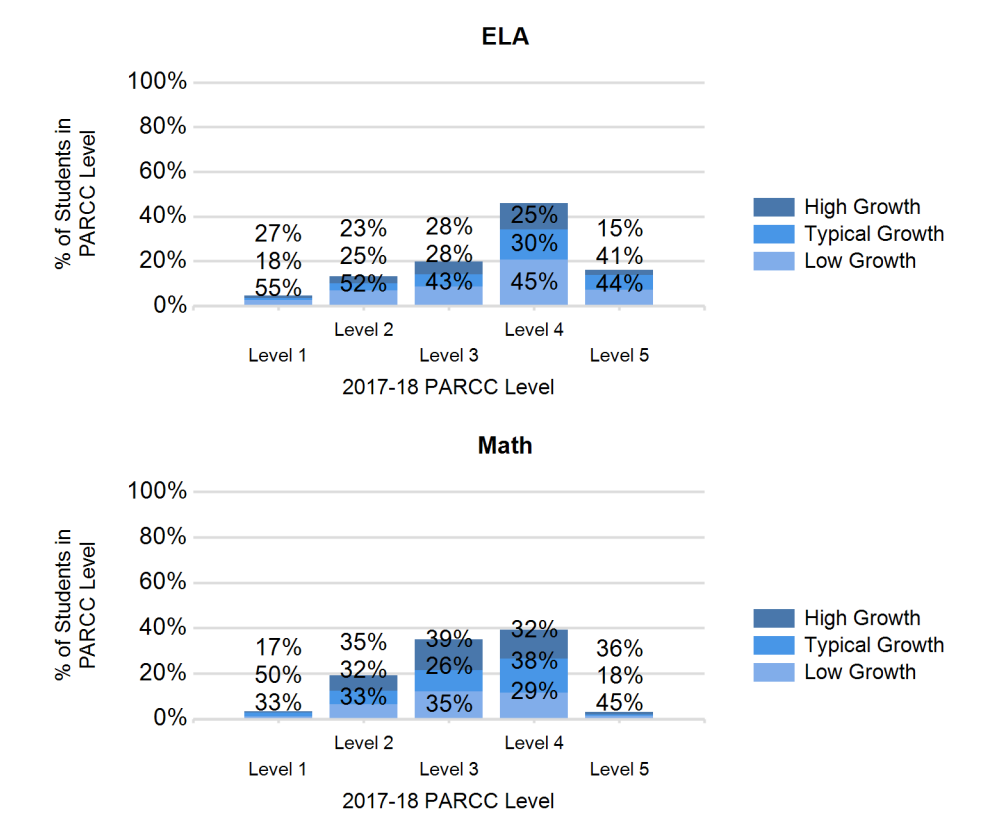* **†** This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

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

ELA

(Bar chart — % of Students in PARCC Level vs 2017-18 PARCC Level)

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 1	55%	18%	27%
Level 2	52%	25%	23%
Level 3	43%	28%	28%
Level 4	45%	30%	25%
Level 5	44%	41%	15%

Math

(Bar chart — % of Students in PARCC Level vs 2017-18 PARCC Level)

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 1	33%	50%	17%
Level 2	33%	32%	35%
Level 3	35%	26%	39%
Level 4	29%	38%	32%
Level 5	45%	18%	36%

Legend: High Growth, Typical Growth, Low Growth

Student Growth by Grade

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

ELA

(Bar chart — Median Student Growth Percentile by grade)

Grade	Median SGP	Level
Grade 4		
Grade 5	34	Low
Grade 6	57.5	Typical
Grade 7	20	Low
Grade 8	48.5	Typical

Math

(Bar chart — Median Student Growth Percentile by grade)

Grade	Median SGP	Level
Grade 4		
Grade 5	46	Typical
Grade 6	75	High
Grade 7	45	Typical

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NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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

Year	Rate
2016-17	55.6%
2017-18	64.5%
2018-19	58.7%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	49.9%
2017-18	51.6%
2018-19	43.1%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.1%	97.4%	97.0%	95.1%	97.4%	97.0%
Proficiency Rate for Federal Accountability	55.6%	64.5%	58.7%	49.9%	51.6%	43.1%
Annual Target	49.8%	51.4%	53.0%	37.0%	39.2%	41.5%
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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NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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	484	97.0	58.7	55.8	57.9	58.7	53	Met Target
White	375	97.4	61.9	59.1	66.9	61.9	54.8	Met Target
Hispanic	50	96.2	50.0	46.2	43.9	50.0	43.3	Met Target
Black or African American	*	*	*	*	38.5	*	39.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	31	93.9	51.6	*	64.4	51.0	44.7	Met Target
Female	255	98.1	67.5	64.6	64.8	67.5		
Male	229	95.8	48.9	46.3	51.3	48.9		
Economically Disadvantaged Students	154	94.6	37.0	35.0	40.0	36.8	44.2	Not Met
Non-Economically Disadvantaged Students	330	98.2	68.8	64.8	67.9	68.8		
Students with Disabilities	82	92.1	*	*	22.7	*	22.1	Not Met
Students without Disabilities	402	98.1	*	*	65.1	*		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	10	100.0	30.0	28.6	29.1	30.0		
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.

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School
(33-4150-070)
Grades Offered: 05-08
2018-2019

English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School
(33-4150-070)
Grades Offered: 05-08
2018-2019

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	131	746	746	756	11%	13%	26%	*	*	50%	58%
White	96	747	747	764	10%	13%	24%	*	*	53%	68%
Hispanic	13	758	758	743	0%	*	*	*	*	54%	44%
Black or African American	12	720	720	739	*	*	*	*	*	17%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	64	756	756	761	*	*	22%	*	*	63%	64%
Male	67	736	736	750	*	*	30%	*	*	37%	52%
Economically Disadvantaged Students	40	728	728	740	*	*	28%	*	*	28%	39%
Non-Economically Disadvantaged Students	91	754	754	766	*	*	25%	*	*	59%	69%
Students with Disabilities	25	706	706	724	*	*	*	*	*	*	23%
Students without Disabilities	106	755	755	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	131	746	746	758	11%	13%	26%	*	*	50%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

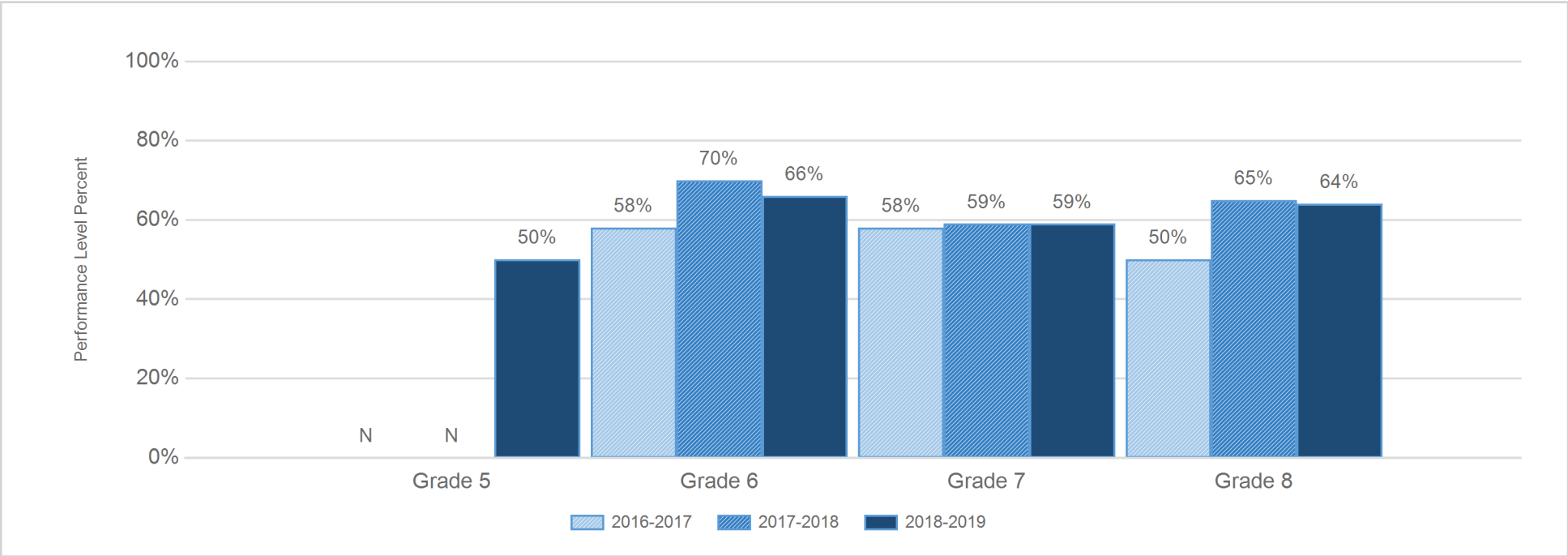**NJ SCHOOL PERFORMANCE REPORT**

Pittsgrove Township Middle School
(33-4150-070)
Grades Offered: 05-08
2018-2019

Report Key:
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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	116	760	760	754	*	*	22%	47%	19%	66%	56%
White	94	765	765	762	*	*	20%	49%	22%	71%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	11	745	745	760	0%	*	*	*	*	45%	64%
Female	52	773	773	762	*	*	19%	*	*	77%	64%
Male	64	750	750	748	*	*	23%	*	*	56%	48%
Economically Disadvantaged Students	45	749	749	740	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	71	768	768	763	*	*	*	*	*	79%	67%
Students with Disabilities	15	711	711	722	*	*	*	*	*	13%	19%
Students without Disabilities	101	768	768	761	*	*	*	*	*	73%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	116	760	760	756	*	*	22%	47%	19%	66%	*
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%

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School
(33-4150-070)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	752	752	761	11%	13%	18%	38%	21%	59%	63%
White	92	756	756	769	*	*	20%	38%	23%	61%	72%
Hispanic	14	736	736	747	*	*	*	*	*	43%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	71	759	759	769	*	*	*	*	*	65%	71%
Male	43	739	739	753	*	*	*	*	*	49%	55%
Economically Disadvantaged Students	39	731	731	743	*	*	*	*	*	38%	45%
Non-Economically Disadvantaged Students	75	762	762	771	*	*	*	*	*	69%	73%
Students with Disabilities	16	685	685	720	*	*	*	*	*	*	22%
Students without Disabilities	98	763	763	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School
(33-4150-070)
Grades Offered: 05-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	764	764	762	*	*	23%	40%	24%	64%	63%
White	94	767	767	770	*	*	24%	37%	28%	65%	72%
Hispanic	13	749	749	747	*	0%	*	*	*	62%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	69	771	771	771	*	*	20%	*	*	70%	71%
Male	53	754	754	753	*	*	26%	*	*	57%	55%
Economically Disadvantaged Students	31	740	740	743	*	*	*	*	*	42%	45%
Non-Economically Disadvantaged Students	91	772	772	772	*	*	*	*	*	71%	72%
Students with Disabilities	21	706	706	721	*	*	*	*	*	*	22%
Students without Disabilities	101	776	776	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

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	485	97.0	43.1	40.1	44.5	43.1	41.5	Met Target
White	375	97.4	46.9	43.7	54.1	46.9	44.6	Met Target
Hispanic	51	96.2	31.4	32.4	28.8	31.4	27.6	Met Target
Black or African American	*	*	*	*	23.0	*	27.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	31	93.9	38.7	*	53.3	38.2	40.2	Met Target†
Female	256	98.1	48.0	43.6	44.9	48.0		
Male	229	95.8	37.6	36.4	44.2	37.6		
Economically Disadvantaged Students	155	94.6	26.5	24.3	26.3	26.3	31.3	Met Target†
Non-Economically Disadvantaged Students	330	98.2	50.9	47.1	54.9	50.9		
Students with Disabilities	82	92.1	*	*	17.4	*	18.3	Not Met
Students without Disabilities	403	98.1	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	10	100.0	*	*	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		

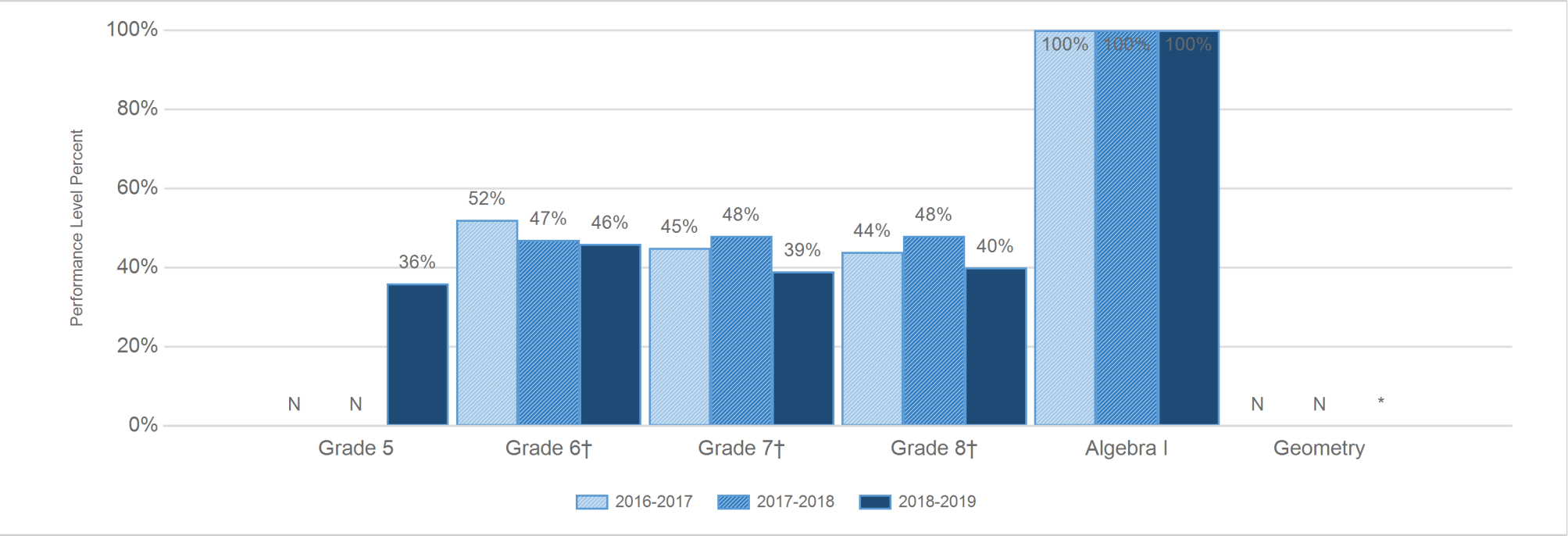† Target was met within a confidence interval.

14

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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

Mathematics Assessment – 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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NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School
(33-4150-070)
Grades Offered: 05-08
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 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	132	737	737	747	10%	24%	30%	*	*	36%	47%
White	96	740	740	755	*	24%	28%	*	*	41%	58%
Hispanic	14	734	734	735	*	*	*	*	*	29%	30%
Black or African American	12	715	715	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	65	740	740	747	*	20%	34%	*	*	38%	47%
Male	67	734	734	747	*	28%	27%	*	*	33%	47%
Economically Disadvantaged Students	41	722	722	732	*	32%	29%	*	*	17%	27%
Non-Economically Disadvantaged Students	91	744	744	757	*	21%	31%	*	*	44%	59%
Students with Disabilities	25	708	708	725	*	*	*	*	*	*	19%
Students without Disabilities	107	744	744	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	132	737	737	749	10%	24%	30%	*	*	36%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	745	745	741	*	14%	34%	*	*	46%	41%
White	94	748	748	749	*	13%	30%	*	*	52%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	11	735	735	747	*	*	*	*	*	27%	48%
Female	52	751	751	742	*	*	29%	*	*	60%	42%
Male	64	740	740	740	*	*	38%	*	*	34%	40%
Economically Disadvantaged Students	45	734	734	726	*	*	38%	*	*	33%	21%
Non-Economically Disadvantaged Students	71	751	751	750	*	*	31%	*	*	54%	53%
Students with Disabilities	15	702	702	716	*	*	*	*	*	*	12%
Students without Disabilities	101	751	751	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	116	745	745	743	*	14%	34%	*	*	46%	*
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%

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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	114	743	743	744	*	22%	36%	*	*	39%	42%
White	92	745	745	751	*	20%	38%	*	*	41%	53%
Hispanic	14	734	734	733	*	*	*	*	*	21%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	71	745	745	744	*	17%	39%	*	*	41%	42%
Male	43	741	741	743	*	30%	30%	*	*	37%	42%
Economically Disadvantaged Students	39	729	729	731	*	*	28%	*	*	23%	24%
Non-Economically Disadvantaged Students	75	751	751	751	*	*	40%	*	*	48%	53%
Students with Disabilities	16	707	707	718	*	*	*	*	*	*	13%
Students without Disabilities	98	749	749	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

Report Key:
- ***** Data is not displayed in order to protect student privacy
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- **N** No Data is available to display
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Mathematics Assessment - Performance 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	95	738	738	728	20%	13%	27%	*	*	40%	29%
White	73	739	739	737	18%	*	27%	*	*	42%	38%
Hispanic	11	751	751	722	*	0%	*	*	*	55%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	50	740	740	731	*	*	30%	*	*	40%	31%
Male	45	735	735	726	*	*	24%	*	*	40%	27%
Economically Disadvantaged Students	26	720	720	719	*	*	*	*	*	23%	20%
Non-Economically Disadvantaged Students	69	744	744	735	*	*	*	*	*	46%	36%
Students with Disabilities	21	696	696	707	*	*	*	*	*	*	10%
Students without Disabilities	74	750	750	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	783	740	744	0%	0%	0%	*	*	100%	42%
White	20	783	741	752	0%	0%	0%	*	*	100%	53%
Hispanic	*	*	743	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	709	717	N	N	N	N	N	N	12%
Students without Disabilities	26	783	750	748	0%	0%	0%	*	*	100%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	26	783	740	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School

(33-4150-070)

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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	744	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	N	N	744	738	N	N	N	N	N	N	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	741	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

Pittsgrove Township Middle School
(33-4150-070)
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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
5	N	N
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School

(33-4150-070)

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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.

Stacked bar chart for 2018-2019:
- LEVEL 4: 4%
- LEVEL 3: 24%
- LEVEL 2: 38%
- LEVEL 1: 34%
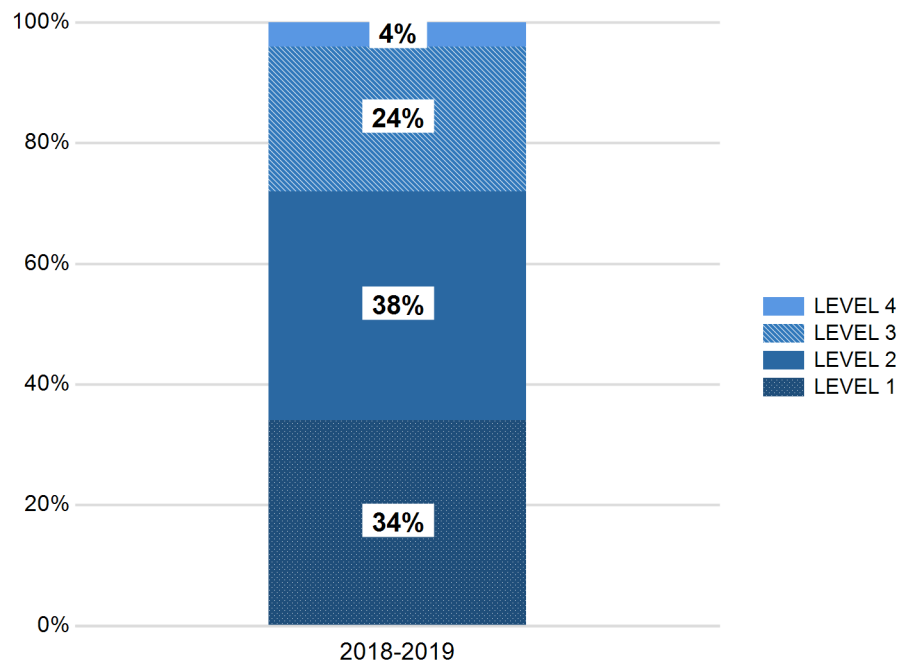
NJSLA Science Assessment: Grade 5

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	34	38	24	4
White	27	42	26	4
Hispanic	46	38	15	0
Black or African American	62	31	8	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	33	39	22	6
Male	36	37	25	1
Economically Disadvantaged Students	59	31	8	3
Non-Economically Disadvantaged Students	24	41	30	4
Students with Disabilities	73	23	5	0
Students without Disabilities	27	41	28	5
English Learners	N	N	N	N
Non-English Learners	34	38	24	4
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
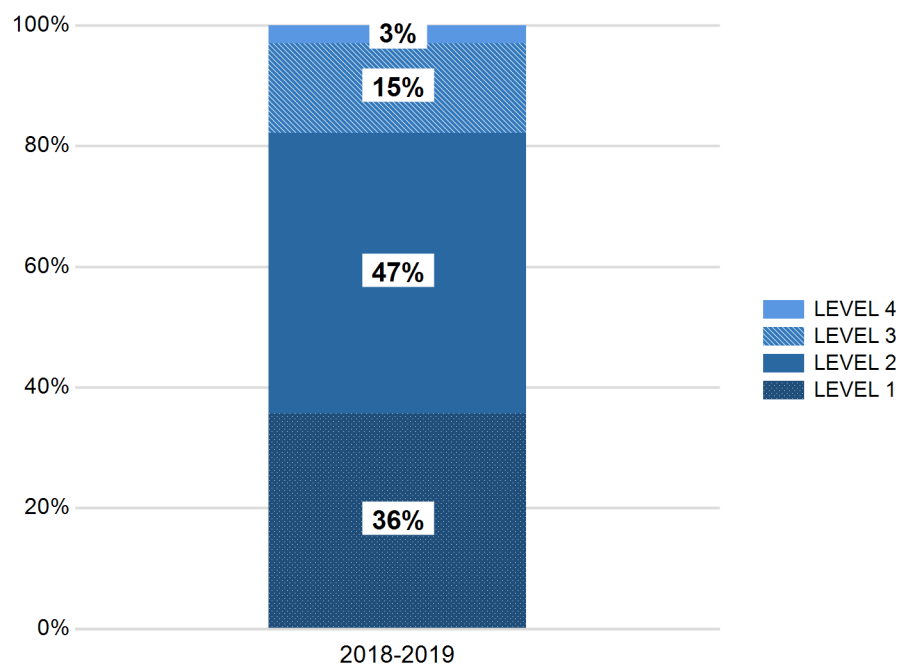
NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	36	47	15	3
White	33	48	15	3
Hispanic	25	67	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	*	*	*	*
Female	30	52	16	1
Male	43	39	14	4
Economically Disadvantaged Students	57	37	7	0
Non-Economically Disadvantaged Students	29	50	18	3
Students with Disabilities	85	15	0	0
Students without Disabilities	26	53	18	3
English Learners	N	N	N	N
Non-English Learners	36	47	15	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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	120
7	0	0	119
8	26	1	102
Total	26	1	341

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	118	0	0	0	0	0	0
7	119	0	0	0	0	0	0
8	126	0	0	0	0	0	0
Total	363	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School
(33-4150-070)
Grades Offered: 05-08
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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

100.0%
School

90.9%
State

Students enrolled in one or more classes by discipline:

Discipline		Percentage
MUSIC	School	32.8%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	100.0%
	State	70.0%

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

2018-2019

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	41	8.2	8.7	Met
White	24	6.2	8.7	Met
Hispanic	6	11.3	8.7	Not Met
Black or African American	*	*	8.7	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	9	28.1	8.7	Not Met
Female	16	6.1		
Male	25	10.6		
Economically Disadvantaged Students	33	19.6	8.7	Not Met
Students with Disabilities	19	22.4	8.7	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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

Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Weapons	3
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	5.02

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	6
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	1	1
Ancestry	0	0	0
Gender	4	5	9
Sexual Orientation	2	6	8
Disability	0	1	1
Other	5	0	5
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	69	13.9%
Out-of-School Suspensions	36	7.2%
Any Suspension	80	16.1%
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
157

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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 36 Mins
Shared Time - Instructional Time	6 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	72.2%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	17.7	16.0
Average years experience in district	9.9	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	12:1
Students to Administrators	125:1	107:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		343:1
Students to Counselors		286:1
Students to Child Study Team Members		343:1

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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	52.6%	61.1%	75.0%	48.4%	77.1%	54.9%
Male	47.4%	38.9%	25.0%	51.6%	22.9%	45.1%
White	77.1%	94.4%	75.0%	42.4%	83.6%	77.4%
Hispanic	10.4%	2.8%	25.0%	29.9%	7.3%	7.2%
Black or African American	5.0%	2.8%	0.0%	15.0%	6.6%	13.9%
Asian	1.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 67%
Admin — N/A

Master's Degree

Teacher — 33%
Admin — 75%

Doctoral Degree

Teacher — 0%
Admin — 25%

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	90.2%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.6%	64.5%	58.7%
Math Proficiency	49.9%	51.6%	43.1%
ELA Growth	56	56	38
Math Growth	78	73	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	5.0%	6.1%	8.2%

† 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.

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Technology is a part of each school day with 1:1 Chromebooks. Each classroom has either a Promethean or SmartBoard. We currently have the NJ Future Ready Bronze Level Certification. • We provide innovative curriculum including the expansion of STEAM classes to ID Stem, Photo Journalism, and Tech Production. Also, we have Google classrooms, GoGuardian, IXL program, and more! • Academic League, Grant Awardee, PLTW Partner, Renaissance, National Junior Honor Society Participant, Top Cats, Superintendent Award, Principal Award, Perfect Attendance, Positive Referrals, and more!
Mission, Vision, Theme:	Pittsgrove Township Middle School (PTMS) is committed to creating an environment where all students reach their highest level of academic achievement using cutting edge technology. All members of the school community strive to create a safe environment where students demonstrate P.R.I.D.E. so that they could develop into productive global citizens. We provide a program designed to meet the distinct physical, social, emotional, and intellectual needs of its students. To address these needs, the school community will strive for excellence with the expectation that each student demonstrate: Patience, Respect, Integrity, Diligence, and Empathy.
Awards, Recognition, Accomplishments:	Students receive awards for obtaining Superintendent's certificate (all "As"), Principal's certificate ("As" and "Bs"), and perfect attendance. Once a month, we recognize our Top Cat students at the Board meetings. Our Academic League has been successful since we began in 2013 (first place twice, second place once, and in the running for final championship competitions). PTMS Science Fair is done under the guidance and instruction of their science teachers. Qualifying students have the opportunity to compete against other middle school students throughout Salem County. We had 16 students take either first or second at the county level. One student earned Best In Show and another earned Best In Fair. At the Delaware Valley Science Fair, we placed fist in Chemistry and received the American Chemical Society Award.

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Courses, Curriculum, Instruction:	PTMS has approximately 500 students in grades five through eight. Students receive a 90-minute block of Language Arts Literacy and Math and participate in 45-minutes of Science and Social Studies each day. Students receive daily instruction in Health/Physical Education classes and four 45-day Exploratory classes per grade level, which consists of Art, Music, Spanish, and S.T.E.M. classes. Gifted and Talented classes are offered in Language Arts and Math. Title I and ICR classes are offered at PTMS. Gizmos are being used in Science classes. IXL was implemented school-wide in all major content areas. Each subject area includes a variety of skills and content that are aligned with the New Jersey Student Learning Standards. IXL provides differentiation and gives students immediate feedback before moving to the next skill set, which is made possible through our 1:1 Chromebook program.
Clubs and Activities:	Our clubs are offered an hour after school Monday through Thursday. Transportation is provided by our Board of Education. Special thanks to the Salem County Youth Services Commission and the New Jersey Juvenile Justice Commission and the Pittsgrove Board of Education for their financial support to offer the following for our PTMS students: Art and Activities Club, Band, Drama Club, Homework Clubs for grades 5-8, Kids Connect, Science Fair Club, Soccer, Field Hockey, Running, Basketball, and Softball. The Academic League, National Junior Honor Society, Student Council, Renaissance, and the Title I programs are also available for students.

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Before and After School Programs:	The Academic League, National Junior Honor Society (NJHS), Student Council, Renaissance, and the Title I programs are also available for students after school. The Academic League has six competitions. This program is meant for the student who has a natural passion for academics, competition, and a fascination for general knowledge in a variety of categories. The NJHS is the nation's premier organization established to recognize outstanding middle level students. These students have demonstrated excellence in the areas of scholarship, service, leadership, character, and citizenship. Renaissance is an incentive program that recognizes students for their hard work and effort in a variety of ways. The Title I program is designed to assist students in areas where they may need additional academic support.
Staff and Professional Learning:	The PTMS staff utilizes Professional Learning Communities to collaborate, participate in team-based and job-embedded professional learning, analyze data, review current research, examine student work, and continually reflect upon best practices. The PTMS staff has worked diligently to revise areas of our curricula and create curriculum outlines. Staff received training in GoGuardian, IXL, NWEA, NJSLA, Promethean Boards, Google Suite, and Frontline. Staff is required to complete a set number of training sessions in order to be in compliance with the NJ State requirements; many are done through the Global Compliance Network (GCN) modules, an internet-based training. Teachers received training on Gizmos for Science and PLTW for Exploratory courses.

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Student Supports and Services:	The Guidance Department offers individual counseling, peer mediation, peer mentoring with high school students, small group sessions, assists students with transitioning to 9th grade and provides Naviance training for all 8th grade students. Character Education is offered in various forms. Frontline, a tiered system of support, is used for I&RS. ICR classes are available for all core subjects and for all grade levels, in addition to other CST services. Homework clubs are available for students to complete assignments. We also offer an intervention strategy for all students, called Z.A.P. (Zeros Aren't Permitted), a non-punitive, voluntary, academic opportunity to make up their missed assignments and/or make up assessments with a certified teacher during the students' assigned lunch period. We will continue to work diligently to provide students with the opportunity to grow academically, socially, and emotionally. 5th and 7th grade students participated in the D.A.R.E. program.
Student Health and Wellness:	Nutritional breakfast and lunches are provided daily. Students are able to go outside or have an activity in the gym with an adult present toward the end of their period, when possible. Students participate in physical education/health classes daily. We offer a Wildcat Wildness event once a year in January where students compete against one another through team-building skills and games. Examples of the activities include the following: Basketball, Dizzy Bat Relay, Sweeper Race, Pie Eating, Obstacle Course, Relay Race, Three-Legged Race, Musical Chairs, Tire Pull, Cookie Face, Elephant Bowling, and Dodge Ball. Students are given T-shirts, which vary by color among the grade level classes. The event is sponsored by the Youth Services Commission and the NJ Juvenile Justice Committee grant. Our Field Day takes place in June where students are given the opportunity to participate in several athletic events both indoors and outdoors.
Parent and Community Involvement:	At PTMS, we encourage parent, family, and community involvement and strive for meaningful collaboration. We use Remind, the automated system, parent newsletters, digital displays, Google calendar, Facebook, school website, and staff websites as forms of communication. We offer various events for parent involvement, such as Back-to-School Night, Parent/Teacher Conferences, Science Fair, and more. Our Saturday Parent Connection Session has students, parents, and community members come together to celebrate various events with presentations, such as Arts and Technology in Education, Multicultural Winter Celebration where there are student presentations, Band participation, as a sneak peek of the Winter Concert, a variety of winter carols by the Music and Spanish class students, along with Art displays from our talented students. We are also grateful for the PTSO organization for creating and attending events.

Pittsgrove Township Middle School

(33-4150-070)

Grades Offered: 05-08

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

School Narrative

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	Facilities:	PTMS was built in 1989 intended to house two grade levels, 5th and 6th, each in its own pod. In 2000, the building was expanded to add two wings and other rooms in order to house two additional grade levels, 7th and 8th. The building is air-conditioned. Some classrooms with rugs have been replaced with tiles. Our Media Center includes books, 3D printer, as well as desktop computers. Our cafeteria, that holds four 30-minute lunches, has two sides and a large kitchen, which allows the cafeteria crew to present a variety of lunch options daily, such as pizza, salad, hot entre, hot sandwiches, cold sandwich, fruits, and vegetables. Our classrooms have been transformed into technology-driven, hands-on teaching, and learning labs with Smart Boards/Promethean boards in every classroom. The hallways have laminate wood flooring with the Wildcat emblem in the main entrance lobby. We take pride in our murals that have been painted by our students.
	School Safety:	Character Education lessons are done for all grade levels. Assemblies are held on student safety. A Saturday Parent Connection Session was held focused on Cyber Bullying. Activities and events are scheduled during the Week of Respect and Violence Awareness Week. Staff and students receive training on the state-required monthly fire and security drills. Some of the safety and security for staff is done via GCN training. AED and Blood Borne Pathogens are also required for staff. Some delegated staff members receive restraint, EpiPens, and glucagon training. During In-Service Days, selected teachers receive CPR and IPM training. HIB training is required to ensure the state regulations are met. A full-time Security Guard was assigned through KDNFS.

NJ SCHOOL PERFORMANCE REPORT

Pittsgrove Township Middle School
(33-4150-070)
Grades Offered: 05-08
2018-2019

School Narrative

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Technology and STEM:	Our 45-day Exploratory classes include two Project Lead the Way (PLTW) courses: Flight and Space, which focuses on aerospace and aeronautics and allows students to work with simulation software. In Medical Detectives, students investigate and diagnose diseases through a "crime scene" simulation. NAO robots, which are programmable, interactive, and humanoid robots, students learn Computer Science programming language, "Choregraphe", to design projects that will apply movement and motion, interaction, and communication for the robots. Our SEED (Sustainable Energy and Engineering Design) course focuses on engineering principles of design where students create three-dimensional solar, wind, and hydro models based on two–dimensional exploded diagrams using the scientific method to test various independent variables. These collaborative and hands-on 21st Century courses are designed to provide expose students to various Science, Technology, Engineering, and Math (STEM) career pathways.

Pittsgrove Township Middle School

(33-4150-070)

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Other Information

Pittsgrove Township Middle School (PTMS) is committed to achieving and maintaining a challenging and motivating learning environment where all members of the school community feel safe and supported. In order to meet the requirements of the New Jersey Learning Standards and in conjunction with the needs of our learning community, PTMS utilizes standards-based mathematics and balanced literacy programs. We are a choice school district where all of our available seats have been filled; we do have a waiting list. All PTMS classrooms have been transformed into technology-driven, hands-on teaching and learning labs with Smart Boards/Promethean boards. These interactive devices support and enrich curriculum-based lesson planning and instructional delivery. Chromebooks and laptop computers are also available to all four grade levels. PTMS students are also provided with protected school Google accounts. Our staff enhances student learning through the use of Google Suite: Google sites, Google Classroom, Google Drive, Google Forms, and much more! Its goal is to provide engaging activities that will help students develop content-area knowledge, problem-solving, critical-thinking skills, and 21st Century skills in the various fields, including STEM/STEAM. Through the effort of administration, staff, parents, and students, we currently hold the Bronze Level Certification as a Future Ready School for the State of New Jersey. PTMS is continuously working diligently to providing programs to both broaden our students' experiences by using cutting edge technology and providing additional activities for our students. We are pleased to be able to offer such wonderful programs and grateful for the ongoing support of parents, administration, Board of Education members, and community members in assisting us on our journey.