NJ SCHOOL PERFORMANCE REPORT

Clifton Ave Grade School
(29-2520-070)
Grades Offered: 02-05
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
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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	Ocean
District	Lakewood Township School District
Principal Name	Mrs. Debra Long
Address	625 CLIFTON AVENUE LAKEWOOD, NJ 08701
Phone Number	732-905-3650
Email Address	dlong@lakewoodpiners.org
Website	https://www.lakewoodpiners.org/Domain/12

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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
1	1	0	0
2	153	124	138
3	129	157	132
4	183	144	186
5	183	191	150
Total	651	616	606

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.3%	52.6%	48.3%
Male	48.7%	47.4%	51.7%
Economically Disadvantaged Students	84.5%	89.8%	90.1%
Students with Disabilities	18.6%	18.2%	22.6%
English Learners	41.9%	50.5%	52.6%
Homeless Students	0.8%	1.6%	1.5%
Students in Foster Care	0.3%	0.2%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	4.0%	4.7%	4.0%
Hispanic	88.9%	86.9%	86.6%
Black or African American	4.9%	6.7%	7.3%
Asian	0.9%	0.5%	0.7%
Native Hawaiian or Pacific Islander	0.5%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.8%	1.0%	1.2%

Enrollment by Home Language

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

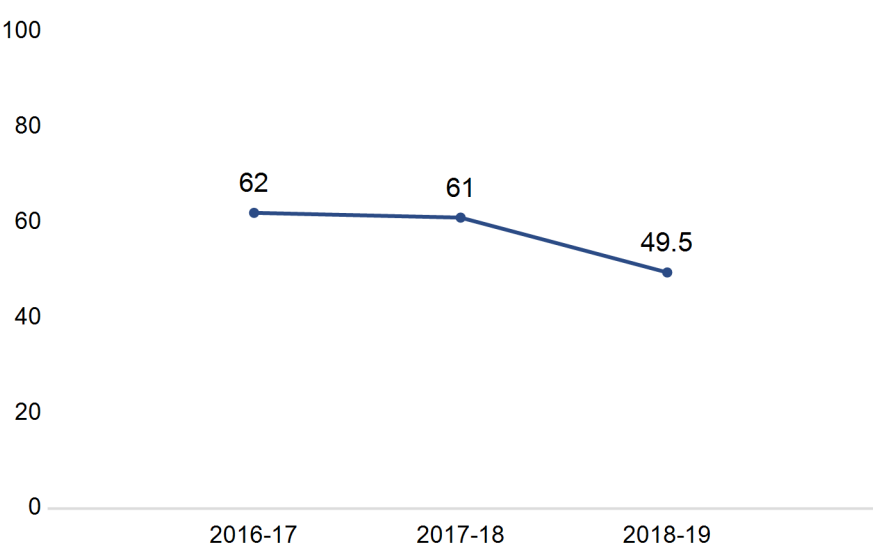| Home Language	% of Students
Spanish	80.5%
English	16.3%
Other Languages	3.1%

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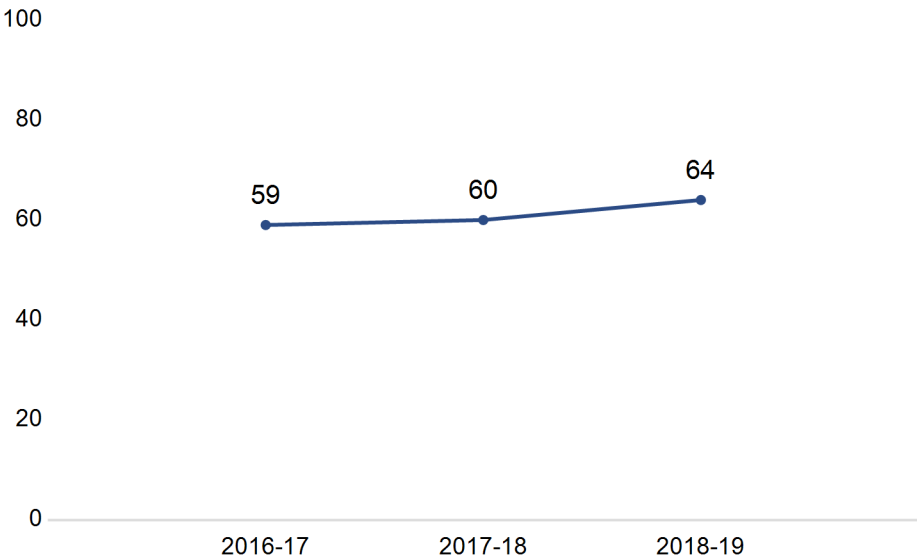* **†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	61	49.5	59	60	64
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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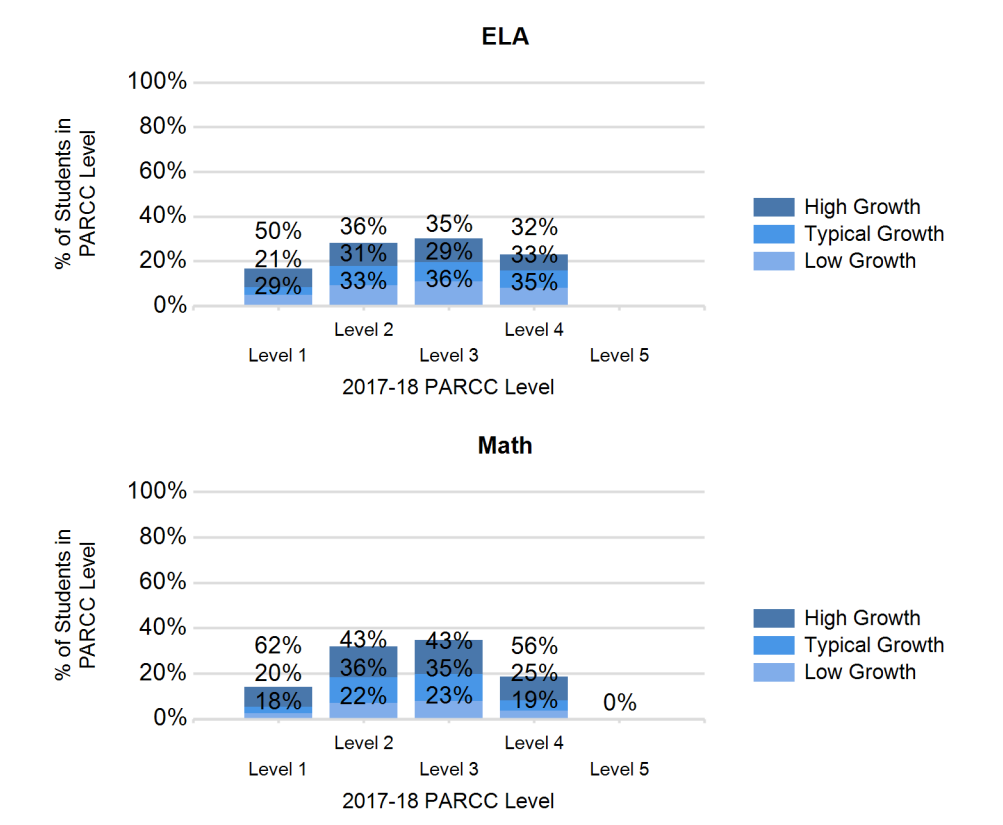**†** This indicates a table specific note, see note below table

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	49.5	54	50	Met Standard	64	58	50	Exceeds Standard
White	57	67	50	**	82	63	52	**
Hispanic	51	54	49	Met Standard	63	58	47	Exceeds Standard
Black or African American	20	39	45	**	47	49	43	**
Asian, Native Hawaiian, or Pacific Islander	*	73	59	**	*	73	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	48.5	55	53	N	57	57	50	N
Male	52.5	53	47	N	67	58	51	N
Economically Disadvantaged Students	49.5	54	48	Met Standard	64	58	46	Exceeds Standard
Students with Disabilities	39	48	43	Not Met	64	58	45	Exceeds Standard
English Learners	51	55	52	Met Standard	63	60	50	Exceeds Standard
Homeless Students	*	54	43	N	*	50	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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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.
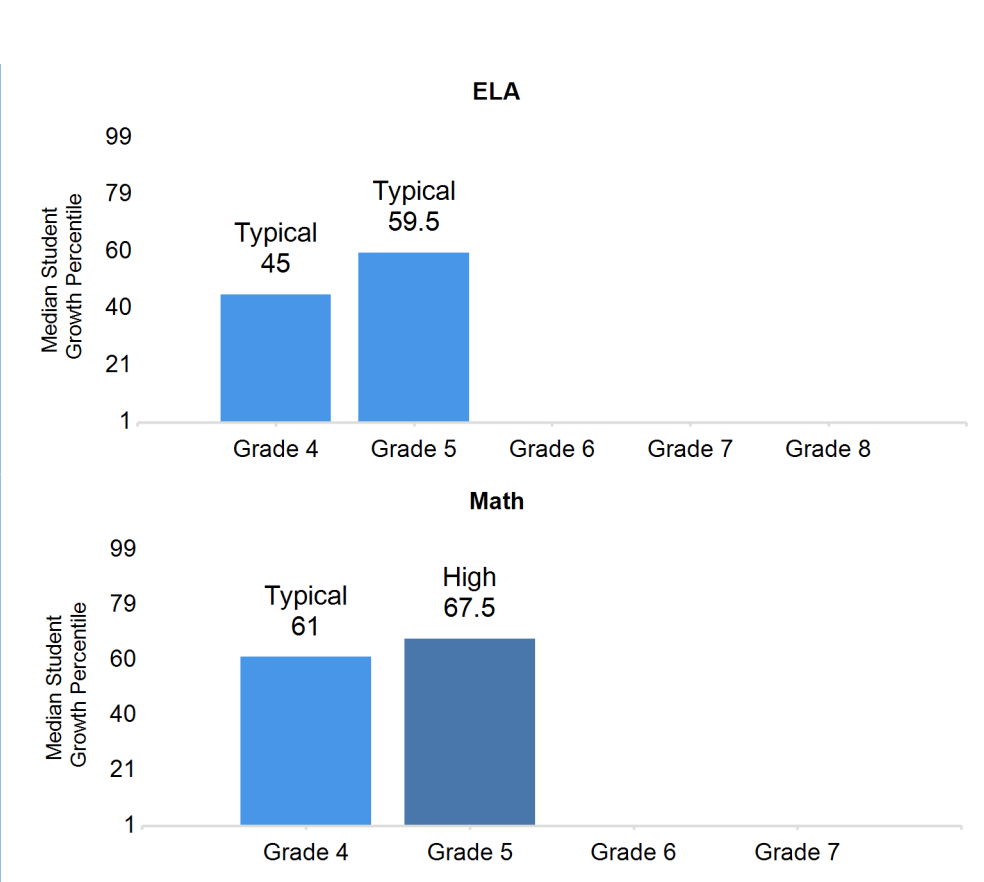
Student Growth by Performance Level

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

Student Growth by Grade

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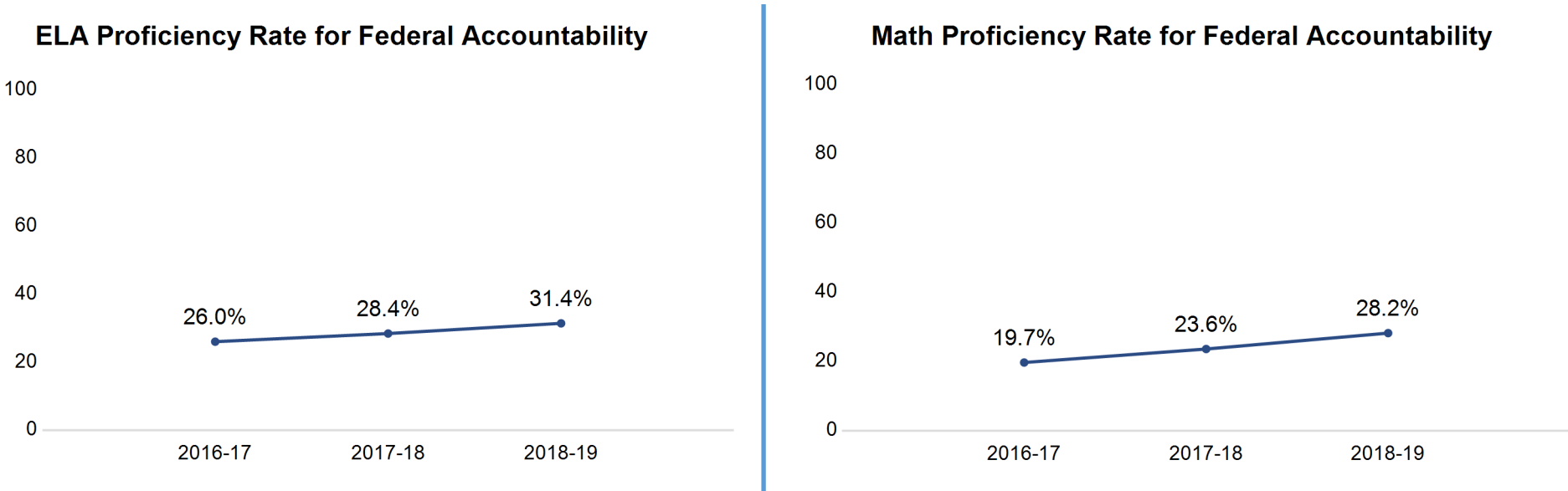

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

26.0%   28.4%   31.4%

2016-17   2017-18   2018-19

Math Proficiency Rate for Federal Accountability

19.7%   23.6%   28.2%

2016-17   2017-18   2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.8%	99.8%	99.8%	99.8%	99.8%
Proficiency Rate for Federal Accountability	26.0%	28.4%	31.4%	19.7%	23.6%	28.2%
Annual Target	21.4%	24.5%	27.6%	19.8%	22.9%	26.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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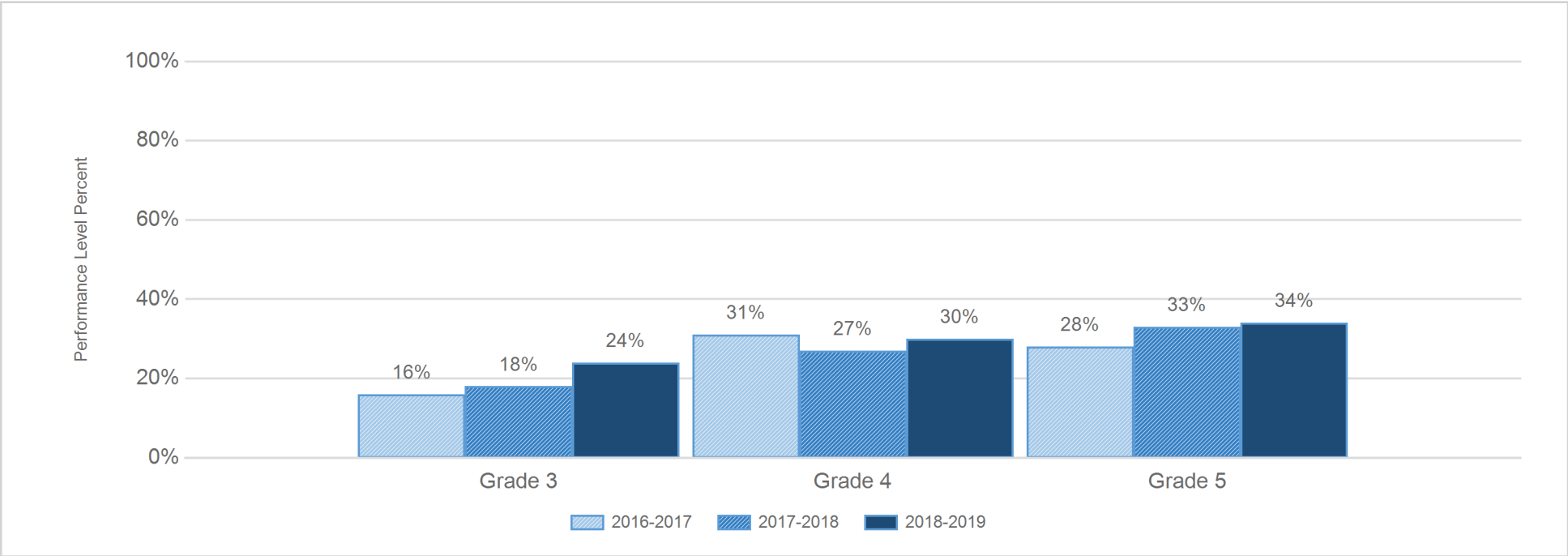
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English Language Arts Assessment - Participation and Performance

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	468	99.8	31.4	32.7	57.9	31.4	27.6	Met Target
White	35	100.0	34.3	*	66.9	34.3	24.8	Met Target
Hispanic	392	99.8	30.4	32.4	43.9	30.4	26.4	Met Target
Black or African American	31	100.0	35.5	*	38.5	35.5	36.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	233	100.0	33.0	38.1	64.8	33.0		
Male	235	99.6	29.8	27.5	51.3	29.8		
Economically Disadvantaged Students	427	99.8	31.1	*	40.0	31.1	27.5	Met Target
Non-Economically Disadvantaged Students	41	100.0	34.1	*	67.9	34.1		
Students with Disabilities	141	99.3	21.3	19.1	22.7	21.3	17.8	Met Target
Students without Disabilities	327	100.0	35.8	37.0	65.1	35.8		
English Learners	293	99.7	26.3	24.9	29.3	26.3	19.9	Met Target
Non-English Learners	175	100.0	40.0	38.8	60.6	40.0		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

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

Grade	2016-2017	2017-2018	2018-2019
Grade 3	16%	18%	24%
Grade 4	31%	27%	30%
Grade 5	28%	33%	34%

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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	124	726	728	748	24%	23%	29%	*	*	24%	50%
White	*	*	736	757	*	*	*	*	*	*	60%
Hispanic	106	724	727	734	26%	21%	29%	24%	0%	24%	36%
Black or African American	10	729	*	731	0%	*	*	*	*	20%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	67	723	726	753	24%	27%	25%	*	*	24%	55%
Male	57	728	729	743	25%	18%	33%	*	*	25%	46%
Economically Disadvantaged Students	114	725	*	731	*	*	*	*	*	24%	33%
Non-Economically Disadvantaged Students	10	730	*	759	*	*	*	*	*	30%	61%
Students with Disabilities	33	715	718	719	33%	*	36%	*	*	12%	24%
Students without Disabilities	91	729	731	754	21%	*	26%	*	*	29%	56%
English Learners	70	723	719	713	27%	19%	34%	*	*	20%	17%
Non-English Learners	54	729	737	751	20%	28%	22%	*	*	30%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	733	734	755	14%	24%	33%	*	*	30%	57%
White	*	*	751	763	*	*	*	*	*	*	67%
Hispanic	154	732	734	743	13%	25%	35%	*	*	27%	44%
Black or African American	12	725	724	739	*	*	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	89	736	735	760	*	26%	33%	*	*	31%	62%
Male	87	730	733	750	*	22%	33%	*	*	28%	53%
Economically Disadvantaged Students	158	734	735	740	*	*	*	*	*	29%	40%
Non-Economically Disadvantaged Students	18	728	722	765	*	*	*	*	*	33%	69%
Students with Disabilities	38	725	718	725	*	37%	34%	*	*	13%	25%
Students without Disabilities	138	735	738	761	*	20%	33%	*	*	34%	64%
English Learners	99	724	726	720	*	28%	34%	*	*	18%	17%
Non-English Learners	77	745	744	758	*	18%	31%	*	*	44%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

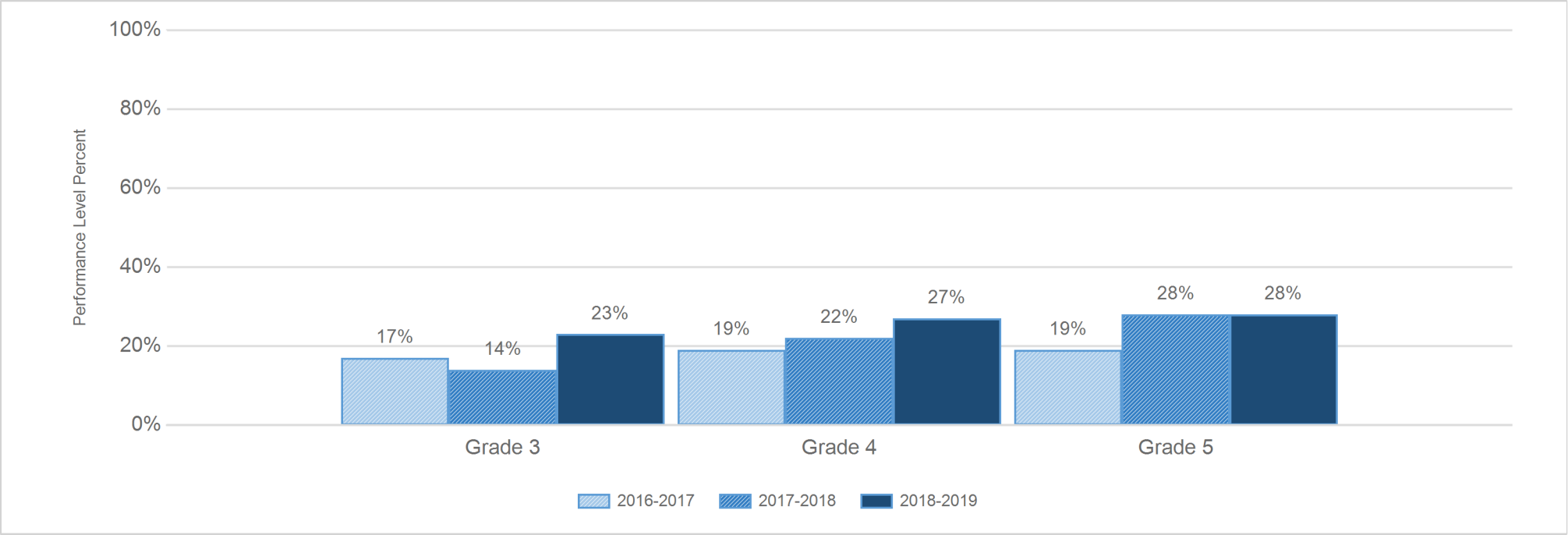| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	736	735	756	14%	24%	29%	*	*	34%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	128	736	*	743	13%	25%	27%	*	*	34%	44%
Black or African American	*	*	738	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	70	740	740	761	*	21%	30%	*	*	39%	64%
Male	77	733	731	750	*	26%	27%	*	*	30%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	739	766	*	*	*	*	*	*	69%
Students with Disabilities	37	711	717	724	*	*	*	*	*	*	23%
Students without Disabilities	110	744	740	762	*	*	*	*	*	*	65%
English Learners	64	720	719	713	*	38%	27%	*	*	16%	11%
Non-English Learners	83	748	745	758	*	13%	30%	*	*	48%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	475	99.8	28.2	*	44.5	28.2	26.1	Met Target
White	37	100.0	27.0	*	54.1	27.0	20.5	Met Target
Hispanic	397	99.8	29.0	*	28.8	29.0	25.3	Met Target
Black or African American	31	100.0	16.1	15.5	23.0	16.1	34.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	236	100.0	21.6	*	44.9	21.6		
Male	239	99.6	34.7	*	44.2	34.7		
Economically Disadvantaged Students	428	99.8	28.5	*	26.3	28.5	26.5	Met Target
Non-Economically Disadvantaged Students	47	100.0	25.5	*	54.9	25.5		
Students with Disabilities	142	99.3	23.9	16.8	17.4	23.9	19	Met Target
Students without Disabilities	333	100.0	30.0	22.3	50.0	30.0		
English Learners	299	99.7	23.4	*	25.0	23.4	20.5	Met Target
Non-English Learners	176	100.0	36.4	*	46.5	36.4		
Homeless Students	*	*	*	27.3	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

Clifton Ave Grade School
(29-2520-070)
Grades Offered: 02-05
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	17%	14%	23%
Grade 4	19%	22%	27%
Grade 5	19%	28%	28%

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

NJ SCHOOL PERFORMANCE REPORT

Clifton Ave Grade School

(29-2520-070)

Grades Offered: 02-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	733	733	752	8%	29%	40%	*	*	23%	55%
White	*	*	745	760	*	*	*	*	*	*	66%
Hispanic	107	734	733	739	*	29%	41%	*	*	24%	40%
Black or African American	10	715	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	68	729	731	751	*	37%	37%	*	*	18%	54%
Male	58	737	736	752	*	21%	43%	*	*	29%	56%
Economically Disadvantaged Students	114	732	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	12	736	*	761	*	*	*	*	*	*	67%
Students with Disabilities	33	732	738	731	*	33%	42%	*	*	18%	31%
Students without Disabilities	93	733	732	756	*	28%	39%	*	*	25%	60%
English Learners	72	732	726	728	*	32%	40%	*	*	21%	26%
Non-English Learners	54	734	741	754	*	26%	39%	*	*	26%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Clifton Ave Grade School

(29-2520-070)

Grades Offered: 02-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

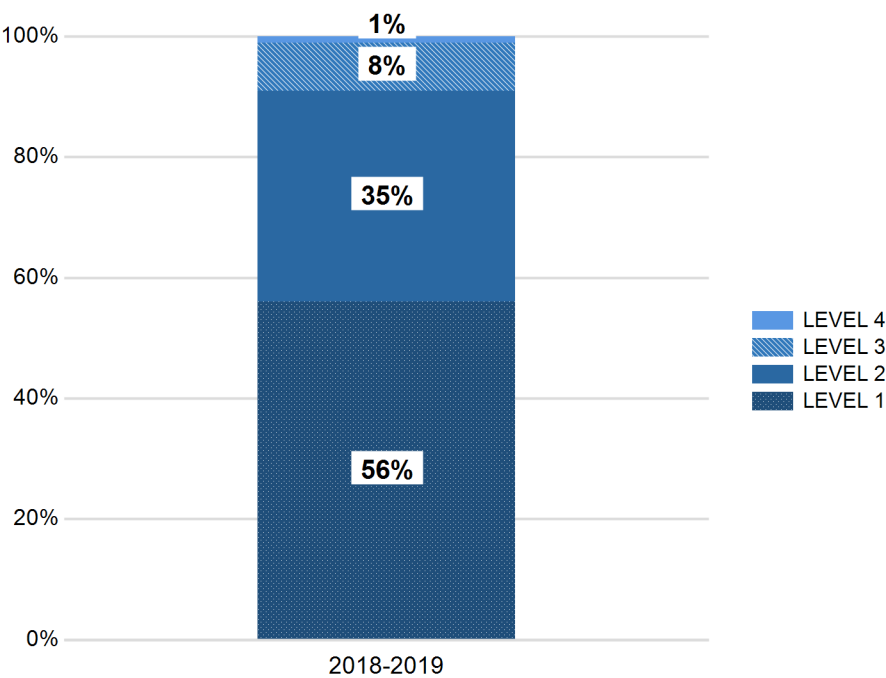| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	180	731	734	749	11%	33%	28%	*	*	27%	51%
White	*	*	749	757	*	*	*	*	*	*	62%
Hispanic	158	731	733	737	11%	32%	29%	27%	0%	27%	36%
Black or African American	12	719	724	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	89	725	730	749	*	37%	28%	*	*	20%	50%
Male	91	737	737	749	*	30%	29%	*	*	34%	52%
Economically Disadvantaged Students	158	732	*	734	*	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	22	721	*	759	*	*	*	*	*	23%	63%
Students with Disabilities	38	732	728	726	*	42%	37%	*	*	18%	25%
Students without Disabilities	142	731	735	754	*	31%	26%	*	*	30%	56%
English Learners	103	723	727	722	*	39%	31%	*	*	15%	18%
Non-English Learners	77	742	742	751	*	26%	25%	*	*	44%	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%

NJ SCHOOL PERFORMANCE REPORT

Clifton Ave Grade School

(29-2520-070)

Grades Offered: 02-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	735	735	747	7%	32%	32%	*	*	28%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	132	734	*	735	8%	34%	30%	*	*	28%	30%
Black or African American	*	*	730	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	72	735	734	747	*	36%	35%	*	*	24%	47%
Male	79	736	736	747	*	29%	30%	*	*	33%	47%
Economically Disadvantaged Students	138	736	*	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	13	727	*	757	*	*	*	*	*	31%	59%
Students with Disabilities	37	728	729	725	*	41%	35%	*	*	16%	19%
Students without Disabilities	114	738	737	752	*	30%	32%	*	*	32%	52%
English Learners	68	720	723	718	*	*	*	*	*	*	12%
Non-English Learners	83	749	743	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	13	15
4	10	10
5	12	12

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	37.6%	56.6%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

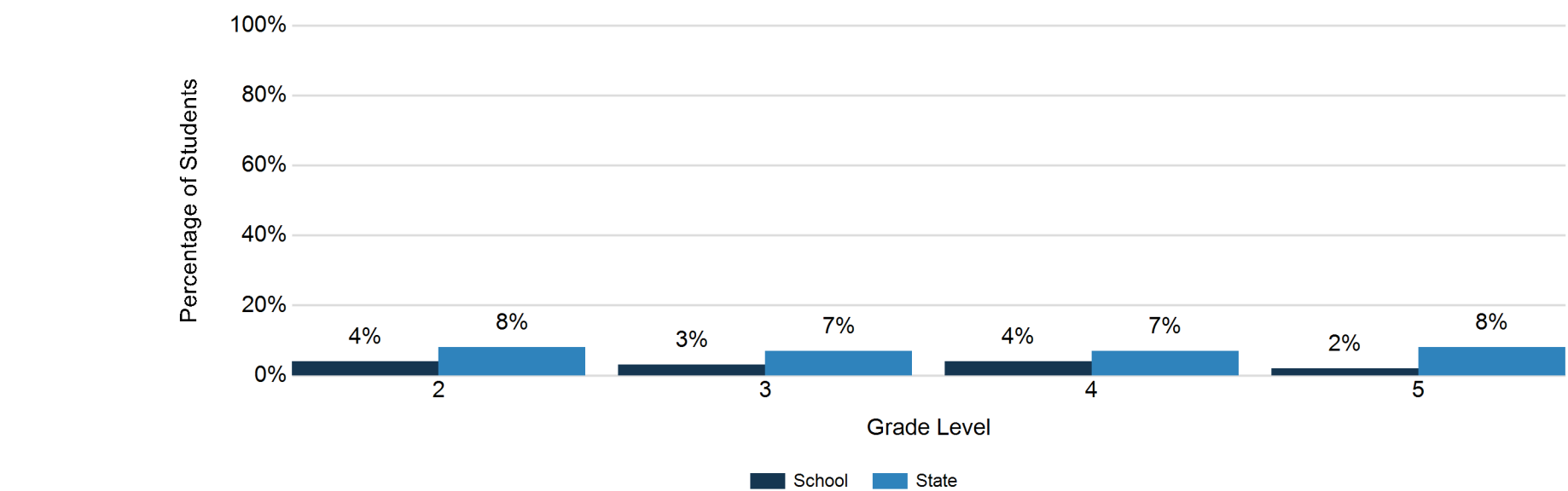| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	49	*	*
3-4	108	*	*
5 or more	153	74.5%	25.5%

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	56	35	8	1
White	*	*	*	*
Hispanic	57	34	9	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	58	35	5	1
Male	54	36	11	0
Economically Disadvantaged Students	54	38	8	0
Non-Economically Disadvantaged Students	71	12	12	6
Students with Disabilities	83	10	7	0
Students without Disabilities	49	42	8	1
English Learners	82	17	1	0
Non-English Learners	32	53	14	1
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	3.3	7.7	Met
White	4	4.3	7.7	Met
Hispanic	17	3.2	7.7	Met
Black or African American	2	4.5	7.7	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	2.1		
Male	16	4.4		
Economically Disadvantaged Students	20	3.4	7.7	Met
Students with Disabilities	13	6.8	7.7	Met
English Learners	7	2.3	7.7	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.33

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.7:1

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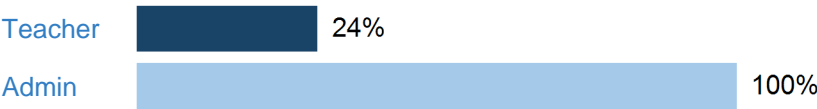
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	54	118,214
Average years experience in public schools	8.6	12.1
Average years experience in district	8.4	10.8
Percentage of Teachers with 4 or more years experience in the district	53.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	11.9	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	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	11:1
Students to Administrators	606:1	187:1
Teachers to Administrators	54:1	16:1
Students to Librarians/Media Specialists		1120:1
Students to Nurses		800:1
Students to Counselors		373:1
Students to Child Study Team Members		215:1

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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 and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.3%	92.6%	100.0%	48.4%	77.1%	54.9%
Male	51.7%	7.4%	0.0%	51.6%	22.9%	45.1%
White	4.0%	87.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	86.6%	9.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.3%	1.9%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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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 76%
Admin N/A

Master's Degree

Teacher 24%
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	83.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.8%

Clifton Ave Grade School

(29-2520-070)

Grades Offered: 02-05

2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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

Clifton Ave Grade School

(29-2520-070)

Grades Offered: 02-05

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

Clifton Ave Grade School

(29-2520-070)

Grades Offered: 02-05

2018-2019

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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	26.0%	28.4%	31.4%
Math Proficiency	19.7%	23.6%	28.2%
ELA Growth	62	61	50
Math Growth	59	60	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		48.6%	37.6%
Chronic Absenteeism	6.1%	12.7%	3.3%

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

Clifton Ave Grade School

(29-2520-070)

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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.

NJ SCHOOL PERFORMANCE REPORT

Clifton Ave Grade School

(29-2520-070)

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Clifton Ave Grade 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:	• Balanced Literacy Approach to include Interactive Read Alouds - Standards aligned District Created Math Curriculum • New Science, Health, and Social Studies Curriculum
Mission, Vision, Theme:	At Clifton Avenue Grade School, the staff and students strive for outstanding achievement, respect and responsibility. We celebrate our diversity and our unique potential. Students are prepared and encouraged to contribute and strengthen out school and community. At Clifton Avenue Grade School, we are always soaring!
Awards, Recognition, Accomplishments:	2017 - 2018 PBSIS Outstanding School Award - Spring 2018 exited focus status

Clifton Ave Grade School

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Courses, Curriculum, Instruction:	Iready and Istation Technology programs to enrich the district curriculum
Clubs and Activities:	Afterschool Clubs: OWLS (academic club) - Just Dance, Guitar, Origami, Storyworks, Tie-Dye, Pixel Heads, STEAM, Music, Art

Clifton Ave Grade School

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Before and After School Programs:	Oustanding Wonderful Learners (OWLS) - Grades 3 - 5 (three days a week for 1.0 hours each day - math and ELA) - YKids before and after childcare program - Family Friendly Program - 3 days after school for approximately 100 students - geared towards social skills - music and arts clubs for all grade levels 2 days a week after school
Staff and Professional Learning:	Monday after school for 1 hour (3 Mondays a month) - Professional Development Worskshops aligned to the school and district goals throughout the school year are offered to all staff - new teacher mentors - meet weekly - District mentor/mentee workshops

Clifton Ave Grade School

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Student Supports and Services:	Guidance counselor - Family Friendly after program - Child Study Team - YMCA counseling
Parent and Community Involvement:	Parent Teacher Organization - Parent Liaison - Family Events

Clifton Ave Grade School

(29-2520-070)

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers There is a PBSIS school climate survey conducted in the spring of each school year. The students, staff and parents complete the survey online. The survey results are utilized to gauge the overall climate and culture of the building and set goals for the following school year.
School Safety:	School Safety Team - School Resource Officer - Student Safety Team

NJ SCHOOL PERFORMANCE REPORT

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Technology and STEM:	Hour of Code - Smartboards in each classroom - 1:1 Chromebooks for each student - Computer lab - Teachers each assigned a Chromebook-After-School Steam Club and Pixel Heads

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School
(29-2520-080)
Grades Offered: 02-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School

(29-2520-080)

Grades Offered: 02-05

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	Ocean
District	Lakewood Township School District
Principal Name	Mrs. Deborah Meabe
Address	455 MANETTA AVENUE LAKEWOOD, NJ 08701
Phone Number	732-905-3620
Email Address	dmeabe@lakewoodpiners.org
Website	https://www.lakewoodpiners.org/Domain/13

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School

(29-2520-080)

Grades Offered: 02-05

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
1	0	0	0
2	131	70	88
3	119	117	72
4	114	108	108
5	92	96	92
Total	456	391	360

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	48.5%	47.6%	47.8%
Male	51.5%	52.4%	52.2%
Economically Disadvantaged Students	89.3%	93.6%	95.3%
Students with Disabilities	19.5%	22.0%	27.2%
English Learners	43.2%	52.2%	54.7%
Homeless Students	0.4%	1.0%	1.4%
Students in Foster Care	0.2%	0.5%	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	1.5%	2.0%	1.7%
Hispanic	93.9%	94.1%	94.4%
Black or African American	4.2%	3.3%	3.6%
Asian	0.2%	0.3%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.3%	0.3%
Two or More Races	0.0%	0.0%	0.0%

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.

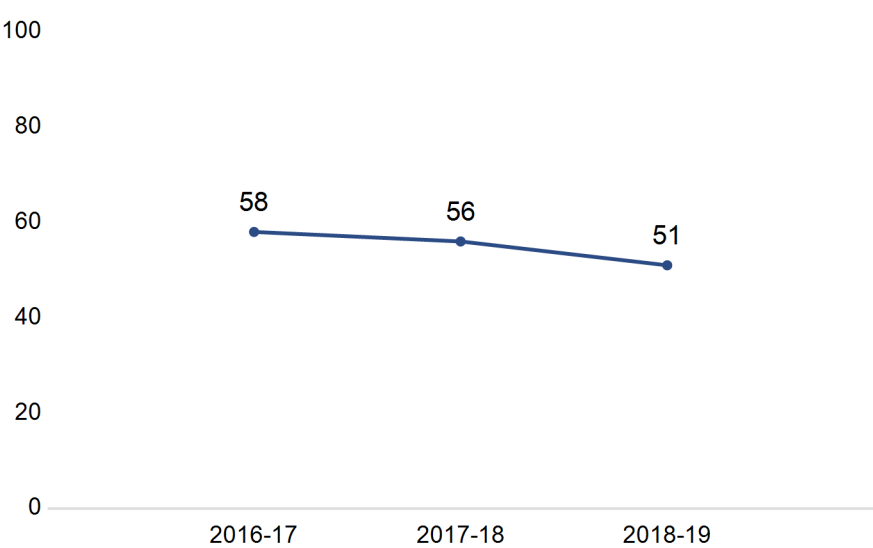| Home Language	% of Students
Spanish	88.6%
English	11.4%

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School
(29-2520-080)
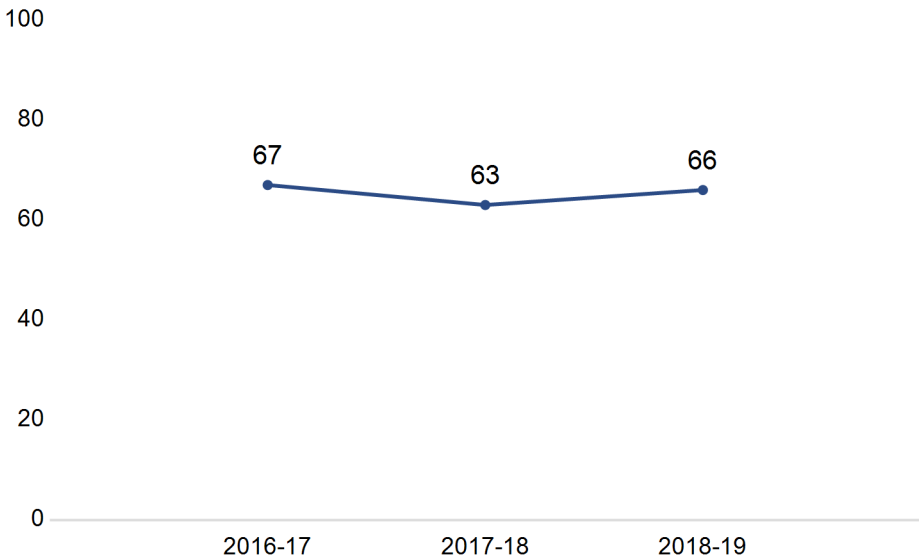Grades Offered: 02-05
2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	56	51	67	63	66
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

Ella G Clarke Elementary School

(29-2520-080)
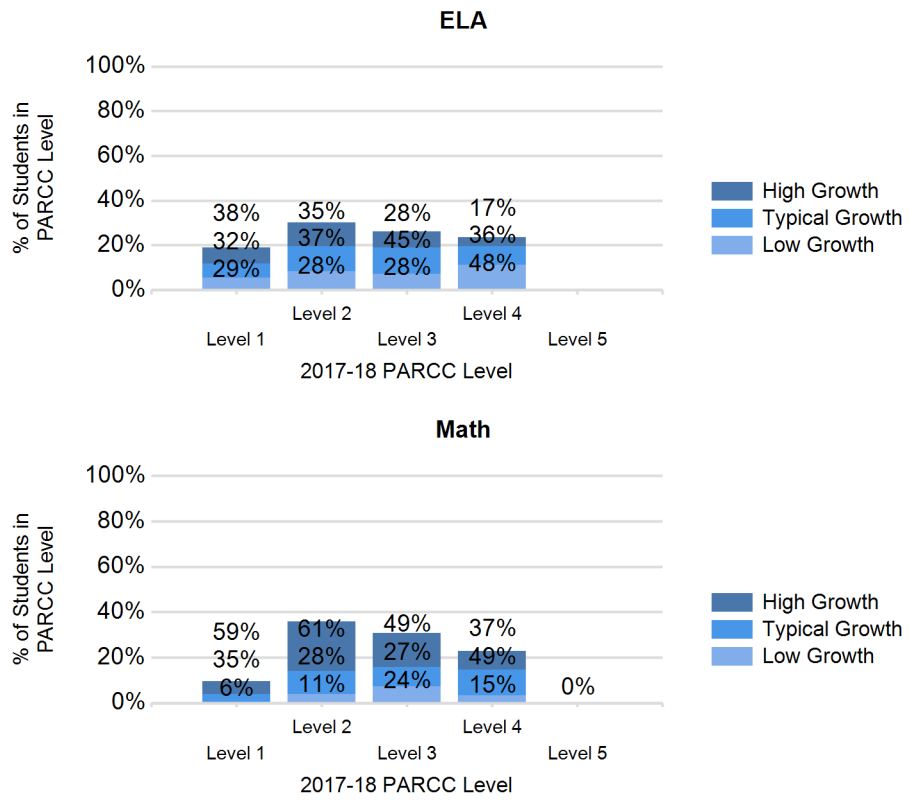
Grades Offered: 02-05

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.
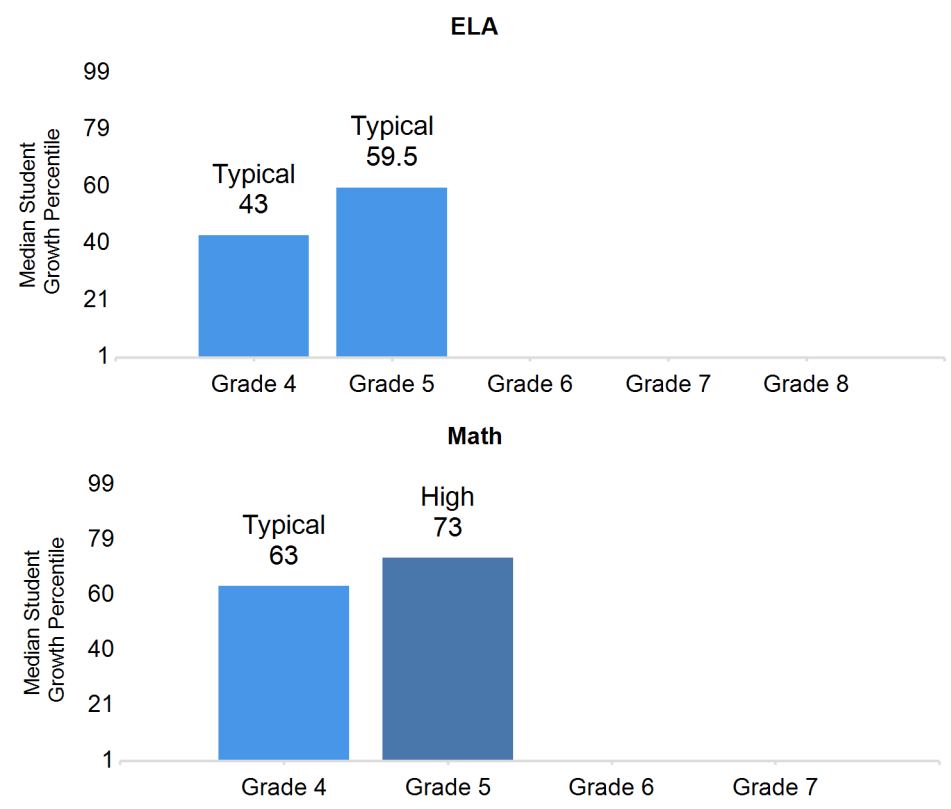
Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	54	50	Met Standard	66	58	50	Exceeds Standard
White	*	67	50	**	*	63	52	**
Hispanic	51	54	49	Met Standard	66	58	47	Exceeds Standard
Black or African American	*	39	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	N	73	59	**	N	73	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	51	55	53	N	67	57	50	N
Male	50.5	53	47	N	64	58	51	N
Economically Disadvantaged Students	50.5	54	48	Met Standard	66	58	46	Exceeds Standard
Students with Disabilities	43.5	48	43	Met Standard	59	58	45	Met Standard
English Learners	49.5	55	52	Met Standard	67	60	50	Exceeds Standard
Homeless Students	*	54	43	N	*	50	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

Ella G Clarke Elementary School

(29-2520-080)

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2018-2019

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

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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

Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math
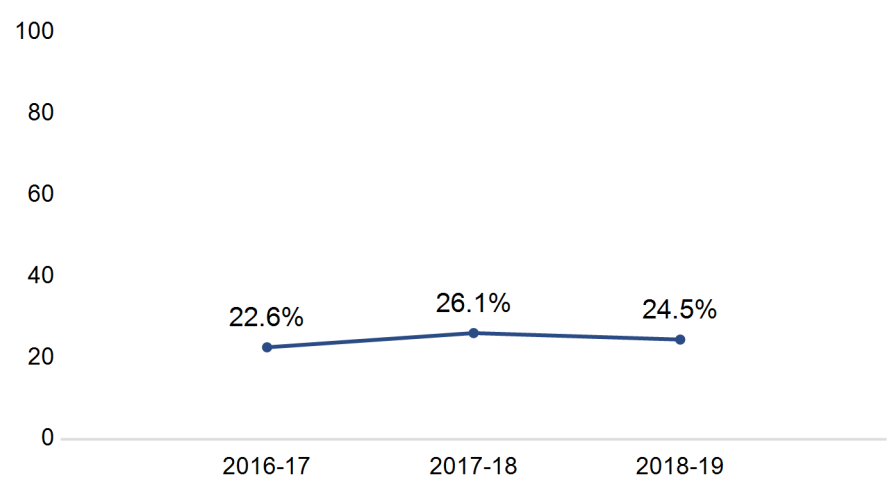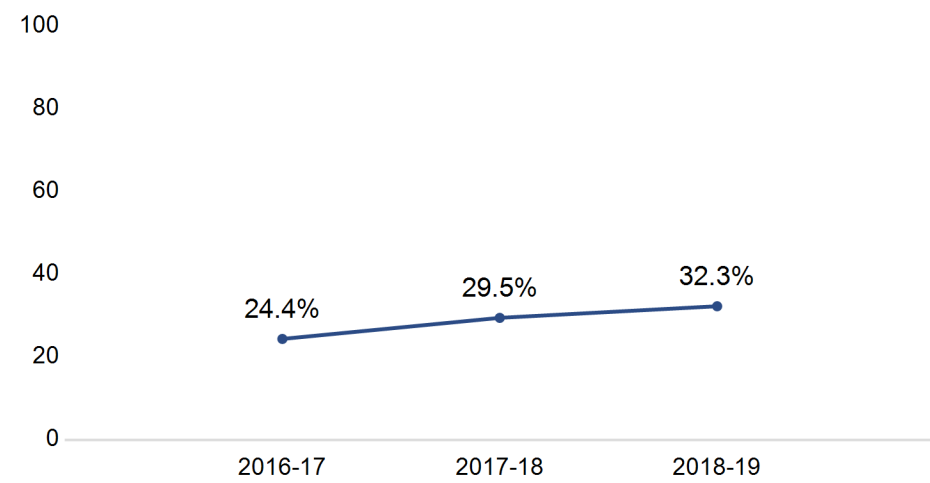
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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 22.6%
- 2017-18: 26.1%
- 2018-19: 24.5%

Math Proficiency Rate for Federal Accountability

- 2016-17: 24.4%
- 2017-18: 29.5%
- 2018-19: 32.3%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	99.7%	100.0%	99.4%	99.7%	100.0%
Proficiency Rate for Federal Accountability	22.6%	26.1%	24.5%	24.4%	29.5%	32.3%
Annual Target	23.2%	26.2%	29.2%	20.1%	23.3%	26.4%
Met Annual Target?	Met Target†	Met Target†	Not Met	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

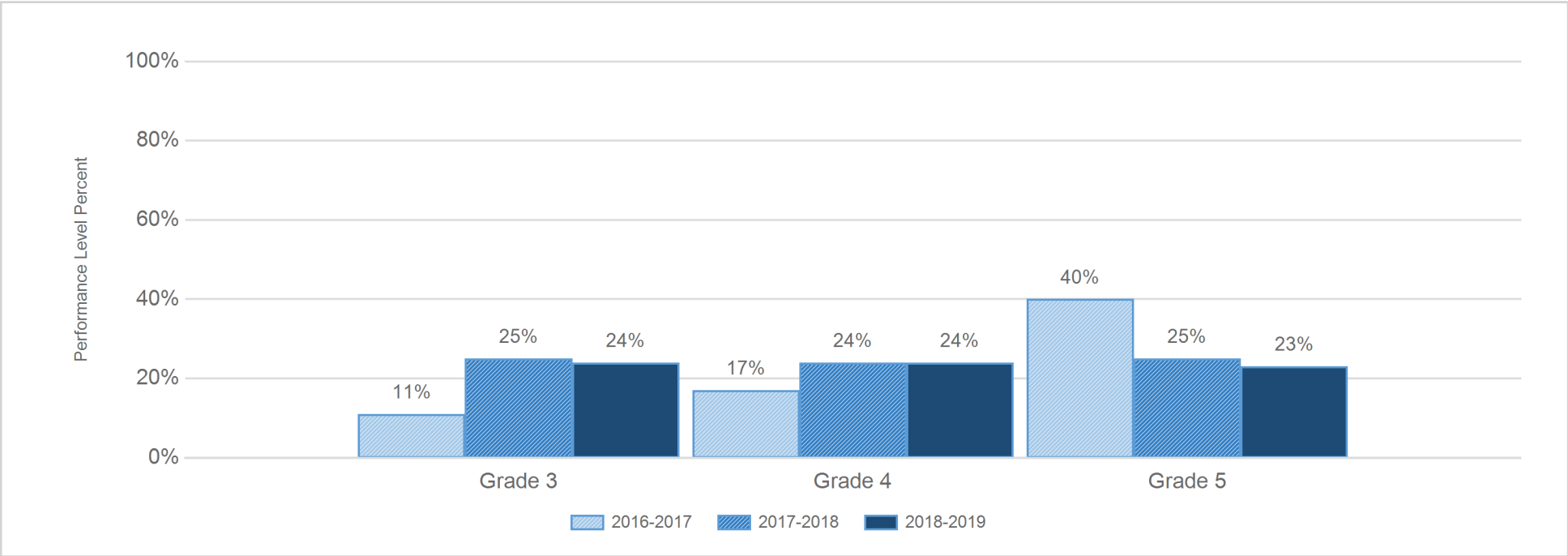† Target was met within a confidence interval.

Ella G Clarke Elementary School

(29-2520-080)

Grades Offered: 02-05

2018-2019

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	249	100.0	24.5	32.7	57.9	24.5	29.2	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	233	100.0	24.5	32.4	43.9	24.5	28.5	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	85.7	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	121	100.0	21.5	38.1	64.8	21.5		
Male	128	100.0	27.3	27.5	51.3	27.3		
Economically Disadvantaged Students	*	*	*	*	40.0	*	29.8	Not Met
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	73	100.0	12.3	19.1	22.7	12.3	20.5	Not Met
Students without Disabilities	176	100.0	29.5	37.0	65.1	29.5		
English Learners	171	100.0	18.7	24.9	29.3	18.7	23.5	Met Target†
Non-English Learners	78	100.0	37.2	38.8	60.6	37.2		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School
(29-2520-080)
Grades Offered: 02-05
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.

	Grade 3	Grade 4	Grade 5
2016-2017	11%	17%	40%
2017-2018	25%	24%	25%
2018-2019	24%	24%	23%

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School
(29-2520-080)
Grades Offered: 02-05
2018-2019

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N No Data is available to display
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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	63	726	728	748	24%	19%	33%	24%	0%	24%	50%
White	*	*	736	757	*	*	*	*	*	*	60%
Hispanic	59	724	727	734	25%	20%	32%	22%	0%	22%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	32	723	726	753	*	*	*	*	*	19%	55%
Male	31	729	729	743	*	*	*	*	*	29%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	12	726	718	719	*	*	*	*	*	25%	24%
Students without Disabilities	51	726	731	754	*	*	*	*	*	24%	56%
English Learners	37	710	719	713	*	*	*	*	*	*	17%
Non-English Learners	26	750	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School

(29-2520-080)

Grades Offered: 02-05

2018-2019

Report Key:
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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.

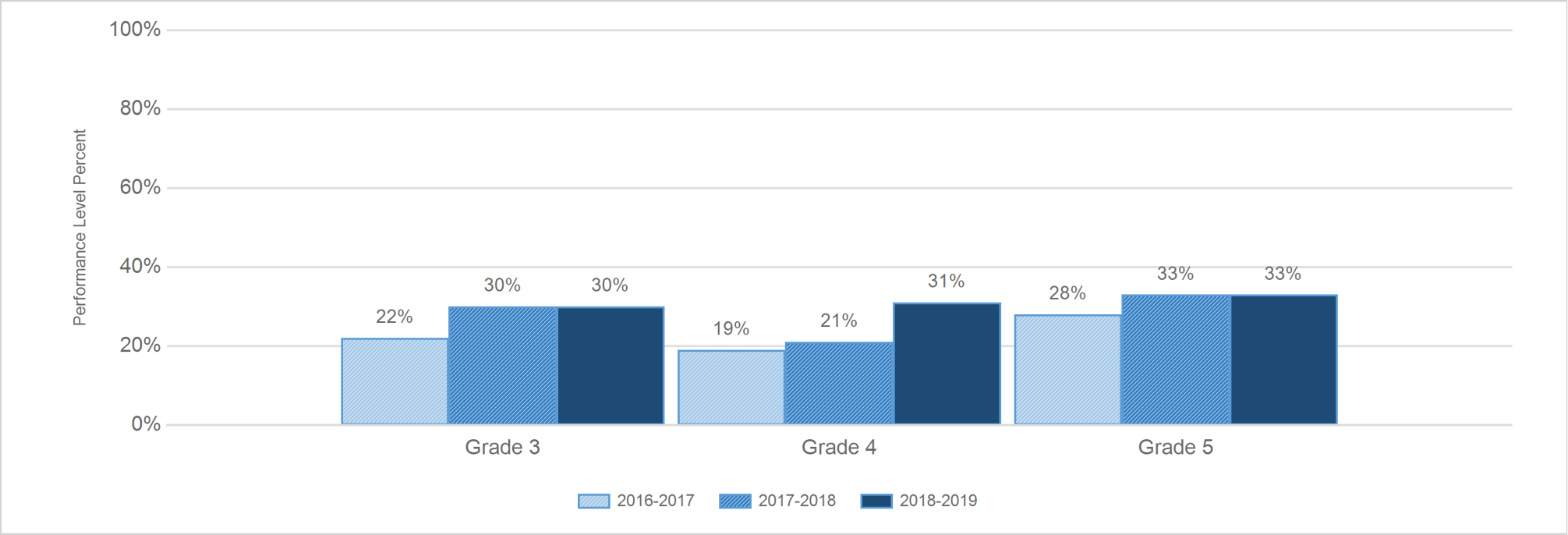| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	731	734	755	16%	27%	32%	*	*	24%	57%
White	*	*	751	763	*	*	*	*	*	*	67%
Hispanic	94	732	734	743	16%	27%	33%	*	*	24%	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	50	729	735	760	*	26%	34%	*	*	22%	62%
Male	49	733	733	750	*	29%	31%	*	*	27%	53%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	722	765	*	*	*	*	*	*	69%
Students with Disabilities	24	711	718	725	*	*	*	*	*	*	25%
Students without Disabilities	75	738	738	761	*	*	*	*	*	*	64%
English Learners	61	724	726	720	*	28%	*	*	*	11%	17%
Non-English Learners	38	743	744	758	*	26%	*	*	*	45%	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

Ella G Clarke Elementary School
(29-2520-080)
Grades Offered: 02-05
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	736	735	756	*	30%	42%	*	*	23%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	738	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	40	740	740	761	*	25%	55%	*	*	18%	64%
Male	43	732	731	750	*	35%	30%	*	*	28%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	739	766	*	*	*	*	*	*	69%
Students with Disabilities	23	719	717	724	*	*	*	*	*	*	23%
Students without Disabilities	60	742	740	762	*	*	*	*	*	*	65%
English Learners	37	722	719	713	*	*	*	*	*	*	11%
Non-English Learners	46	747	745	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School
(29-2520-080)
Grades Offered: 02-05
2018-2019

Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	254	100.0	32.3	*	44.5	32.3	26.4	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	238	100.0	33.2	*	28.8	33.2	26.7	Met Target
Black or African American	*	*	*	15.5	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	52.4	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	122	100.0	26.2	*	44.9	26.2		
Male	132	100.0	37.9	*	44.2	37.9		
Economically Disadvantaged Students	243	100.0	32.5	*	26.3	32.5	27.3	Met Target
Non-Economically Disadvantaged Students	11	100.0	27.3	*	54.9	27.3		
Students with Disabilities	73	100.0	24.7	16.8	17.4	24.7	17.7	Met Target
Students without Disabilities	181	100.0	35.4	22.3	50.0	35.4		
English Learners	176	100.0	26.7	*	25.0	26.7	21.5	Met Target
Non-English Learners	78	100.0	44.9	*	46.5	44.9		
Homeless Students	*	*	*	27.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School

(29-2520-080)

Grades Offered: 02-05

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	22%	30%	30%
Grade 4	19%	21%	31%
Grade 5	28%	33%	33%

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

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School
(29-2520-080)
Grades Offered: 02-05
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	731	733	752	22%	15%	33%	*	*	30%	55%
White	*	*	745	760	*	*	*	*	*	*	66%
Hispanic	63	731	733	739	24%	*	32%	*	*	30%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	34	730	731	751	*	*	35%	*	*	26%	54%
Male	33	733	736	752	*	*	30%	*	*	33%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	12	736	738	731	*	*	*	*	*	42%	31%
Students without Disabilities	55	730	732	756	*	*	*	*	*	27%	60%
English Learners	41	717	726	728	37%	*	29%	*	*	15%	26%
Non-English Learners	26	754	741	754	0%	*	38%	*	*	54%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School

(29-2520-080)

Grades Offered: 02-05

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	735	734	749	*	33%	29%	*	*	31%	51%
White	*	*	749	757	*	*	*	*	*	*	62%
Hispanic	98	735	733	737	*	33%	29%	*	*	32%	36%
Black or African American	*	*	724	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	50	733	730	749	*	32%	34%	*	*	26%	50%
Male	53	736	737	749	*	34%	25%	*	*	36%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	24	723	728	726	*	58%	*	*	*	17%	25%
Students without Disabilities	79	738	735	754	*	25%	*	*	*	35%	56%
English Learners	65	728	727	722	*	*	*	*	*	15%	18%
Non-English Learners	38	746	742	751	*	*	*	*	*	58%	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%

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School

(29-2520-080)

Grades Offered: 02-05
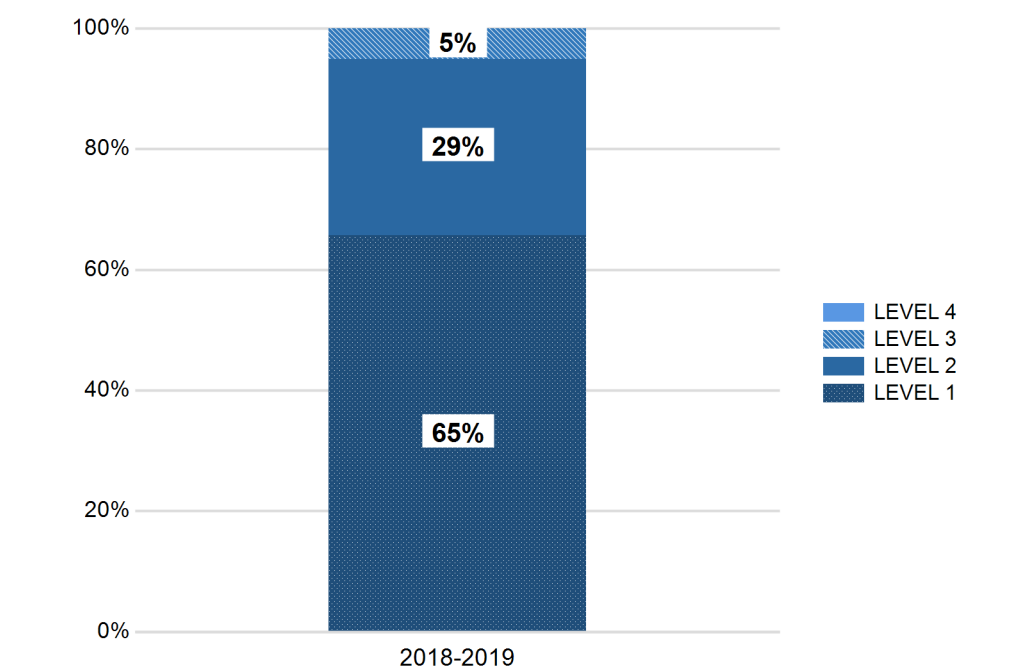
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	740	735	747	0%	23%	45%	*	*	33%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	730	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	40	736	734	747	0%	*	55%	*	*	23%	47%
Male	43	744	736	747	0%	*	35%	*	*	42%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	23	729	729	725	0%	*	48%	*	*	13%	19%
Students without Disabilities	60	744	737	752	0%	*	43%	*	*	40%	52%
English Learners	37	732	723	718	0%	*	51%	*	*	14%	12%
Non-English Learners	46	747	743	749	0%	*	39%	*	*	48%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Ella G Clarke Elementary School
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	37.7%	56.6%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	*	*
3-4	79	*	*
5 or more	91	72.5%	27.5%

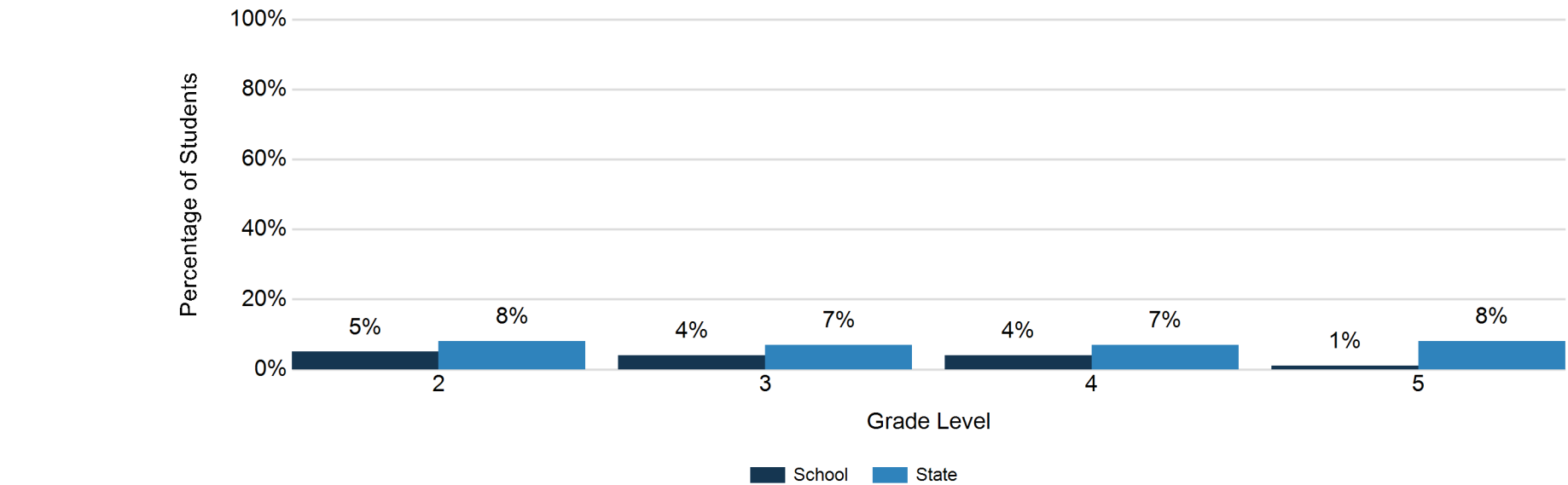**NJ SCHOOL PERFORMANCE REPORT**

Ella G Clarke Elementary School
(29-2520-080)
Grades Offered: 02-05
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	29	5	0
White	*	*	*	*
Hispanic	65	30	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	76	19	5	0
Male	56	38	6	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	80	20	0	0
Students without Disabilities	58	34	8	0
English Learners	86	14	0	0
Non-English Learners	51	40	9	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	14	3.7	7.7	Met
White	0	0	7.7	Met
Hispanic	14	4.2	7.7	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	8	4.3		
Male	6	3.1		
Economically Disadvantaged Students	13	3.8	7.7	Met
Students with Disabilities	7	6.5	7.7	Met
English Learners	4	2.1	7.7	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 16%
- 1-5: 44%
- 6-10: 24%
- 11-15: 12%
- Over 15: 5%

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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
2	5%	8%
3	4%	7%
4	4%	7%
5	1%	8%

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.56

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.3:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	72.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	11.9	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	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	8:1	11:1
Students to Administrators	180:1	187:1
Teachers to Administrators	22:1	16:1
Students to Librarians/Media Specialists		1120:1
Students to Nurses		800:1
Students to Counselors		373:1
Students to Child Study Team Members		215:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	88.4%	100.0%	48.4%	77.1%	54.9%
Male	52.2%	11.6%	0.0%	51.6%	22.9%	45.1%
White	1.7%	79.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	94.4%	11.6%	50.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	9.3%	50.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 79%
Admin — N/A

Master's Degree

Teacher — 21%
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	83.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.5%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	22.6%	26.1%	24.5%
Math Proficiency	24.4%	29.5%	32.3%
ELA Growth	58	56	51
Math Growth	67	63	66
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		45.9%	37.7%
Chronic Absenteeism	5.3%	9.7%	3.7%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• EGC exited Focus Status as of the 17-18 school year. This accomplishment stems from the fact that we have fostered consistent growth in the areas of student achievement and instructional efficacy. • For 3 years our 3rd grade was stagnant at 10% proficient on the ELA PARCC. Over the past 4 years the 3rd grade students have continued to enhance their proficiency on the NJSLA and demonstrate growth • EGC third and fourth grade students demonstrated growth in all areas of the Mathematics NJSLA assessment.
Mission, Vision, Theme:	Vision: The students at Ella G. Clarke School will emerge as empathetic, resilient, independent learners who acquire the 21st Century Skills of creativity, collaboration, critical thinking, and problem solving. Mission: Ella G. Clarke School strives to set high expectations while providing an elated, equitable educational experience that fosters enthusiasm for learning and encourages a growth mindset for the entire school community. Our school recognizes and supports a strong foundation and collaboration among all stake holders in order to enhance academic success and development of its students.
Awards, Recognition, Accomplishments:	Individual students are recognized on a monthly basis during an assembly for Student of the Month and Perfect Attendance. Students are eligible to be nominated for Student of the Month by any staff member in the building. Students are also rewarded in the classroom for demonstrating good citizenship and maintaining excellent daily behavior.

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Courses, Curriculum, Instruction:	We have a thriving Bilingual program that is supported with push in ESL services, an intervention program with staff members that have been trained in Reading Recovery, Wilson Reading Program, Stevenson Language Skills Program, Visualizing & Verbalizing, Seeing Stars, and Letterland. Our literacy program contains a wealth of resources that teachers can use to implement both Balanced Literacy and Tiered Teaching. Our math program is comprised of a curriculum that is aligned to the NJ State Learning Standards. We are also using instructional software to facilitate remediation and enrichment in both literacy and mathematics to ensure that we are providing targeted and timely instruction to all learners.

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Before and After School Programs:	EGC has an after school program for both academics and activties. The clubs meet twice a week for twenty weeks for an hour each day.
Staff and Professional Learning:	The educators at EGC receive job embedded professional development on a consistent basis. Professional development is provided both at the district and building levels. There are district curriculum teams across content areas for each grade level and there are building based opportunities for teacher leaders to turn-key this information in a timely manner. Professional literature is presented for all staff to read and utilize to refine instructional practice or enhance our culture and climate. We have an Annual School Planning Team, Data Team, and a plethora of culture and climate committees. Each of these endeavors contributed to sustaining and enhance professional efficacy and a healthy thriving learning community.

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School Narrative

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Student Supports and Services:	EGC is a responsive learning community that prides itself on responding to the needs of our students in a timely and targeted manner. We firmly believe that our response to student needs must be strategic and intentional and ensure growth and development of the whole child. Thus, we have building based guidance counselor, Dyslexia Team, Instructional Team, I&RS Committee, Child Study Team, ESL teachers, and Interventionist. Additionally, we have instructional software to re-mediate/enrich our students in both language arts and mathematics. We use iStations for literacy and iReady for mathematics. Coupled with all of our support services is our intentional student placement. We used multiple data points to ensure that students are place in a learning environment where they can thrive. We have Bilingual classes, Sheltered English Instruction classes as well as Special Education classes. Our students are also provided speech, OT, and or PT if it is a determined need.
Student Health and Wellness:	EGC provides free breakfast and lunch to all of our students. The meals are all nutritionally balanced and align with state mandates for nutrition. Our students have a daily twenty minute recess weather permitting. Students also have physical education class two times per week for forty minutes.
Parent and Community Involvement:	Our Parent Teacher Organization (PTO) and Title I Parent Liaison hold events and/or workshops one time per month for parents and community members to get involved in the school. Throughout the year parents and community members are invited in to share in the celebrations of student achievement as well. The EGC Parent Liaison is present at the school daily and works closely with parents and families to maintain the connection between home and school.

Ella G Clarke Elementary School

(29-2520-080)

Grades Offered: 02-05

2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Surveys are conducted in the Spring and given to staff, parents, and students to complete. Results are analyzed and the Annual School Planning Team evaluates the overall climate and culture of the building. The collected data is utilized to develop and set goals for the following school year.
School Safety:	Our School Safety Team in collaboration with our School Security Specialist maintain the safety of the school. EGC also has a School Resource Officer who works closely with the staff and students to maintain their safety both in and outside of the school.

Ella G Clarke Elementary School

(29-2520-080)

Grades Offered: 02-05

2018-2019

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Technology and STEM:	Ella G. Clarke utilizes MacBooks in the classrooms daily. All classrooms are equipped with a SMARTBoard as well. Teachers are welcome to utilize the MAC Computer Lab with their students when a regularly scheduled computer class is not in session.

NJ SCHOOL PERFORMANCE REPORT

Ella G Clarke Elementary School

(29-2520-080)

Grades Offered: 02-05

2018-2019

School Narrative

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Other Information	Ella G. Clarke Elementary School is comprised of a community of learners that are dedicated to cultivating a culture of academic excellence. We currently have 316 students from various ethnic backgrounds that are dispersed throughout our second through fifth grade classrooms. The Ella G. Clarke family prides itself on providing quality learning experiences to all of our students. The use of 21st century technology to facilitate project-based learning is also an integral part of our educational program. However, the most important change to our instructional process is to have the entire school galvanize around a theme that promotes high expectations academically, socially, and emotionally. We the Ella G. Clarke family are Striving for Excellence! Data collection and analysis is still paramount to our instructional decision–making process. Both formative and summative assessments will be used to develop SMART goals and data driven instruction. Our data collection will range from anecdotal records to benchmark assessments which will be coupled with probing discussion, identification of trends, and consultations with literacy and math specialist to identify next steps.

NJ SCHOOL PERFORMANCE REPORT

Lakewood Early Childhood Center
(29-2520-300)
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:

Lakewood Early Childhood Center
(29-2520-300)
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	Ocean
District	Lakewood Township School District
Principal Name	Ms. Heni Mozes
Address	100 LINDEN AVE LAKEWOOD, NJ 08701
Phone Number	732-905-3626
Email Address	hmozes@lakewoodpiners.org
Website	https://www.lakewoodpiners.org/Domain/179

NJ SCHOOL PERFORMANCE REPORT

Lakewood Early Childhood Center
(29-2520-300)
Grades Offered: PK-PK
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	243	260	267
Total	243	260	268

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	38.6%	38.8%	36.7%
Male	61.4%	61.2%	63.3%
Economically Disadvantaged Students	67.1%	54.5%	53.7%
Students with Disabilities	61.4%	61.6%	71.5%
English Learners	0.4%	0.0%	0.0%
Homeless Students	0.0%	0.0%	1.1%
Students in Foster Care	0.4%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	24.8%	30.2%	40.4%
Hispanic	71.5%	64.2%	55.2%
Black or African American	3.3%	4.5%	4.4%
Asian	0.0%	0.7%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.0%	0.0%
Two or More Races	0.0%	0.4%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	243	260	267

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	54.8%
Spanish	44.4%
Other Languages	0.7%

NJ SCHOOL PERFORMANCE REPORT

Lakewood Early Childhood Center

(29-2520-300)

Grades Offered: PK-PK

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	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 vs. Number of Absences

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

NJ SCHOOL PERFORMANCE REPORT

Lakewood Early Childhood Center
(29-2520-300)
Grades Offered: PK-PK
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 by Grade

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

School: 33% State: 31% (PK)

Legend: School, State

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Lakewood Early Childhood Center
(29-2520-300)
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	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	1		1

Student Disciplinary Removals

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

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

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

Lakewood Early Childhood Center
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2018-2019

NJ SCHOOL PERFORMANCE REPORT

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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N

NJ SCHOOL PERFORMANCE REPORT

Lakewood Early Childhood Center
(29-2520-300)
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 – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	5.7	12.1
Average years experience in district	5.3	10.8
Percentage of Teachers with 4 or more years experience in the district	67.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	11.9	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	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	9:1	11:1
Students to Administrators	135:1	187:1
Teachers to Administrators	16:1	16:1
Students to Librarians/Media Specialists		1120:1
Students to Nurses		800:1
Students to Counselors		373:1
Students to Child Study Team Members		215:1

NJ SCHOOL PERFORMANCE REPORT

Lakewood Early Childhood Center
(29-2520-300)
Grades Offered: PK-PK
2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	36.7%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	63.3%	0.0%	0.0%	51.6%	22.9%	45.1%
White	40.4%	96.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	55.2%	3.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Lakewood Early Childhood Center
(29-2520-300)
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 - 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 52%
Admin N/A

Master's Degree

Teacher 48%
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	83.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.1%

Lakewood Early Childhood Center
(29-2520-300)
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

Lakewood Early Childhood Center
(29-2520-300)
Grades Offered: PK-PK
2018-2019

School Narrative

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Highlights:	• State approved curriculum and data system • High quality interventions and related services • Focus on inclusion of special education students with their general education peers
Mission, Vision, Theme:	The Lakewood Early Childhood Center provides a nurturing environment where all children can develop and learn to their full potential. By providing a child-centered comprehensive approach to learning, students' individual needs are met with respect and understanding while recognizing their unique differences. By implementing research-based curriculum and monitoring student progress, we make data driven decisions that aid in each student's achievements and provide comprehensive supports. We strive to provide inclusive settings that recognize students' varied abilities, interests, needs and learning styles while promoting curiosity and discovery in a safe environment.

Lakewood Early Childhood Center
(29-2520-300)
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School Narrative

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Courses, Curriculum, Instruction:	Curiosity Corner Second Edition is fully implemented in all preschool classrooms. Teaching Strategies GOLD is the online data system, aligned with the NJCCCS and is used for all students. A new literacy curriculum was developed by preschool teachers to support exposure to Letterland which is aligned with Curiosity Corner and TS GOLD, our online data system. The Lakewood Board of Education follows a three year K-2 ELA Framework, focusing on enhancing hte clarity of the expections. The enhanced ELA framework will foster a strong sense of community within each classroom as well as a love of reading and learning. Through Discussion Circles, Turn and Talks, Shared Reading, and Partner Reading we encourage all students to become active participants in the learning that is taking place everyday. It is important that students build and grow ideas with one another to foster deeper thinking.

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2018-2019

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Staff and Professional Learning:	Through the use of some full day PD each year, weekly staff development meetings, professional learning communities, peer observations and weekly informative emails, our staff has the opportunity to collaborate and reflect on best practices.

Lakewood Early Childhood Center
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Student Supports and Services:	In support of our ELL population, we provide professional development to ensure that best practice in teaching and learning for all students is in place. Students with IEPs receive related services as per their IEP mandates and teaching staff collaborates frequently with teaching staff to ensure carry-over and progress across settings. We take pride in our ABA and DIR programs.
Student Health and Wellness:	Nutritious breakfast, lunch and snack programs are provided daily. Teacher share feedback with our food service provider on student preferences and impact the menu offerings. A variety of health presentations are conducted for the students throughout the year including a presentation on hand washing and oral hygiene.
Parent and Community Involvement:	The Lakewood Early Childhood Center Family Resource Center provides varied events and training for parents to facilitate high quality parent-child interactions and support parents in their work with their child in the home environment. The PTO informative and enjoyable events for parents and students throughout the year.

Lakewood Early Childhood Center
(29-2520-300)
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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Each year a survey is sent to parents at the start of the school year and then again to parents and staff at the end of the school year. These surveys give us information on how we are meeting staff and family expectations in providing a high quality learning environment for all staff and students.
Facilities:	The LECC is currently housed in 3 trailer complexes with both stationary and portable playground equipment for children at each location.

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Lakewood Early Childhood Center
(29-2520-300)
Grades Offered: PK-PK
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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.

ABC Early Childhood Education:	The Lakewood Early Childhood Center is exclusively early childhood with developmentally appropriate curriculum and assessment.

NJ SCHOOL PERFORMANCE REPORT

Lakewood Early Childhood Center

(29-2520-300)

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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.

Other Information	The LECC opened 4 transitional Kindergarten classes. ELA K-2 Department has created a Framework to ensure that our daily instruction is in sync with the New Jersey Student Learning Standards. There is an emphasis on Interactive Read Alouds with Accountable Talk which helps to address the Speaking and Listening Standards. In addition, Read Alouds help students grow their vocabulary, which is an area the district has identified as one of high importance for our students. Writing about reading becomes increasingly meaningful after rich discussions take place on relevant issues. The Anchor Lessons/Mini-Lessons, Interactive Read Aloud Units and suggested Shared Reading texts form the core and the backbone of our standards based, skill driven, rigorous ELA Curriculum. The Gradual Release Model is utilized to ensure that students are exposed to the expert modeling of best practice reading skills and strategies. Students then have the opportunity to practice briefly with teacher support (via the active engagement). Lastly, students attempt to approximate and apply the modeled skills and strategies independently. Teachers are provided with a soft script of the lesson language as a scaffold but can modify and tweak the lessons provided as needed. Suggested topics for mini-lessons, conferring, strategy groups, and guided reading all promote opportunities for differentiation. Our Phonemic Awareness and Phonics Foundational Skills block incorporates the Letterland systematic, multisensory, and interactive lessons to ensure students become proficient decoders. The Kindergarten Curriculum focuses on students mastering the letter sounds, learning high frequency words, and many decoding strategies (beginning sound trick, roller coaster, stretching, action trick…..). Although students learn to decode words with the following patterns (CVC, digraphs, blends, magic e, controlled r) some evidence of mastery is expected at the CVC level in order for students to move on to first grade.

NJ SCHOOL PERFORMANCE REPORT

Lakewood High School
(29-2520-050)
Grades Offered: 09-12
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Lakewood High School
(29-2520-050)
Grades Offered: 09-12
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	Ocean
District	Lakewood Township School District
Principal Name	Mrs. Ebony Rivera
Address	855 SOMERSET AVENUE LAKEWOOD, NJ 08701
Phone Number	732-905-3500
Email Address	erivera@lakewoodpiners.org
Website	https://www.lakewoodpiners.org/Domain/8

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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	313	347	368
10	310	299	331
11	264	249	264
12	232	251	244
Total	1,119	1,146	1,207

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.5%	46.8%	46.6%
Male	52.5%	53.2%	53.4%
Economically Disadvantaged Students	61.6%	75.1%	84.4%
Students with Disabilities	12.5%	13.4%	14.7%
English Learners	11.0%	11.6%	12.6%
Homeless Students	0.9%	1.4%	0.8%
Students in Foster Care	0.0%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	5.1%	5.0%	4.2%
Hispanic	79.5%	82.7%	85.5%
Black or African American	14.4%	11.5%	9.2%
Asian	0.3%	0.3%	0.5%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.2%
Two or More Races	0.3%	0.2%	0.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,077	1,110	1,160
Shared Time Students	83	69	92
Full Time Equivalent	1,119	1,145	1,206

Enrollment by Home Language

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

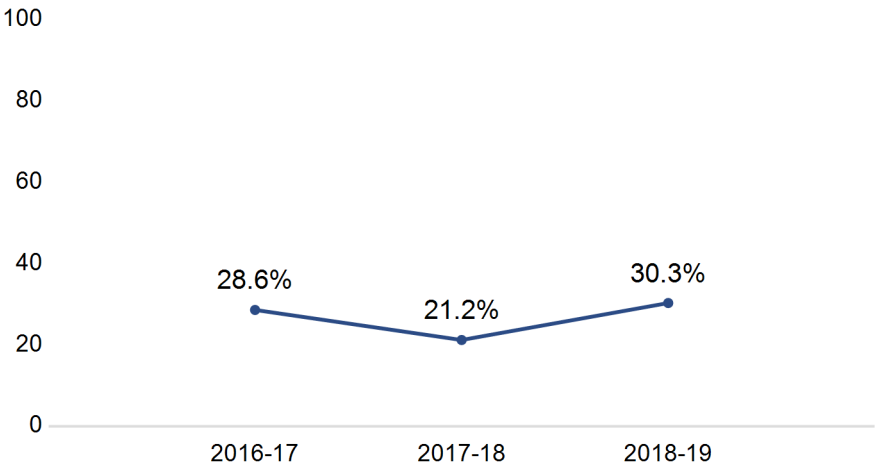| Home Language	% of Students
Spanish	73.8%
English	25.2%
Other Languages	1.0%

Lakewood High School

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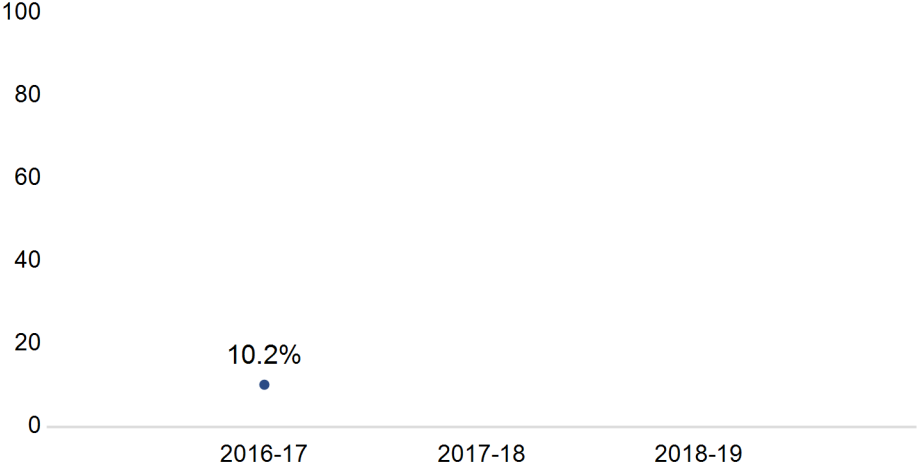**†** This indicates a table specific note, see note below table

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

28.6%	21.2%	30.3%
2016-17	2017-18	2018-19

Math Proficiency Rate for Federal Accountability

10.2%		
2016-17	2017-18	2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.5%	98.3%	99.5%	96.1%	98.1%	99.0%
Proficiency Rate for Federal Accountability	28.6%	21.2%	30.3%	10.2%	*	*
Annual Target	25.7%	28.5%	31.4%	10.7%	14.4%	18.0%
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%

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

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(29-2520-050)

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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	646	99.5	30.3	32.7	57.9	30.3	31.4	Met Target†
White	24	100.0	41.7	*	66.9	41.7	45.8	Met Target†
Hispanic	570	99.5	29.5	32.4	43.9	29.5	29.8	Met Target†
Black or African American	48	100.0	31.3	*	38.5	31.3	31.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.7	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	307	99.1	40.4	38.1	64.8	40.4		
Male	339	100.0	21.2	27.5	51.3	21.2		
Economically Disadvantaged Students	595	99.5	30.6	*	40.0	30.6	31.5	Met Target†
Non-Economically Disadvantaged Students	51	100.0	27.5	*	67.9	27.5		
Students with Disabilities	122	100.0	14.8	19.1	22.7	14.8	15.2	Met Target†
Students without Disabilities	524	99.4	34.0	37.0	65.1	34.0		
English Learners	69	98.6	15.9	24.9	29.3	15.9	16.3	Met Target†
Non-English Learners	577	99.7	32.1	38.8	60.6	32.1		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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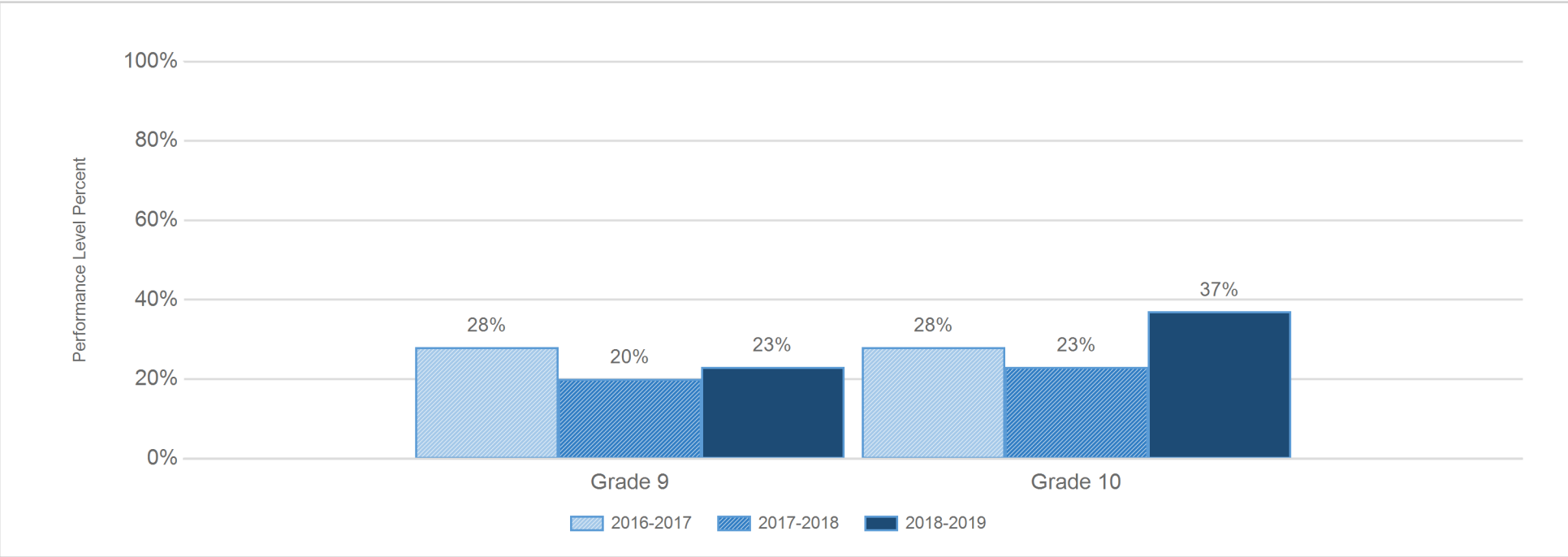
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English Language Arts Assessment - Performance Trends

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

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English Language Arts Assessment - Performance by Grade: Grade 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	328	725	725	753	24%	26%	27%	20%	3%	23%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	296	724	724	737	24%	26%	28%	*	*	22%	40%
Black or African American	24	725	725	732	*	*	*	*	*	29%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	147	735	735	760	16%	20%	30%	*	*	35%	63%
Male	181	716	716	746	30%	30%	25%	*	*	14%	49%
Economically Disadvantaged Students	306	724	724	734	*	*	*	*	*	23%	36%
Non-Economically Disadvantaged Students	22	732	732	762	*	*	*	*	*	27%	65%
Students with Disabilities	63	705	705	717	*	*	*	*	*	*	17%
Students without Disabilities	265	729	729	760	*	*	*	*	*	*	63%
English Learners	28	707	707	693	*	*	*	*	*	*	*
Non-English Learners	300	726	726	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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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	316	732	732	757	23%	18%	22%	28%	9%	37%	58%
White	10	748	748	767	*	*	*	*	*	50%	67%
Hispanic	278	732	732	738	23%	18%	22%	28%	8%	37%	43%
Black or African American	26	730	730	733	*	*	*	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	159	741	741	766	18%	15%	21%	36%	10%	46%	66%
Male	157	723	723	749	29%	20%	23%	21%	7%	28%	51%
Economically Disadvantaged Students	284	734	734	735	20%	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	32	712	712	767	50%	*	*	*	*	25%	67%
Students with Disabilities	48	699	699	711	54%	*	*	*	*	21%	19%
Students without Disabilities	268	738	738	765	18%	*	*	*	*	40%	65%
English Learners	26	689	689	687	*	*	*	*	*	*	*
Non-English Learners	290	736	736	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

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

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

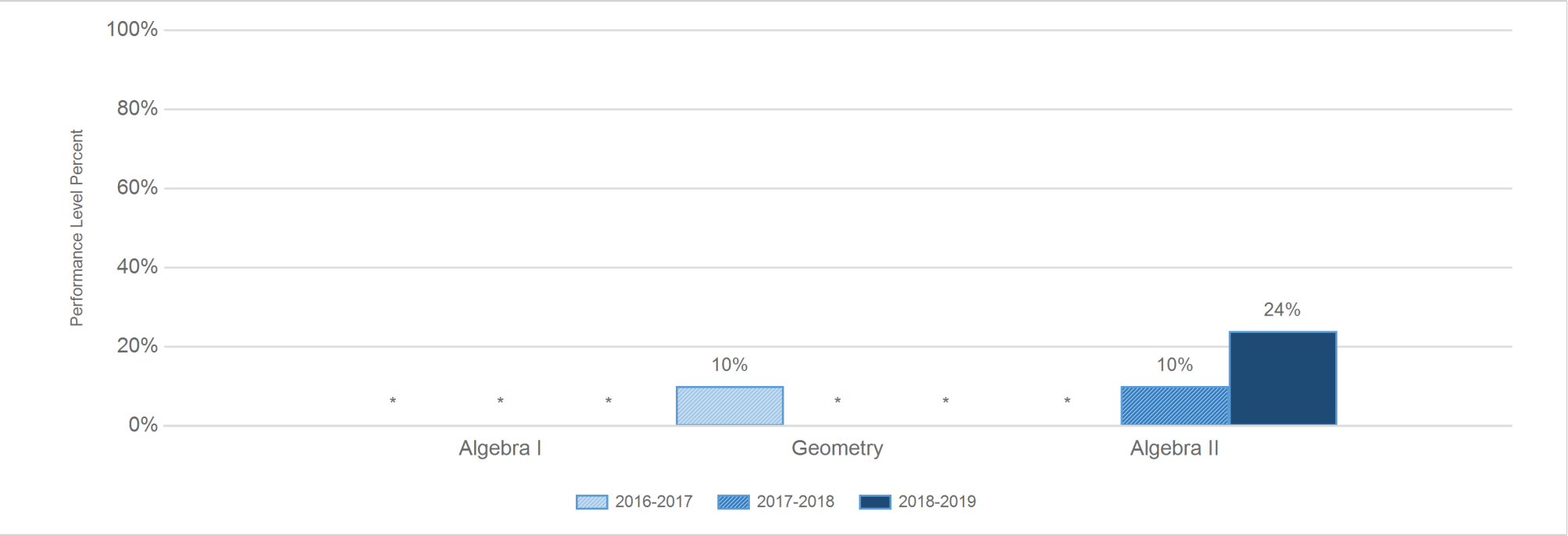| Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	648	99.0	*	*	44.5	*	18	Not Met
White	23	100.0	13.0	*	54.1	13.0	19.2	Met Target†
Hispanic	575	98.8	*	*	28.8	*	18.4	Not Met
Black or African American	46	100.0	*	15.5	23.0	*	15.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.4	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	311	98.8	*	*	44.9	*		
Male	337	99.1	*	*	44.2	*		
Economically Disadvantaged Students	600	99.0	*	*	26.3	*	18.5	Not Met
Non-Economically Disadvantaged Students	48	98.4	*	*	54.9	*		
Students with Disabilities	117	100.0	*	16.8	17.4	*	13.6	Not Met
Students without Disabilities	531	98.7	*	22.3	50.0	*		
English Learners	78	96.7	*	*	25.0	*	14.7	Not Met
Non-English Learners	570	99.3	*	*	46.5	*		
Homeless Students	*	*	*	27.3	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	335	713	718	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	304	713	718	728	*	*	*	*	*	*	24%
Black or African American	25	708	*	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	141	716	722	745	*	*	*	*	*	*	44%
Male	194	711	716	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	302	714	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	33	708	*	752	*	*	*	*	*	*	52%
Students with Disabilities	63	704	*	717	*	*	*	*	*	*	12%
Students without Disabilities	272	715	*	748	*	*	*	*	*	*	47%
English Learners	60	709	709	710	*	*	*	*	*	*	*
Non-English Learners	275	714	720	745	*	*	*	*	*	*	*
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	285	710	710	737	*	*	*	*	*	*	35%
White	11	722	722	743	*	*	*	*	*	18%	43%
Hispanic	254	710	710	724	*	*	*	*	*	*	17%
Black or African American	18	713	713	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	148	711	711	738	*	*	*	*	*	*	36%
Male	137	710	710	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	261	710	710	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	24	715	715	743	*	*	*	*	*	*	43%
Students with Disabilities	43	700	700	712	*	*	*	*	*	*	*
Students without Disabilities	242	712	712	741	*	*	*	*	*	*	*
English Learners	11	722	722	708	*	*	*	*	*	*	*
Non-English Learners	274	710	710	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Lakewood High School

(29-2520-050)

Grades Offered: 09-12

2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	735	735	755	*	*	45%	*	*	24%	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	23	727	727	752	*	*	*	*	*	*	55%
Male	10	754	754	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	33	735	735	756	*	*	45%	*	*	24%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	33	735	735	755	*	*	45%	*	*	24%	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	12	12

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	30.7%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	68	*	*
3-4	50	*	*
5 or more	12	*	*

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

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
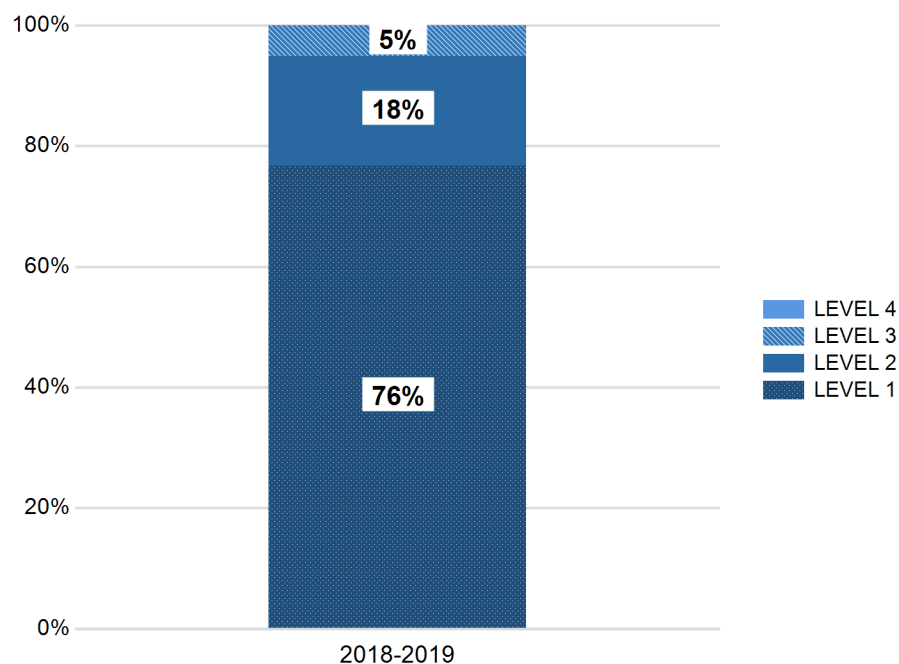
NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	18	5	0
White	83	17	0	0
Hispanic	76	19	5	0
Black or African American	83	17	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	70	25	5	0
Male	83	11	6	0
Economically Disadvantaged Students	76	18	6	0
Non-Economically Disadvantaged Students	79	19	2	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

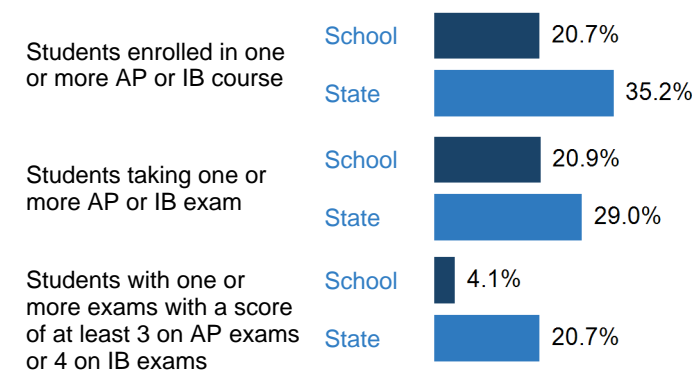**NJ SCHOOL PERFORMANCE REPORT**

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	36.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	57.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	N	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	400	476	Grade 10: 430 Grade 11: 460	23%	61%
PSAT 10/NMSQT - Math	406	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	440	539	480	28%	70%
SAT - Math	449	541	530	18%	53%
ACT - Reading	N	25	N	N	66%
ACT - English	N	24	N	N	81%
ACT - Math	N	24	N	N	65%
ACT - Science	N	24	N	N	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 20.7%
State 35.2%

Students taking one or more AP or IB exam
School 20.9%
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 4.1%
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 0.0%
State 19.0%
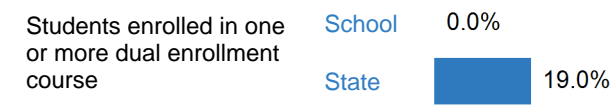
AP/ IB Courses Offered

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 Calculus AB	17	16
AP Calculus BC	6	6
AP English Language and Composition	81	54
AP English Literature and Composition	0	25
AP Physics 1	35	34
AP Physics 2	5	0
AP Physics C: Mechanics	0	4
AP Spanish Language	0	22
AP U.S. History	19	15
Total Exams taken		176
Exams with scores of at least 3 on AP exams or 4 on IB exams		30

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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 41.1%
State 7.7%
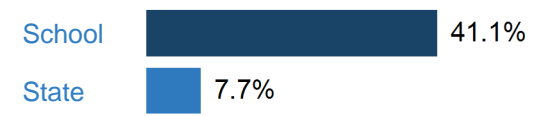
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School 29.3%
State 10.3%
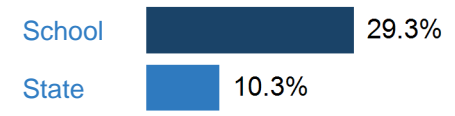
Structured Learning Experiences Participation

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	41.1%	29.3%	7.7%	10.3%
White	21.8%	33.7%	6.1%	9.6%
Hispanic	42.5%	28.6%	10.3%	11.3%
Black or African American	37.8%	33.3%	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	41.8%	30.7%	7.3%	10.6%
Male	40.6%	28.1%	8.0%	10.1%
Economically Disadvantaged Students	43.3%	28.7%	10.4%	11.8%
Students with Disabilities	34.5%	25.4%	6.6%	9.2%
English Learners	49.5%	13.5%	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%
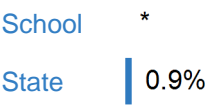
Industry-Valued Credentials by Career Cluster

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	525		
Business Management & Administration	45		
Education and Training	*		
Government & Public Administration	50		
Health Science	95		
Hospitality & Tourism	88		
Human Services	21	*	*
Manufacturing	*		
Marketing	*		
Science, Technology, Engineering & Mathematics	41		
Transportation, Distribution & Logistics	12	*	*
Total (All Clusters)	894	17	17

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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	272	40	0	0	0	0	117
10	2	238	1	0	0	0	63
11	4	37	154	23	7	0	45
12	0	12	48	14	16	0	151
Total	278	327	203	37	23	0	376
Enrolled in AP/IB Course					23	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	302	0	0	0	0	0
10	81	111	0	5	135	1
11	20	3	0	85	70	63
12	4	2	0	4	17	135
Total	407	116	0	94	222	199
Enrolled in AP/IB Course	0	0		0	40	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	301	0	0	0	0	0
10	0	294	0	0	0	0
11	2	243	0	0	1	0
12	0	64	0	0	60	61
Total	303	601	0	0	61	61
Enrolled in AP/IB Course	0	19	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	240	0	0	0	0	0	0
10	272	0	0	0	0	0	0
11	70	0	0	0	0	0	0
12	23	0	0	0	0	0	0
Total	605	0	0	0	0	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	110	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

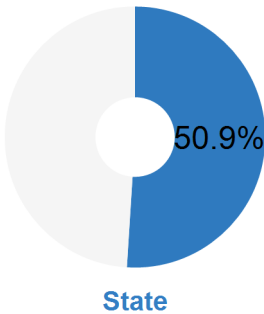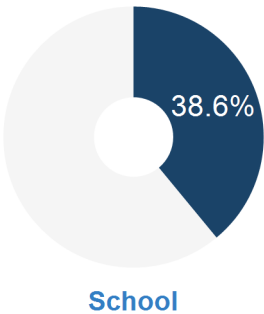**Lakewood High School**
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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school.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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	0	0	0	0	0	245
11	0	0	0	0	0	19
12	0	0	0	0	0	15
Total	0	0	0	0	0	279
Enrolled in AP/IB Course	0		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
Polish	*
Russian	*
Spanish	24
Total	26

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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

38.6%   **School**

50.9%   **State**

Students enrolled in one or more classes by discipline:

MUSIC
- School: 16.0%
- State: 17.6%

DANCE
- School: 0.0%
- State: 2.3%

DRAMA
- School: 0.0%
- State: 3.9%

VISUAL ARTS
- School: 24.7%
- 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: 75.7%
Cohort 2018: 81.8%
Cohort 2019: 81.3%

5-Year Graduation Rate Trends
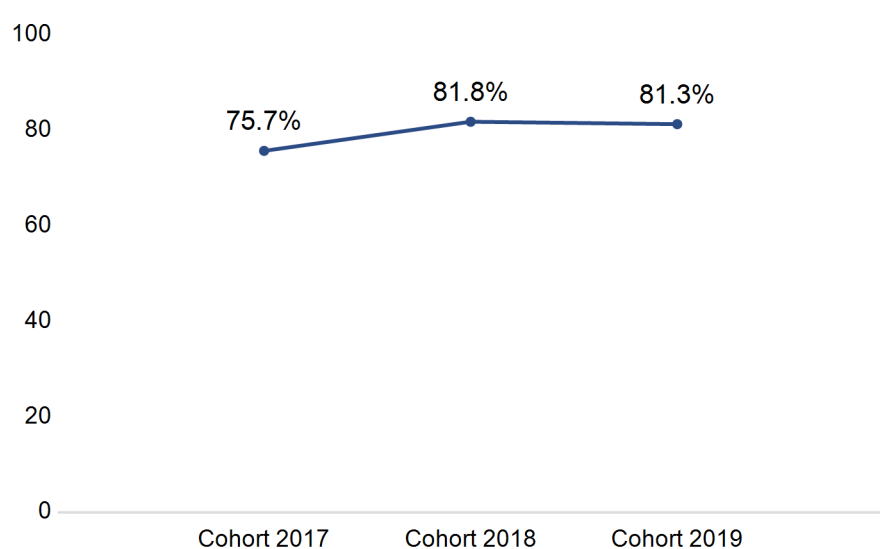
Cohort 2016: 77.3%
Cohort 2017: 80.6%
Cohort 2018: 85.4%
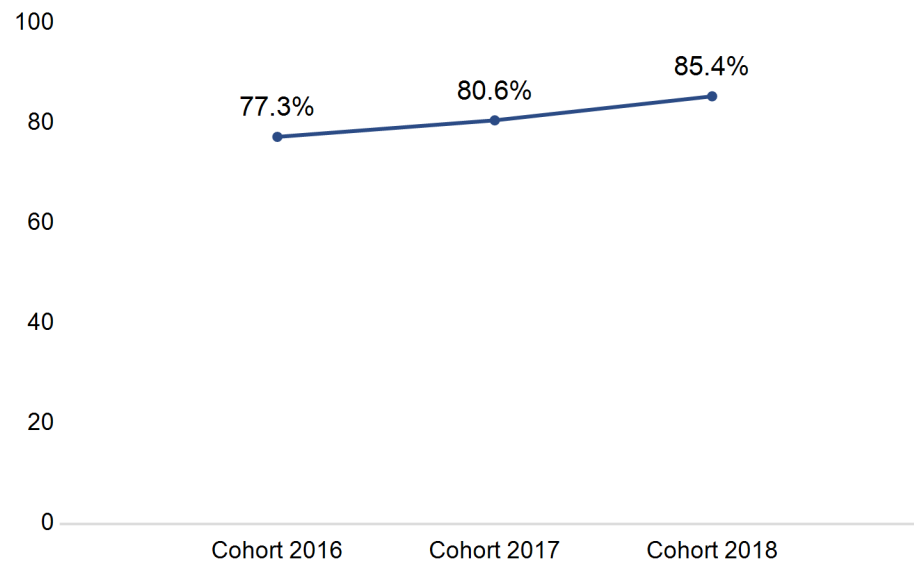
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	75.7%	81.8%	81.3%	77.3%	80.6%	85.4%
Annual Target	75.7%	76.7%		77.4%	78.4%	
Met Annual Target?	Met Target	Met Target		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

NJ SCHOOL PERFORMANCE REPORT

Lakewood High School
(29-2520-050)
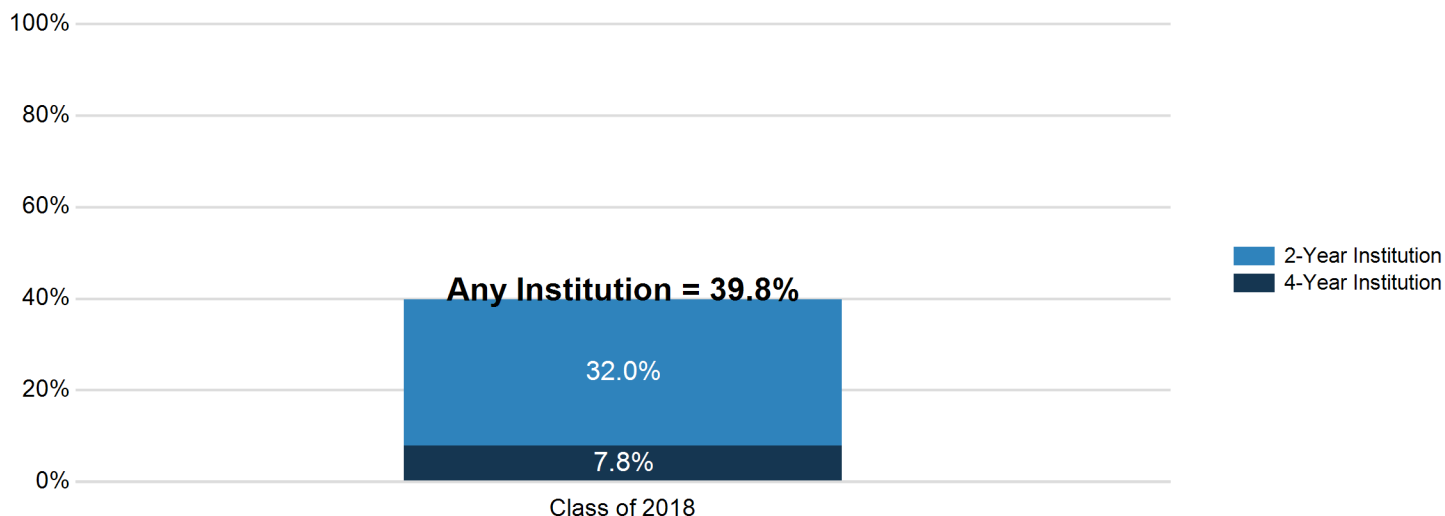Grades Offered: 09-12
2018-2019

Report Key:
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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	81.3%	90.6%	85.4%	92.5%	81.8%	76.7%	Met Target	80.6%	78.4%	Met Target
White	44.4%	94.9%	71.4%	95.9%	65.5%	68.3%	Not Met	*	70.2%	Not Met
Hispanic	83.1%	84.5%	86.2%	87.3%	82.8%	77.7%	Met Target	82.9%	75.0%	Met Target
Black or African American	86.7%	83.3%	89.1%	87.1%	87.2%	75.6%	Met Target	83.3%	89.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	N	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	81.5%	92.8%	89.2%	94.4%	83.7%			85.1%		
Male	81.1%	88.5%	82.3%	90.8%	80.2%			76.2%		
Economically Disadvantaged Students	82.7%	84.0%	87.3%	87.3%	83.7%	80.2%	Met Target	82.1%	79.3%	Met Target
Students with Disabilities	60.5%	79.2%	83.3%	83.8%	66.7%	62.6%	Met Target	65.2%	75.1%	Not Met
English Learners	75.0%	75.4%	68.0%	80.1%	66.0%	63.6%	Met Target	75.0%	61.3%	Met Target
Homeless Students	*	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		

Lakewood High School
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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	59.0%	30.5%
Substitute Competency Test	2.0%	13.7%
Portfolio Appeals Process	33.6%	50.0%
Alternate Requirements specified in IEP	5.5%	5.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	2.6%	1.2%
2017-2018	4.5%	1.2%
2016-2017	3.7%	1.1%

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2018-2019

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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 = 39.8%

- 2-Year Institution
- 4-Year Institution

32.0%

7.8%

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	32.0%
% Enrolled in 4-Year Institution	7.8%
% Enrolled in Any Postsecondary Institution	39.9%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	35.7%	69.1%	30.9%
White	20%	100%	0%
Hispanic	36.5%	75.3%	24.7%
Black or African American	35.9%	28.6%	71.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	35.4%	70.3%	29.7%
Students with Disabilities	34.6%	66.7%	33.3%
English Learners	13%	66.7%	33.3%

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	39.9%	80.4%	19.6%	93.8%	6.3%	84.8%	15.2%
White	*	*	*	*	*	*	*
Hispanic	35.9%	86.1%	13.9%	94.9%	5.1%	88.6%	11.4%
Black or African American	54.8%	65.2%	34.8%	87%	13%	69.6%	30.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	39.3%	80%	20%	97.1%	2.9%	90%	10%
Students with Disabilities	23.5%	75%	25%	87.5%	12.5%	62.5%	37.5%
English Learners	10%	100%	0%	100%	0%	100%	0%

Lakewood High School

(29-2520-050)

Grades Offered: 09-12

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	238	17.7	14.2	Not Met
White	14	11.2	14.2	Met
Hispanic	182	16.7	14.2	Not Met
Black or African American	38	31.7	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	108	16.9		
Male	130	18.4		
Economically Disadvantaged Students	197	17.8	14.2	Not Met
Students with Disabilities	56	21.1	14.2	Not Met
English Learners	32	21.3	14.2	Not Met
Homeless Students	8	72.7		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	19
Weapons	0
Vandalism	5
Substances	15
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	42
Incidents Per 100 Students Enrolled	3.48

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	9
Weapons	0
Vandalism	5
Substances	9
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	45	3.7%
Any Suspension	45	3.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	10	0.8%

School Days Missed due to Out-of-School Suspensions
424

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School Day

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

Category	School
Typical Start Time	7:00 AM
Typical End Time	1:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.7:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	90	118,214
Average years experience in public schools	9.9	12.1
Average years experience in district	9.2	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	11.9	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	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	13:1	11:1
Students to Administrators	302:1	187:1
Teachers to Administrators	23:1	16:1
Students to Librarians/Media Specialists		1120:1
Students to Nurses		800:1
Students to Counselors		373:1
Students to Child Study Team Members		215:1

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	61.1%	25.0%	48.4%	77.1%	54.9%
Male	53.4%	38.9%	75.0%	51.6%	22.9%	45.1%
White	4.2%	84.4%	75.0%	42.4%	83.6%	77.4%
Hispanic	85.5%	8.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.2%	6.7%	25.0%	15.0%	6.6%	13.9%
Asian	0.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 82%
Admin — N/A

Master's Degree

Teacher — 17%
Admin — 100%

Doctoral Degree

Teacher — 1%
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	83.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.8%

Lakewood High School
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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	28.6%	21.2%	30.3%
Math Proficiency	10.2%	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	75.7%	81.8%	81.3%
5-Year Graduation Rate†	77.3%	80.6%	85.4%
Progress toward English Language Proficiency		43.4%	30.7%
Chronic Absenteeism	21.6%	25.8%	17.7%

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Lakewood High School
(29-2520-050)
Grades Offered: 09-12
2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	Met Target	Met Target	Met Target†	Not Met	No
White	Met Target†	Met Target†	Not Met	Not Met	n/a	Met	No
Hispanic	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	Met Target†	Not Met	Met Target	Met Target	**	Not Met	No

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

Lakewood High School
(29-2520-050)
Grades Offered: 09-12
2018-2019

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School Narrative

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

Highlights:	• Over 50 after school clubs, activities, athletics and instructional support. Some of the clubs include academic excellence, African American society, debate club/ mock trial, and interact club. • Every classroom is equipped with Smartboards to enhance instruction; each department has an average of 1 - 2 Chromebook/Mac book carts. Each technology cart contains 30 student devices. • 2016 Recipient of a showcase school for PBSIS. PBSIS is guided by universal interventions which are designed to establish a positive and proactive school climate.
Mission, Vision, Theme:	Lakewood High School's Mission is to establish a climate and culture that fosters positive student development and achievement, and enhance learning that leads to success in post-secondary studies, the workforce, and in life.
Awards, Recognition, Accomplishments:	The AP Initiative at Lakewood High School increased the number of students that received a passing score on an AP assessment.

NJ SCHOOL PERFORMANCE REPORT

Lakewood High School
(29-2520-050)
Grades Offered: 09-12
2018-2019

School Narrative

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Courses, Curriculum, Instruction:	Advanced Placement courses in Physics, Calculus, Literature, Spanish and History.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Coed)

NJ SCHOOL PERFORMANCE REPORT

Lakewood High School
(29-2520-050)
Grades Offered: 09-12
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.

Before and After School Programs:	Before school: Students are offered a nutritious breakfast. After school: Programs such as credit recovery, math tutoring and homework club, offer students the opportunity to improve academically. Students who participate in these programs are offered internet access on individual computers in the school library. The Achievement Academy offers an alternative education program for current students. Credit Recovery: Students are offered courses that are self-contained, independent study units designed to supplement the existing curriculum. Credit recovery gives students a chance to earn credit in subjects in addition to their regular scheduled courses.
Staff and Professional Learning:	In September staff members are offered professional development in district. Staff are required to complete all mandatory Safe School Training: Training titled includes online safety cyber bullying, FERPA: confidentiality of records, blood borne pathogen exposure prevention, etc.
Postsecondary Information:	According to NJDOE performance summary report dated 2017-2018, Lakewood High School graduates enrolled in college after graduation was 40.9%. According to the Lakewood High School Guidance Department (2019): Lakewood High School class of 2019, 12.02% of the graduates are enrolled in 4 year colleges/ universities over 41.47% are enrolled in a 2 year college and 1.55% are serving in the military and 10.08% went directly into the workforce.

Lakewood High School
(29-2520-050)
Grades Offered: 09-12
2018-2019

School Narrative

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Student Supports and Services:	Lakewood High School offers students a full school based counseling program in addition to a full time guidance department, and Child Study Team. Lakewood HS promotes an active and involved I&RS and 504 team as well. Lakewood High School also offers an alternate educational opportunity called Achievement Academy for students in 10th -12th grade that have mitigating circumstances that cause the traditional school day not to be a viable educational setting in which they can thrive.
Student Health and Wellness:	Lakewood High School is fortunate in offering free breakfast and lunch to all students. Lakewood High School offers teen prep pregnancy prevention curriculum. Lakewood High School students are offered alternating 80 minutes block of Physical Education and Health. LHS offers an array of social support groups via our School Base Program that help to address SEL and overall development.
Parent and Community Involvement:	Lakewood High School is closely involved with parents and the community. There is a very involved PTSO (Parent, Teacher, and Student Organization) that offers scholarships to graduating seniors. Parents have direct access to their child grades and discipline via parent portal. Parents are notified of any emergencies via the Lakewood Honeywell System. Clubs partner with outside agencies and organizations. Parents, teachers and students contribute whenever there are families in need in the community i.e. Home fires, death in family. The Lakewood High School family contributes to various causes in the community for example, Autism Awareness Week, Veterans, Breast Cancer Awareness Week, The Food Bank, and Clothing Drive.

NJ SCHOOL PERFORMANCE REPORT

Lakewood High School
(29-2520-050)
Grades Offered: 09-12
2018-2019

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School Narrative

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	Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers Lakewood High School gives PBSIS survey to staff once per year.
	Facilities:	Lakewood High School is fortunate to have the following state of the arts instructional areas: Culinary Arts (featuring a brand new classroom), TV Production Studio known as " Piner Production", Fashion design studio, Recording arts studio, Digital Photography studio, Full Mac Labs, 2-story Media Center, Indoor Track(upper level of the gymnasium). Lakewood High School heating and cooling systems were replaced by the HVAC system in 2016. This new system is energy efficient and conducive with school.
	School Safety:	Lakewood High School has metal detectors. All school doors have sensors and alarms. Lakewood High School has an intensive surveillance camera system. School Security: There is one onsite full time police officer. School Security consists of retired police officers.Students are required to have a student ID badge. Visitors entering the building are required to be scanned through a identification system. Lakewood administrators, faculty, staff and students participate in fire, lock down, and shelter in place and active shooter drills monthly. Administration holds monthly meetings with the Director of Security to review security issues or concerns.

NJ SCHOOL PERFORMANCE REPORT

Lakewood High School
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School Narrative

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Technology and STEM:	P.L.T.W (Project Lead the Way) Curriculum in Engineering and Biomedical. PLTW provides engaging classroom environment that empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. The curriculum has pathways in computer science, engineering, and biomedical science. Students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate. https://www.pltw.org/about-us Horticulture program offers students an opportunity to learn about different kinds of plants and how to takecare of each plant in the onsite greenhouse.

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School
(29-2520-083)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

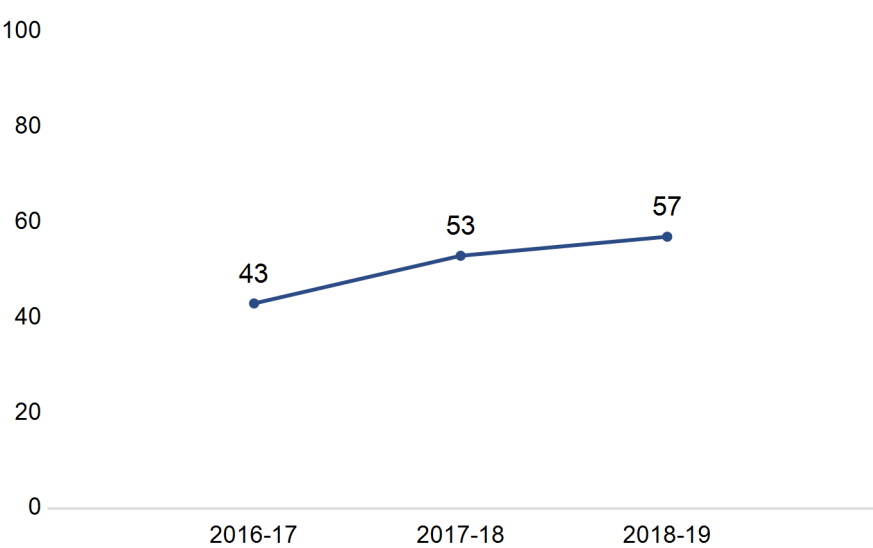| Type	Contact Information
County	Ocean
District	Lakewood Township School District
Principal Name	Mr. Richard Goldstein
Address	755 SOMERSET AVENUE LAKEWOOD, NJ 08701
Phone Number	732-905-3600
Email Address	rgoldstein@lakewoodpiners.org
Website	https://www.lakewoodpiners.org/Domain/9

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	455	433	472
7	390	442	418
8	362	375	430
Total	1,207	1,250	1,320

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.6%	49.1%	50.2%
Male	52.4%	50.9%	49.8%
Economically Disadvantaged Students	77.9%	87.0%	92.3%
Students with Disabilities	18.9%	18.7%	19.3%
English Learners	11.1%	14.9%	19.6%
Homeless Students	0.9%	1.1%	1.0%
Students in Foster Care	0.1%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.1%	2.9%	2.6%
Hispanic	87.0%	88.8%	90.5%
Black or African American	8.9%	7.2%	5.9%
Asian	0.5%	0.8%	0.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.2%	0.1%	0.2%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	81.3%
English	18.0%
Other Languages	0.8%

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School

(29-2520-083)

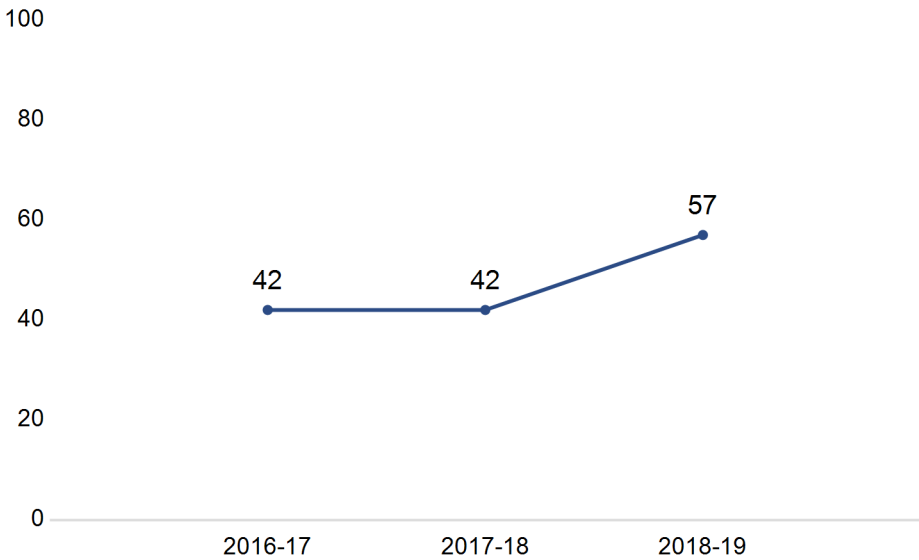Grades Offered: 06-08

2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	53	57	42	42	57
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

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	57	54	50	Met Standard	57	58	50	Met Standard
White	73	67	50	Exceeds Standard	41.5	63	52	**
Hispanic	57	54	49	Met Standard	57	58	47	Met Standard
Black or African American	44	39	45	Met Standard	50.5	49	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	73.5	73	59	**	*	73	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	58	55	53	N	57	57	50	N
Male	56	53	47	N	57	58	51	N
Economically Disadvantaged Students	57	54	48	Met Standard	57	58	46	Met Standard
Students with Disabilities	50.5	48	43	Met Standard	57	58	45	Met Standard
English Learners	60	55	52	Exceeds Standard	58	60	50	Met Standard
Homeless Students	44.5	54	43	N	*	50	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School
(29-2520-083)
Grades Offered: 06-08
2018-2019

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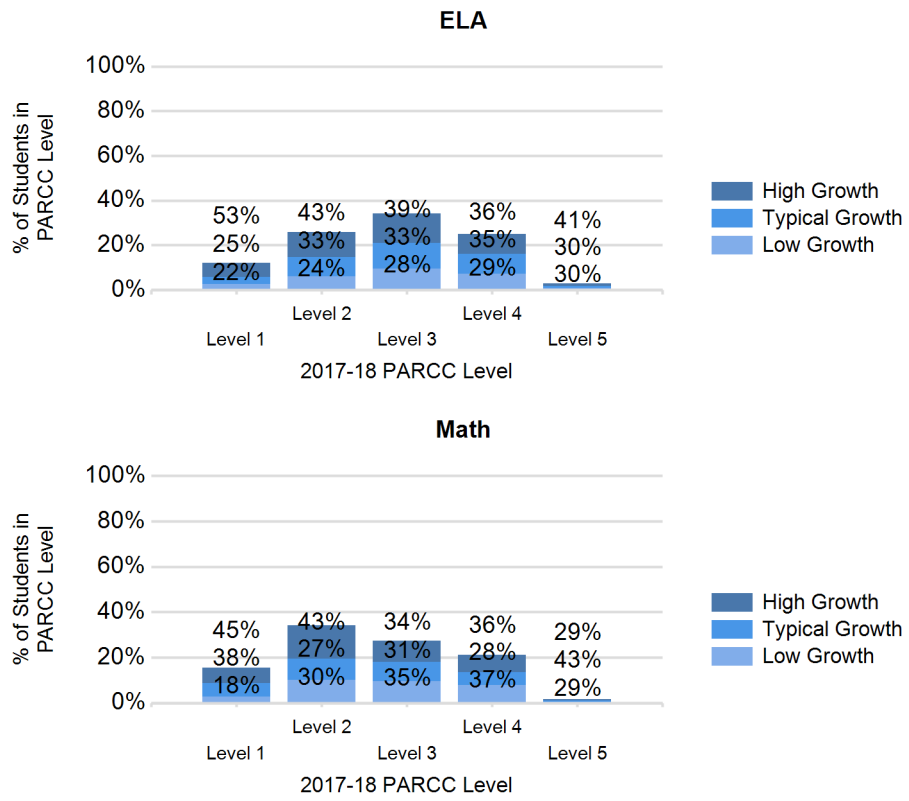† This indicates a table specific note, see note below table

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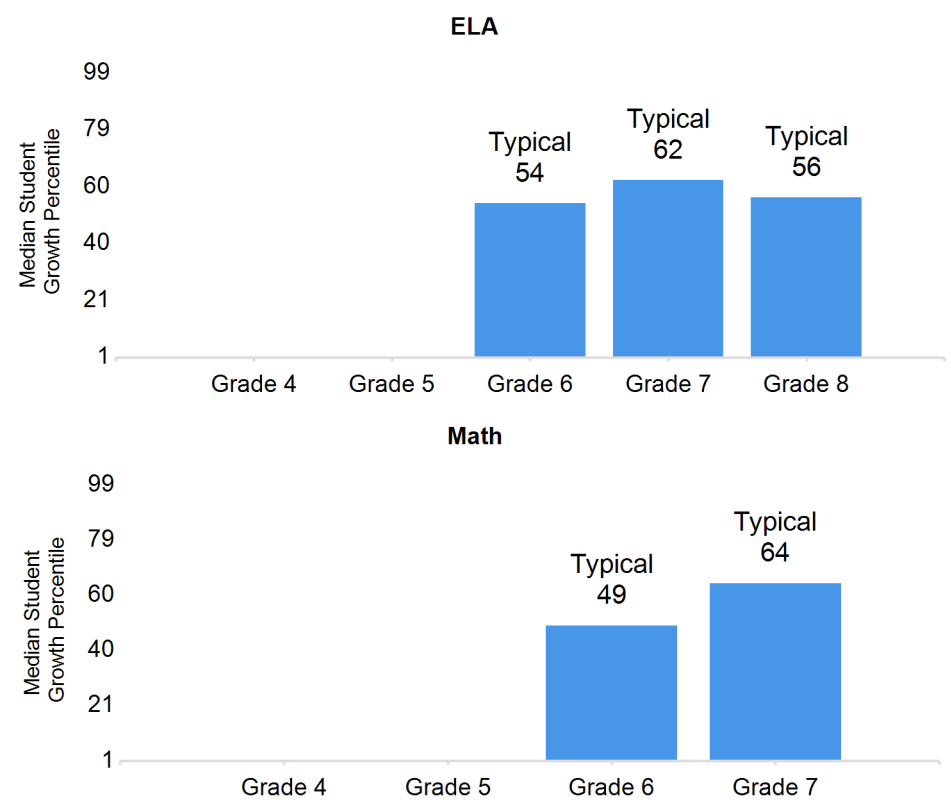
Student Growth by Performance Level

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

ELA

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	53%	25%	22%
Level 2	43%	33%	24%
Level 3	39%	33%	28%
Level 4	36%	35%	29%
Level 5	41%	30%	30%

Math

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	45%	38%	18%
Level 2	43%	27%	30%
Level 3	34%	31%	35%
Level 4	36%	28%	37%
Level 5	29%	43%	29%

Student Growth by Grade

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

ELA

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		Typical 54	Typical 62	Typical 56

Math

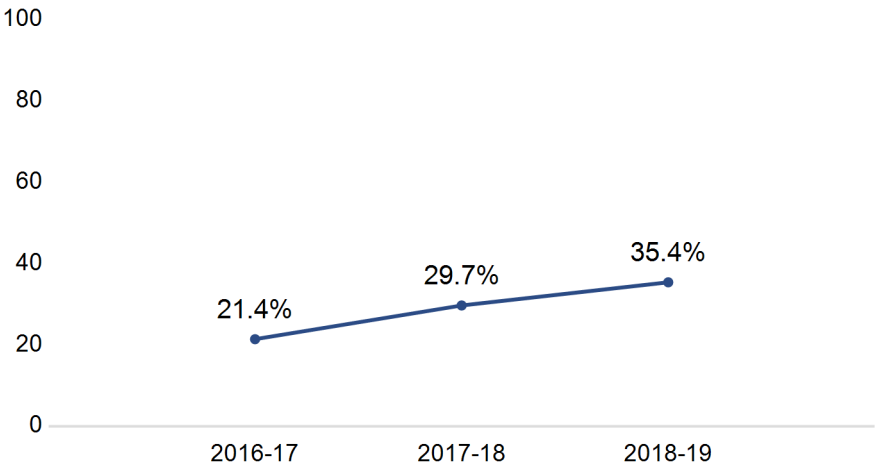| Grade 4	Grade 5	Grade 6	Grade 7
		Typical 49	Typical 64

6

NJ SCHOOL PERFORMANCE REPORT

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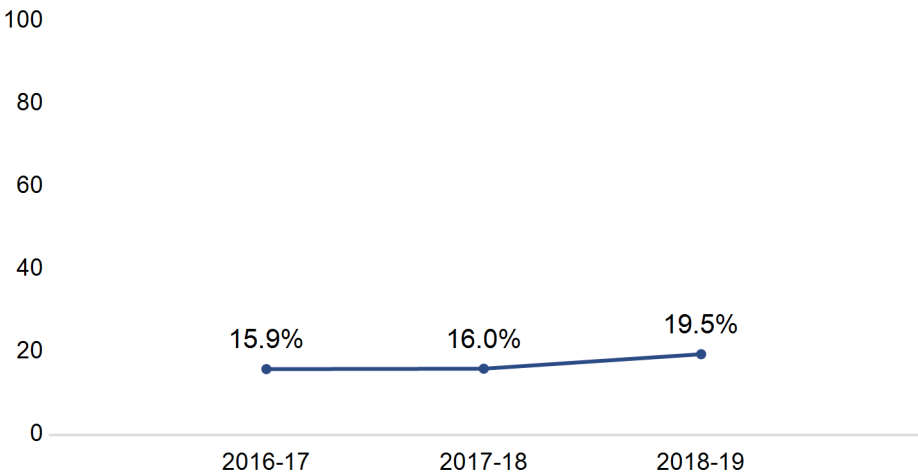† This indicates a table specific note, see note below table

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: 21.4%
- 2017-18: 29.7%
- 2018-19: 35.4%

Math Proficiency Rate for Federal Accountability

- 2016-17: 15.9%
- 2017-18: 16.0%
- 2018-19: 19.5%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	99.7%	99.8%	99.8%	99.7%	99.7%
Proficiency Rate for Federal Accountability	21.4%	29.7%	35.4%	15.9%	16.0%	19.5%
Annual Target	24.5%	27.4%	30.4%	16.5%	19.9%	23.2%
Met Annual Target?	Not Met	Met Target	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%

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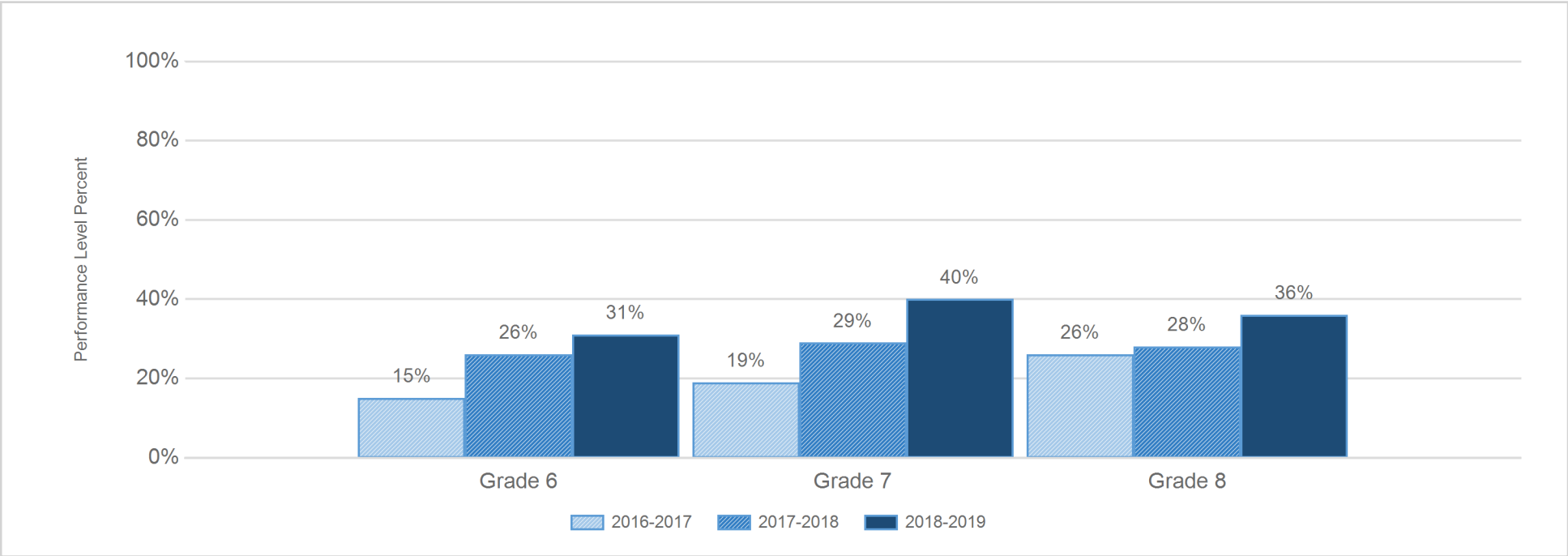
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English Language Arts Assessment - Participation and Performance

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	1301	99.8	35.4	32.7	57.9	35.4	30.4	Met Target
White	66	100.0	36.4	*	66.9	36.4	34.9	Met Target
Hispanic	1137	99.7	35.4	32.4	43.9	35.4	29.7	Met Target
Black or African American	82	100.0	29.3	*	38.5	29.3	32.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	641	99.8	43.7	38.1	64.8	43.7		
Male	660	99.7	27.4	27.5	51.3	27.4		
Economically Disadvantaged Students	1211	99.9	35.7	*	40.0	35.7	30.2	Met Target
Non-Economically Disadvantaged Students	90	98.0	32.2	*	67.9	32.2		
Students with Disabilities	294	99.3	15.0	19.1	22.7	15.0	23.1	Not Met
Students without Disabilities	1007	99.9	41.4	37.0	65.1	41.4		
English Learners	575	100.0	25.0	24.9	29.3	25.0	16.9	Met Target
Non-English Learners	726	99.6	43.7	38.8	60.6	43.7		
Homeless Students	12	100.0	33.3	25.0	29.1	33.3		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School
(29-2520-083)
Grades Offered: 06-08
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.

Grade	2016-2017	2017-2018	2018-2019
Grade 6	15%	26%	31%
Grade 7	19%	29%	40%
Grade 8	26%	28%	36%

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School
(29-2520-083)
Grades Offered: 06-08
2018-2019

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	461	737	737	754	9%	20%	40%	28%	3%	31%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	422	737	737	743	9%	20%	40%	28%	2%	31%	43%
Black or African American	27	731	731	738	*	*	44%	*	*	19%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	237	744	744	762	4%	17%	38%	*	*	41%	64%
Male	224	730	730	748	15%	24%	42%	*	*	20%	48%
Economically Disadvantaged Students	443	737	737	740	*	*	*	*	*	30%	39%
Non-Economically Disadvantaged Students	18	743	743	763	*	*	*	*	*	39%	67%
Students with Disabilities	88	720	720	722	*	*	*	*	*	*	19%
Students without Disabilities	373	741	741	761	*	*	*	*	*	*	64%
English Learners	85	715	715	710	*	*	*	*	*	*	*
Non-English Learners	376	742	742	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

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

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	394	743	743	761	11%	18%	30%	27%	13%	40%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	360	742	742	747	11%	18%	31%	28%	13%	40%	50%
Black or African American	22	736	736	741	*	*	*	*	*	32%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	214	747	747	769	8%	16%	31%	29%	15%	44%	71%
Male	180	738	738	753	14%	21%	29%	25%	11%	36%	55%
Economically Disadvantaged Students	374	744	744	743	*	*	*	*	*	41%	45%
Non-Economically Disadvantaged Students	20	716	716	771	*	*	*	*	*	25%	73%
Students with Disabilities	66	721	721	720	20%	33%	35%	*	*	12%	22%
Students without Disabilities	328	747	747	769	9%	15%	29%	*	*	46%	71%
English Learners	59	702	702	706	*	*	*	*	*	*	12%
Non-English Learners	335	750	750	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

Lakewood Middle School
(29-2520-083)
Grades Offered: 06-08
2018-2019

Report Key:
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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.

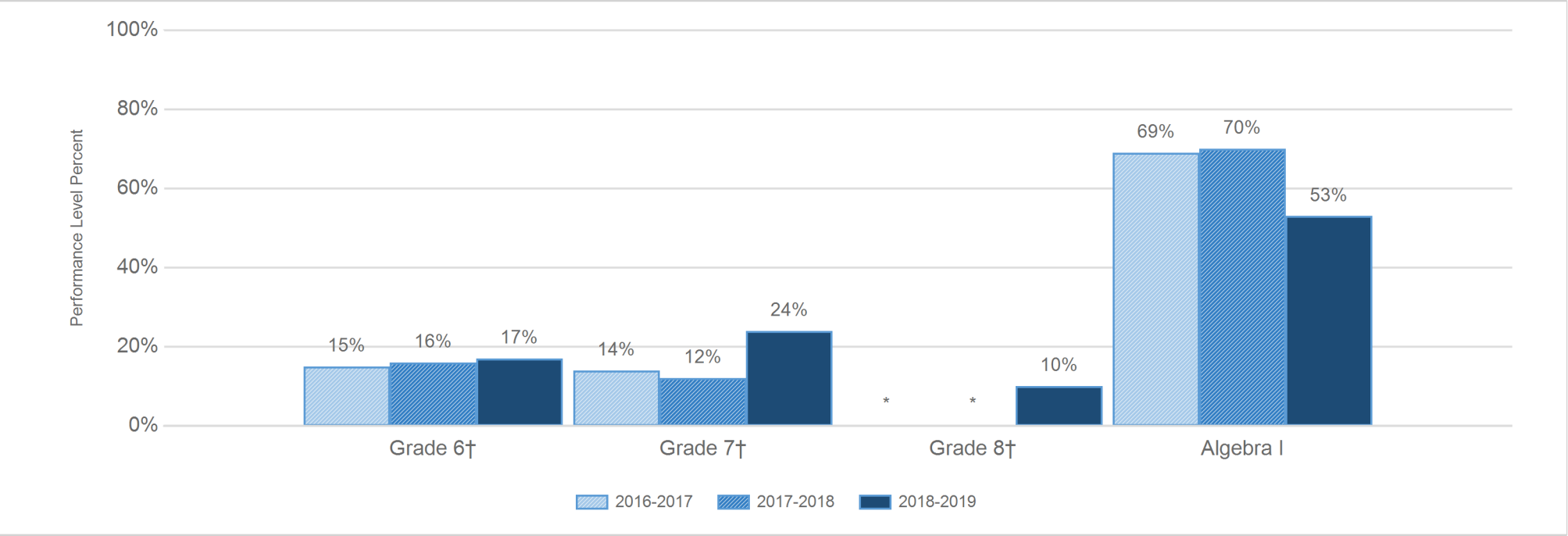| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	403	737	737	762	12%	23%	29%	31%	5%	36%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	353	736	736	747	12%	24%	31%	29%	5%	34%	49%
Black or African American	31	732	732	741	*	*	*	39%	0%	39%	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	N	N	N	769	N	N	N	N	N	N	69%
Female	187	744	744	771	*	21%	29%	*	*	45%	71%
Male	216	730	730	753	*	25%	29%	*	*	28%	55%
Economically Disadvantaged Students	362	737	737	743	10%	*	30%	*	*	36%	45%
Non-Economically Disadvantaged Students	41	731	731	772	27%	*	24%	*	*	37%	72%
Students with Disabilities	74	708	708	721	*	*	*	*	*	*	22%
Students without Disabilities	329	743	743	770	*	*	*	*	*	*	71%
English Learners	39	706	706	708	*	*	*	*	*	*	12%
Non-English Learners	364	740	740	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%

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

Report Key:
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- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
- **†** This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1321	99.7	19.5	*	44.5	19.5	23.2	Not Met
White	66	100.0	18.2	*	54.1	18.2	21.8	Met Target†
Hispanic	1157	99.7	19.7	*	28.8	19.7	23.1	Not Met
Black or African American	82	100.0	13.4	15.5	23.0	13.4	22.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	652	99.7	19.3	*	44.9	19.3		
Male	669	99.7	19.7	*	44.2	19.7		
Economically Disadvantaged Students	1224	99.9	20.2	*	26.3	20.2	23	Not Met
Non-Economically Disadvantaged Students	97	97.6	11.3	*	54.9	11.3		
Students with Disabilities	293	99.0	*	16.8	17.4	*	19.2	Not Met
Students without Disabilities	1028	99.9	*	22.3	50.0	*		
English Learners	596	100.0	14.1	*	25.0	14.1	15.1	Met Target†
Non-English Learners	725	99.5	24.0	*	46.5	24.0		
Homeless Students	13	100.0	30.8	27.3	17.1	30.8		
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.

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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 † 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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Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

Report Key:
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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	467	725	725	741	13%	42%	28%	*	*	17%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	428	725	725	729	12%	42%	29%	*	*	17%	24%
Black or African American	27	713	713	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	239	726	726	742	11%	42%	31%	*	*	17%	42%
Male	228	723	723	740	14%	43%	25%	*	*	17%	40%
Economically Disadvantaged Students	447	725	725	726	*	42%	*	*	*	17%	21%
Non-Economically Disadvantaged Students	20	724	724	750	*	60%	*	*	*	15%	53%
Students with Disabilities	87	713	713	716	*	*	*	*	*	*	12%
Students without Disabilities	380	727	727	746	*	*	*	*	*	*	46%
English Learners	92	709	709	709	*	*	*	*	*	*	*
Non-English Learners	375	728	728	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	409	731	731	744	10%	34%	32%	21%	3%	24%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	375	731	731	733	9%	35%	32%	*	*	24%	26%
Black or African American	22	726	726	727	*	*	*	*	*	14%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	222	731	731	744	11%	36%	29%	*	*	24%	42%
Male	187	732	732	743	9%	32%	36%	*	*	24%	42%
Economically Disadvantaged Students	379	733	733	731	*	33%	*	*	*	25%	24%
Non-Economically Disadvantaged Students	30	713	713	751	*	53%	*	*	*	10%	53%
Students with Disabilities	66	714	714	718	*	*	*	*	*	*	13%
Students without Disabilities	343	734	734	749	*	*	*	*	*	*	48%
English Learners	74	714	714	716	*	*	*	*	*	*	10%
Non-English Learners	335	735	735	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

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	361	711	711	728	39%	29%	22%	10%	0%	10%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	323	711	711	722	*	*	*	*	*	*	22%
Black or African American	26	707	707	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	N	N	N	730	N	N	N	N	N	N	31%
Female	164	713	713	731	*	*	*	*	*	*	31%
Male	197	710	710	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	317	713	713	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	44	701	701	735	*	*	*	*	*	*	36%
Students with Disabilities	73	695	695	707	*	*	*	*	*	*	10%
Students without Disabilities	288	715	715	734	*	*	*	*	*	*	35%
English Learners	52	712	712	706	46%	23%	21%	*	*	10%	10%
Non-English Learners	309	711	711	730	38%	30%	22%	*	*	10%	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%

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	751	718	744	0%	*	*	53%	0%	53%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	43	750	718	728	0%	*	*	51%	0%	51%	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	N	N	*	752	N	N	N	N	N	N	51%
Female	29	750	722	745	0%	*	*	48%	0%	48%	44%
Male	26	753	716	743	0%	*	*	58%	0%	58%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	709	710	N	N	N	N	N	N	*
Non-English Learners	55	751	720	745	0%	*	*	53%	0%	53%	*
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%

Lakewood Middle School
(29-2520-083)
Grades Offered: 06-08
2018-2019
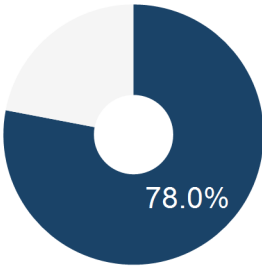
Report Key:
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** Accountability calculations require 20 or more students
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	27	27
7	21	21
8	25	25

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	11.4%	40.9%	Not Met

† 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	77	*	*
3-4	32	*	*
5 or more	103	*	*

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School
(29-2520-083)
Grades Offered: 06-08
2018-2019

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

NJSLA Science Assessment: Grade 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.

Chart values for 2018-2019:
- 2% (top)
- 35%
- 63%

Legend: LEVEL 4, LEVEL 3, LEVEL 2, LEVEL 1
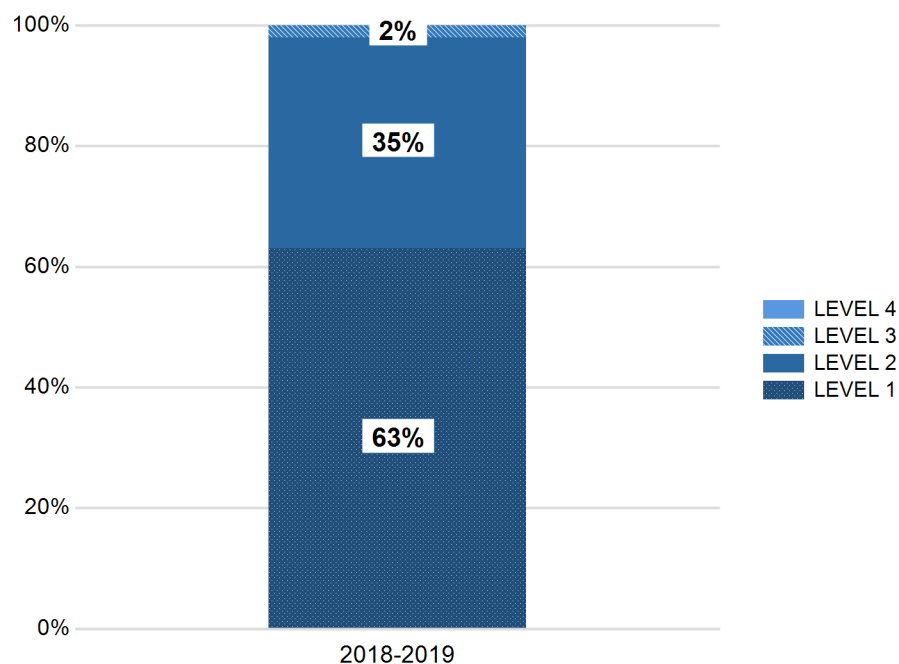
NJSLA Science Assessment: Grade 8

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.

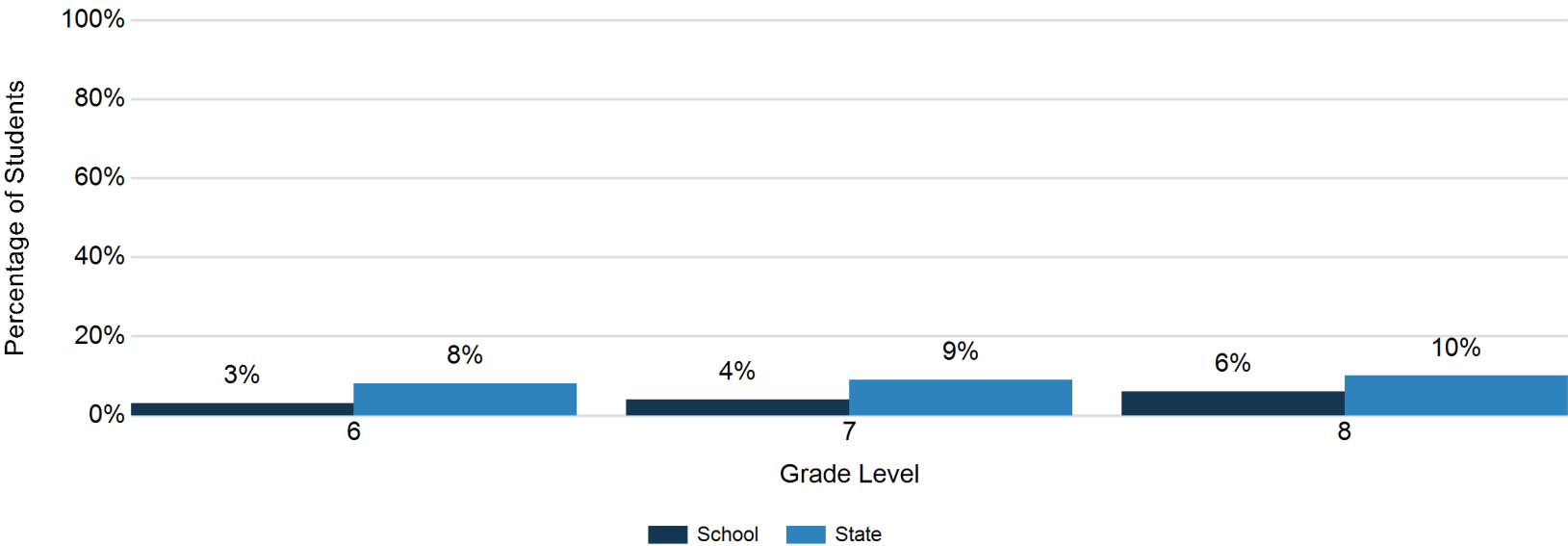| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	63	35	2	0
White	*	*	*	*
Hispanic	64	34	2	0
Black or African American	71	26	3	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	36	0	0
Male	62	33	4	0
Economically Disadvantaged Students	62	35	3	0
Non-Economically Disadvantaged Students	71	29	0	0
Students with Disabilities	84	15	1	0
Students without Disabilities	59	39	3	0
English Learners	81	19	0	0
Non-English Learners	60	37	3	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

Lakewood Middle School

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	471
7	0	0	419
8	0	0	429
Total	0	0	1319

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	136	0	0	0	0	0	0
7	114	0	0	0	0	0	0
8	110	0	0	0	0	0	0
Total	360	0	0	0	0	0	0

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

78.0%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC
School 33.0%
State 65.1%

DANCE
School 0.0%
State 2.2%

DRAMA
School 0.0%
State 7.1%

VISUAL ARTS
School 45.5%
State 70.0%

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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	64	4.4	9.1	Met
White	9	6.0	9.1	Met
Hispanic	45	3.8	9.1	Met
Black or African American	9	11.0	9.1	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	22	3.1		
Male	42	5.7		
Economically Disadvantaged Students	55	4.4	9.1	Met
Students with Disabilities	28	8.8	9.1	Met
English Learners	8	3.2	9.1	Met
Homeless Students	0	0		
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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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 by Grade

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

Grade Level	School	State
6	3%	8%
7	4%	9%
8	6%	10%

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	2
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	0.83

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	10	0.8%
Any Suspension	11	0.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
75

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School Day

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

Category	School
Typical Start Time	7:00 AM
Typical End Time	1:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	5.5:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	90	118,214
Average years experience in public schools	7.3	12.1
Average years experience in district	6.7	10.8
Percentage of Teachers with 4 or more years experience in the district	52.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	11.9	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	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	15:1	11:1
Students to Administrators	330:1	187:1
Teachers to Administrators	23:1	16:1
Students to Librarians/Media Specialists		1120:1
Students to Nurses		800:1
Students to Counselors		373:1
Students to Child Study Team Members		215:1

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.2%	75.6%	50.0%	48.4%	77.1%	54.9%
Male	49.8%	24.4%	50.0%	51.6%	22.9%	45.1%
White	2.6%	93.3%	75.0%	42.4%	83.6%	77.4%
Hispanic	90.5%	4.4%	25.0%	29.9%	7.3%	7.2%
Black or African American	5.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	1.1%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	1.1%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 84%
Admin N/A

Master's Degree

Teacher 16%
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	83.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.4%	29.7%	35.4%
Math Proficiency	15.9%	16.0%	19.5%
ELA Growth	43	53	57
Math Growth	42	42	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		12.5%	11.4%
Chronic Absenteeism	12.0%	6.9%	4.4%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• 2018-2019 PBSIS Show Case School of the Year NJ PBSIS is a collaboration between the NJDOE of Special Education and The Boggs Center, Rutgers Robert Wood Johnson Medical School. • 2018-2019 Recipient of the Lowes School Toolbox Grant • Chronic Absenteeism is on the decline, Student discipline is on the decline, focusing on increasing School Test Performance.
Mission, Vision, Theme:	Lakewood Middle School is a community of learners that assures safety, equity and success for all. Our primary focus is to provide students with rigorous, relevant, and engaging curriculum in all subject areas, with the purpose of equipping our students with 21st century skills and knowledge of the global society.
Awards, Recognition, Accomplishments:	2018-2019 Recipient of the Lowes School Toolbox Grant, Fuel Up to Play 60 Jets Grant Recipient

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School
(29-2520-083)
Grades Offered: 06-08
2018-2019

Report Key:
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School Narrative

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

Courses, Curriculum, Instruction:	Research-based strategies are implemented in Language Arts and Math in order to foster conceptual understanding and critical thinking. Students are provided with relevant real-world examples which makes the work rigorous and at the same time interesting to the student. In each content area, staff utilize data to drive their instruction. Analyzing student assessment data allows staff to better differentiate their instruction and to provide a series of interventions within their own classrooms.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Coed), Field Hockey (Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Volleyball (Boys & Girls), Wrestling (Coed)
Clubs and Activities:	Student Government Yearbook TOPS Program Project Venture Anime Club Makers Club

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

School Narrative

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Before and After School Programs:	Afterschool Academy to help struggling students; Elements program for high risk students; honors program; TOPS- Teen Outreach Program; Public Library runs a STEAM club weekly for students after school & comes onsite for book checkout, Community Service Club, Chess Club, Student Ambassadors, Piner Peer Program, Project Venture, After the Bell Program
Staff and Professional Learning:	New Teacher Orientations. After School Teacher Institute. Monthly mentee trainings in collaboration with Stockton University. Mentee/Mentor Monthly Meetings. Mentee/Mentor Monthly Checkoff lists. Online Resources.

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School
(29-2520-083)
Grades Offered: 06-08
2018-2019

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School Narrative

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Student Supports and Services:	Bilingual and ESL Programs integrated into the school day Additional support offered in the After School Academy offered for Bilingual students Active PTO with Bilingual Parent Liaison, Teen Out Reach Program, Social and Emotional need supports, Piner Peer Program, Student Ambassador Program, Student Government projects, Community outreach programs Lakewood Blackhawks. Lakewood Boy Scouts. Additional Social and Emotional Supports when warranted.
Student Health and Wellness:	Rutgers Nutritional Program, Weekly Wellness Staff Checkin Flyer, Student Government Community projects, Ocean County Park Program
Parent and Community Involvement:	Active PTO sponsoring school beautification and pride projects, monthly meetings and parent workshops,Community Liaison. Community Holiday Parades. Band/Chorus events at local Senior Citizen Centers. Read Across America. Recognition of organizations that donate time/effort at Board of Education Monthly Meetings. Community partnerships with the following organizations: Lakewood Blackhawks. Lakewood Boy Scouts.

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers PBSIS State Survey
Facilities:	The school was built in 1958. The school was equipped with Air conditioning in 2016. 2017 we created a brand new Technology classroom equipped with Robots, 3d Printers Apple TV, Mac Air Carts.
School Safety:	Resource Officers dedicated to school security along with security guards who monitor the front entrance and hallways. Week of Respect Activities. Week of Anti-bullying Activities. Daily RAP PBSIS tickets. RAP Tickets. Essays on bullying. Contents entered. Essays on Respect. Guidance Counselors push into classrooms to give presentations. Student Government presentations. Student Ambassadors give assemblies on bullying/respect throughout the year. PBSIS initiatives. Lakewood Middle School Student Government mentors preschool students

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

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School Narrative

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	Technology and STEM:	2017 we created a brand new Technology classroom equipped with Robots, 3d Printers Apple TV, Mac Air Carts. We also offer a STEAM club after school. Participate in the Week of Code
	Early Childhood Education:	Lakewood Middle School Student Government mentors preschool students.

NJ SCHOOL PERFORMANCE REPORT

Lakewood Middle School

(29-2520-083)

Grades Offered: 06-08

2018-2019

School Narrative

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Other Information	Our Core Values are defined, embedded and implemented into school culture. Our Core Values/Beliefs are:All students can learn.We are accountable for student learning.We are productive each minute of the day.We practice thoughtful and strategic instruction.We actively seek and apply sound solutions to respond to the needs of students. Students, staff, and parents use the common language, "It's A Rap" reflecting the school's core values. "It's A RAP", stands for Respectable, Accountable, and Punctual. This runs hand in hand with our Positive Behavior Supports in Schools Program. All posters with our values and expectations are posted in every classroom, cafeteria, auditorium, and the hallways. Affirming positive behavior, teaching social skills, involving students at all levels of the school, equipping teachers with the skills to meet the needs of diverse learners, coordinating programs, and using multi-setting interventions are practices used for promoting a positive school climate. Lakewood Middle Schools mission is to improve each student's proficiency in Language Arts and Mathematics. This is being accomplished through the use of rigorous and relevant curriculum, the analysis of student learning data, professional development, and the effective implementation of the Common Core Standards. Lakewood Middle School is a community of learners that will work together to ensure safety, equity, and success for all. We expect teachers to link the curriculum to the schools core values and relate the lessons to our school and the community. Over the past 5 years we have seen an improvement in overall building climate, attendance, grades, and, reductions in office discipline referrals and suspensions for students, including students with disabilities.

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School
(29-2520-084)
Grades Offered: 01-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

2018-2019

School Contact Information

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

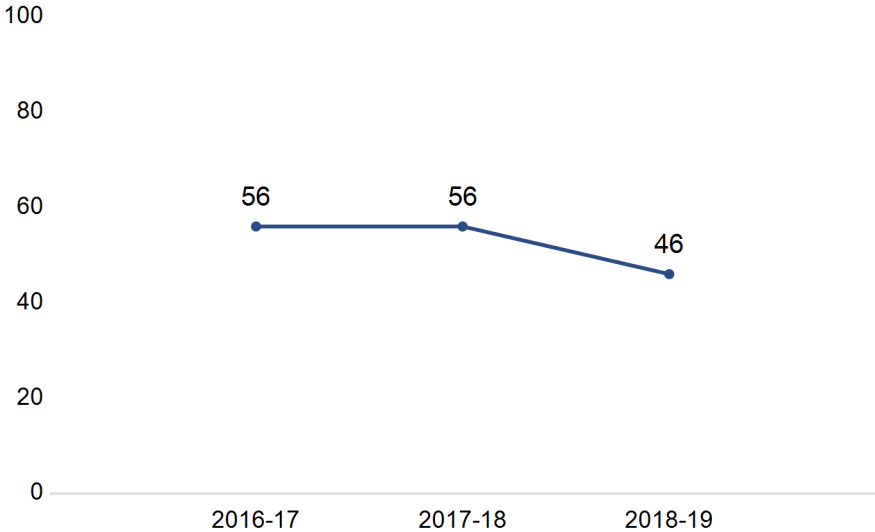| Type	Contact Information
County	Ocean
District	Lakewood Township School District
Principal Name	Mr. Joseph Schroepfer
Address	75 OAK STREET LAKEWOOD, NJ 08701
Phone Number	732-905-3670
Email Address	jschroepfer@lakewoodpiners.org
Website	https://www.lakewoodpiners.org/Domain/10

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School
(29-2520-084)
Grades Offered: 01-05
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
1	31	23	25
2	251	225	196
3	237	233	207
4	227	207	183
5	183	217	192
Total	940	906	803

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	48.8%	48.3%	47.4%
Male	51.2%	51.7%	52.6%
Economically Disadvantaged Students	84.0%	89.8%	92.7%
Students with Disabilities	21.8%	25.8%	30.4%
English Learners	31.5%	40.5%	42.2%
Homeless Students	1.2%	0.6%	0.9%
Students in Foster Care	0.3%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.1%
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	3.5%	3.1%	3.9%
Hispanic	88.5%	88.5%	87.7%
Black or African American	6.9%	7.2%	7.6%
Asian	0.3%	0.4%	0.4%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.6%	0.7%	0.4%

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
Spanish	79.0%
English	20.4%
Other Languages	0.6%

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School

(29-2520-084)

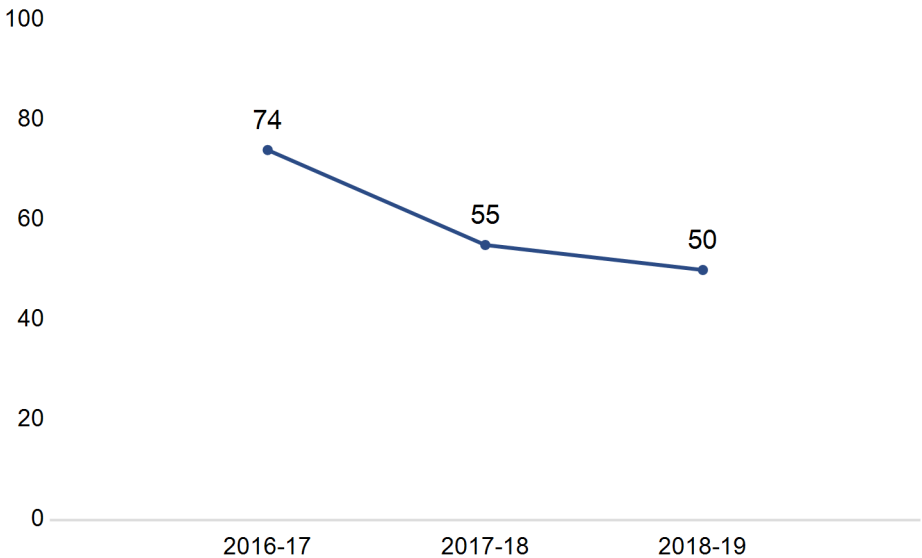Grades Offered: 01-05

2018-2019

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 | 2017-18 | 2018-19 |
| 56 | 56 | 46 |

Math Median Student Growth Percentile

| 2016-17 | 2017-18 | 2018-19 |
| 74 | 55 | 50 |

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	46	74	55	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School
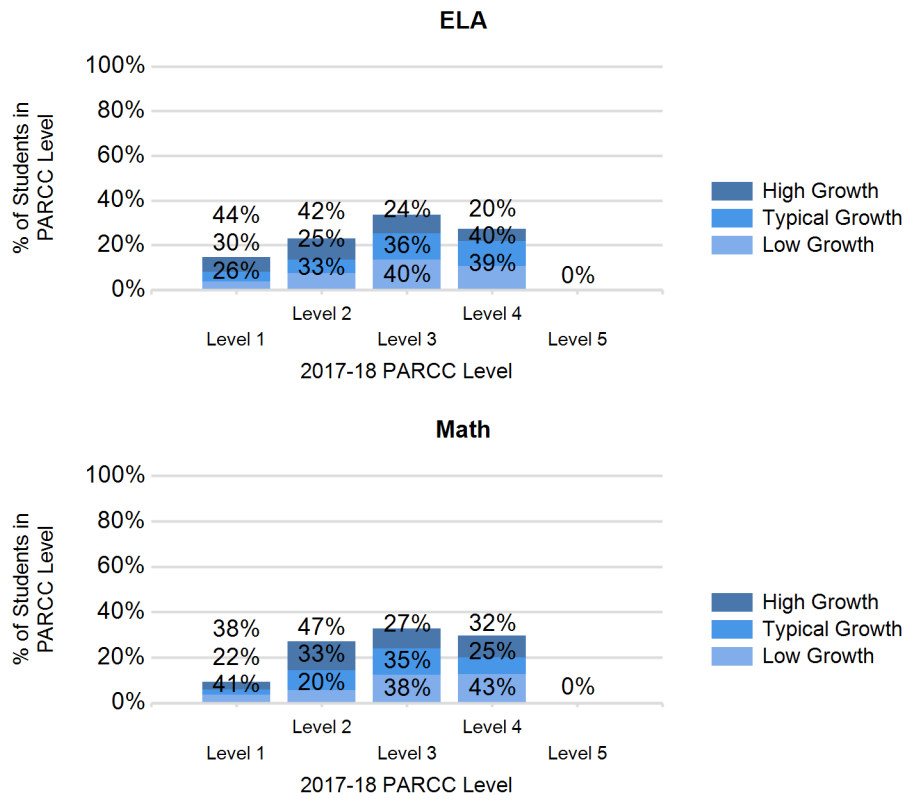(29-2520-084)
Grades Offered: 01-05
2018-2019

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.
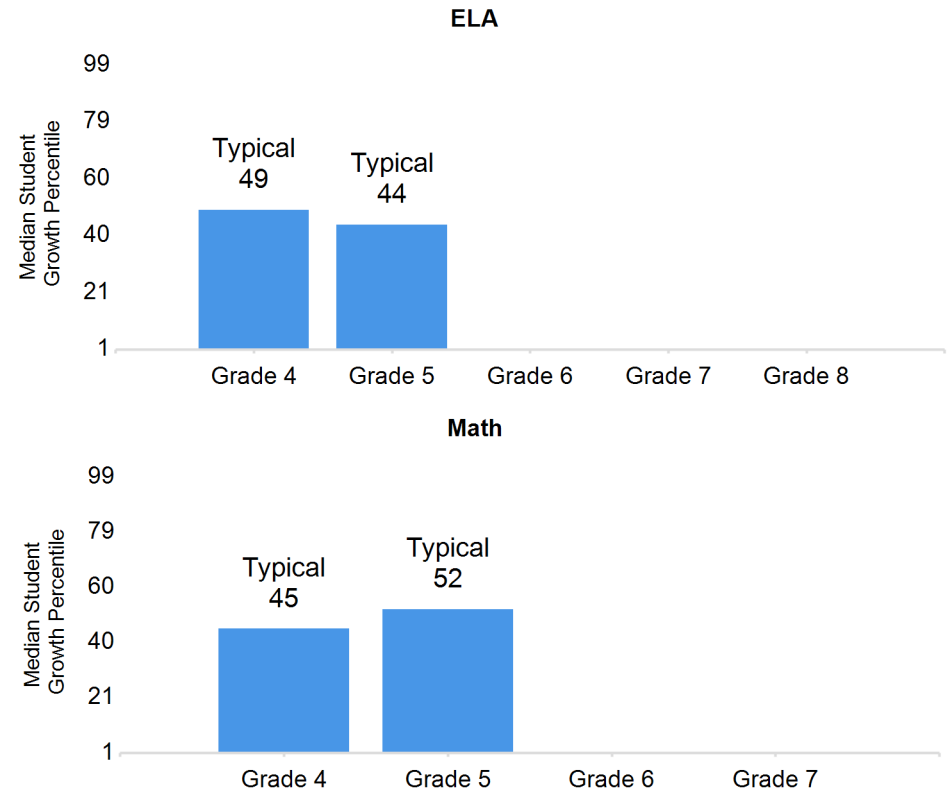
Student Growth

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

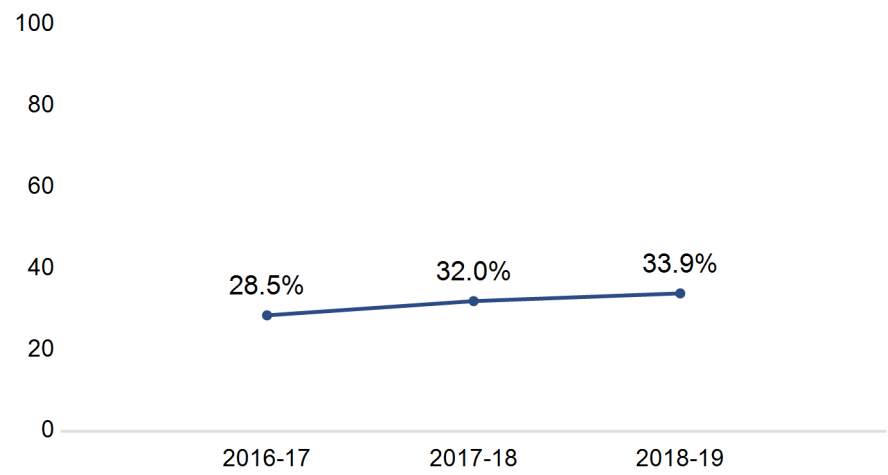| Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46	54	50	Met Standard	50	58	50	Met Standard
White	40	67	50	**	58	63	52	**
Hispanic	47	54	49	Met Standard	49.5	58	47	Met Standard
Black or African American	34	39	45	Not Met	47	49	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	73	59	**	*	73	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	46	55	53	N	51.5	57	50	N
Male	46	53	47	N	48	58	51	N
Economically Disadvantaged Students	46	54	48	Met Standard	51	58	46	Met Standard
Students with Disabilities	41	48	43	Met Standard	53	58	45	Met Standard
English Learners	49.5	55	52	Met Standard	49	60	50	Met Standard
Homeless Students	*	54	43	N	*	50	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School
(29-2520-084)
Grades Offered: 01-05
2018-2019

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

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

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

Student Growth by Performance Level

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

ELA

Legend: High Growth, Typical Growth, Low Growth

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	44%	30%	26%
Level 2	42%	25%	33%
Level 3	24%	36%	40%
Level 4	20%	40%	39%
Level 5	0%		

Math

Legend: High Growth, Typical Growth, Low Growth

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	38%	22%	41%
Level 2	47%	33%	20%
Level 3	27%	35%	38%
Level 4	32%	25%	43%
Level 5	0%		

Student Growth by Grade

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

ELA

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Median SGP	Typical 49	Typical 44			

Math

	Grade 4	Grade 5	Grade 6	Grade 7
Median SGP	Typical 45	Typical 52		

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School
(29-2520-084)
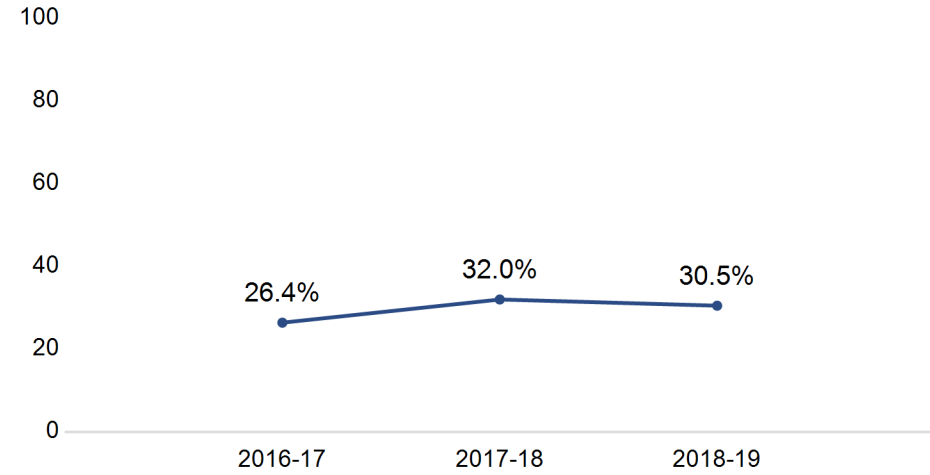Grades Offered: 01-05
2018-2019

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

2016-17: 28.5%
2017-18: 32.0%
2018-19: 33.9%

Math Proficiency Rate for Federal Accountability

2016-17: 26.4%
2017-18: 32.0%
2018-19: 30.5%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	99.9%	99.7%	99.8%	99.9%	99.8%
Proficiency Rate for Federal Accountability	28.5%	32.0%	33.9%	26.4%	32.0%	30.5%
Annual Target	23.5%	26.4%	29.4%	23.2%	26.2%	29.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
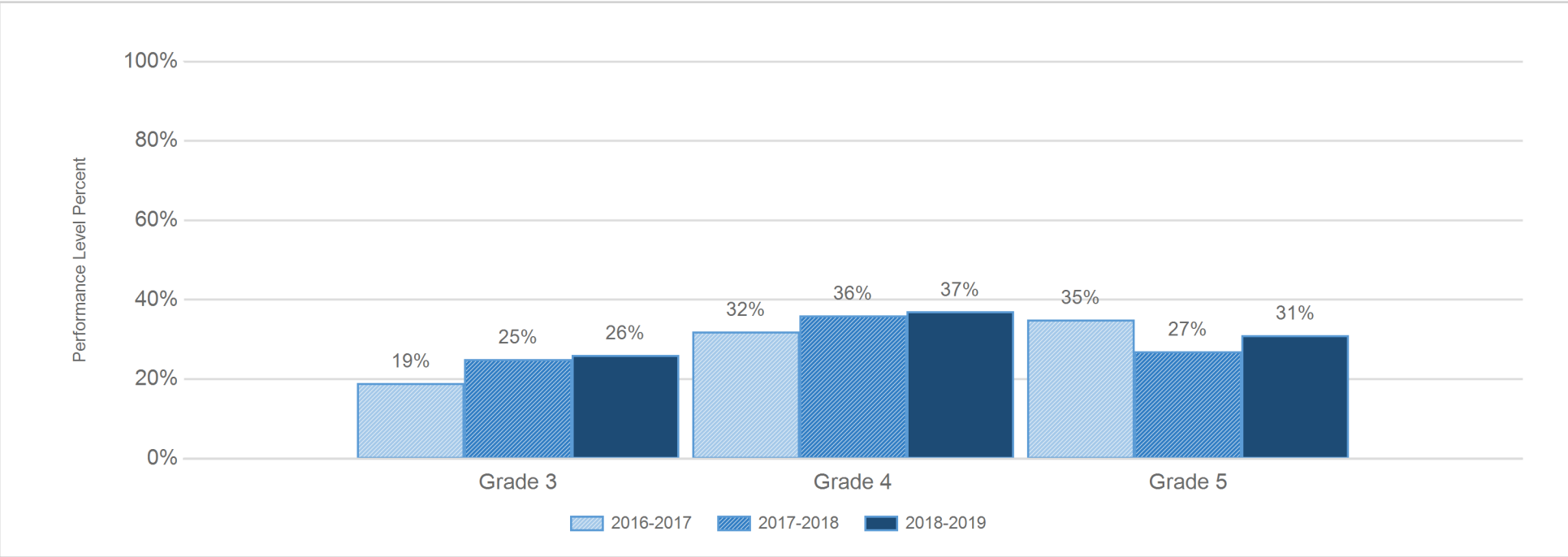
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NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	557	99.7	33.9	32.7	57.9	33.9	29.4	Met Target
White	38	97.4	31.6	*	66.9	31.6	31.9	Met Target†
Hispanic	473	100.0	34.2	32.4	43.9	34.2	29.3	Met Target
Black or African American	39	97.8	28.2	*	38.5	28.2	26.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.7	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	276	100.0	34.4	38.1	64.8	34.4		
Male	281	99.3	33.5	27.5	51.3	33.5		
Economically Disadvantaged Students	534	99.6	34.1	*	40.0	34.1	29.3	Met Target
Non-Economically Disadvantaged Students	23	100.0	30.4	*	67.9	30.4		
Students with Disabilities	141	98.7	32.6	19.1	22.7	32.6	39.6	Not Met
Students without Disabilities	416	100.0	34.4	37.0	65.1	34.4		
English Learners	303	100.0	28.7	24.9	29.3	28.7	22.5	Met Target
Non-English Learners	254	99.3	40.2	38.8	60.6	40.2		
Homeless Students	*	*	*	25.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

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.

	Grade 3	Grade 4	Grade 5
2016-2017	19%	32%	35%
2017-2018	25%	36%	27%
2018-2019	26%	37%	31%

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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	190	729	728	748	18%	23%	33%	*	*	26%	50%
White	*	*	736	757	*	*	*	*	*	*	60%
Hispanic	159	729	727	734	18%	25%	32%	*	*	25%	36%
Black or African American	18	730	*	731	*	*	*	*	*	17%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	105	729	726	753	18%	24%	31%	*	*	27%	55%
Male	85	730	729	743	18%	22%	34%	*	*	26%	46%
Economically Disadvantaged Students	180	729	*	731	*	*	*	*	*	26%	33%
Non-Economically Disadvantaged Students	10	743	*	759	*	*	*	*	*	40%	61%
Students with Disabilities	43	718	718	719	30%	23%	23%	*	*	23%	24%
Students without Disabilities	147	733	731	754	14%	23%	35%	*	*	27%	56%
English Learners	86	720	719	713	23%	30%	33%	*	*	14%	17%
Non-English Learners	104	738	737	751	13%	17%	33%	*	*	37%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	737	734	755	14%	18%	31%	*	*	37%	57%
White	*	*	751	763	*	*	*	*	*	*	67%
Hispanic	163	737	734	743	14%	18%	31%	*	*	37%	44%
Black or African American	*	*	724	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	89	737	735	760	13%	20%	26%	*	*	40%	62%
Male	86	737	733	750	14%	16%	37%	*	*	33%	53%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	722	765	*	*	*	*	*	*	69%
Students with Disabilities	28	716	718	725	*	*	*	*	*	11%	25%
Students without Disabilities	147	741	738	761	*	*	*	*	*	41%	64%
English Learners	89	731	726	720	*	17%	36%	*	*	29%	17%
Non-English Learners	86	743	744	758	*	20%	27%	*	*	44%	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

Oak Street Elem School
(29-2520-084)
Grades Offered: 01-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 5

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

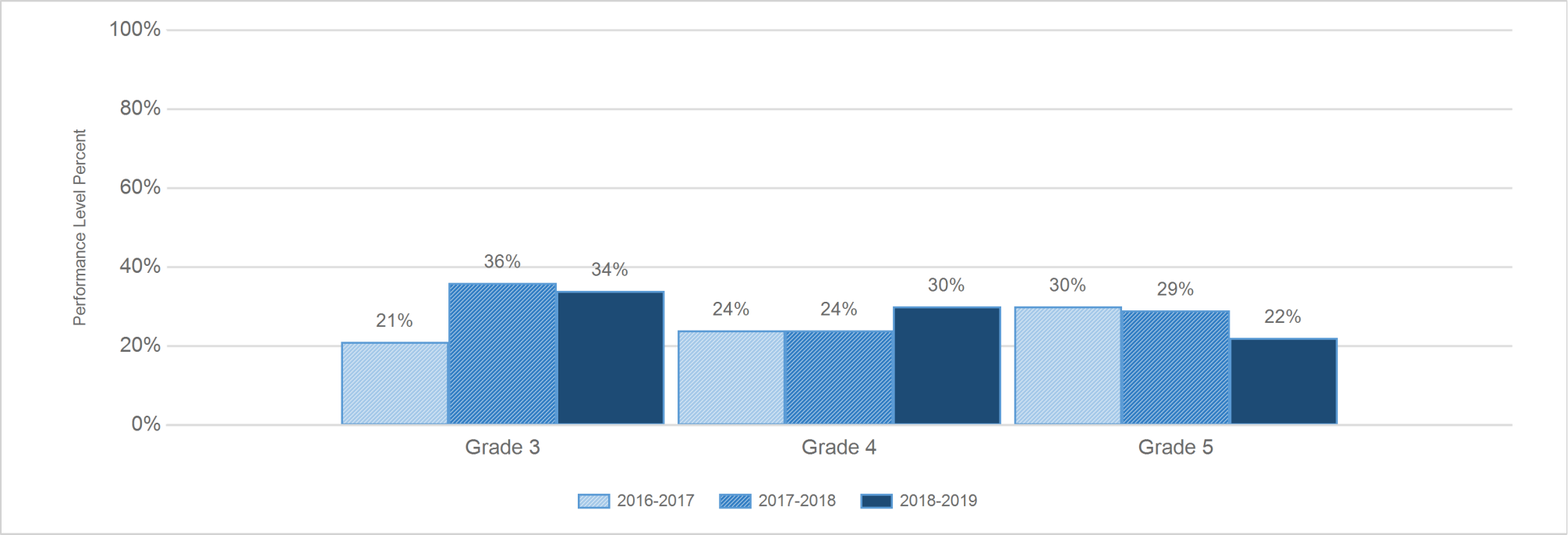| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	181	735	735	756	10%	26%	33%	*	*	31%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	153	734	*	743	10%	25%	34%	30%	0%	30%	44%
Black or African American	*	*	738	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	88	739	740	761	*	16%	36%	*	*	38%	64%
Male	93	730	731	750	*	35%	29%	*	*	26%	52%
Economically Disadvantaged Students	169	735	735	740	*	*	*	*	*	32%	39%
Non-Economically Disadvantaged Students	12	728	739	766	*	*	*	*	*	25%	69%
Students with Disabilities	30	723	717	724	*	33%	*	*	*	23%	23%
Students without Disabilities	151	737	740	762	*	25%	*	*	*	33%	65%
English Learners	54	717	719	713	*	*	*	*	*	*	11%
Non-English Learners	127	742	745	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	557	99.8	30.5	*	44.5	30.5	29.2	Met Target
White	37	100.0	24.3	*	54.1	24.3	26.9	Met Target†
Hispanic	474	100.0	30.6	*	28.8	30.6	29.3	Met Target
Black or African American	39	97.8	28.2	15.5	23.0	28.2	23.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.4	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	275	100.0	27.6	*	44.9	27.6		
Male	282	99.7	33.3	*	44.2	33.3		
Economically Disadvantaged Students	533	99.8	31.0	*	26.3	31.0	29.4	Met Target
Non-Economically Disadvantaged Students	24	100.0	20.8	*	54.9	20.8		
Students with Disabilities	139	99.3	34.5	16.8	17.4	34.5	33	Met Target
Students without Disabilities	418	100.0	29.2	22.3	50.0	29.2		
English Learners	304	100.0	27.6	*	25.0	27.6	24.9	Met Target
Non-English Learners	253	99.6	34.0	*	46.5	34.0		
Homeless Students	*	*	*	27.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

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	21%	36%	34%
Grade 4	24%	24%	30%
Grade 5	30%	29%	22%

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

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School
(29-2520-084)
Grades Offered: 01-05
2018-2019

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	196	734	733	752	14%	24%	28%	*	*	34%	55%
White	*	*	745	760	*	*	*	*	*	*	66%
Hispanic	165	733	733	739	16%	24%	26%	*	*	34%	40%
Black or African American	18	736	*	735	*	*	*	*	*	28%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	109	733	731	751	15%	28%	25%	*	*	33%	54%
Male	87	736	736	752	14%	20%	32%	*	*	34%	56%
Economically Disadvantaged Students	181	735	*	737	*	*	*	*	*	34%	37%
Non-Economically Disadvantaged Students	15	723	*	761	*	*	*	*	*	33%	67%
Students with Disabilities	43	743	738	731	*	26%	30%	*	*	40%	31%
Students without Disabilities	153	732	732	756	*	24%	27%	*	*	32%	60%
English Learners	92	725	726	728	*	26%	21%	*	*	28%	26%
Non-English Learners	104	742	741	754	*	22%	35%	*	*	38%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

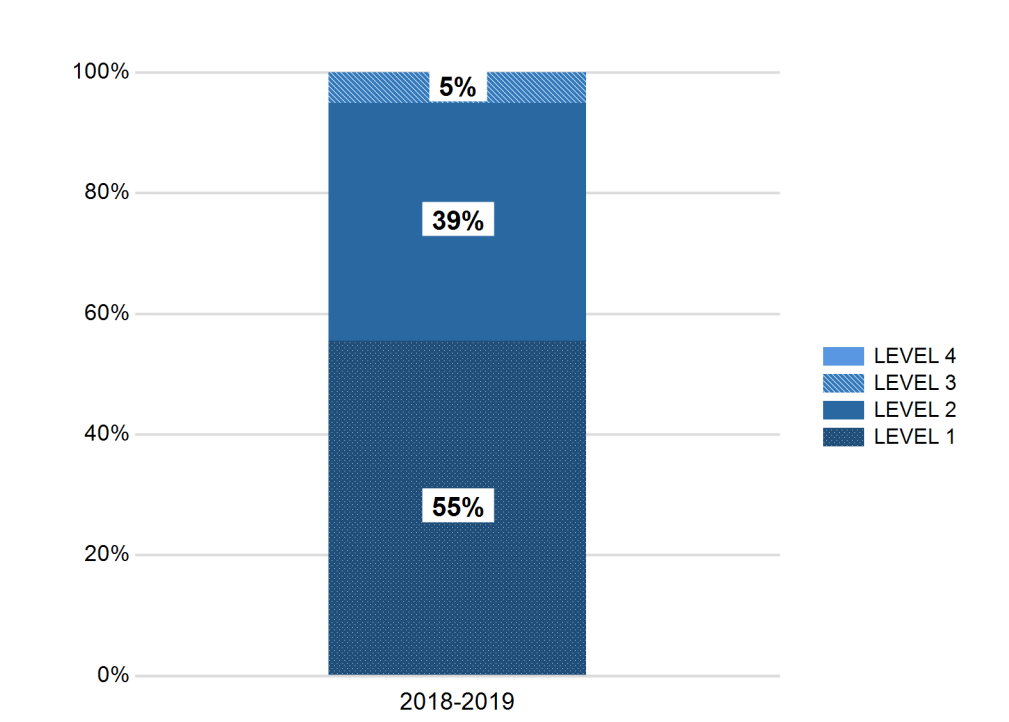| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	177	736	734	749	7%	25%	38%	*	*	30%	51%
White	*	*	749	757	*	*	*	*	*	*	62%
Hispanic	165	735	733	737	8%	25%	38%	*	*	29%	36%
Black or African American	*	*	724	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	89	732	730	749	*	*	40%	*	*	25%	50%
Male	88	739	737	749	*	*	35%	*	*	35%	52%
Economically Disadvantaged Students	167	736	*	734	*	*	*	*	*	31%	32%
Non-Economically Disadvantaged Students	10	722	*	759	*	*	*	*	*	20%	63%
Students with Disabilities	28	728	728	726	*	39%	*	*	*	21%	25%
Students without Disabilities	149	737	735	754	*	22%	*	*	*	32%	56%
English Learners	91	731	727	722	*	27%	41%	*	*	23%	18%
Non-English Learners	86	740	742	751	*	22%	35%	*	*	37%	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%

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	179	733	735	747	7%	30%	41%	*	*	22%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	151	733	*	735	*	29%	44%	*	*	21%	30%
Black or African American	*	*	730	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	86	733	734	747	*	30%	38%	*	*	24%	47%
Male	93	733	736	747	*	29%	44%	*	*	20%	47%
Economically Disadvantaged Students	168	733	*	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	11	727	*	757	*	*	*	*	*	27%	59%
Students with Disabilities	29	729	729	725	*	38%	34%	*	*	21%	19%
Students without Disabilities	150	734	737	752	*	28%	43%	*	*	23%	52%
English Learners	52	722	723	718	*	*	*	*	*	*	12%
Non-English Learners	127	737	743	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School
(29-2520-084)
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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	17	16
4	16	16
5	13	13

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	26.8%	56.6%	Not Met

† 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.

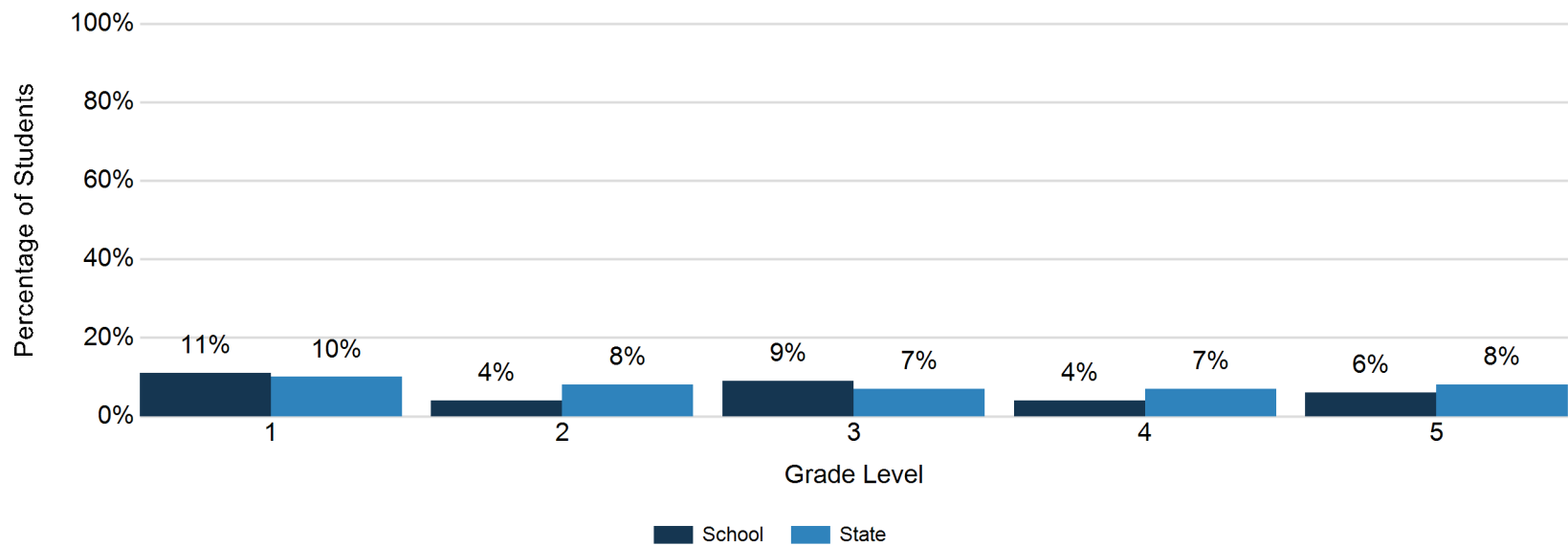| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	33	*	*
3-4	139	*	*
5 or more	150	84.7%	15.3%

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

Legend:
- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

2018-2019

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	55	39	5	0
White	*	*	*	*
Hispanic	56	40	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	56	39	5	0
Male	55	39	6	0
Economically Disadvantaged Students	56	39	5	0
Non-Economically Disadvantaged Students	50	40	10	0
Students with Disabilities	81	13	6	0
Students without Disabilities	50	45	5	0
English Learners	79	21	0	0
Non-English Learners	45	47	7	0
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

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

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	82	7.6	8.9	Met
White	11	9.1	8.9	Not Met
Hispanic	59	6.7	8.9	Met
Black or African American	9	13.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	45	8.6		
Male	37	6.6		
Economically Disadvantaged Students	70	7.4	8.9	Met
Students with Disabilities	47	13.6	8.9	Not Met
English Learners	27	5.3	8.9	Met
Homeless Students	3	23.1		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

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 by Grade

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

Grade Level	School	State
1	11%	10%
2	4%	8%
3	9%	7%
4	4%	7%
5	6%	8%

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.62

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	5	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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

Oak Street Elem School
(29-2520-084)
Grades Offered: 01-05
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	7:45 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	3.9:1

Oak Street Elem 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.

Category	Teachers in School	Teachers in State
Total Number of teachers	79	118,214
Average years experience in public schools	9.2	12.1
Average years experience in district	9.0	10.8
Percentage of Teachers with 4 or more years experience in the district	55.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	11.9	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	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	11:1
Students to Administrators	268:1	187:1
Teachers to Administrators	26:1	16:1
Students to Librarians/Media Specialists		1120:1
Students to Nurses		800:1
Students to Counselors		373:1
Students to Child Study Team Members		215:1

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.4%	94.9%	66.7%	48.4%	77.1%	54.9%
Male	52.6%	5.1%	33.3%	51.6%	22.9%	45.1%
White	3.9%	88.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	87.7%	5.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.6%	6.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%

Oak Street Elem School

(29-2520-084)

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2018-2019

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Teachers: All classroom teachers

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

Teachers and Administrators - 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 — 80%

Admin — N/A

Master's Degree

Teacher — 20%

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	83.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%

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Per-Pupil Expenditures by Source

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

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

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

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

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

Oak Street Elem School

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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School
(29-2520-084)
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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	28.5%	32.0%	33.9%
Math Proficiency	26.4%	32.0%	30.5%
ELA Growth	56	56	46
Math Growth	74	55	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		45.4%	26.8%
Chronic Absenteeism	10.4%	13.7%	7.6%

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

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

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.

Oak Street Elem School

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School
(29-2520-084)
Grades Offered: 01-05
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.

Highlights:	• Research based, balanced literacy approach to language arts instruction; including interactive read alouds, whole group discussion circles, independent reading as a regular part of the school day.
Mission, Vision, Theme:	Mission Statement: The Oak Street Staff will ensure that every student demonstrates high levels of achievement as measured by the New Jersey Learning Standards by setting high expectations, fostering learning communities and planting the seed to attend college at an early age.
Awards, Recognition, Accomplishments:	Individual students are recognized on a monthly basis in an assembly format for positive behavior/character recognition. Students are eligible for nomination by any teacher in the building.

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

2018-2019

School Narrative

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Clubs and Activities:

The Oak Street school hosts an after care school program for students needing supervision after school hours until 6:00PM, Monday through Friday. The program is run by the Ocean County YMCA and costs $20 per week for first child, $15 for second child and $10 for third child. The program is staffed by Oak Street personnel. Three days a week (Tuesday, Wednesday and Thursday) many/most teachers meet with students after school for a one hour tutoring program. This is done at no cost to the family. Music and art clubs also meet after school on Tuesday, Wednesday and Thursdays for students grades 3 through 5.

NJ SCHOOL PERFORMANCE REPORT

Oak Street Elem School
(29-2520-084)
Grades Offered: 01-05
2018-2019

School Narrative

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Before and After School Programs:	After School programs include small group instruction in Language Arts and Math. Music and art programs run simultaneously on Tuesday, Wednesday and Thursdays. Oak Street host after care program sponsored by the Ocean County YMCA called the YKids program.
Staff and Professional Learning:	Professional development is a regular part of the academic calendar. Teachers meet with grade level colleagues and content specialists on a regular basis to unpack subsequent units of study and/or align to learning standards.

Oak Street Elem School

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2018-2019

School Narrative

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Parent and Community Involvement:	Oak Street has a Parent Liaison on staff that works closely with parents and families in keeping open lines of communication between home and school. We also regularly host Parent Nights whereby families come in the evening for workshops/seminars with topics that are relevant and supportive of parents with elementary aged children.

Oak Street Elem School

(29-2520-084)

Grades Offered: 01-05

2018-2019

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Climate Surveys:	Who is surveyed: Parents, Teachers Parents are surveyed via Survey Monkey for authentic feedback concerning the overall operation of the school and/or concerns about individual classrooms. Parent input is sought via PTO and Title 1 events throughout the year.

Oak Street Elem School

(29-2520-084)

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2018-2019

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School Narrative

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Other Information	Technology is infused into the student experience throughout the day. Smartboards are utilized in every classroom. Two computer labs are available on a limited basis. Chromebooks and iPads are used in classrooms throughout the day for all content areas.

NJ SCHOOL PERFORMANCE REPORT

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
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:

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
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	Ocean
District	Lakewood Township School District
Principal Name	Mrs. Marcy Marshall
Address	1141 E County Line Road Lakewood, NJ 08701
Phone Number	732-905-3566
Email Address	mmarshall@lakewoodpiners.org
Website	https://www.lakewoodpiners.org/Domain/429

NJ SCHOOL PERFORMANCE REPORT

Piner Elementary School
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Grades Offered: PK-02
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	153	154	178
KG	241	172	183
1	187	194	154
Total	581	520	515

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.9%	49.8%	50.3%
Male	50.1%	50.2%	49.7%
Economically Disadvantaged Students	86.9%	84.4%	86.8%
Students with Disabilities	17.2%	18.1%	19.6%
English Learners	35.8%	30.2%	26.0%
Homeless Students	0.7%	1.2%	1.4%
Students in Foster Care	0.0%	0.6%	1.0%
Military-Connected Students	0.0%	0.4%	0.2%
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	4.8%	4.4%	5.6%
Hispanic	86.9%	86.3%	85.8%
Black or African American	7.1%	7.9%	7.8%
Asian	0.5%	0.4%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.8%	0.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	153	154	178
KG - Half Day	0	0	0
KG - Full Day	241	172	183

Enrollment by Home Language

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

Home Language	% of Students
Spanish	72.8%
English	24.5%
Other Languages	2.7%

Piner Elementary School
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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	52.2%	56.6%	Met Target†

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	89	88.8%	11.2%
3-4	44	*	*
5 or more	N	N	N

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
2018-2019

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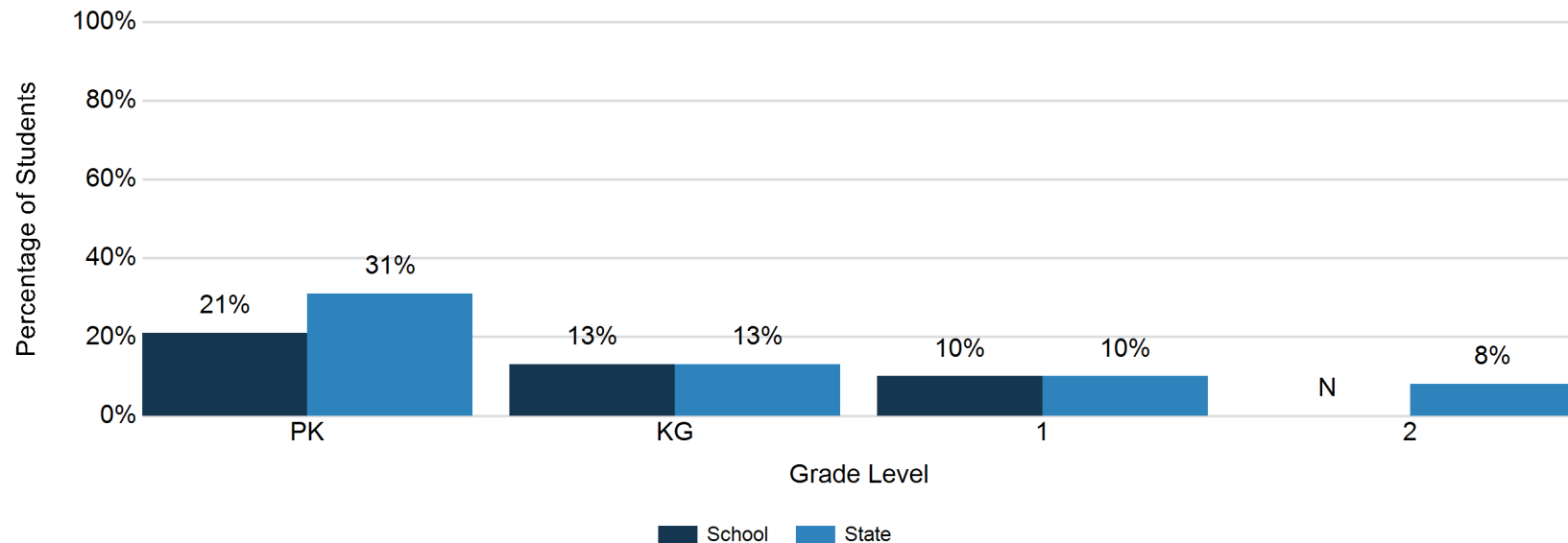
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	12.2	10.3	Not Met
White	*	*	**	**
Hispanic	11	8.7	10.3	Met
Black or African American	5	25.0	10.3	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	12.0		
Male	9	12.3		
Economically Disadvantaged Students	14	10.2	10.3	Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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

Percentage of Students by Number of Absences:
- 0: 1%
- 1-5: 44%
- 6-10: 29%
- 11-15: 10%
- Over 15: 15%

5

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
2018-2019

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

Chronic Absenteeism by Grade

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

Piner Elementary School

(29-2520-301)

Grades Offered: PK-02

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.19

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

Student Disciplinary Removals

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

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

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

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

NJ SCHOOL PERFORMANCE REPORT

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
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
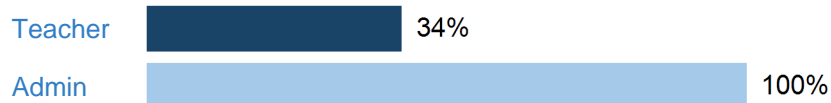
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	8.4	12.1
Average years experience in district	8.1	10.8
Percentage of Teachers with 4 or more years experience in the district	60.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	11.9	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	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	11:1
Students to Administrators	258:1	187:1
Teachers to Administrators	27:1	16:1
Students to Librarians/Media Specialists		1120:1
Students to Nurses		800:1
Students to Counselors		373:1
Students to Child Study Team Members		215:1

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.3%	90.6%	100.0%	48.4%	77.1%	54.9%
Male	49.7%	9.4%	0.0%	51.6%	22.9%	45.1%
White	5.6%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	85.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
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 — 66%
Admin — N/A

Master's Degree

Teacher — 34%
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	83.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.1%

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
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.

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
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:	• Piner Elementary School consists of highly qualified staff members who are dedicated to educating students at the preschool through first grade level. • The curriculum includes Letterland, Mathematics, Balanced Literacy, Interactive Read Aloud, Writing, Social Students, Health, & Science, which are aligned to the NJSLS. • For the 2018-2019 school year, the school has established two ABA classrooms and a DIR classroom to service the learning needs of special education students in grades K-2.
Mission, Vision, Theme:	Piner Elementary School strives to set high expectations while meeting the needs of students and its teachers in a safe learning environment. Our school recognizes that a strong foundation and collaboration among all stakeholders is necessary to enhance academic success and close the achievement gap.
Awards, Recognition, Accomplishments:	At Piner Elementary, the students are awarded for their daily performance, as well as marking period performance. Daily Piner Pride tickets are given to students for coming to school on time, demonstrating good citizenship, and/or completing learning tasks proficiently. The tickets give students multiple opportunities to receive prizes. The Piner Pride tickets and prizes have helped to maintain a positive school culture and reduced the number of disciplinary write ups immensely. One female and one male student from each grade level is chosen for Student of the Month. The students who are chosen to receive this award have come to school everyday, modeled exemplar behavior, and completed all homework and daily tasks. The students at Piner Elementary are also recognized for Perfect Attendance.

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
2018-2019

School Narrative

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Courses, Curriculum, Instruction:	Our kindergarten and first grade classrooms follow the mandated curriculum established by the district instructional coaches and supervisors. It is a standards-based curriculum. Our preschool classes utilize Curiosity Corner, which provides a developmental approach emphasizing language and literacy, as well as physical, emotional and interpersonal development, math, science, social studies, music, movement and art.

Piner Elementary School
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Before and After School Programs:	After school clubs are offered twice per week for one hour each day. Clubs focus on dance and movement, crafts, and quilting. These clubs give students an opportunity to explore a variety of hands on activities in a relaxed environment. Socialization is promoted through these after school clubs as well.
Staff and Professional Learning:	Professional development is provided for teachers after school for three hours per month. During this time administrators and instructional coaches lead teachers in learning about new concepts,analyzing student achievement data, and driving instruction so that it is differentiated to meet the needs of all learners.

Piner Elementary School
(29-2520-301)
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2018-2019

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School Narrative

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Student Supports and Services:	English Language Learners receive ESL daily for twenty to forty minutes per day. SIOP strategies are utilized to meet the needs of our ELL population. Special education students are provided with a quality education that meets their learning needs. In-class support, ABA, DIR, and LLD classes are available for those in need of services.
Student Health and Wellness:	Fruit and vegetable program is utilized in the building and provides all pre-k through first grade students with a healthy snack. All students are provided with free breakfast and lunch as well. Pre-K students are engaged in gross motor opportunities for forty minutes per day. Students in kindergarten and first grade get exercise during physical education classes and recess.
Parent and Community Involvement:	Piner Elementary has a Parent-Teacher Organization (PTO). The PTO meets monthly in the evenings. Events are offered throughout the year such as: Pumpkin Patch, Concerts, School Dance, Carnival, Monthly Fundraisers. Our parent liaison is available to support families and enhance parental involvement in school activities and programs.

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
2018-2019

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School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The School Climate Survey is utilized and completed by parents, teachers, and students. The survey is completed two times a year and addresses different aspects of the school community. The Title I Committee analyzes the results, and addresses the results in collaboration with the ScIP Committee and School Safety Team.
Facilities:	Piner Elementary has been part of the Lakewood School District for the past four years. The school is equipped with thirty-one classrooms. There is a library and gymnasium for all students and teachers to utilize. Our computer room has thirty Mac computers for students to utilize throughout the school day as well. The students receive Art and Music instruction in the classroom. Our parent liaison office is available to parents from 8:30am to 4:30pm to address any concerns or needs they may have.
School Safety:	Our school safety team meets regularly to address the needs of the building. We have a security specialist in the building from 8:15am to 3:15pm daily. Metal detectors have been set in place to monitor students and families as they enter and exit the building. We also have a raptor system that scans anyone who enters the building and is not a board approved staff member. All of the measures listed ensure the safety of our staff and students.

Piner Elementary School
(29-2520-301)
Grades Offered: PK-02
2018-2019

School Narrative

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Other Information	Pre-K Curriculum Includes: Greetings, Readings, & Writings, Clues and Questions, Plan & Play, Gross Motor, Phonemic Awareness, Math Moments, Questions & Reflections. Kindergarten & First Grade Curriculum Includes: Letterland, Special (Art, Computers, Gym, Library Music), Language Arts, Centers, Mathematics, Science, & Social Studies. Our School Safety Committee is committed to ensuring safety for all stakeholders. The security specialist monitors the building throughout the day and escorts visitors throughout the building. Our staff and students have access to Ipads and a Mac computer lab to explore learning applications and online programs. Staff is encouraged to incorporate technology into their learning practices whenever practical. The students are required to wear a uniform daily, which consists of khaki pants, rompers, or skirts with a navy blue polo shirt, sweater, or vest. Our preschool classes offer Early Childhood Education to children ages three to four. Curiosity Corner is the curriculum that is utilized and student achievement is measured utilizing TSGold.

NJ SCHOOL PERFORMANCE REPORT

Spruce Street Elementary School
(29-2520-090)
Grades Offered: PK-01
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:

Spruce Street Elementary School

(29-2520-090)

Grades Offered: PK-01

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	Ocean
District	Lakewood Township School District
Principal Name	Mrs. Aleida Salguerdo
Address	90 SPRUCE STREET LAKEWOOD, NJ 08701
Phone Number	732-905-3660
Email Address	asalguerdo@lakewoodpiners.org
Website	https://www.lakewoodpiners.org/Domain/11

Spruce Street Elementary School
(29-2520-090)
Grades Offered: PK-01
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	64	57	64
KG	261	240	227
1	268	221	230
Total	593	518	521

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.6%	46.7%	50.5%
Male	50.4%	53.3%	49.5%
Economically Disadvantaged Students	82.5%	86.3%	82.7%
Students with Disabilities	21.8%	26.6%	28.2%
English Learners	45.7%	47.9%	47.4%
Homeless Students	0.3%	0.2%	1.2%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	4.7%	5.4%	6.3%
Hispanic	87.0%	87.3%	86.8%
Black or African American	6.6%	6.6%	5.6%
Asian	0.5%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.2%
Two or More Races	1.0%	0.6%	1.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	64	57	64
KG - Half Day	0	0	0
KG - Full Day	261	240	227

Enrollment by Home Language

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

Home Language	% of Students
Spanish	80.6%
English	19.0%
Other Languages	0.4%

Spruce Street Elementary School
(29-2520-090)
Grades Offered: PK-01
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	36.4%	56.6%	Not Met

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	166	*	*
3-4	70	*	*
5 or more	*	*	*

Spruce Street Elementary School
(29-2520-090)
Grades Offered: PK-01
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.
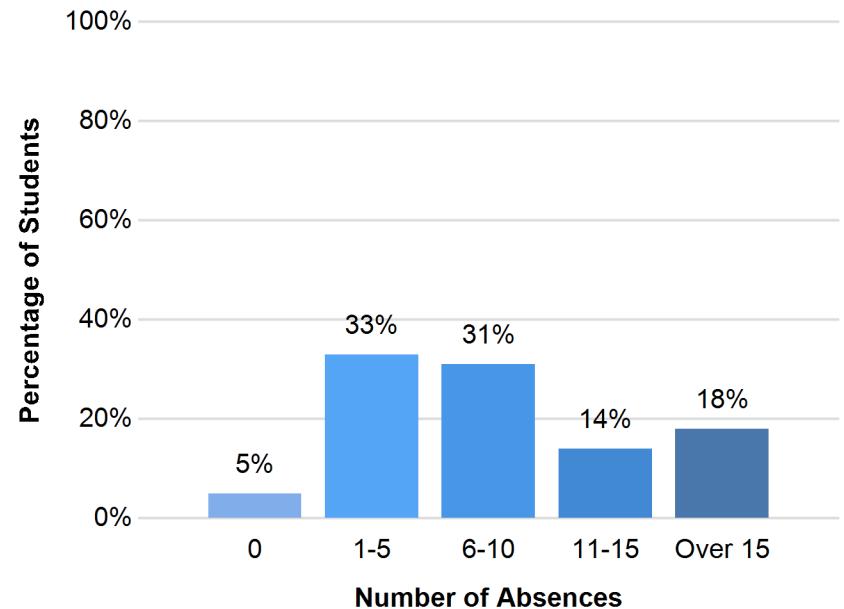
Chronic Absenteeism

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	20	13.1	11.4	Not Met
White	*	*	**	**
Hispanic	18	15.0	11.4	Not Met
Black or African American	1	4.8	11.4	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	16	18.6		
Male	4	6.0		
Economically Disadvantaged Students	19	13.5	11.4	Not Met
Students with Disabilities	N	N	N	N
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students (y-axis: 0% to 100%)
- 0: 5%
- 1-5: 33%
- 6-10: 31%
- 11-15: 14%
- Over 15: 18%

Number of Absences

Spruce Street Elementary School

(29-2520-090)

Grades Offered: PK-01

2018-2019

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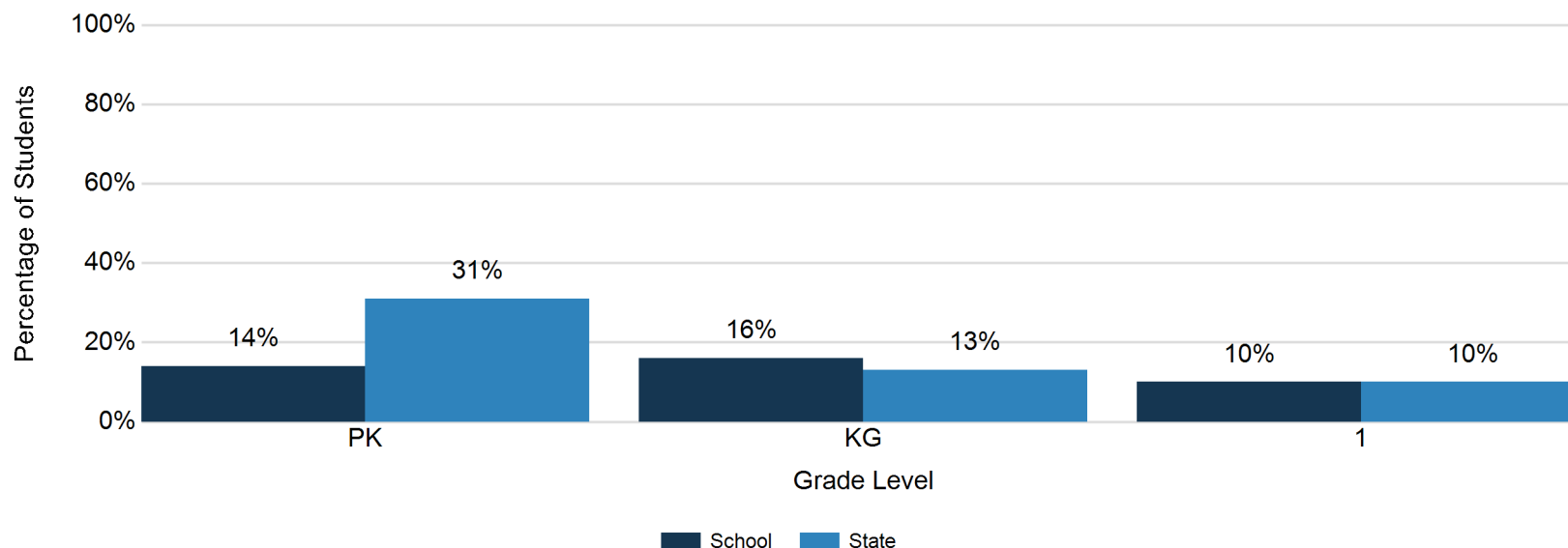* ** Accountability calculations require 20 or more students
* **N** No Data is available to display
* **†** This indicates a table specific note, see note below table

Student 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.

Chronic Absenteeism by Grade. School vs State percentages by grade level:
- PK: School 14%, State 31%
- KG: School 16%, State 13%
- 1: School 10%, State 10%

Spruce Street Elementary School

(29-2520-090)

Grades Offered: PK-01

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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

Spruce Street Elementary School
(29-2520-090)
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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	54	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	68.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	11.9	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	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	11:1
Students to Administrators	261:1	187:1
Teachers to Administrators	27:1	16:1
Students to Librarians/Media Specialists		1120:1
Students to Nurses		800:1
Students to Counselors		373:1
Students to Child Study Team Members		215:1

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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	50.5%	94.4%	100.0%	48.4%	77.1%	54.9%
Male	49.5%	5.6%	0.0%	51.6%	22.9%	45.1%
White	6.3%	92.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	86.8%	7.4%	100.0%	29.9%	7.3%	7.2%
Black or African American	5.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.2%	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	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%

Spruce Street Elementary School
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2018-2019

Key terms for staff data:
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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 — 85%
Admin — N/A

Master's Degree

Teacher — 15%
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	83.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.3%

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Per-Pupil Expenditures by Source

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

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

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

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

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

Spruce Street Elementary School

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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.

	Highlights:	• Research based & kid approved Letter Land Phonics; Balanced Literacy Approach to include Interactive Read Alouds inspired by Reader's Workshop • State of the art technology to include Smart Boards in each classroom, Document Cameras, Classroom iPads and a school-wide Mac Lab • State of the Art PK Playground, OT/PT Room and Sensory Room; highly trained staff members in sensory regulation
	Mission, Vision, Theme:	We at Spruce Street School, have an approximate enrollment of 525 students in PK through 1st grade. As a primary school we are committed to creating a student-centered learning environment that is safe, nurturing, and celebrates that greatness in every child. We are committed to educating the whole child by preparing our students to be successful in a global society. With a dedicated staff of professionals, both students and staff are afforded the opportunity to grow as individuals and as members of a learning community.
	Awards, Recognition, Accomplishments:	PBSIS Recognition Award 2017-18

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Spruce Street Elementary School

(29-2520-090)

Grades Offered: PK-01

2018-2019

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Courses, Curriculum, Instruction:	Students enter the wonderful world of Letter Land to develop their knowledge of conventions in spelling & writing. Coupled with Writer's Workshop, custom Interactive Reading Aloud and Reader's Workshop units of study afford students diverse reading & writing experiences. Our National Geographic science program fosters exploration & emotional development is nurtured as students celebrate their individual areas of greatness as inspired by the renown Nurtured Heart Approach. Special Area studies include: music, art, library, physical education, & technology.
Clubs and Activities:	Our young Piners participate in a variety of competitions designed to support the creative arts i.e. the Annual Art Show, the Winter Music Show and End of the Year Music Performance. Upon invitation our Young Piners make special appearances to community events. Students enjoy 1 hour after school programs that support the arts i.e. ballet, painting, music technology, and more.

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Before and After School Programs:	Boy Scouts have now joined Spruce once a week for students in K-1. The Lakewood Recreation program provides a myriad of seasonal sports activities for our aspiring Sports All Stars.
Staff and Professional Learning:	Through the use of weekly staff development meetings, professional learning communities, and peer obserations, our staff has the opportunity to collaborate and reflect on best practices. Students and administration meet monthly to make data driven decisions to guide professional development. Teachers continuously strive to integrate a variety of cross curricular activities that are challenging and engaging.

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Student Supports and Services:	In support of our large ELL population, we invest in the development of our bilingual and ESL program. As of last year, all classroom and support teachers received professional development in Sheltered English Instruction practices and bilingualism is encouraged. Students with disabilities receive OT/PT, Vision Therapy, Speech Therapy and Feeding Therapy across all grade levels. We take pride in our ongoing eforts to strengthen our ABA, MD & LLD programs.
Student Health and Wellness:	Nutritious breakfast, lunch and snack programs are provided daily. Students have the opportunity to share their feedback and impact the menu offerings.
Parent and Community Involvement:	Our highly active PTO group goes above and beyond to afford students experiences they will hold dear for a lifetime. Experiences include Family Movie Nights, the Polar Express Train & Winter Wonderland experience, our very own Petting Zoo in the courtyard, Family Night, student carnival and much more. Parents enjoy the Latino Family Literacy Project and monthly education programs designed with family and play in mind.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The PBSIS School Climate Survey is completed annually to gauge our overall school climate. Anonymous feedback is attained from Parents, Teachers, Administration and ideas from our Young Piners are always welcome. Students enthusiastically participate in the Superhero Recognition program for attendance and individual greatness areas.
Facilities:	Our facilities have received recent upgrades to include: Central HVAC and Heating, a community butterfly garden and a state of the art Pre-K playground equipment.

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Other Information	TECHNOLOGY: Recent technology upgrades include fiber optic wifi, smartboard technology in each classroom, document cameras and a small group set of iPads. DRESS CODE: Our BOE has adopted a dress code with navy polo/collared shirts and khaki shorts or bottoms.