



**A A Anastasia Elementary School**  
(25-2770-065)  
Grades Offered: KG-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 at the top left of the screen to move between pages of the report

**Other Resources:**

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

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

**A A Anastasia Elementary School**

(25-2770-065)

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## School Contact Information

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

Type	Contact Information
County	Monmouth
District	LONG BRANCH PUBLIC SCHOOL District
Principal Name	Mr. Francisco Rodriguez
Address	92 SEVENTH AVENUE LONG BRANCH, NJ 07740
Phone Number	732-571-3396
Email Address	<a href="mailto:fr Rodriguez@longbranch.k12.nj.us">fr Rodriguez@longbranch.k12.nj.us</a>
Website	<a href="https://www.longbranch.k12.nj.us">https://www.longbranch.k12.nj.us</a>
Twitter	<a href="https://Twitter@AAAlbelementary">https://Twitter@AAAlbelementary</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	10	1	13
1	104	111	118
2	134	107	95
3	93	127	109
4	140	80	120
5	129	141	80
Total	610	567	535

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	47.2%	46.7%	43.9%
Male	52.8%	53.3%	56.1%
Economically Disadvantaged Students	85.7%	84.3%	85.0%
Students with Disabilities	26.9%	26.5%	28.6%
English Learners	5.6%	8.6%	19.4%
Homeless Students	1.1%	1.4%	1.9%
Students in Foster Care	0.5%	0.0%	0.0%
Military-Connected Students	0.2%	0.2%	0.6%
Migrant Students	0.0%	0.0%	0.4%

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	28.2%	28.9%	30.8%
Hispanic	49.7%	50.8%	50.5%
Black or African American	17.5%	15.9%	14.2%
Asian	1.5%	0.9%	0.6%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	2.8%	3.2%	3.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	10	1	13

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	42.4%
Spanish	39.6%
Portuguese	16.8%
Other Languages	1.1%



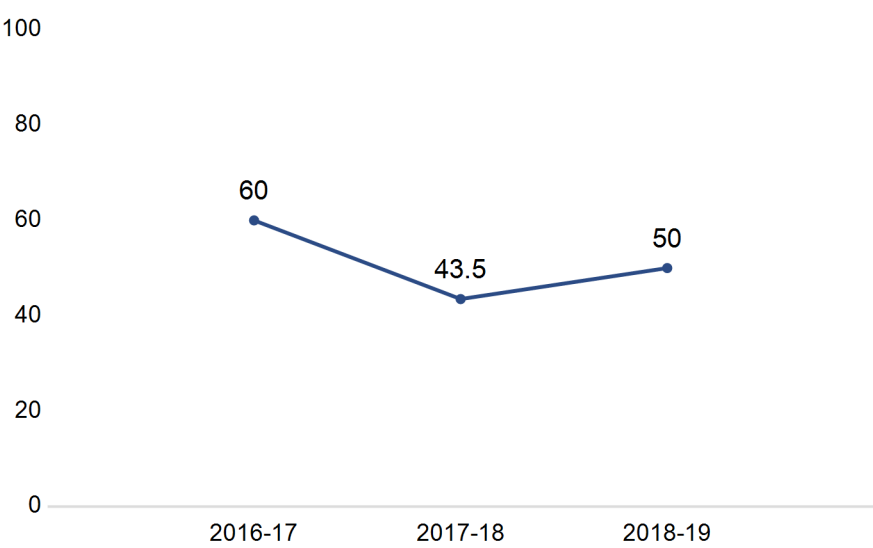
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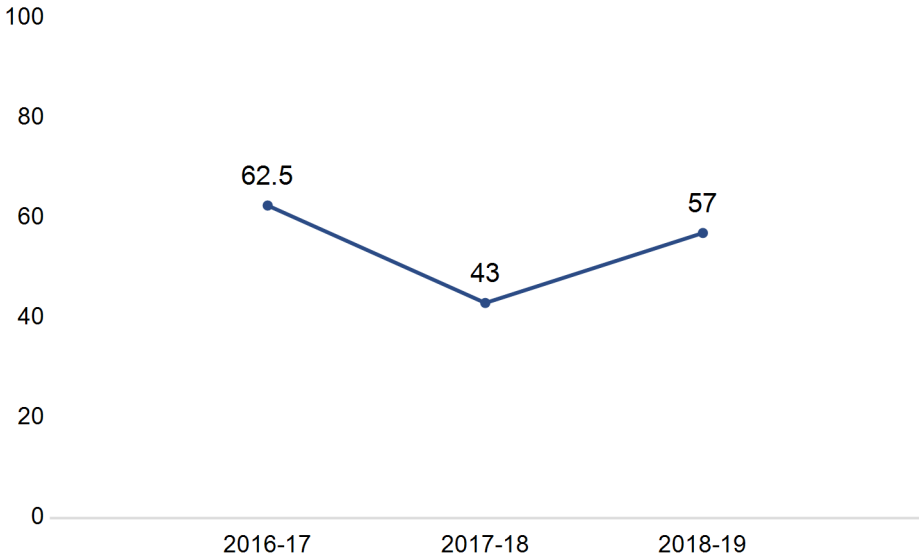
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	43.5	50	62.5	43	57
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50	47	50	Met Standard	57	46	50	Met Standard
White	56	52	50	Met Standard	59	49	52	Met Standard
Hispanic	45	48	49	Met Standard	54	45	47	Met Standard
Black or African American	52	39	45	Met Standard	61	45	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	68	59	**	*	29	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	37	49	**	*	39	52	**
Female	58	49	53	N	57	46	50	N
Male	45	45	47	N	58.5	46	51	N
Economically Disadvantaged Students	46	46	48	Met Standard	57	46	46	Met Standard
Students with Disabilities	37	40	43	Not Met	52	40	45	Met Standard
English Learners	47.5	49	52	Met Standard	56.5	49	50	Met Standard
Homeless Students	N	40	43	N	N	46.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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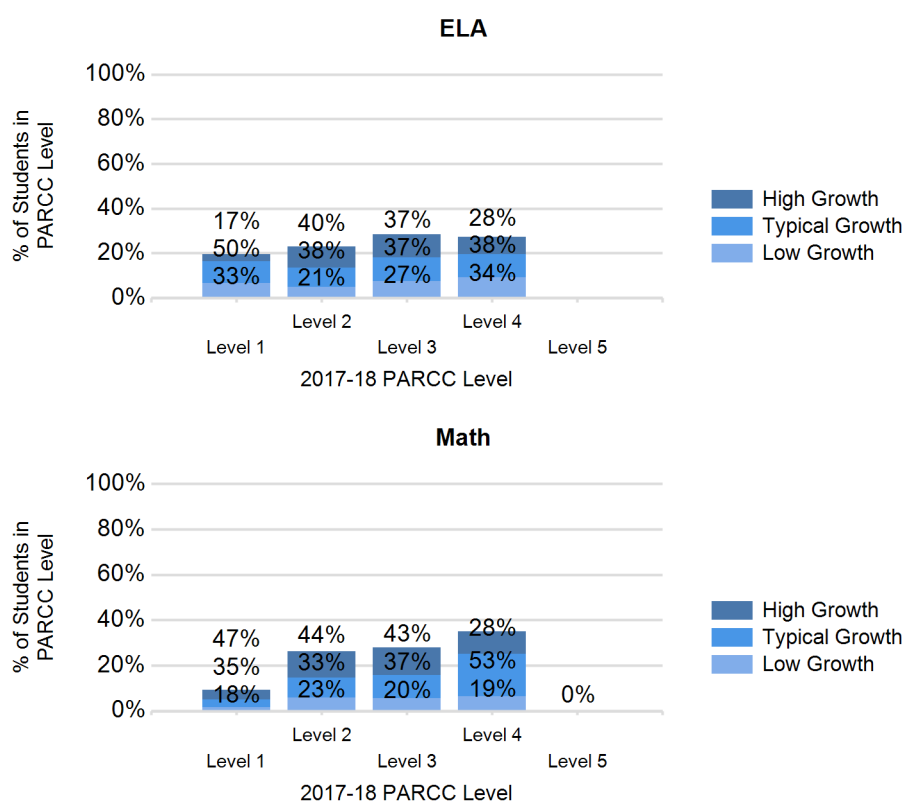
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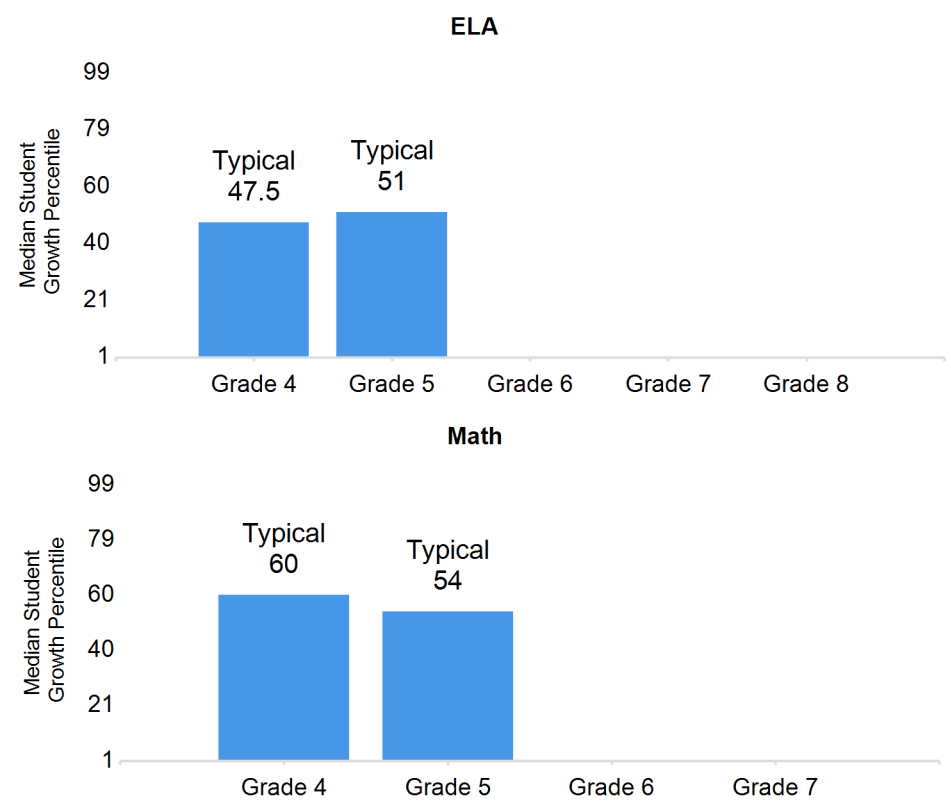
Student Growth by Performance Level

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



Student Growth by Grade

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





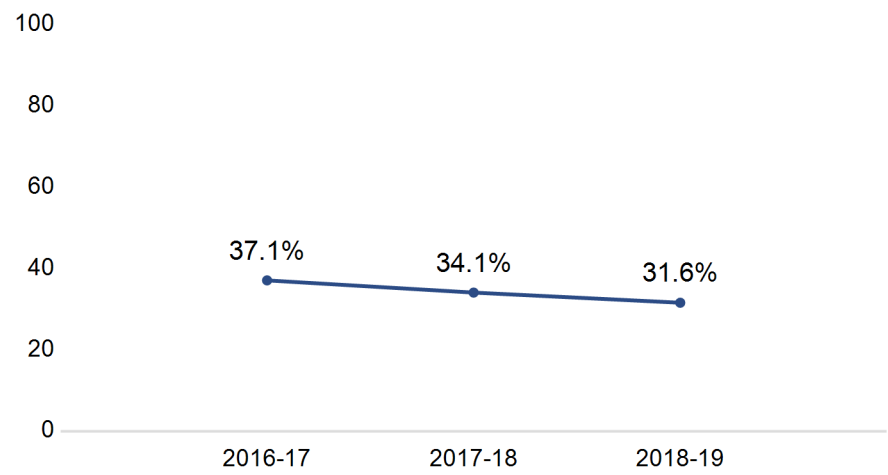
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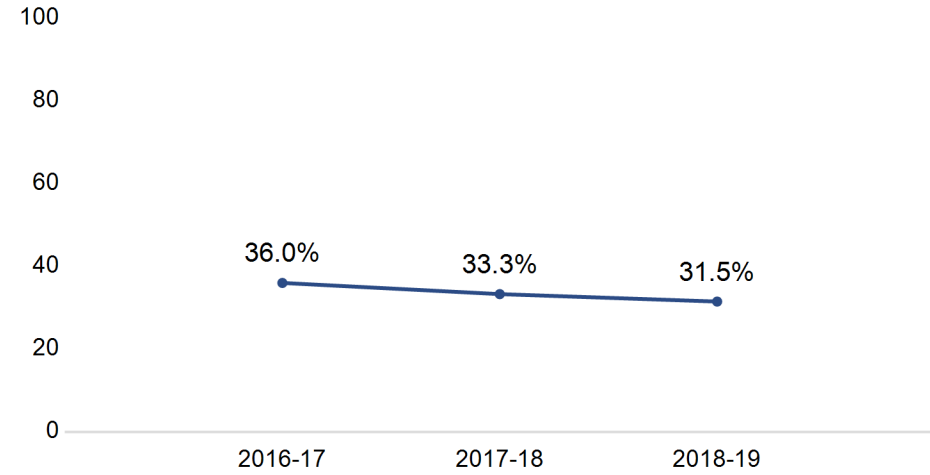
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	100.0%	99.3%	99.4%	100.0%	99.4%
Proficiency Rate for Federal Accountability	37.1%	34.1%	31.6%	36.0%	33.3%	31.5%
Annual Target	30.8%	33.4%	36.0%	36.0%	38.3%	40.6%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	297	99.3	31.6	34.1	57.9	31.6	36	Met Target†
White	95	100.0	37.9	44.5	66.9	37.9	40.3	Met Target†
Hispanic	147	100.0	27.2	31.0	43.9	27.2	35.7	Not Met
Black or African American	44	97.8	29.5	28.0	38.5	29.5	28.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	35.4	64.4	*	**	**
Female	133	100.0	42.9	42.5	64.8	42.9		
Male	164	98.8	22.6	26.7	51.3	22.6		
Economically Disadvantaged Students	251	99.6	26.7	31.3	40.0	26.7	35.5	Not Met
Non-Economically Disadvantaged Students	46	98.0	58.7	48.8	67.9	58.7		
Students with Disabilities	83	97.7	*	*	22.7	*	30.3	Not Met
Students without Disabilities	214	100.0	*	*	65.1	*		
English Learners	109	100.0	23.9	*	29.3	23.9	27.6	Met Target†
Non-English Learners	188	99.0	36.2	*	60.6	36.2		
Homeless Students	*	*	*	25.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



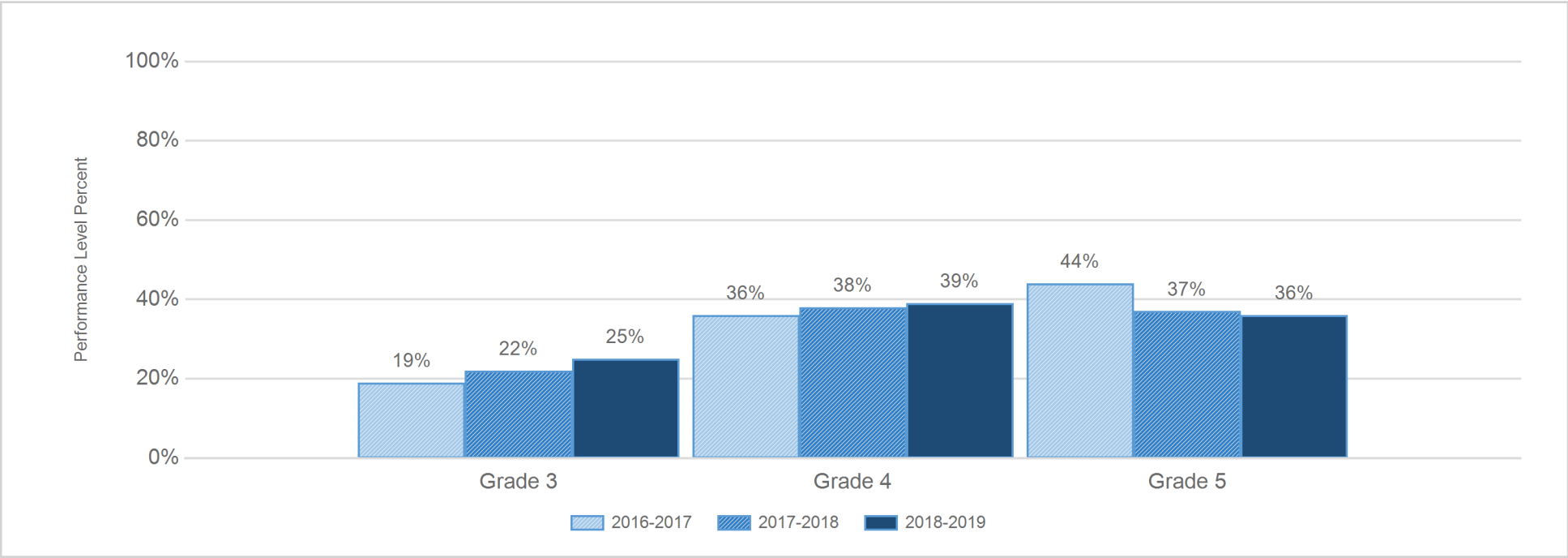


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	718	722	748	32%	22%	21%	25%	0%	25%	50%
White	35	724	730	757	*	*	*	31%	0%	31%	60%
Hispanic	54	715	716	734	33%	24%	22%	20%	0%	20%	36%
Black or African American	11	711	722	731	*	*	*	*	*	18%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	47	728	728	753	*	*	*	*	*	36%	55%
Male	58	709	716	743	*	*	*	*	*	16%	46%
Economically Disadvantaged Students	88	717	719	731	*	*	*	*	*	23%	33%
Non-Economically Disadvantaged Students	17	720	738	759	*	*	*	*	*	35%	61%
Students with Disabilities	33	686	*	719	*	*	*	*	*	*	24%
Students without Disabilities	72	732	*	754	*	*	*	*	*	*	56%
English Learners	10	670	*	713	*	*	*	*	*	*	17%
Non-English Learners	95	723	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	114	739	736	755	15%	19%	27%	*	*	39%	57%
White	39	740	746	763	*	*	*	*	*	44%	67%
Hispanic	53	737	729	743	*	19%	32%	*	*	34%	44%
Black or African American	18	739	739	739	*	*	*	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	49	744	739	760	*	*	20%	*	*	51%	62%
Male	65	734	733	750	*	*	32%	*	*	29%	53%
Economically Disadvantaged Students	98	734	732	740	17%	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	16	764	763	765	0%	*	*	*	*	81%	69%
Students with Disabilities	23	699	*	725	*	*	*	*	*	*	25%
Students without Disabilities	91	749	*	761	*	*	*	*	*	*	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	743	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	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	72	737	733	756	14%	24%	26%	*	*	36%	58%
White	21	744	*	764	*	*	*	*	*	48%	68%
Hispanic	37	732	731	743	*	30%	27%	*	*	30%	44%
Black or African American	*	*	*	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	37	747	742	761	*	*	*	*	*	46%	64%
Male	35	727	725	750	*	*	*	*	*	26%	52%
Economically Disadvantaged Students	58	732	*	740	17%	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	14	760	*	766	0%	*	*	*	*	64%	69%
Students with Disabilities	16	697	*	724	*	*	*	*	*	*	23%
Students without Disabilities	56	749	*	762	*	*	*	*	*	*	65%
English Learners	*	*	720	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	735	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	*	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	298	99.4	31.5	26.3	44.5	31.5	40.6	Not Met
White	95	100.0	41.1	36.5	54.1	41.1	47.6	Met Target†
Hispanic	148	100.0	29.1	24.3	28.8	29.1	37.1	Not Met
Black or African American	44	97.8	18.2	*	23.0	18.2	37.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	30.8	53.3	*	**	**
Female	134	100.0	35.1	27.1	44.9	35.1		
Male	164	98.8	28.7	25.6	44.2	28.7		
Economically Disadvantaged Students	251	99.6	29.5	24.5	26.3	29.5	40.3	Not Met
Non-Economically Disadvantaged Students	47	98.1	42.6	35.7	54.9	42.6		
Students with Disabilities	84	97.8	*	*	17.4	*	32.5	Not Met
Students without Disabilities	214	100.0	*	*	50.0	*		
English Learners	110	100.0	31.8	23.3	25.0	31.8	27.6	Met Target
Non-English Learners	188	99.0	31.4	27.5	46.5	31.4		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

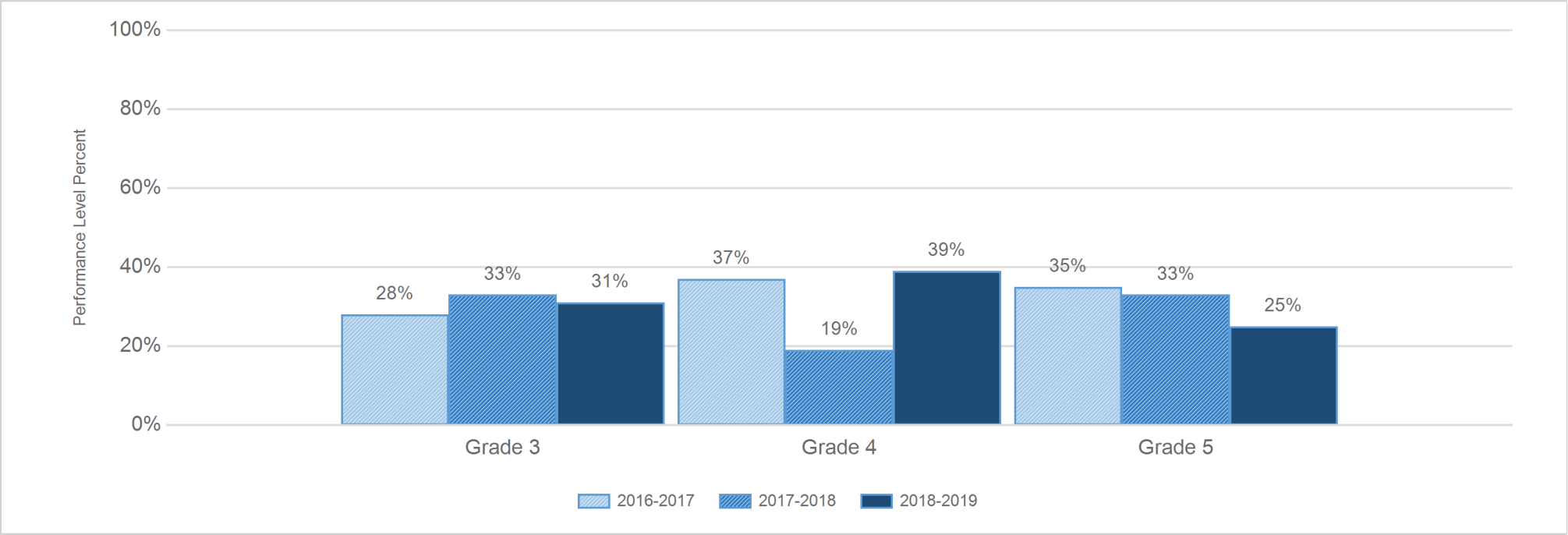


A A Anastasia Elementary School  
(25-2770-065)  
Grades Offered: KG-05  
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	729	735	752	16%	27%	26%	31%	0%	31%	55%
White	35	737	743	760	*	*	29%	43%	0%	43%	66%
Hispanic	54	725	732	739	*	31%	30%	*	*	22%	40%
Black or African American	11	723	727	735	*	*	*	*	*	27%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	47	737	737	751	*	*	30%	40%	0%	40%	54%
Male	58	723	733	752	*	*	22%	24%	0%	24%	56%
Economically Disadvantaged Students	88	729	733	737	*	*	*	*	*	32%	37%
Non-Economically Disadvantaged Students	17	733	745	761	*	*	*	*	*	29%	67%
Students with Disabilities	33	713	*	731	*	*	*	*	*	*	31%
Students without Disabilities	72	737	*	756	*	*	*	*	*	*	60%
English Learners	10	706	*	728	*	*	*	*	*	*	26%
Non-English Learners	95	732	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	114	741	737	749	*	19%	34%	*	*	39%	51%
White	39	743	747	757	*	*	36%	44%	0%	44%	62%
Hispanic	53	743	733	737	*	19%	32%	*	*	42%	36%
Black or African American	18	732	731	731	*	*	*	*	*	28%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	49	737	736	749	*	*	29%	*	*	41%	50%
Male	65	743	738	749	*	*	38%	*	*	38%	52%
Economically Disadvantaged Students	98	738	734	734	*	22%	*	*	*	37%	32%
Non-Economically Disadvantaged Students	16	755	755	759	*	0%	*	*	*	56%	63%
Students with Disabilities	23	719	*	726	*	*	*	*	*	*	25%
Students without Disabilities	91	746	*	754	*	*	*	*	*	*	56%
English Learners	*	*	719	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%





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### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	72	736	732	747	*	35%	38%	*	*	25%	47%
White	21	740	*	755	*	*	*	*	*	43%	58%
Hispanic	37	735	732	735	*	38%	35%	*	*	24%	30%
Black or African American	*	*	*	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	37	740	737	747	*	30%	41%	*	*	27%	47%
Male	35	731	728	747	*	40%	34%	*	*	23%	47%
Economically Disadvantaged Students	58	733	*	732	*	*	*	*	*	19%	27%
Non-Economically Disadvantaged Students	14	745	*	757	*	*	*	*	*	50%	59%
Students with Disabilities	16	712	*	725	*	*	*	*	*	*	19%
Students without Disabilities	56	742	*	752	*	*	*	*	*	*	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	733	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	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	48.1%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	12	83.3%	16.7%
3-4	33	*	*
5 or more	35	*	*



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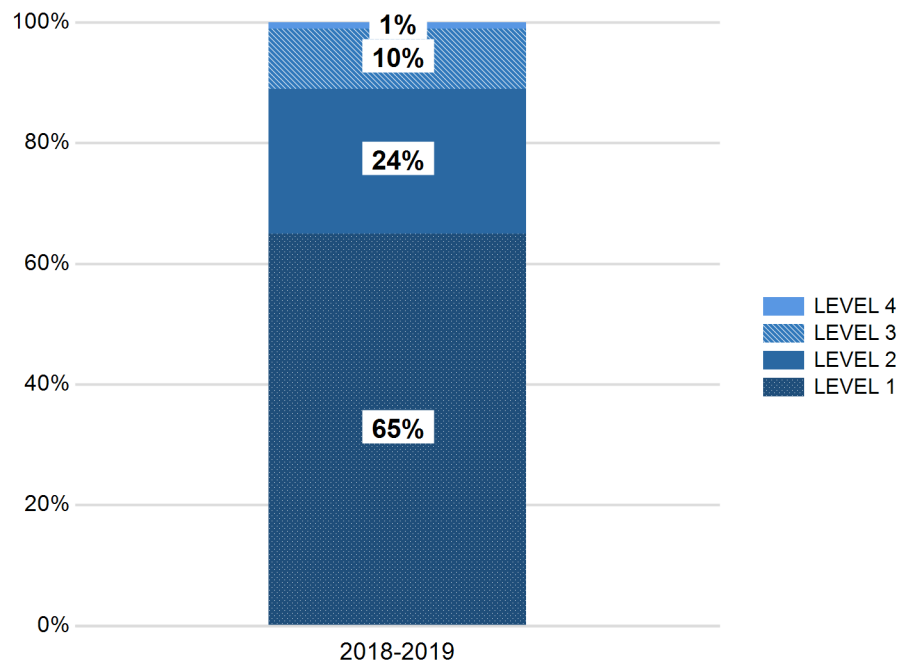
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	65	24	10	1
White	52	19	24	5
Hispanic	68	27	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	*	*	*	*
Female	51	38	8	3
Male	80	9	11	0
Economically Disadvantaged Students	75	20	5	0
Non-Economically Disadvantaged Students	23	38	31	8
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

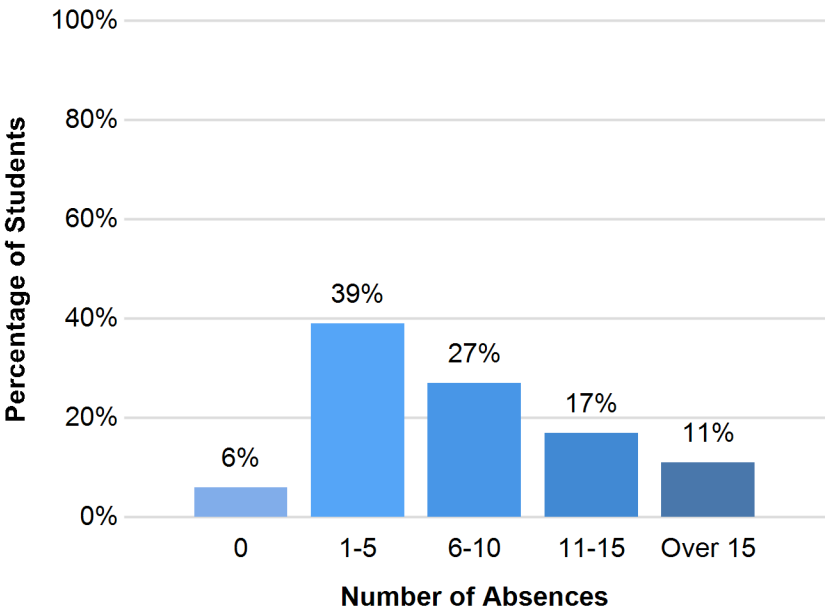
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	6.9	8.9	Met
White	9	5.5	8.9	Met
Hispanic	16	5.9	8.9	Met
Black or African American	8	10.7	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	8.9	Not Met
Female	11	4.7		
Male	26	8.7		
Economically Disadvantaged Students	31	6.8	8.9	Met
Students with Disabilities	15	9.9	8.9	Not Met
English Learners	9	8.7	8.9	Met
Homeless Students	5	50.0		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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





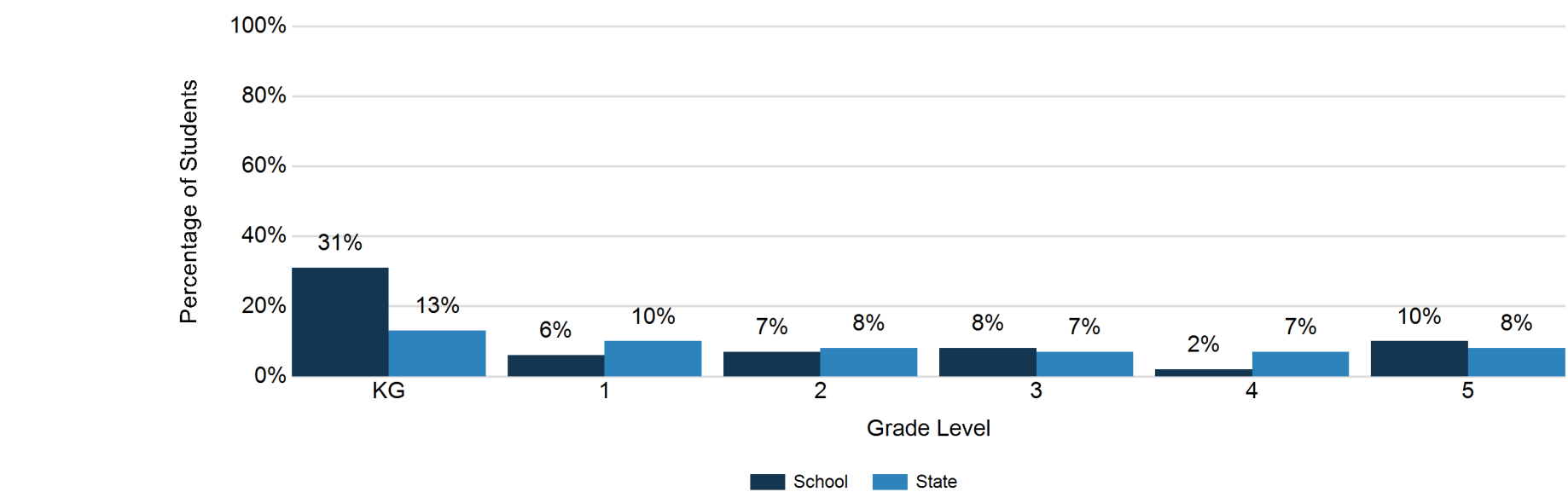
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.12

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	12	2.2%
Any Suspension	13	2.4%
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
25



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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	7:50 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

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



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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	55	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	90.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	268:1	141:1
Teachers to Administrators	28:1	12:1
Students to Librarians/Media Specialists		1160:1
Students to Nurses		527:1
Students to Counselors		483:1
Students to Child Study Team Members		181:1





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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.9%	85.5%	50.0%	48.4%	77.1%	54.9%
Male	56.1%	14.5%	50.0%	51.6%	22.9%	45.1%
White	30.8%	83.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	50.5%	10.9%	50.0%	29.9%	7.3%	7.2%
Black or African American	14.2%	5.5%	50.0%	15.0%	6.6%	13.9%
Asian	0.6%	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%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%



A A Anastasia Elementary School  
(25-2770-065)  
Grades Offered: KG-05  
2018-2019

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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

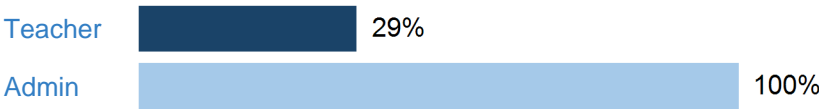
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



A A Anastasia Elementary 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.



A A Anastasia Elementary School  
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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.



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.1%	34.1%	31.6%
Math Proficiency	36.0%	33.3%	31.5%
ELA Growth	60	44	50
Math Growth	62	43	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		29.0%	48.1%
Chronic Absenteeism	26.7%	8.3%	6.9%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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






**A A Anastasia Elementary School**  
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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"><li>• Named a Division Champion school by NJ Department of Agriculture Jets' Play 60 "Eat Right, Move More" program</li><li>• Bronze Sustainable Jersey for Schools Award-Bronze Level</li><li>• Future Ready-Bronze Level</li></ul>
 <div>Mission, Vision, Theme:</div>	<p>The Amerigo A. Anastasia School is strongly committed to the belief that all children are capable of learning, that each child possesses unique talents, and that all students have the right to a quality education. Our purpose is to educate the whole child to their fullest potential and to develop productive individuals who will become lifelong learners and responsible citizens.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>The Amerigo A. Anastasia School received the Division Champion School Award from the New Jersey Department of Agriculture Jets' Play 60 program. The school also received the Bronze Sustainable Jersey for Schools Award and Future Ready Award, which identifies local best practices for sustainability actions and transformation in the areas of digital education.</p>







A A Anastasia Elementary School  
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 <p>Courses, Curriculum, Instruction:</p>	<p>The school uses the Everyday Math program for mathematics, which focuses on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. ELA instruction is taught through the Treasures program and School Wide writing program, which utilizes high quality literature coupled with explicit instruction. Independent and ample practice is incorporated through a Daily 5 structure which fosters student independence.</p>
 <p>Clubs and Activities:</p>	<p>Students in the VPA Magnet are provided many opportunities to participate in visual/performing arts experiences in the areas of art, dance, drama, instrumental music, and vocal music. Students participate in productions each year and provide community service by entertaining at nursing homes, senior citizen clubs, and community venues. Anastasia School is also a member of the NYCUDL which provides opportunities for students to compete in elementary debate tournaments in New York City.</p>





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 <div>Before and After School Programs:</div>	Students are able to participate in the following enrichment clubs after school; Art, Chorus, Instrumental Band, Dance, Genius Hour and Debate. Tutoring programs also are available before school and after school for students who need additional academic assistance.
 <div>Staff and Professional Learning:</div>	Staff are provided with a wide range of professional learning through professional learning communities, district trainers and presenters, and online resources. Teachers participate in "Virtual Rounds" which highlight best practices found in various classrooms within the district and offer staff the opportunity to discuss the practices observed.



### A A Anastasia Elementary School

(25-2770-065)

Grades Offered: KG-05

2018-2019

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### Student Supports and Services:

Amerigo A. Anastasia provides extended year and school based services for students with special needs. Throughout the year, students with special needs participate in Special Olympic activities, an equestrian therapy program, and run a school cafe that provides real world learning. The school also has RTI teachers and tutoring programs before school and throughout the day that assist with struggling students.



### Student Health and Wellness:

Amerigo A. Anastasia school participates in the fresh fruit and vegetable program. Each week students are able to try two fruits or vegetables. They are also provided with ways to extend the learning at home with various recipes. The school also hosts monthly, "Positive Power" assemblies that promote social and emotional well being and character education.



### Parent and Community Involvement:

The school has a website with a variety of resources for parents. The school connects with parents on a daily basis through the school Class Dojo app, Parent Portal, and Twitter. Important announcements, celebrations, school videos, and pictures are uploaded to the site for parents to view. Featured activities uploaded capture some of the wonderful highlights of the day. The school has an active PTA which fundraises for student trips and student activities.






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year students, parents, and staff take a Culture and Climate Survey which helps identify climate trends, strengths and areas of improvement. This information is then shared with both the SCIP and Title I committees and various stakeholders.</p>
 <div>Facilities:</div>	<p>The Anastasia School is a state-of-the-art facility that provides all students with outstanding educational experiences. The computer lab is fully installed with software for use by students during, before, and after school. Multimedia tablets have wireless connectivity throughout the school and classrooms are equipped with a projector and Smart Slate, which allows for innovative technology integration.</p>
 <div>School Safety:</div>	<p>Safety of students and staff is a primary concern of AAA Elementary School. To ensure student safety, supervision is provided on school grounds at all times. Visitors that visit the school must register at the main office prior to entering school grounds and a visitor's pass must be displayed at all times. Throughout the school year the staff is trained on the latest safety procedures and safety drills on a monthly basis. All staff desktops are equipped with "Crisis Go: an alarm system that alerts staffs to any dangers and gives them directions on what to do in certain instances.</p>




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 <div>Technology and STEM:</div>	<p>The AAA School is a modern facility offering a fully equipped computer lab in which students have multiple opportunities to enhance their technological skills. Every student in grades 3-5 have one-to-one Chromebooks with Wi-Fi access. This allows them to collaborate with their peers and classroom teacher and further develop their computer knowledge while enhancing their academic skills.</p>
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 <div>Other Information</div>	<p>The district has implemented Standards-Based report cards in kindergarten through fifth grade. Each grade-level has a report card that is representative of the standards that each student should master before the completion of that grade-level. The implementation of standards-based report cards has established common grading practices and a deeper awareness of the academic knowledge that students require in order to become successful in their educational career. Students at all grade levels participate in activities that focus on science, engineering, and technology as they work towards meeting rigorous science standards. Students actively engage in scientific and engineering practices and apply these ideas to real life applications in their environment. Many of the investigations are conducted in small cooperative learning groups in which students plan and find solutions with other students. Students have opportunities to experiment, hypothesize, analyze, research, test, talk, explain, and justify their ideas. Students take part in an annual Family Science Night to present their projects and to engage in presentations from area environmentalist.</p>
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**George L Catrambone**  
(25-2770-300)  
Grades Offered: KG-05  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



**George L Catrambone**  
(25-2770-300)  
Grades Offered: KG-05  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Monmouth
District	LONG BRANCH PUBLIC SCHOOL District
Principal Name	Mr. Chris Volpe
Address	240 Park Avenue Long Branch, NJ 07740
Phone Number	732-222-3215
Email Address	<a href="mailto:cvolpe@longbranch.k12.nj.us">cvolpe@longbranch.k12.nj.us</a>
Website	<a href="https://www.longbranch.k12.nj.us">https://www.longbranch.k12.nj.us</a>





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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	56	62	60
1	168	178	152
2	171	164	185
3	142	170	172
4	160	149	178
5	167	163	153
Total	864	886	900

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	49.3%	50.6%	50.2%
Male	50.7%	49.4%	49.8%
Economically Disadvantaged Students	91.1%	91.5%	92.7%
Students with Disabilities	3.8%	4.0%	4.1%
English Learners	29.7%	40.0%	49.3%
Homeless Students	1.0%	1.4%	1.8%
Students in Foster Care	0.6%	0.6%	0.4%
Military-Connected Students	0.2%	0.2%	0.1%
Migrant Students	0.0%	0.0%	0.6%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	29.1%	28.9%	28.1%
Hispanic	58.3%	59.3%	61.4%
Black or African American	10.3%	9.3%	8.0%
Asian	0.2%	0.7%	0.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	2.1%	1.8%	1.8%

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	0	0	0
KG - Half Day	0	0	0
KG - Full Day	56	62	60

Enrollment by Home Language

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

Home Language	% of Students
Spanish	49.6%
Portuguese	25.7%
English	23.7%
Other Languages	1.1%



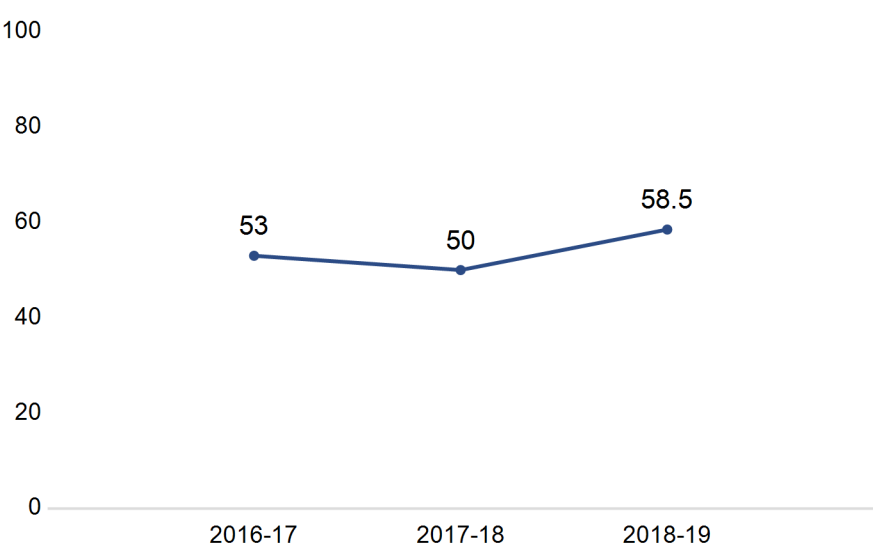
George L Catrambone  
(25-2770-300)  
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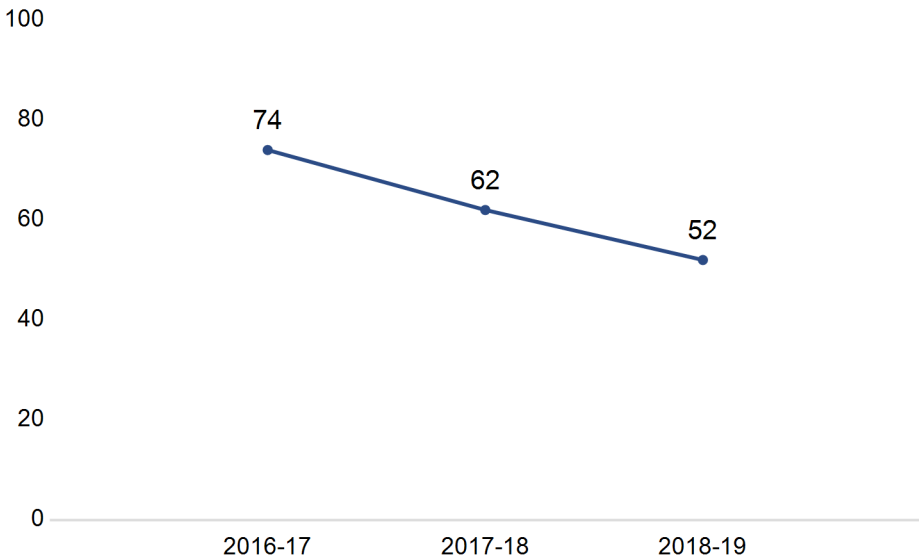
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	50	58.5	74	62	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



George L Catrambone  
(25-2770-300)  
Grades Offered: KG-05  
2018-2019

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

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

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

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

Student Growth

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	58.5	47	50	Met Standard	52	46	50	Met Standard
White	74	52	50	Exceeds Standard	54.5	49	52	Met Standard
Hispanic	57	48	49	Met Standard	50	45	47	Met Standard
Black or African American	42.5	39	45	Met Standard	54	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	68	59	**	N	29	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	37	49	**	*	39	52	**
Female	56	49	53	N	55	46	50	N
Male	59	45	47	N	50	46	51	N
Economically Disadvantaged Students	58	46	48	Met Standard	53.5	46	46	Met Standard
Students with Disabilities	44	40	43	**	35	40	45	**
English Learners	58.5	49	52	Met Standard	57	49	50	Met Standard
Homeless Students	*	40	43	N	*	46.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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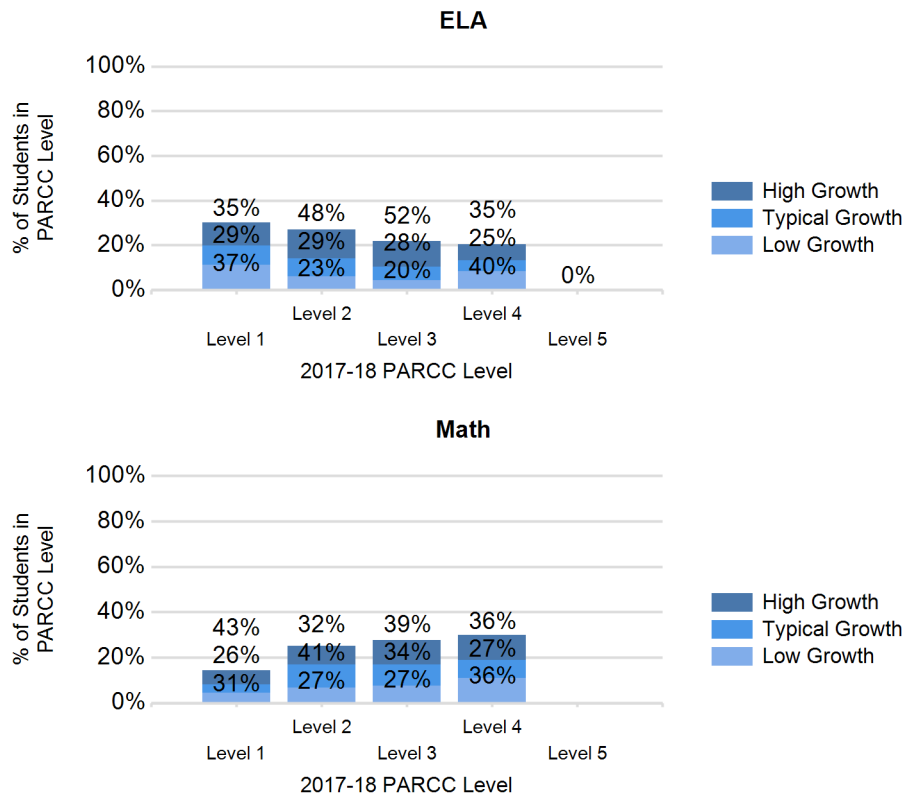
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

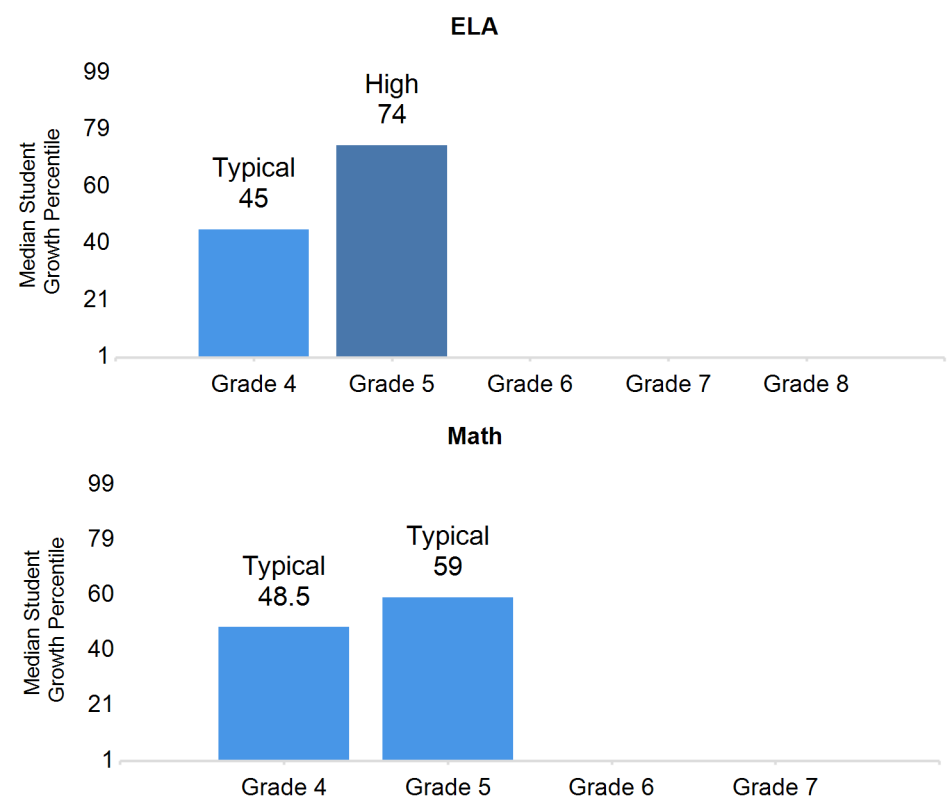
Student Growth by Performance Level

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



Student Growth by Grade

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



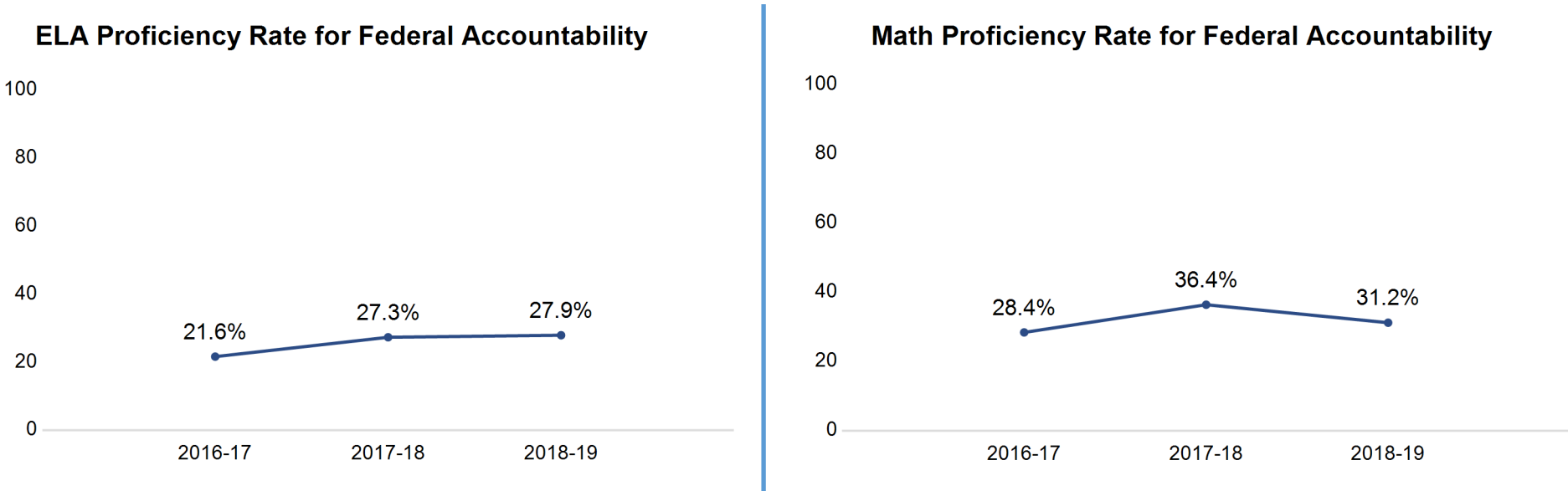


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	99.7%	99.8%	99.8%	99.7%	99.8%
Proficiency Rate for Federal Accountability	21.6%	27.3%	27.9%	28.4%	36.4%	31.2%
Annual Target	19.5%	22.7%	25.9%	26.7%	29.5%	32.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	441	99.8	27.9	34.1	57.9	27.9	25.9	Met Target
White	115	99.2	40.9	44.5	66.9	40.9	29.6	Met Target
Hispanic	275	100.0	23.3	31.0	43.9	23.3	24.1	Met Target†
Black or African American	42	100.0	21.4	28.0	38.5	21.4	24.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	35.4	64.4	*	**	**
Female	216	99.5	30.6	42.5	64.8	30.6		
Male	225	100.0	25.3	26.7	51.3	25.3		
Economically Disadvantaged Students	411	99.8	26.8	31.3	40.0	26.8	25.1	Met Target
Non-Economically Disadvantaged Students	30	100.0	43.3	48.8	67.9	43.3		
Students with Disabilities	20	100.0	10.0	*	22.7	10.0	6.1	Met Target
Students without Disabilities	421	99.8	28.7	*	65.1	28.7		
English Learners	265	100.0	22.3	*	29.3	22.3	19.8	Met Target
Non-English Learners	176	99.4	36.4	*	60.6	36.4		
Homeless Students	*	*	*	25.5	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

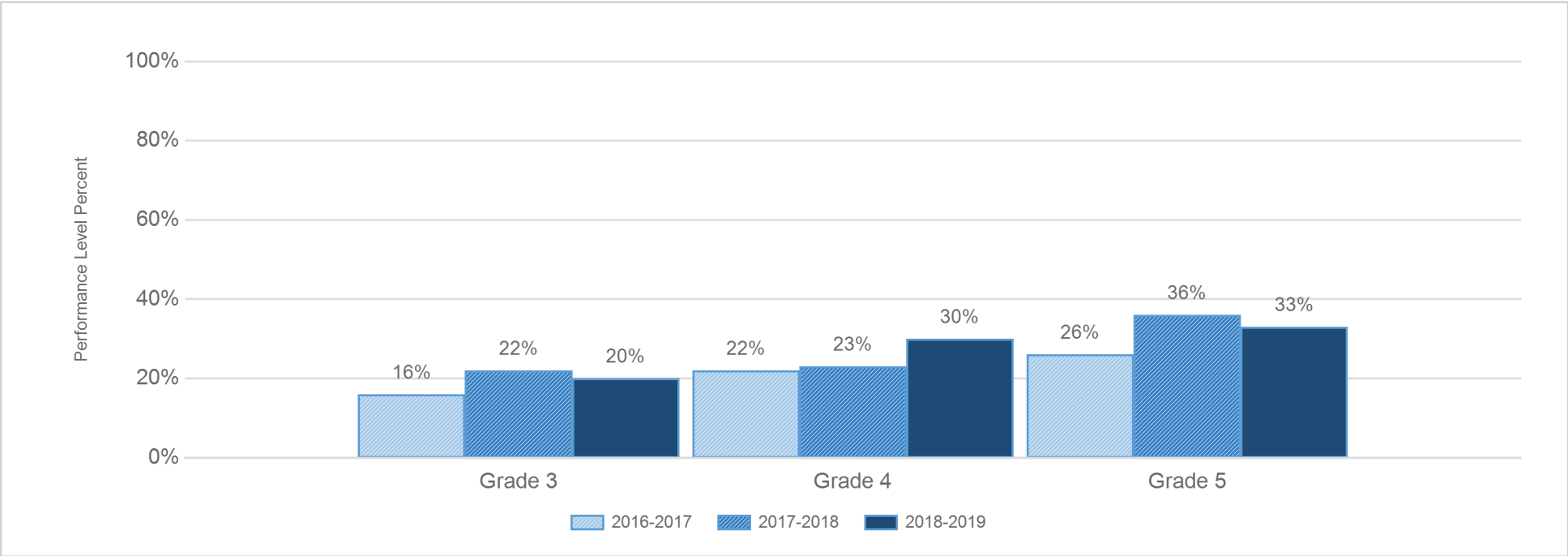


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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	717	722	748	30%	31%	19%	20%	0%	20%	50%
White	45	722	730	757	*	38%	*	*	*	22%	60%
Hispanic	88	713	716	734	38%	26%	17%	19%	0%	19%	36%
Black or African American	12	722	722	731	*	*	*	*	*	17%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	69	723	728	753	20%	36%	19%	25%	0%	25%	55%
Male	81	711	716	743	38%	26%	20%	16%	0%	16%	46%
Economically Disadvantaged Students	139	716	719	731	*	*	21%	*	*	18%	33%
Non-Economically Disadvantaged Students	11	732	738	759	*	*	0%	*	*	45%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	65	694	*	713	*	*	*	*	*	*	17%
Non-English Learners	85	734	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%





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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	162	727	736	755	23%	23%	25%	*	*	30%	57%
White	38	737	746	763	*	*	34%	39%	0%	39%	67%
Hispanic	102	722	729	743	27%	27%	20%	*	*	25%	44%
Black or African American	18	733	739	739	*	*	*	*	*	28%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	83	728	739	760	20%	24%	27%	*	*	29%	62%
Male	79	726	733	750	25%	22%	23%	*	*	30%	53%
Economically Disadvantaged Students	151	725	732	740	*	25%	*	*	*	28%	40%
Non-Economically Disadvantaged Students	11	751	763	765	*	0%	*	*	*	55%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	64	705	706	720	*	*	*	*	*	*	17%
Non-English Learners	98	741	743	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	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	142	735	733	756	12%	21%	34%	*	*	33%	58%
White	38	753	*	764	*	*	*	*	*	61%	68%
Hispanic	92	731	731	743	*	28%	38%	*	*	24%	44%
Black or African American	12	714	*	739	*	*	*	*	*	17%	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	69	740	742	761	*	16%	36%	*	*	38%	64%
Male	73	731	725	750	*	26%	32%	*	*	29%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	40	721	720	713	*	35%	38%	*	*	13%	11%
Non-English Learners	102	741	735	758	*	16%	32%	*	*	41%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	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	471	99.8	31.2	26.3	44.5	31.2	32.3	Met Target†
White	124	99.2	40.3	36.5	54.1	40.3	39.1	Met Target
Hispanic	296	100.0	28.7	24.3	28.8	28.7	30.9	Met Target†
Black or African American	42	100.0	21.4	*	23.0	21.4	19.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	30.8	53.3	*	**	**
Female	229	99.6	34.5	27.1	44.9	34.5		
Male	242	100.0	28.1	25.6	44.2	28.1		
Economically Disadvantaged Students	437	99.8	30.0	24.5	26.3	30.0	31.6	Met Target†
Non-Economically Disadvantaged Students	34	100.0	47.1	35.7	54.9	47.1		
Students with Disabilities	20	100.0	10.0	*	17.4	10.0	18.8	Met Target†
Students without Disabilities	451	99.8	32.2	*	50.0	32.2		
English Learners	295	100.0	28.8	23.3	25.0	28.8	29.9	Met Target†
Non-English Learners	176	99.4	35.2	27.5	46.5	35.2		
Homeless Students	*	*	*	10.2	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

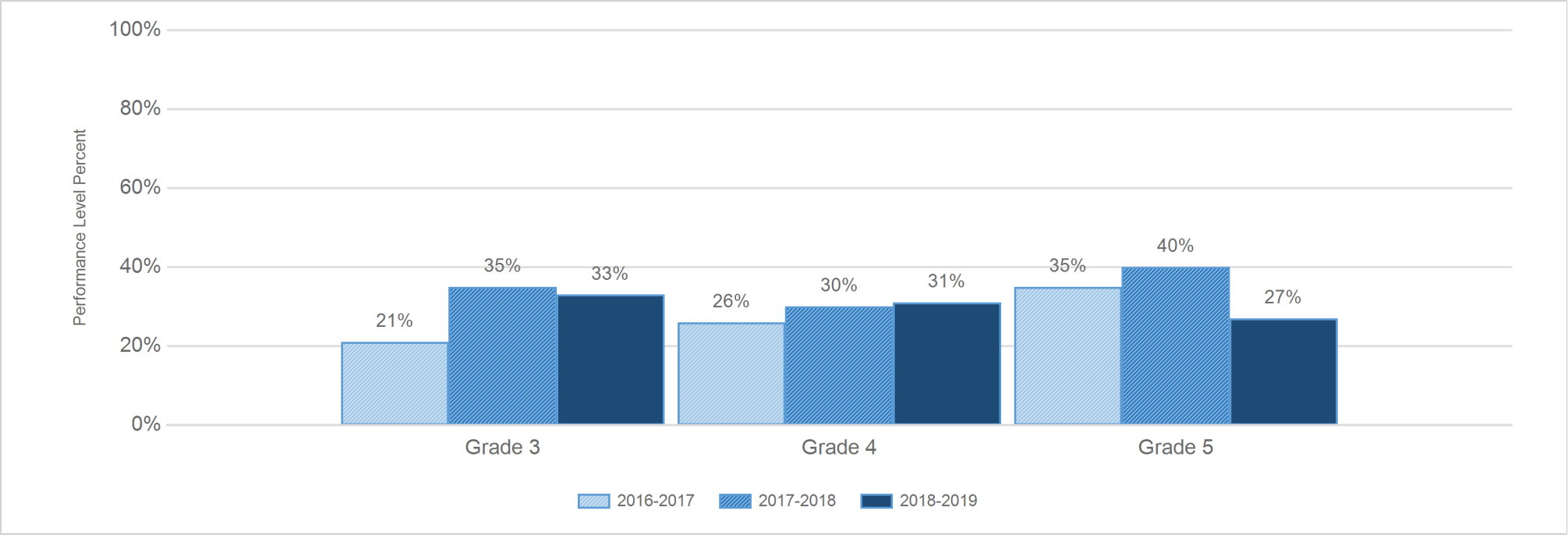


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	736	735	752	8%	26%	33%	*	*	33%	55%
White	49	741	743	760	*	*	45%	*	*	35%	66%
Hispanic	98	734	732	739	*	31%	28%	*	*	33%	40%
Black or African American	12	728	727	735	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	74	738	737	751	*	*	30%	*	*	39%	54%
Male	90	735	733	752	*	*	36%	*	*	28%	56%
Economically Disadvantaged Students	152	735	733	737	*	28%	*	*	*	31%	37%
Non-Economically Disadvantaged Students	12	750	745	761	*	0%	*	*	*	58%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	79	727	*	728	*	35%	32%	*	*	19%	26%
Non-English Learners	85	745	*	754	*	18%	34%	*	*	46%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	178	732	737	749	17%	25%	27%	31%	0%	31%	51%
White	42	742	747	757	*	*	33%	40%	0%	40%	62%
Hispanic	114	728	733	737	20%	29%	23%	28%	0%	28%	36%
Black or African American	18	729	731	731	*	*	*	*	*	28%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	92	732	736	749	16%	24%	28%	32%	0%	32%	50%
Male	86	731	738	749	17%	27%	26%	30%	0%	30%	52%
Economically Disadvantaged Students	165	730	734	734	18%	27%	*	*	*	30%	32%
Non-Economically Disadvantaged Students	13	748	755	759	0%	0%	*	*	*	46%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	80	719	719	722	*	*	19%	18%	0%	18%	18%
Non-English Learners	98	742	742	751	*	*	34%	42%	0%	42%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



George L Catrambone  
(25-2770-300)  
Grades Offered: KG-05  
2018-2019

**Report Key:**  
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**N** No Data is available to display  
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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	153	734	732	747	11%	24%	38%	*	*	27%	47%
White	41	745	*	755	*	*	39%	*	*	41%	58%
Hispanic	100	732	732	735	11%	26%	39%	24%	0%	*	30%
Black or African American	12	717	*	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	73	737	737	747	*	19%	40%	*	*	30%	47%
Male	80	732	728	747	*	28%	36%	*	*	25%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	51	728	727	718	*	25%	45%	*	*	16%	12%
Non-English Learners	102	737	733	749	*	23%	34%	*	*	33%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	41.3%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	130	*	*
3-4	133	85.7%	14.3%
5 or more	150	87.3%	12.7%





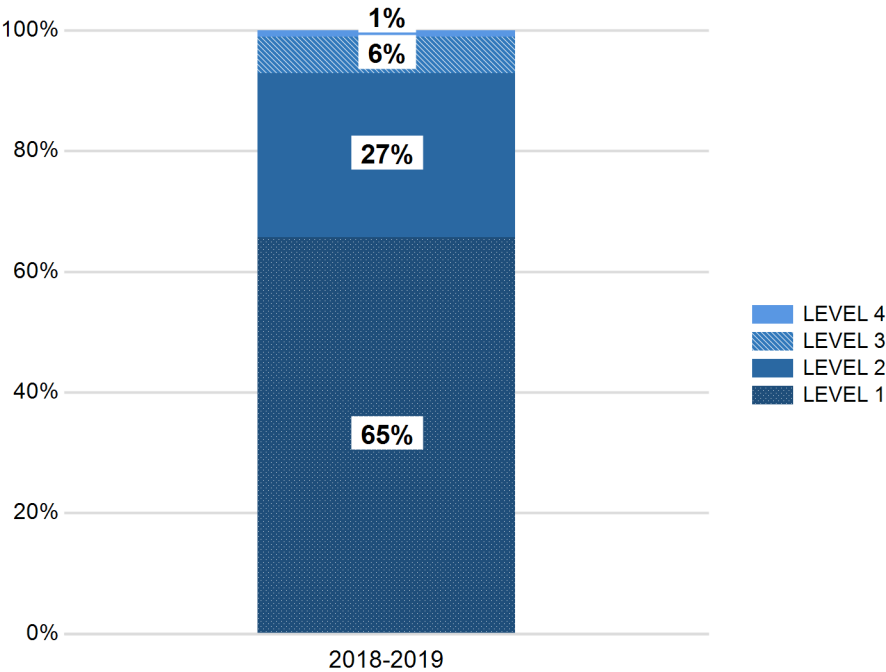
George L Catrambone  
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	27	6	1
White	46	34	17	2
Hispanic	72	25	2	1
Black or African American	75	25	0	0
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	66	27	4	3
Male	65	28	8	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	80	20	0	0
Non-English Learners	58	31	9	2
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

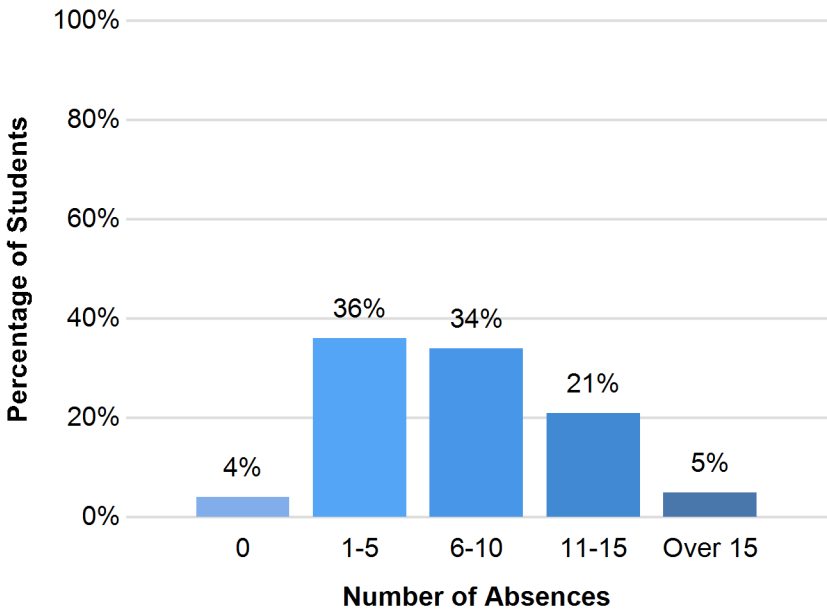
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	15	1.7	8.9	Met
White	4	1.6	8.9	Met
Hispanic	8	1.5	8.9	Met
Black or African American	3	4.2	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	5	1.1		
Male	10	2.3		
Economically Disadvantaged Students	14	1.7	8.9	Met
Students with Disabilities	1	2.7	8.9	Met
English Learners	8	1.9	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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





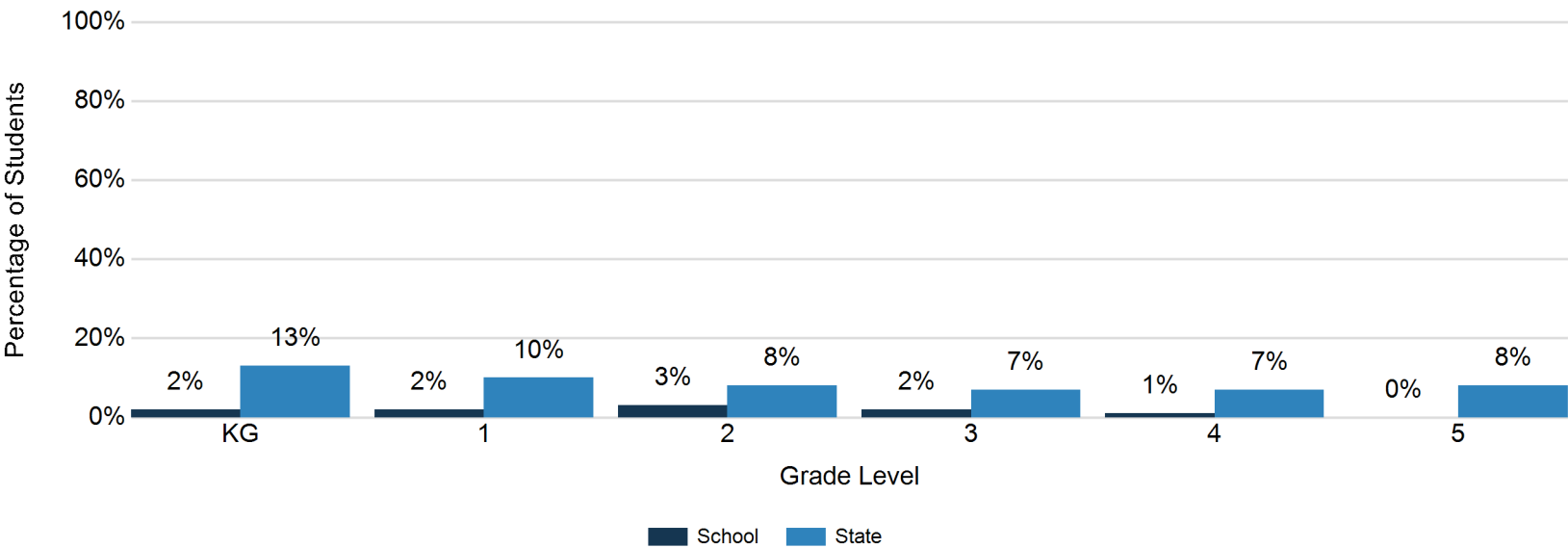
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Chronic Absenteeism by Grade

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





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

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

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

Incident Type	Number of Incidents
Violence	17
Weapons	0
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	2.33

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

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	45	5.0%
Out-of-School Suspensions	*	*
Any Suspension	46	5.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

#### 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	7:50 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

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



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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	61	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	88.5%	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	41	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	12:1
Students to Administrators	300:1	141:1
Teachers to Administrators	20:1	12:1
Students to Librarians/Media Specialists		1160:1
Students to Nurses		527:1
Students to Counselors		483:1
Students to Child Study Team Members		181:1



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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	50.2%	88.5%	66.7%	48.4%	77.1%	54.9%
Male	49.8%	11.5%	33.3%	51.6%	22.9%	45.1%
White	28.1%	68.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	61.4%	23.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.0%	4.9%	0.0%	15.0%	6.6%	13.9%
Asian	0.6%	3.3%	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	1.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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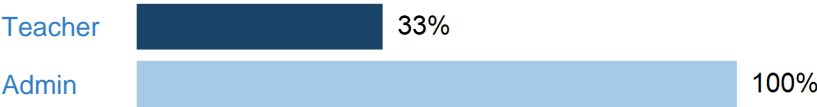
Teachers and Administrators - Level of Education

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

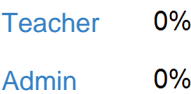
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	95.9%





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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

### ESSA Accountability Status

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

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

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



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

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

### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.6%	27.3%	27.9%
Math Proficiency	28.4%	36.4%	31.2%
ELA Growth	53	50	58
Math Growth	74	62	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		47.9%	41.3%
Chronic Absenteeism	12.9%	7.0%	1.7%

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



George L Catrambone  
(25-2770-300)  
Grades Offered: KG-05  
2018-2019

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	Met Target†	Met	No
White	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	**	**	n/a	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).






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"><li>Recognized as a US Department of Education Green Ribbon School</li><li>2019 Sustainable Jersey School Champion Award</li><li>Silver Certification - New Jersey Future Ready Schools</li></ul>
 <div>Mission, Vision, Theme:</div>	<p>The George L. Catrambone Elementary School (GLC) is a kindergarten through fifth grade school that is fully committed to academic excellence by providing all students with a solid educational foundation. Through the efforts of the administration, faculty, and support staff, a quality learning experience enables students to reach their academic goals. This commitment is fueled by high expectations for student achievement and rich academic experiences.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>The GLC School was honored through NJ Sustainable Schools as the Top School in the state, achieving the highest amount of points ever recorded in state history. GLC was also awarded Silver Certification through New Jersey Future Ready Schools, as well as achieving the Bronze Level USDA Healthier US School Award. GLC has Silver Level recognition for NJ Safe Route to School.</p>



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<div>A blue icon representing a stack of three books, with the top book slightly offset to show the pages underneath.</div> <div>Courses, Curriculum, Instruction:</div>	Students receive instruction through the McGraw-Hill Treasures reading program, Everyday Mathematics, and the School Wide Writing Curriculum. Each of these programs provide opportunities for both whole group and small-group individualized instruction. With an emphasis on technology, communication, and the facilitation of school-family cooperation, these courses help to prepare our students to become strong 21st century learners and leaders.
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 <div>Before and After School Programs:</div>	<p>The bilingual tutorial and the ESSA tutoring programs at GLC target students in need of academic assistance. The GLC Future Leaders Club is for 5th grade students exemplify leadership characteristics. The GLC Debate Team encourages critical thinking, public speaking skills, teamwork and empathy. As students research and present their ideas and arguments on a variety of topics. The GLC School also hosts a district-wide 21st Century Learning extended education program in which students enrich their studies with STEM, arts, and nutrition education.</p>
 <div>Staff and Professional Learning:</div>	<p>Each week, teachers meet in Professional Learning Communities (PLCs). These meetings allow teachers to improve student learning through discussion and evaluation of the curriculum, aligning lessons to the student learning standards, and data analysis. Weekly discussion enables teachers to execute relevant and rigorous lessons based upon students' needs. Teachers also participate in district-wide virtual PD, with a variety of topics to choose from.</p>





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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right. <div>Student Supports and Services:</div>	English Language Learners receive support daily with both push-in and pull-out academic support. The School Safety Team supports our students with trained Anti-Bullying specialists. The I&RS Team works closely with families to support students in need of assistance with health, behavior, academic, or counseling services.
An icon depicting two blue hands shaking. <div>Parent and Community Involvement:</div>	The GLC School prides itself on the strong relationships forged with both the students' families and the community. Back to School Night is held each year to outline the year ahead. Parent/Teacher Conferences are held twice a year to discuss students' academic progress. GLC also hosts parent-involvement workshops to celebrate and promote literacy, math, and the importance of the home-school connection.



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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Students, staff, and parents all participate in a School Climate Survey each year. This survey is used to evaluate the overall atmosphere of GLC and make any necessary changes to ensure the success and comfort of the students, their families, and the staff.
Facilities:	GLC first opened its doors to students in September 2014. This state of the art Leadership in Energy and Environmental Design (LEED) building houses a spacious library, 2 computer labs, STEM lab, art room (complete with a kiln pottery oven), and both a vocal music room and instrumental music room. The GLC School was designed to advance our students' academic, technological, and fine arts education so that they each achieve true academic success.




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 <div>Other Information</div>	<p>The students at GLC have many opportunities to enhance their daily learning through the use of technology. All third through fifth grade students are assigned a personal Chrome Book to complement and enrich the components of the daily curriculum. The STEM labs utilize I Pads in order to enhance and supplement the Launch curriculum. A wireless hub allows access to the school network and connectivity to the Internet throughout the entire school. This connectivity ensures advanced technological learning for all students.</p>
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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto: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	Monmouth
District	LONG BRANCH PUBLIC SCHOOL District
Principal Name	Mrs. Beth Mc Carthy
Address	201 Monmouth Avenue LONG BRANCH, NJ 07740-6992
Phone Number	732-222-7048
Email Address	<a href="mailto:bmccarthy@longbranch.k12.nj.us">bmccarthy@longbranch.k12.nj.us</a>
Website	<a href="https://www.longbranch.k12.nj.us">https://www.longbranch.k12.nj.us</a>



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	6	4	2
1	110	116	128
2	102	102	123
3	108	98	94
4	124	110	99
5	131	123	115
Total	581	553	561

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

Student Group	2016-17	2017-18	2018-19
Female	45.3%	45.0%	46.7%
Male	54.7%	55.0%	53.3%
Economically Disadvantaged Students	83.5%	85.2%	84.1%
Students with Disabilities	23.1%	23.3%	21.0%
English Learners	3.1%	6.0%	13.9%
Homeless Students	2.1%	1.1%	3.0%
Students in Foster Care	0.3%	0.5%	0.2%
Military-Connected Students	0.0%	0.0%	0.2%
Migrant Students	0.0%	0.0%	0.2%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	18.2%	19.5%	19.8%
Hispanic	50.3%	49.2%	48.1%
Black or African American	25.5%	24.8%	26.4%
Asian	1.0%	1.1%	0.9%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.2%	0.0%
Two or More Races	4.5%	5.2%	4.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	6	4	2

Enrollment by Home Language

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

Home Language	% of Students
English	54.4%
Spanish	34.4%
Portuguese	8.9%
Other Languages	2.3%



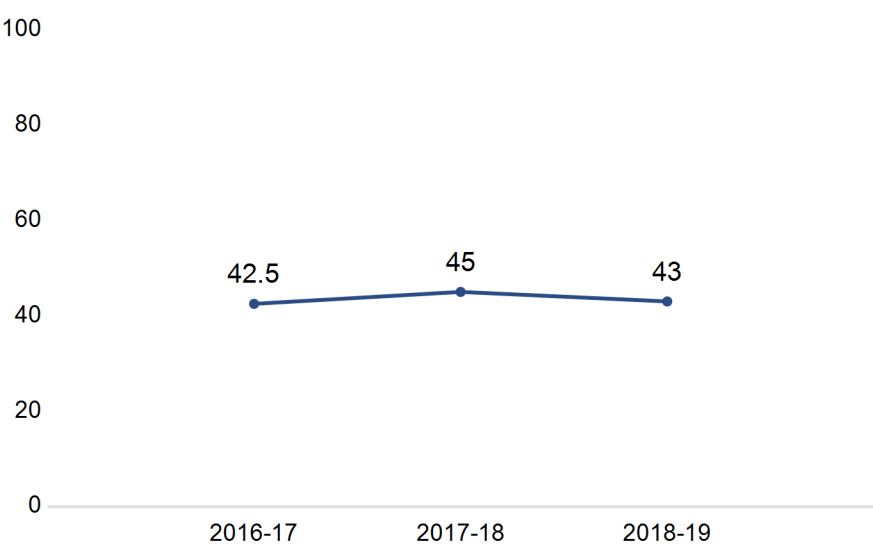
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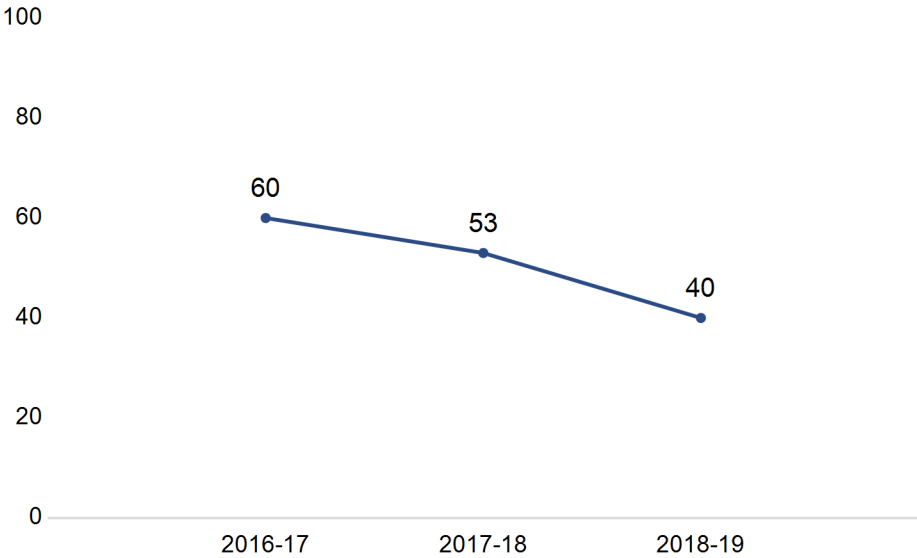
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42.5	45	43	60	53	40
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



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	43	47	50	Met Standard	40	46	50	Met Standard
White	49	52	50	Met Standard	50	49	52	Met Standard
Hispanic	45	48	49	Met Standard	36	45	47	Not Met
Black or African American	36	39	45	Not Met	38	45	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	68	59	**	*	29	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	43	37	49	**	35.5	39	52	**
Female	42	49	53	N	41	46	50	N
Male	44	45	47	N	40	46	51	N
Economically Disadvantaged Students	42	46	48	Met Standard	36	46	46	Not Met
Students with Disabilities	41	40	43	Met Standard	40	40	45	Met Standard
English Learners	40	49	52	Met Standard	37	49	50	Not Met
Homeless Students	33	40	43	N	32	46.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N





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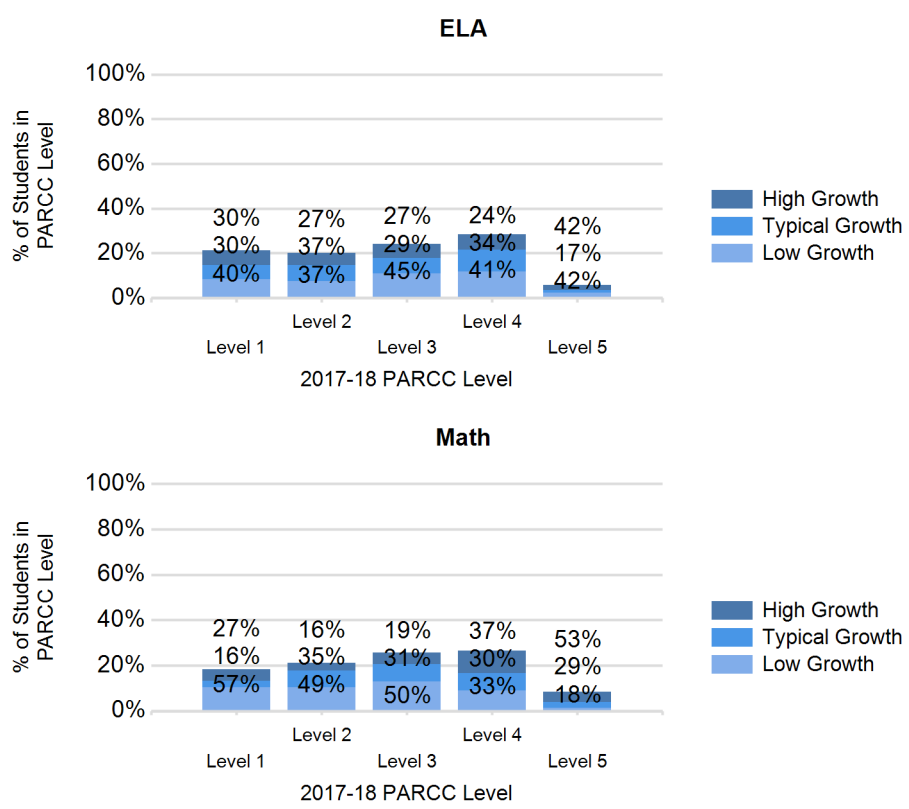
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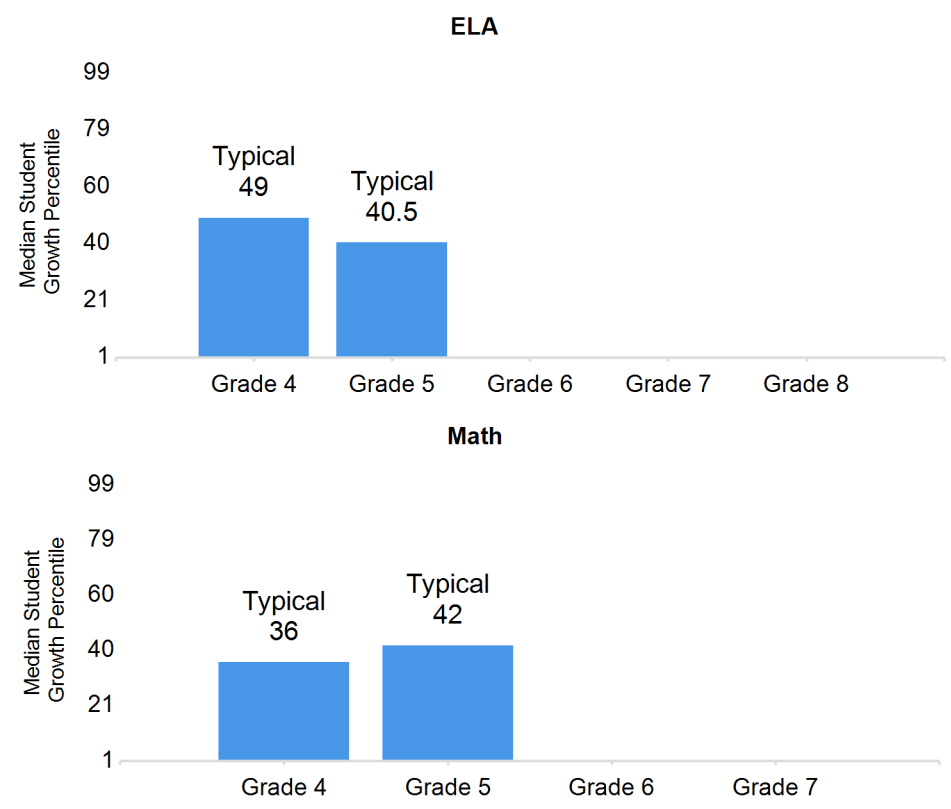
Student Growth by Performance Level

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



Student Growth by Grade

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



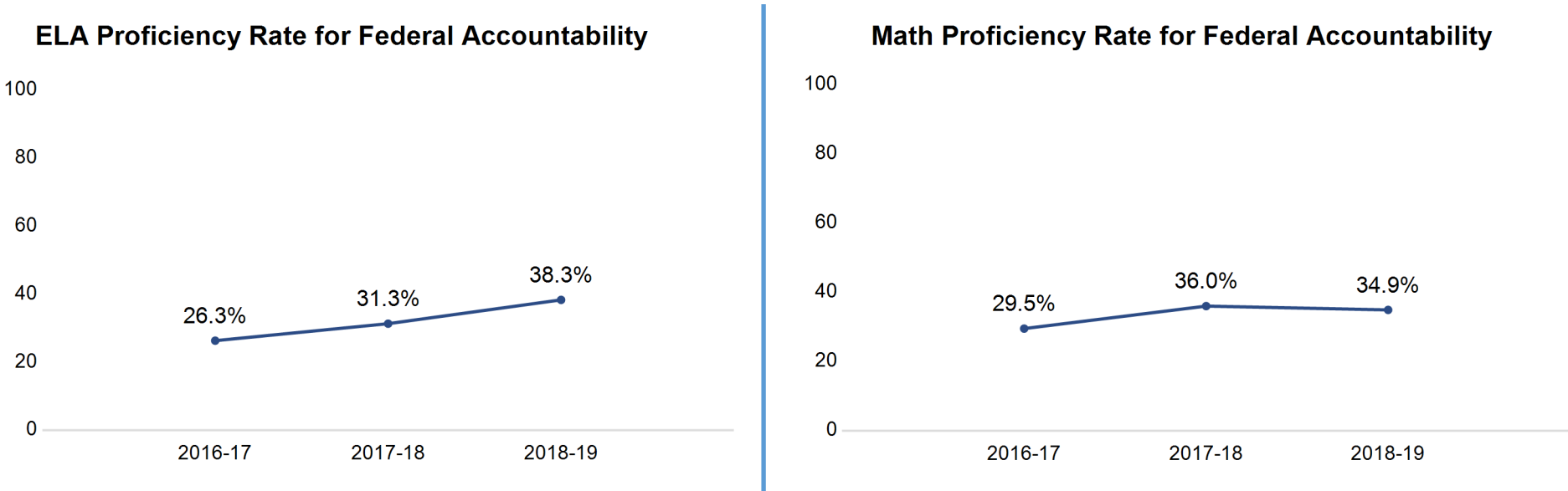


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	99.8%	99.7%	99.7%	99.8%	99.7%
Proficiency Rate for Federal Accountability	26.3%	31.3%	38.3%	29.5%	36.0%	34.9%
Annual Target	26.9%	29.7%	32.5%	31.7%	34.3%	36.8%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	298	99.7	38.3	34.1	57.9	38.3	32.5	Met Target
White	57	98.4	59.6	44.5	66.9	59.6	48.2	Met Target
Hispanic	136	100.0	32.4	31.0	43.9	32.4	29.1	Met Target
Black or African American	85	100.0	32.9	28.0	38.5	32.9	26.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	35.4	64.4	*	**	**
Female	133	99.3	43.6	42.5	64.8	43.6		
Male	165	100.0	33.9	26.7	51.3	33.9		
Economically Disadvantaged Students	245	100.0	33.5	31.3	40.0	33.5	28.4	Met Target
Non-Economically Disadvantaged Students	53	98.2	60.4	48.8	67.9	60.4		
Students with Disabilities	68	100.0	20.6	*	22.7	20.6	21.3	Met Target†
Students without Disabilities	230	99.6	43.5	*	65.1	43.5		
English Learners	54	100.0	35.2	*	29.3	35.2	13.4	Met Target
Non-English Learners	244	99.6	38.9	*	60.6	38.9		
Homeless Students	14	100.0	28.6	25.5	29.1	28.6		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

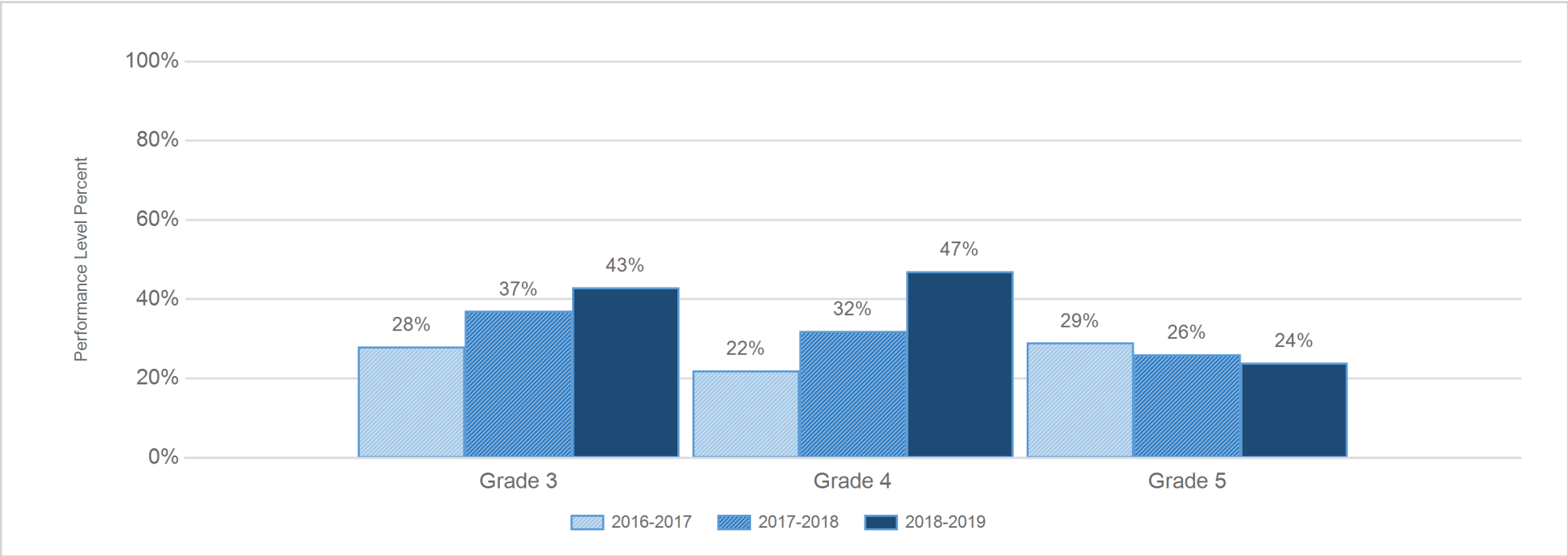


Gregory Elementary School  
(25-2770-110)  
Grades Offered: KG-05  
2018-2019

**Report Key:**  
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\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
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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.





Gregory Elementary School

(25-2770-110)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	734	722	748	25%	14%	18%	*	*	43%	50%
White	23	755	730	757	*	*	*	*	*	70%	60%
Hispanic	35	727	716	734	*	*	*	34%	0%	34%	36%
Black or African American	31	725	722	731	39%	*	*	32%	0%	32%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	40	738	728	753	28%	*	*	*	*	45%	55%
Male	53	731	716	743	23%	*	*	*	*	42%	46%
Economically Disadvantaged Students	76	729	719	731	*	*	*	*	*	37%	33%
Non-Economically Disadvantaged Students	17	759	738	759	*	*	*	*	*	71%	61%
Students with Disabilities	16	693	*	719	*	*	*	*	*	*	24%
Students without Disabilities	77	743	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Gregory Elementary School  
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	748	736	755	13%	14%	26%	31%	16%	47%	57%
White	16	779	746	763	*	0%	*	*	*	81%	67%
Hispanic	49	737	729	743	20%	*	29%	*	*	37%	44%
Black or African American	22	745	739	739	*	*	*	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	47	753	739	760	*	*	23%	*	*	49%	62%
Male	51	744	733	750	*	*	27%	*	*	45%	53%
Economically Disadvantaged Students	81	743	732	740	16%	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	17	771	763	765	0%	*	*	*	*	71%	69%
Students with Disabilities	20	729	*	725	*	*	*	*	*	40%	25%
Students without Disabilities	78	753	*	761	*	*	*	*	*	49%	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	743	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	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Gregory Elementary School  
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	727	733	756	22%	32%	22%	*	*	24%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	53	730	731	743	*	34%	26%	*	*	25%	44%
Black or African American	35	719	*	739	31%	34%	*	*	*	23%	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	48	740	742	761	*	23%	27%	*	*	38%	64%
Male	63	717	725	750	*	40%	17%	*	*	14%	52%
Economically Disadvantaged Students	91	725	*	740	*	*	*	*	*	21%	39%
Non-Economically Disadvantaged Students	20	738	*	766	*	*	*	*	*	40%	69%
Students with Disabilities	24	701	*	724	*	*	*	*	*	*	23%
Students without Disabilities	87	735	*	762	*	*	*	*	*	*	65%
English Learners	*	*	720	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	735	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Gregory Elementary School  
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 2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	298	99.7	34.9	26.3	44.5	34.9	36.8	Met Target†
White	57	98.4	57.9	36.5	54.1	57.9	52	Met Target
Hispanic	136	100.0	30.9	24.3	28.8	30.9	34.2	Met Target†
Black or African American	85	100.0	24.7	*	23.0	24.7	30.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	30.8	53.3	*	**	**
Female	133	99.3	31.6	27.1	44.9	31.6		
Male	165	100.0	37.6	25.6	44.2	37.6		
Economically Disadvantaged Students	245	100.0	30.6	24.5	26.3	30.6	33.2	Met Target†
Non-Economically Disadvantaged Students	53	98.2	54.7	35.7	54.9	54.7		
Students with Disabilities	68	100.0	23.5	*	17.4	23.5	23.6	Met Target†
Students without Disabilities	230	99.6	38.3	*	50.0	38.3		
English Learners	54	100.0	42.6	23.3	25.0	42.6	20	Met Target
Non-English Learners	244	99.6	33.2	27.5	46.5	33.2		
Homeless Students	14	100.0	14.3	10.2	17.1	14.3		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



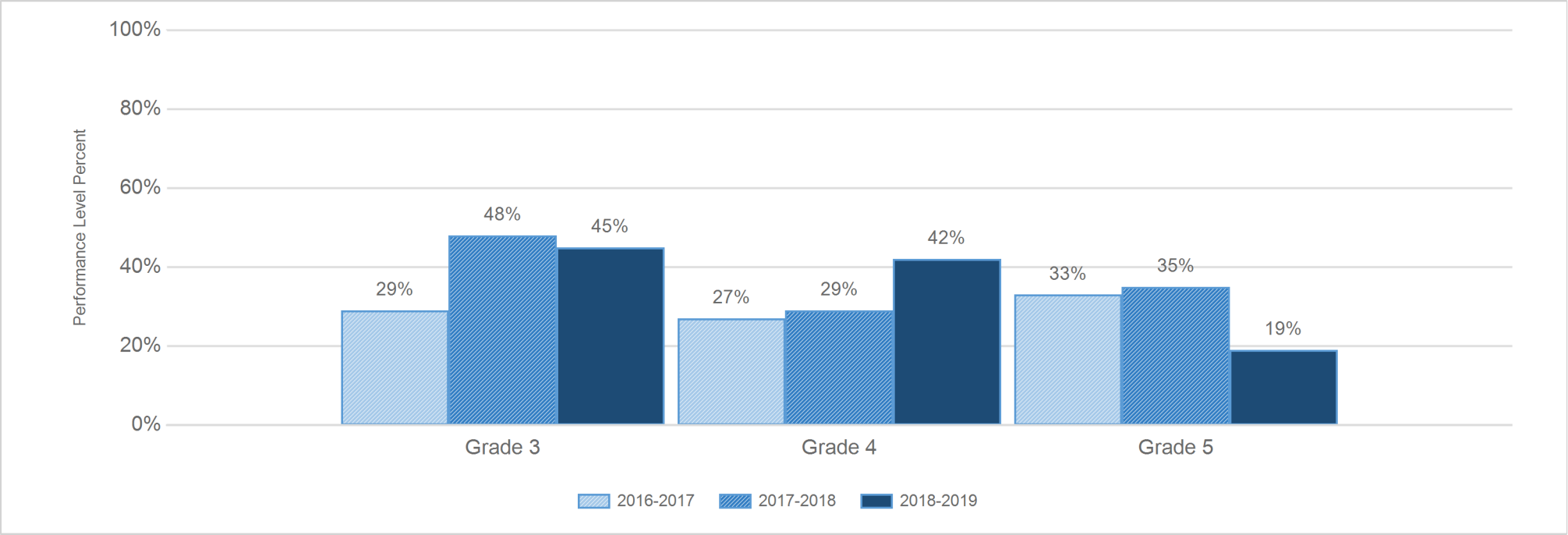


**Gregory Elementary School**  
 (25-2770-110)  
 Grades Offered: KG-05  
 2018-2019

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Mathematics Assessment – Performance Trends

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



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



Gregory Elementary School  
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 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	739	735	752	15%	15%	25%	*	*	45%	55%
White	23	756	743	760	*	*	*	*	*	74%	66%
Hispanic	35	735	732	739	*	*	31%	*	*	31%	40%
Black or African American	31	728	727	735	*	*	*	35%	0%	35%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	40	734	737	751	*	*	33%	*	*	33%	54%
Male	53	742	733	752	*	*	19%	*	*	55%	56%
Economically Disadvantaged Students	76	736	733	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	17	752	745	761	*	*	*	*	*	65%	67%
Students with Disabilities	16	705	*	731	*	*	*	*	*	19%	31%
Students without Disabilities	77	746	*	756	*	*	*	*	*	51%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	98	742	737	749	15%	21%	21%	*	*	42%	51%
White	16	770	747	757	*	0%	*	*	*	75%	62%
Hispanic	49	736	733	737	20%	22%	*	*	*	39%	36%
Black or African American	22	732	731	731	*	*	*	*	*	27%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	47	741	736	749	*	23%	*	*	*	36%	50%
Male	51	743	738	749	*	20%	*	*	*	47%	52%
Economically Disadvantaged Students	81	738	734	734	*	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	17	761	755	759	*	*	*	*	*	59%	63%
Students with Disabilities	20	739	*	726	*	*	*	*	*	45%	25%
Students without Disabilities	78	743	*	754	*	*	*	*	*	41%	56%
English Learners	*	*	719	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	727	732	747	19%	40%	23%	*	*	19%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	53	731	732	735	*	40%	25%	*	*	21%	30%
Black or African American	35	717	*	729	*	49%	*	*	*	14%	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	48	736	737	747	*	35%	25%	*	*	25%	47%
Male	63	720	728	747	*	43%	21%	*	*	14%	47%
Economically Disadvantaged Students	91	723	*	732	*	*	*	*	*	14%	27%
Non-Economically Disadvantaged Students	20	744	*	757	*	*	*	*	*	40%	59%
Students with Disabilities	24	710	*	725	*	*	*	*	*	*	19%
Students without Disabilities	87	731	*	752	*	*	*	*	*	*	52%
English Learners	*	*	727	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	733	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

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	42.9%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	*	*
3-4	36	*	*
5 or more	16	*	*



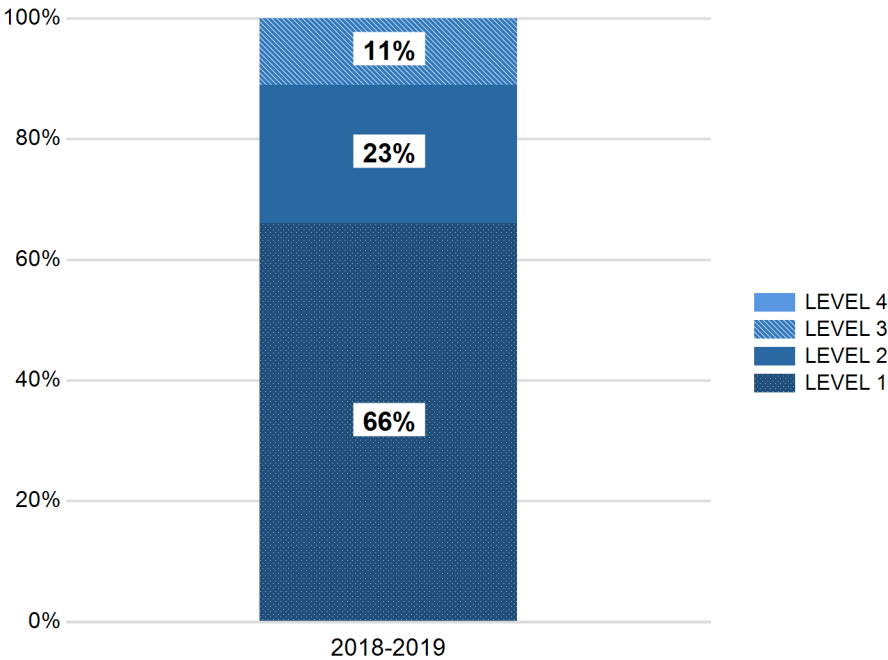
Gregory Elementary School  
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 2018-2019

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

NJSLA Science Assessment: Grade 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	66	23	11	0
White	*	*	*	*
Hispanic	59	31	9	0
Black or African American	74	17	9	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	56	29	15	0
Male	73	19	8	0
Economically Disadvantaged Students	71	21	8	0
Non-Economically Disadvantaged Students	40	35	25	0
Students with Disabilities	83	13	4	0
Students without Disabilities	61	26	13	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Gregory Elementary School  
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 2018-2019

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

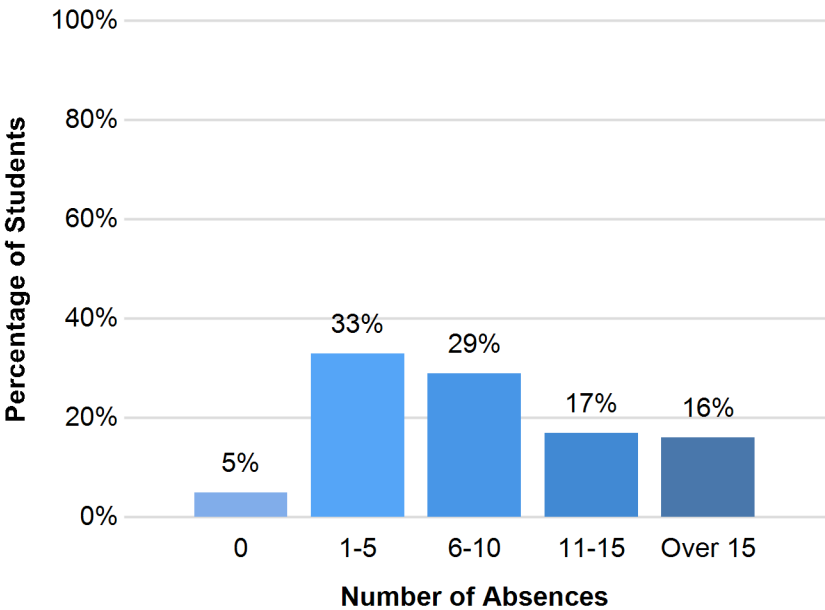
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	68	12.1	8.9	Not Met
White	16	14.3	8.9	Not Met
Hispanic	29	10.8	8.9	Not Met
Black or African American	17	11.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	8.9	Not Met
Female	38	14.6		
Male	30	10.0		
Economically Disadvantaged Students	65	13.8	8.9	Not Met
Students with Disabilities	22	18.0	8.9	Not Met
English Learners	8	10.7	8.9	Not Met
Homeless Students	8	53.3		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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





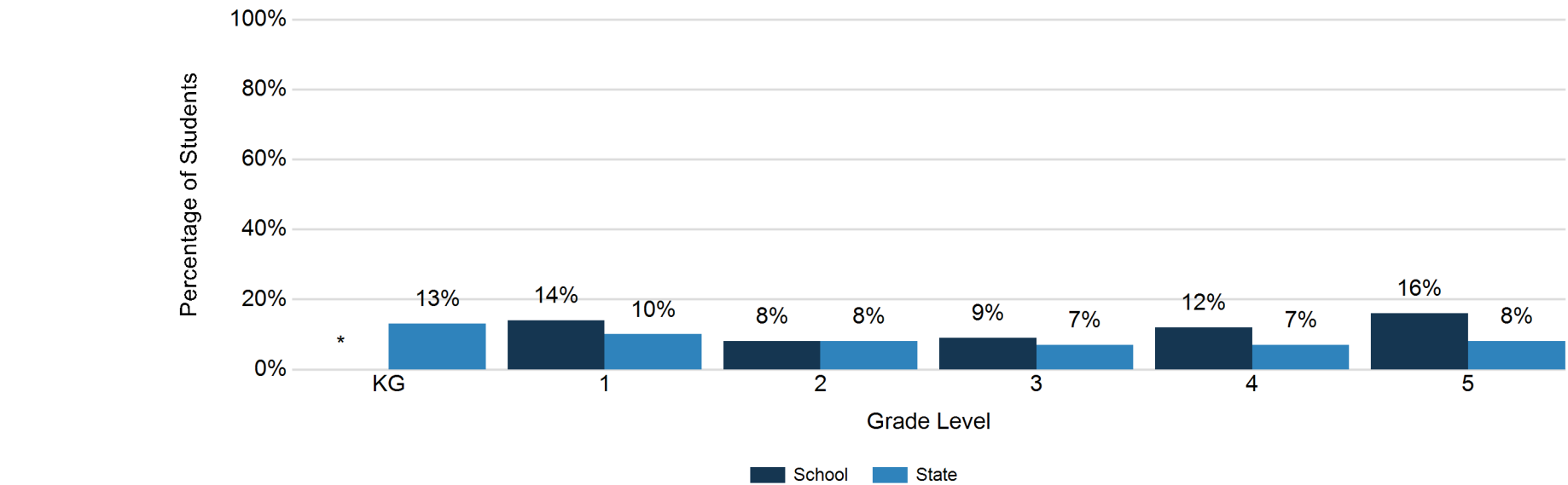
Gregory Elementary School  
 (25-2770-110)  
 Grades Offered: KG-05  
 2018-2019

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Chronic Absenteeism by Grade

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







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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.25

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	12	2.1%
Any Suspension	12	2.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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



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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	7:50 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

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



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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	52	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	78.8%	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	41	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	187:1	141:1
Teachers to Administrators	17:1	12:1
Students to Librarians/Media Specialists		1160:1
Students to Nurses		527:1
Students to Counselors		483:1
Students to Child Study Team Members		181:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	80.8%	100.0%	48.4%	77.1%	54.9%
Male	53.3%	19.2%	0.0%	51.6%	22.9%	45.1%
White	19.8%	76.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	48.1%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	26.4%	19.2%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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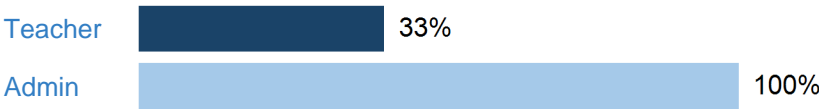
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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**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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	26.3%	31.3%	38.3%
Math Proficiency	29.5%	36.0%	34.9%
ELA Growth	42	45	43
Math Growth	60	53	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		18.2%	42.9%
Chronic Absenteeism	24.7%	12.7%	12.1%

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





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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>Leadership Magnet School</li> <li>Bronze Sustainable Jersey for Schools Award</li> <li>Awarded Bronze Certification for New Jersey Future Ready Schools</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>The Gregory School is deeply committed to serving, supporting, and preparing the children of Long Branch for life through practical learning that addresses the needs of the whole child. We provide a safe and motivating learning community that promotes social and academic growth as we develop an enthusiasm for learning, a positive self-image and cross-cultural understanding.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Gregory School has achieved an award through the Healthy School Alliance and continues to be recognized as a "Lets Move" certified school. We currently have been awarded Bronze standing for Sustainable Jersey for Schools, for the third consecutive year. Gregory School has also attained silver level recognition for New Jersey Safe Routes to School and has been awarded the Bronze Certification for New Jersey Future Ready Schools.</p>




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 <div>Courses, Curriculum, Instruction:</div>	<p>The Gregory School employs researched based programs, Everyday Mathematics, Treasures English Language Arts, and School Wide Writing. Treasures uses high quality texts linked with explicit instruction to help students grow as lifelong readers and writers. School Wide highlights its use of mentor text to help students write with purpose. The Everyday Mathematics program uses detailed lessons that allow students to dig deeper into concepts, which strengthens their mathematical and processing skills.</p>
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 <div>Before and After School Programs:</div>	<p>The Gregory School provides targeted tutoring programs for students to participate in after school. These programs have a strong focus in math and reading instruction and provide students with a small group environment with certified teaching staff. Students have opportunities to participate in actives that integrate 21st century skills that support the content being taught in their daily lessons, which improves overall student achievement.</p>
 <div>Staff and Professional Learning:</div>	<p>Gregory School staff is offered a variety of professional learning experiences in all content areas and disciplines. These sessions occur weekly in PLCs and staff meetings. In order to foster cohesiveness across the district, virtual meetings and learning sessions have been embraced to bring district staff together. PD sessions offered enable teachers to select sessions based on need and interest to increase the effectiveness of instructional practices and improve student achievement.</p>






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 <div>Student Supports and Services:</div>	<p>The Gregory School offers a variety of programs to address the needs of all learners. An Extended School Year Program and school-based services are offered to children with special needs. Additionally, Student Advisers work with students to address various social/emotional topics and support the well-being of all students.</p>
 <div>Student Health and Wellness:</div>	<p>The Gregory School participates in the Fresh Fruits and Vegetables Program. Each week students are offered locally grown fresh fruits or vegetables as a healthy snack option.</p>
 <div>Parent and Community Involvement:</div>	<p>The Gregory School PTA provides the school community with unwavering support. Its strong membership encompasses those from the school and home communities alike. Activities such as Family Curriculum Nights and classroom visitation weeks take place throughout the year to strengthen school and home relationships, and are tools used to inform parents on ways to help their children beyond school.</p>





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 2018-2019

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School Narrative

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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is forwarded to all stakeholders twice a year. The information from the survey contains valuable information that will help us improve student relationships, learning conditions, and the overall school environment. Representatives from each stakeholder group is invited to participate in discussions about the survey results.</p>
 <div>Facilities:</div>	<p>The Gregory School is a modern facility offering a fully equipped computer lab in which students have multiple opportunities to enhance their technological skills. Every student in grades 3-5 have one-to-one Chromebooks with Wi-Fi access. This allows them to collaborate with their peers and classroom teacher and further develop their computer knowledge while enhancing their academic skills.</p>




Gregory Elementary School  
(25-2770-110)  
Grades Offered: KG-05  
2018-2019

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School Narrative

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 <div>Other Information</div>	<p>The Gregory School has adopted "The Leader in Me" character education program, which teaches all Gregory students about the "seven habits of happy kids," based on Stephen Covey's 7 Habits of Highly Effective People. Gregory students are rewarded for positive behavior and academic excellence through incentives such as the Leader of the Month and Safety Patrol.</p>
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**Joseph M. Ferraina Early Childhood Learning Center**  
(25-2770-085)  
Grades Offered: PK-KG  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



**Joseph M. Ferraina Early Childhood Learning Center**  
 (25-2770-085)  
 Grades Offered: PK-KG  
 2018-2019

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### School Contact Information

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

Type	Contact Information
County	Monmouth
District	LONG BRANCH PUBLIC SCHOOL District
Principal Name	Mrs. Linda Alston Morgan
Address	80 AVENEL BOULEVARD LONG BRANCH, NJ 07740
Phone Number	732-571-4150
Email Address	<a href="mailto:lmorgan@longbranch.k12.nj.us">lmorgan@longbranch.k12.nj.us</a>
Website	<a href="https://www.longbranch.k12.nj.us">https://www.longbranch.k12.nj.us</a>
Twitter	<a href="https://Twitter@JMF">https://Twitter@JMF</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	213	205	209
KG	108	110	117
Total	321	315	326

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.3%	53.7%	57.4%
Male	47.7%	46.3%	42.6%
Economically Disadvantaged Students	77.6%	75.9%	76.4%
Students with Disabilities	9.7%	6.3%	6.4%
English Learners	40.2%	47.6%	45.7%
Homeless Students	0.0%	0.0%	1.8%
Students in Foster Care	1.2%	0.0%	0.0%
Military-Connected Students	0.6%	0.6%	0.0%
Migrant Students	0.0%	0.0%	0.3%

### 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	35.8%	32.1%	26.4%
Hispanic	46.7%	49.8%	58.0%
Black or African American	13.7%	11.7%	8.6%
Asian	0.0%	0.6%	0.6%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.4%	5.7%	6.4%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	213	205	209
KG - Half Day	0	0	0
KG - Full Day	108	110	117

### 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	45.7%
Spanish	36.5%
Portuguese	16.0%
Other Languages	1.8%



**Joseph M. Ferraina Early Childhood Learning Center**  
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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	100.0%	56.6%	Exceeds 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	*	*	*
3-4	30	33.3%	66.7%
5 or more	N	N	N



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

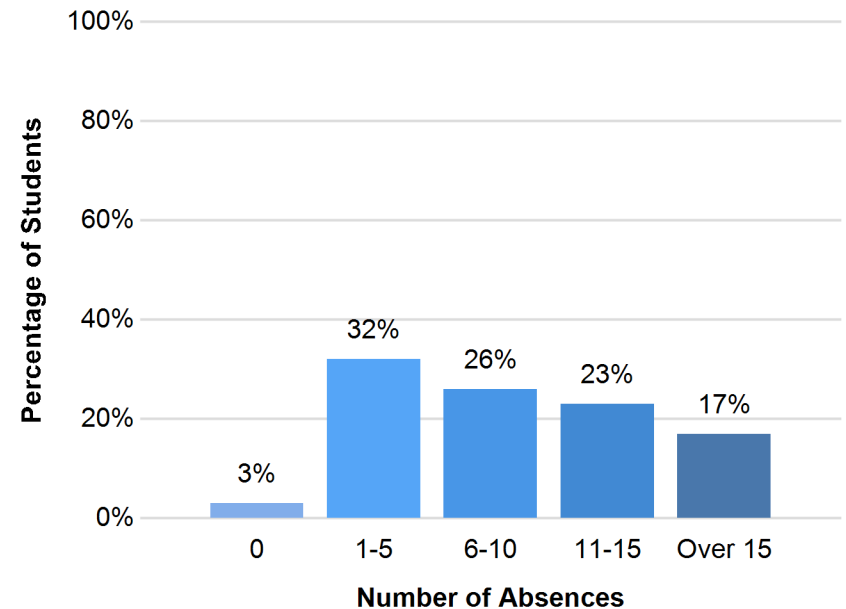
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	13	11.1	13.1	Met
White	1	2.9	13.1	Met
Hispanic	10	15.4	13.1	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	14.7		
Male	3	6.1		
Economically Disadvantaged Students	11	12.2	13.1	Met
Students with Disabilities	*	*	**	**
English Learners	6	15.8	13.1	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

### Days Absent

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





**Joseph M. Ferraina Early Childhood Learning Center**  
 (25-2770-085)  
 Grades Offered: PK-KG  
 2018-2019

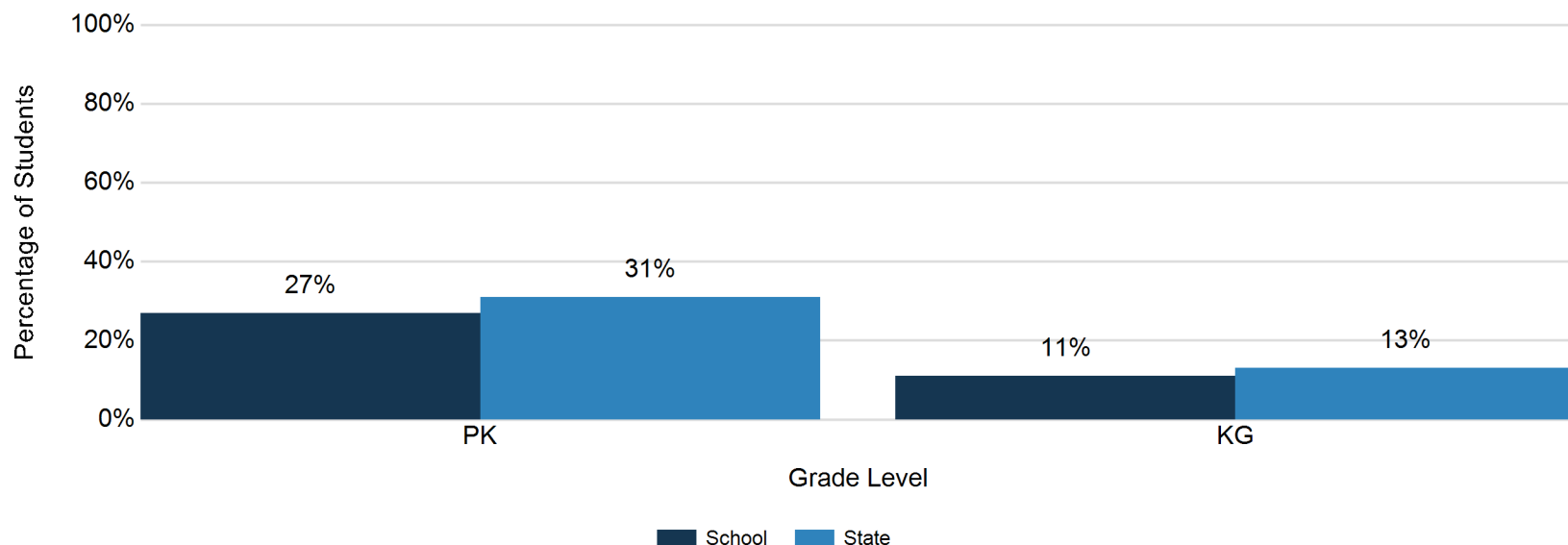
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### Chronic Absenteeism by Grade

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





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

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

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

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

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

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

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

N



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### School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N





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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	24	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	95.8%	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	41	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.7%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	12:1
Students to Administrators	326:1	141:1
Teachers to Administrators	24:1	12:1
Students to Librarians/Media Specialists		1160:1
Students to Nurses		527:1
Students to Counselors		483:1
Students to Child Study Team Members		181:1



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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	57.4%	91.7%	100.0%	48.4%	77.1%	54.9%
Male	42.6%	8.3%	0.0%	51.6%	22.9%	45.1%
White	26.4%	66.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	58.0%	12.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.6%	20.8%	0.0%	15.0%	6.6%	13.9%
Asian	0.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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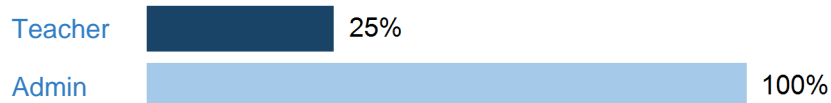
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	95.0%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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#### Highlights:

- Visual and Performing Arts Magnet
- Bronze Sustainable Jersey for Schools Award
- Access to technology and Wi-Fi in all Kindergarten classrooms



#### Mission, Vision, Theme:

Joseph M. Ferraina Early Childhood Center's primary focus is to lay the foundation for the children to become lifelong learners in a school that is filled with discovery, exploration, and enthusiastic hands-on learning. Students will be the focus of all efforts emphasizing social-emotional learning, academic, and physical development in a school climate where all feel safe, supported, and respected.



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#### Courses, Curriculum, Instruction:

Joseph M. Ferraina Early Childhood Center's primary focus is to lay the foundation for the children to become lifelong learners in a school that is filled with discovery, exploration, and enthusiastic hands-on learning. Students will be the focus of all efforts emphasizing social-emotional learning, academic, and physical development in a school climate where all feel safe, supported, and respected.



### Joseph M. Ferraina Early Childhood Learning Center

(25-2770-085)

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### Before and After School Programs:

Children's After School Program, hosted by Champions, is offered Monday through Friday and takes place on school grounds for working parents to place their children in a safe and fun environment. The program is open for students in preschool and kindergarten beginning at 6:30 am to the start of the school day and from the end of the school day to 6:00 pm.



### Staff and Professional Learning:

Weekly faculty meetings and Professional Learning Communities (PLC) provide professional development opportunities for all staff. The district provides full and half day sessions throughout the year based on survey results.



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#### Student Supports and Services:

English Learner support is provided to Kindergarten students based on WIDA results. The school provides support through PIRT and I&RS services. A tutoring program is offered to Kindergarten students for additional support. A master teacher offers coaching experiences to all preschool teachers in the Tools of the Mind Program. Special education services are provided to classified students, and the student adviser provides character education and ongoing counseling.



#### Student Health and Wellness:

Students that qualify may receive free or reduced lunch. Free breakfast is provided to all students. Through the Fresh Fruit and Vegetables Program, children are offered healthy snack options from locally grown produce on a weekly basis. Kindergarten students receive a weekly physical education class and all students engage in a minimum of one hour gross motor/recess activity per day.



#### Parent and Community Involvement:

The school has a strong PTA involving all families in the community. Monthly family engagement activities take place throughout the year to focus on literacy, math and other core curricular areas. Parent portal, school website, Facebook, twitter, and Class Dojo are used in addition to daily phone calls and home visits. An Early Childhood Advisory Council(ECAC) representing staff, district, and community stakeholders meets quarterly to address the school's needs.








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### School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A School Climate Survey is completed once a year by all staff, families, and students. Survey results drive the planning and preparation for professional development, student programs and future parent activities.</p>
 <p>Facilities:</p>	<p>The Joseph M. Ferraina ECLC was built to be an optimal setting for educating preschool age children, providing them experiences that produce an "I love learning" mindset. Spacious classrooms, floor-to-ceiling windows, individual HVAC units, rubberized flooring in the APR, a children's stage for performances, an instructional children's kitchen, a well-equipped playground, and lawn for outside play and gross motor activities are tools that help us accomplish that objective.</p>
 <p>School Safety:</p>	<p>The Joseph M. Ferraina ECLC has a safety committee, alarms on all outside doors and multiple security cameras throughout the building. As a safety precaution, multiple security drills are utilized and practiced on a monthly basis.</p>



**Joseph M. Ferraina Early Childhood Learning Center**  
 (25-2770-085)  
 Grades Offered: PK-KG  
 2018-2019

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#### Technology and STEM:

All classrooms are equipped with projectors and screens to offer ways of reaching students in different ways and a better interactive learning experience. All kindergarten classes are equipped with six I pads for student use in addition to other tablets



#### Early Childhood Education:

At Joseph M. Ferraina ECLC, we are committed to educating children through engaging and rigorous experiences that provide the foundation for life-long learning. Our ultimate objective is to use the facility to holistically prepare students academically, socially, emotionally and behaviorally to succeed in elementary school. Through collaboration with families and the community, we guide students to develop into their fullest potential.



**Joseph M. Ferraina Early Childhood Learning Center**  
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#### Other Information

The Joseph M. Ferraina Early Childhood Learning Center is specifically designed to provide an enriched learning environment for PreK-3 and PreK-4 children. The Tools of the Mind Preschool curriculum offers a literacy focus and problem solving activities. Aligns with state and national early learning standards. Comes with lessons and thematic materials. Provides teachers with a complete preschool program. Supports teachers with workshops and in-class coaching. Enhances the development of the whole child. The Kindergarten curriculum follows the New Jersey Implementation guidelines to effectively implement the components of a high quality Kindergarten program. A daily schedule consists of: Community Building, Problem Solving, Guided Math, Share the News, Message of the Day, Embedding ELA Components, Comprehension, HighFrequencyWords, Oral Vocabulary, Fluency, Phonemic Awareness/Phonics, Guided Reading centers, Science/Social Studies, Tools of the Mind Writing, Mathematics, Snack/ Gross Motor Movement, Closing Group Reflection, and Daily specials on a rotating basis. All students are required to conform to the Uniformity of Dress code Policy. Students wear khaki shorts, pants, or skirts with a grey, green or white top. A safe school officer is on staff and the School Crisis Committee meets monthly to discuss and revise school safety protocol and procedures to ensure all staff, students, and visitors feel safe and secure at all times.



**Lenna W. Conrow Elementary School**  
(25-2770-120)  
Grades Offered: PK-KG  
2018-2019

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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

**Lenna W. Conrow Elementary School**

(25-2770-120)

Grades Offered: PK-KG

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Monmouth
District	LONG BRANCH PUBLIC SCHOOL District
Principal Name	Mrs. Bonita Potter-Brown
Address	335 LONG BRANCH AVE LONG BRANCH, NJ 07740
Phone Number	732-222-4539
Email Address	<a href="mailto:bpotter-brown@longbranch.k12.nj.us">bpotter-brown@longbranch.k12.nj.us</a>
Website	<a href="https://www.longbranch.k12.nj.us">https://www.longbranch.k12.nj.us</a>
Twitter	<a href="https://@Lennaconrow">https://@Lennaconrow</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	303	292	268
KG	118	117	120
Total	421	409	388

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.6%	48.7%	47.4%
Male	49.4%	51.3%	52.6%
Economically Disadvantaged Students	87.6%	87.3%	87.6%
Students with Disabilities	14.5%	17.4%	13.7%
English Learners	51.8%	54.3%	54.9%
Homeless Students	0.7%	1.2%	1.8%
Students in Foster Care	1.7%	0.2%	0.0%
Military-Connected Students	0.2%	0.2%	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	26.1%	24.4%	25.0%
Hispanic	53.7%	57.2%	57.2%
Black or African American	14.5%	14.2%	13.4%
Asian	0.5%	0.7%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.3%
Two or More Races	5.0%	3.4%	3.6%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	303	292	268
KG - Half Day	0	0	0
KG - Full Day	118	117	120

### 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	40.5%
English	37.4%
Portuguese	21.1%
Other Languages	1.0%


**Lenna W. Conrow 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	100.0%	56.6%	Exceeds 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	23	82.6%	17.4%
3-4	48	66.7%	33.3%
5 or more	N	N	N



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

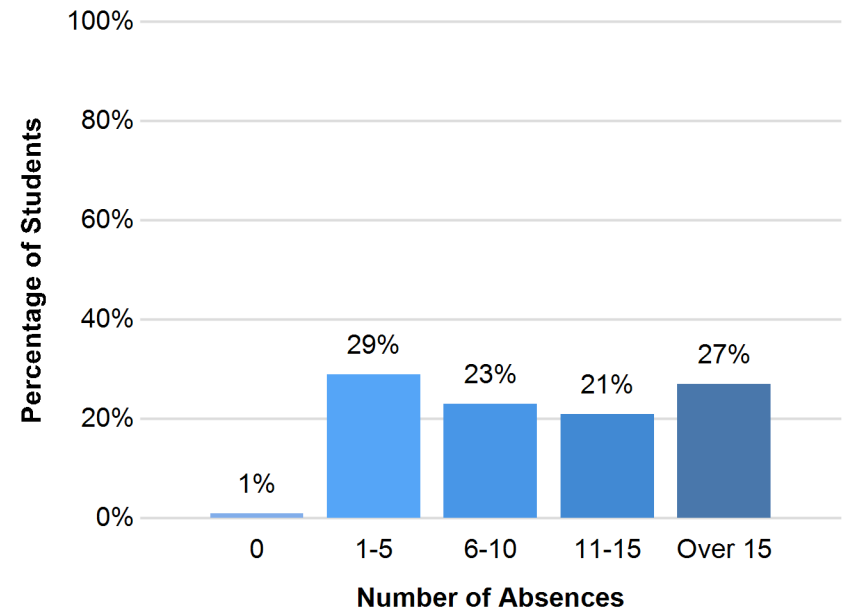
#### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	28	23.3	13.1	Not Met
White	6	27.3	13.1	Not Met
Hispanic	20	24.4	13.1	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	12	19.7		
Male	16	27.1		
Economically Disadvantaged Students	27	25.0	13.1	Not Met
Students with Disabilities	3	30.0	**	**
English Learners	15	21.1	13.1	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

#### Days Absent

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







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2018-2019

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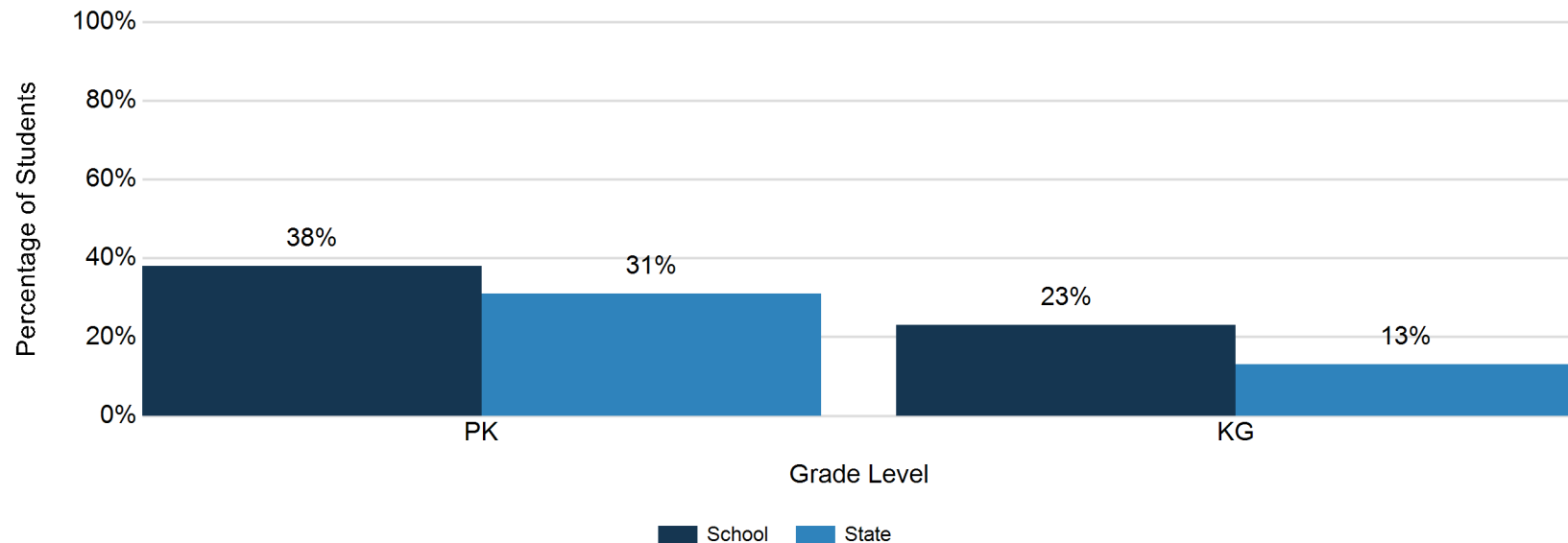
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### Chronic Absenteeism by Grade

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





# Lenna W. Conrow Elementary School

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

## Violence, Vandalism, HIB, and Substance Offenses

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

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

## Police Notifications

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

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

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

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

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

## Student Disciplinary Removals

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

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

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

N

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### School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	34	118,214
Average years experience in public schools	9.9	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	64.7%	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	41	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.7%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	388:1	141:1
Teachers to Administrators	34:1	12:1
Students to Librarians/Media Specialists		1160:1
Students to Nurses		527:1
Students to Counselors		483:1
Students to Child Study Team Members		181:1



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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	47.4%	97.1%	100.0%	48.4%	77.1%	54.9%
Male	52.6%	2.9%	0.0%	51.6%	22.9%	45.1%
White	25.0%	85.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	57.2%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.4%	11.8%	100.0%	15.0%	6.6%	13.9%
Asian	0.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	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	3.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.6%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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### Highlights:

- Digital Storytelling Kindergarten Classrooms
- Family Literacy Program
- Attendance Tracker for Parents



### Mission, Vision, Theme:

The mission at Lenna Conrow is to create a learning environment where children are nurtured to be the best that they can be cogently, physically, and socially



**Lenna W. Conrow Elementary School**

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Courses, Curriculum,  
Instruction:

Kindergarten Programs-Treasures and Tools of the Mind for ELA. Focus on vocabulary, phonics, and guided reading  
Kindergarten Math-Everyday Math. Thematic focus is used for science and social studies. Preschool program-Tools of the Mind. A comprehensive curriculum that develops the cognitive, social-emotional, self-regulatory, and foundation academic skills.


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 <p><b>Before and After School Programs:</b></p>	<p>KLC before and after school program-all students. Kindergarten before school tutoring</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Weekly faculty meetings and Professional Learning Communities (PLCs) provide professional development opportunities for all staff. The district provides full and half day sessions throughout the year based on survey results from all stakeholders. Instructional Assistants are provided additional training</p>



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### School Narrative

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



#### Student Supports and Services:

ELL services are provided to Kindergarten students that meet the criteria based on the WIDA test. Support is offered to families and students through PIRT and I&RS. Before school tutoring is offered to Kindergarten students that qualify. Special education services are provided to classified students. The Student Adviser provides character education and ongoing counseling.



#### Student Health and Wellness:

The Fresh Fruits and Vegetables Program introduces students to various healthy foods. All meals and snacks offered to students meet the New Jersey Standard for healthy meals. Preschool students have 90 minutes of gross motor per day. Kindergarten students receive weekly physical education classes and a daily 35 minute recess. All grades participate in 10-15 minutes of brain break physical activities daily.



#### Parent and Community Involvement:

The school's PTO involves parents, community, and staff. Every month classroom teachers invite their parents to be part of the classroom. Parents attend star student, and monthly activities. Communication between home and school is established through use of the parent portal, school website, Facebook, and Twitter, as well as daily phone calls and home visits.





**Lenna W. Conrow Elementary School**  
 (25-2770-120)  
 Grades Offered: PK-KG  
 2018-2019

**Report Key:**

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### School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A School Climate Survey is completed once a year by all staff, families, and students. Survey results drive the planning and preparation for professional development, student programs and future parent activities.</p>
 <p>School Safety:</p>	<p>Safety is a priority at Lenna Conrow. We have a safety committee that meets on a monthly basis to review current safety trends, and how to better serve the school. There is a School Safety Person that monitors the school both inside and outside to ensure the safety of the students. Every door is locked, and the front office personnel monitors everyone coming into the school by camera. Throughout the school year the staff is trained on the latest safety procedures, while the entire school practices safety drills on a monthly basis. All Staff desktops are equipped with "Crisis Go: an alarm system that alerts staffs to any dangers and gives them directions on what to do in certain instances.</p>



**Lenna W. Conrow Elementary School**  
(25-2770-120)  
Grades Offered: PK-KG  
2018-2019

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### School Narrative

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#### Technology and STEM:

All classrooms are equipped with projectors and screens to offer ways of reaching students in different ways and a better interactive learning experience. All kindergarten classes are equipped with six iPads for student use in addition to other tablets.



### Lenna W. Conrow Elementary School

(25-2770-120)

Grades Offered: PK-KG

2018-2019

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## School Narrative

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### Other Information

Lenna Conrow follows the Tools of the Mind Program for all of the Preschool classes. The different components of the program give the students plenty of opportunities to problem solve, use and develop critical thinking skills, work in pairs and create partnerships with each other. There is time every day for students to have 60 minutes of gross motor activities. Science and social emotional skills are also part of the student's everyday schedule. Students go on field trips to the library, local restaurants and community sites that are aligned with the Tools Of The Mind program.



Long Branch High School  
(25-2770-050)  
Grades Offered: 09-12  
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Long Branch High School  
(25-2770-050)  
Grades Offered: 09-12  
2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	LONG BRANCH PUBLIC SCHOOL District
Principal Name	Mr. James Brown
Address	404 Indiana Avenue LONG BRANCH, NJ 07740-5557
Phone Number	732-229-7300
Email Address	<a href="mailto:jbrown@longbranch.k12.nj.us">jbrown@longbranch.k12.nj.us</a>
Website	<a href="https://www.longbranch.k12.nj.us">https://www.longbranch.k12.nj.us</a>
Facebook	<a href="https://www.facebook.com/Lbhswhavenews/">https://www.facebook.com/Lbhswhavenews/</a>
Twitter	<a href="https://@LBHSWAVENEWS">https://@LBHSWAVENEWS</a>





Long Branch High School

(25-2770-050)

Grades Offered: 09-12

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
9	393	390	393
10	396	378	384
11	288	358	335
12	333	309	352
Total	1,410	1,435	1,464

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	48.1%	47.4%	47.3%
Male	51.9%	52.6%	52.7%
Economically Disadvantaged Students	75.9%	75.4%	74.8%
Students with Disabilities	12.0%	12.1%	12.1%
English Learners	10.8%	11.3%	14.0%
Homeless Students	0.9%	1.4%	1.3%
Students in Foster Care	0.2%	0.2%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	25.6%	25.3%	25.1%
Hispanic	50.9%	51.8%	53.6%
Black or African American	22.0%	21.0%	19.3%
Asian	0.9%	1.1%	1.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.4%	0.7%	0.8%

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	1,389	1,412	1,434
Shared Time Students	39	44	58
Full Time Equivalent	1,409	1,434	1,463

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	52.8%
Spanish	33.5%
Portuguese	12.4%
Other Languages	1.4%



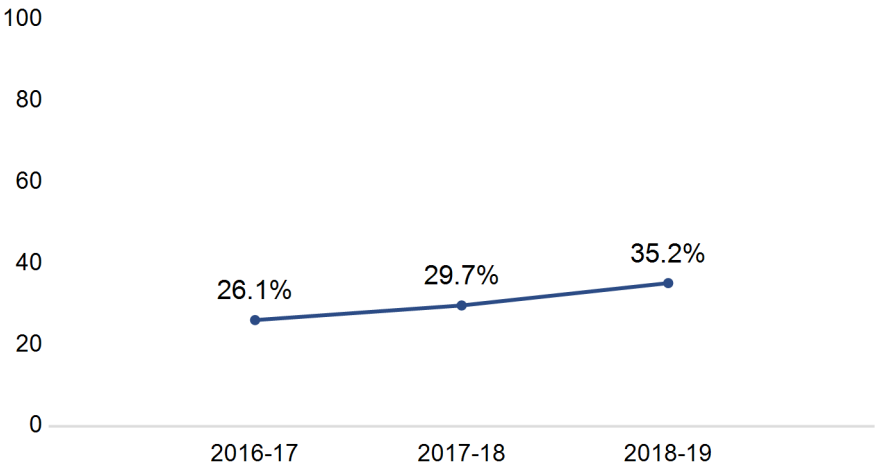
Long Branch High School  
(25-2770-050)  
Grades Offered: 09-12  
2018-2019

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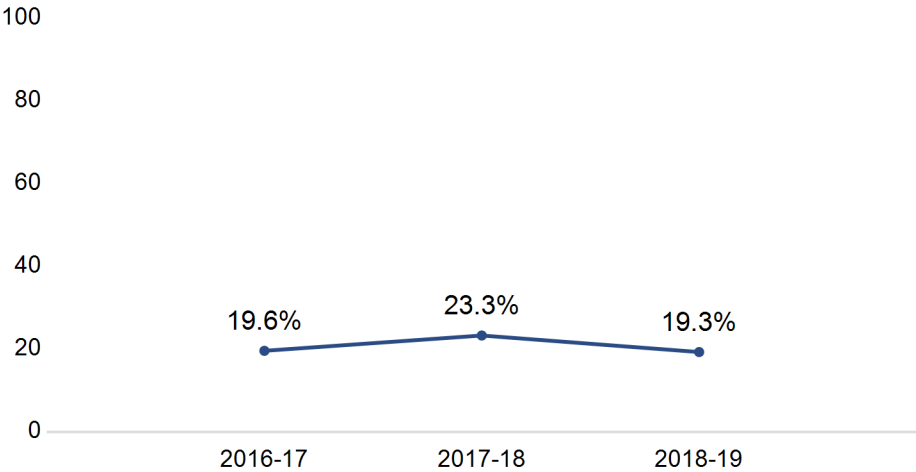
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.1%	99.5%	98.9%	99.3%	99.5%	98.8%
Proficiency Rate for Federal Accountability	26.1%	29.7%	35.2%	19.6%	23.3%	19.3%
Annual Target	31.7%	34.3%	36.8%	16.8%	20.2%	23.5%
Met Annual Target?	Not Met	Not Met	Met Target†	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Long Branch High School**  
 (25-2770-050)  
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 2018-2019

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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	699	98.9	35.2	34.1	57.9	35.2	36.8	Met Target†
White	168	97.7	47.0	44.5	66.9	47.0	43.7	Met Target
Hispanic	390	99.3	32.1	31.0	43.9	32.1	35.7	Met Target†
Black or African American	124	99.2	26.6	28.0	38.5	26.6	32.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	35.4	64.4	*	**	**
Female	333	99.1	44.4	42.5	64.8	44.4		
Male	366	98.7	26.8	26.7	51.3	26.8		
Economically Disadvantaged Students	531	99.1	31.5	31.3	40.0	31.5	34.5	Met Target†
Non-Economically Disadvantaged Students	168	98.3	47.0	48.8	67.9	47.0		
Students with Disabilities	80	100.0	*	*	22.7	*	14.3	Not Met
Students without Disabilities	619	98.8	*	*	65.1	*		
English Learners	113	99.2	*	*	29.3	*	18.5	Not Met
Non-English Learners	586	98.8	*	*	60.6	*		
Homeless Students	*	*	*	25.5	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

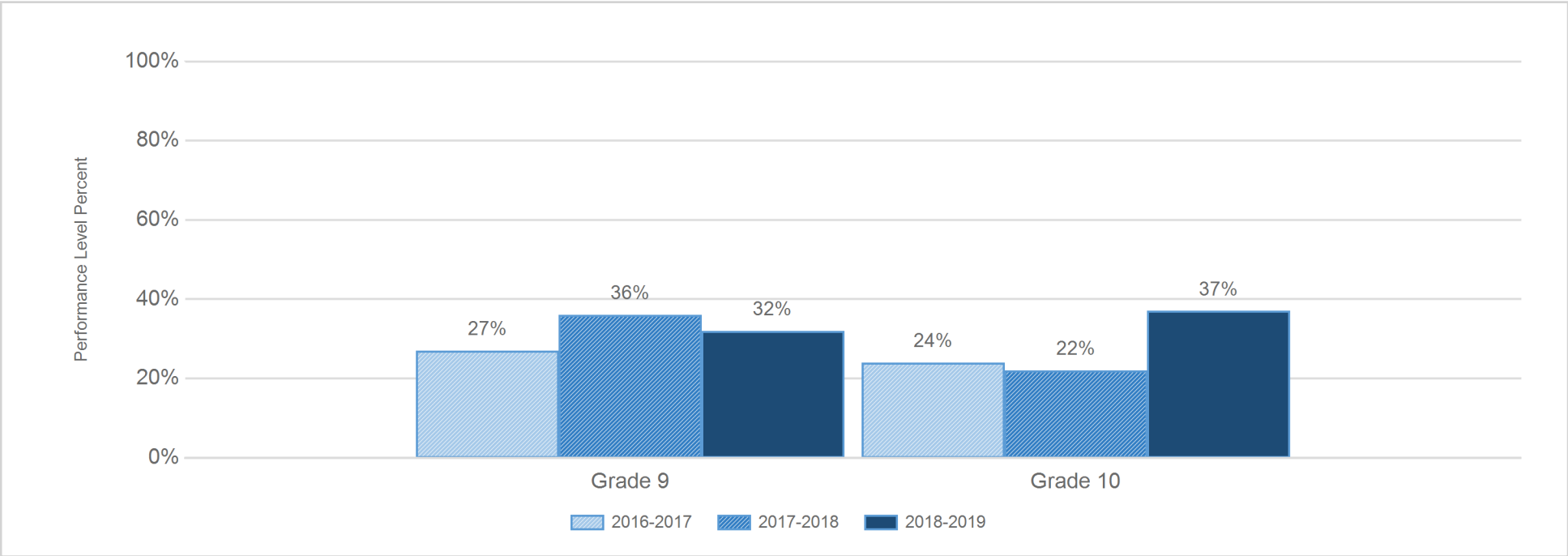


Long Branch High School  
(25-2770-050)  
Grades Offered: 09-12  
2018-2019

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English Language Arts Assessment - Performance Trends

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





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## English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	356	729	729	753	26%	17%	24%	23%	9%	32%	56%
White	87	739	739	762	20%	11%	22%	34%	13%	47%	65%
Hispanic	201	727	727	737	27%	18%	27%	20%	7%	27%	40%
Black or African American	63	721	721	732	33%	24%	19%	*	*	24%	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	178	733	733	760	21%	19%	24%	28%	8%	37%	63%
Male	178	725	725	746	31%	16%	25%	19%	9%	28%	49%
Economically Disadvantaged Students	272	726	726	734	29%	18%	25%	21%	7%	28%	36%
Non-Economically Disadvantaged Students	84	741	741	762	17%	15%	21%	31%	15%	46%	65%
Students with Disabilities	37	690	690	717	*	*	*	*	*	*	17%
Students without Disabilities	319	734	734	760	*	*	*	*	*	*	63%
English Learners	52	683	683	693	*	*	*	*	*	*	*
Non-English Learners	304	737	737	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%



**Long Branch High School**  
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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	356	732	732	757	28%	18%	18%	25%	12%	37%	58%
White	84	737	737	767	30%	19%	*	*	*	45%	67%
Hispanic	196	730	730	738	28%	17%	20%	24%	10%	35%	43%
Black or African American	63	726	726	733	25%	21%	25%	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	162	751	751	766	13%	17%	18%	36%	17%	52%	66%
Male	194	716	716	749	40%	19%	18%	16%	7%	24%	51%
Economically Disadvantaged Students	268	729	729	735	29%	18%	19%	25%	9%	34%	40%
Non-Economically Disadvantaged Students	88	742	742	767	23%	17%	14%	27%	19%	47%	67%
Students with Disabilities	41	678	678	711	*	*	*	*	*	*	19%
Students without Disabilities	315	739	739	765	*	*	*	*	*	*	65%
English Learners	33	676	676	687	*	*	*	*	*	*	*
Non-English Learners	323	738	738	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	725	98.8	19.3	26.3	44.5	19.3	23.5	Not Met
White	169	98.3	32.0	36.5	54.1	32.0	27.6	Met Target
Hispanic	408	98.9	16.9	24.3	28.8	16.9	23.6	Not Met
Black or African American	131	99.3	*	*	23.0	*	19.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	30.8	53.3	*	**	**
Female	343	99.2	19.5	27.1	44.9	19.5		
Male	382	98.5	19.1	25.6	44.2	19.1		
Economically Disadvantaged Students	552	99.0	17.2	24.5	26.3	17.2	23.2	Not Met
Non-Economically Disadvantaged Students	173	98.4	26.0	35.7	54.9	26.0		
Students with Disabilities	77	98.8	*	*	17.4	*	11.7	Not Met
Students without Disabilities	648	98.8	*	*	50.0	*		
English Learners	125	98.0	10.4	23.3	25.0	10.4	20.2	Not Met
Non-English Learners	600	99.0	21.2	27.5	46.5	21.2		
Homeless Students	10	100.0	*	10.2	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

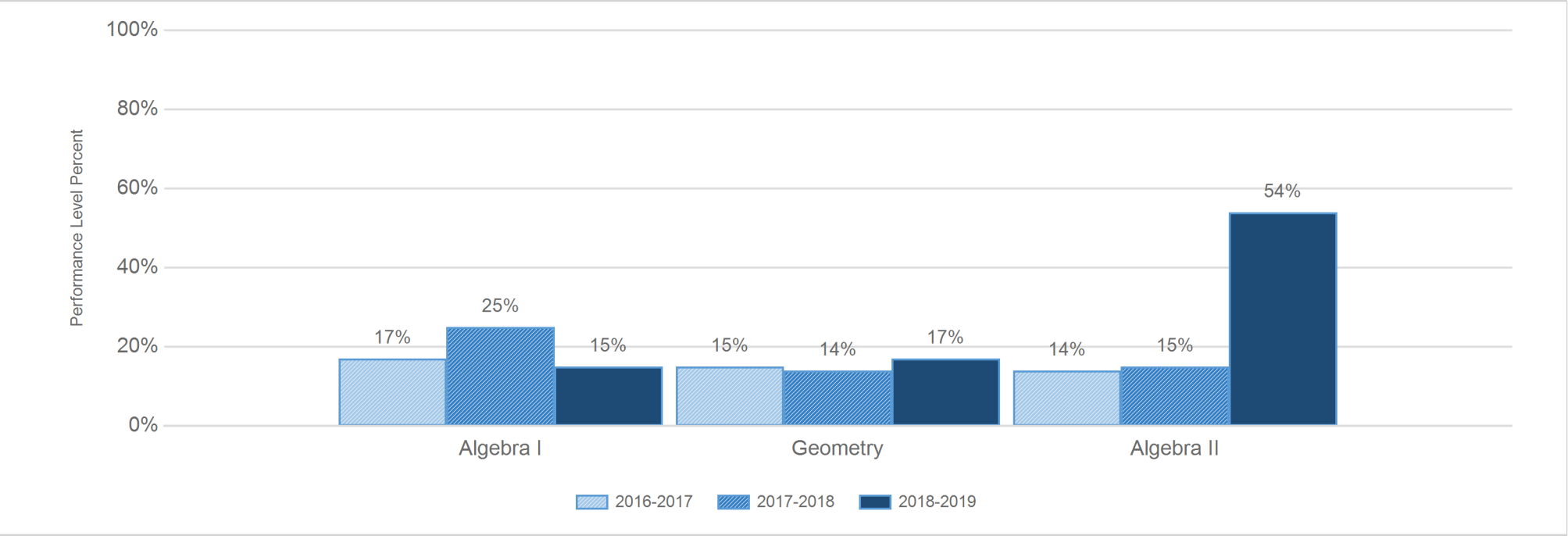


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Mathematics Assessment – Performance Trends

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



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





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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	376	722	730	744	14%	48%	23%	15%	0%	15%	42%
White	87	731	740	752	*	44%	*	28%	0%	28%	53%
Hispanic	218	722	730	728	13%	50%	24%	13%	0%	13%	24%
Black or African American	68	712	*	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	184	722	731	745	14%	49%	23%	14%	0%	14%	44%
Male	192	722	729	743	14%	47%	23%	16%	0%	16%	41%
Economically Disadvantaged Students	292	720	*	727	*	49%	*	12%	0%	12%	23%
Non-Economically Disadvantaged Students	84	728	*	752	*	45%	*	25%	0%	25%	52%
Students with Disabilities	42	709	*	717	*	*	*	*	*	*	12%
Students without Disabilities	334	723	*	748	*	*	*	*	*	*	47%
English Learners	81	709	709	710	*	*	*	*	*	*	*
Non-English Learners	295	725	735	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%



**Long Branch High School**  
(25-2770-050)  
Grades Offered: 09-12  
2018-2019

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## Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	332	723	726	737	15%	34%	33%	*	*	17%	35%
White	70	730	735	743	*	30%	33%	*	*	26%	43%
Hispanic	188	723	725	724	12%	38%	33%	16%	0%	16%	17%
Black or African American	60	715	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	144	728	730	738	8%	31%	44%	*	*	17%	36%
Male	188	720	723	736	20%	37%	26%	*	*	18%	34%
Economically Disadvantaged Students	252	722	724	722	15%	37%	31%	*	*	17%	16%
Non-Economically Disadvantaged Students	80	727	732	743	14%	26%	41%	*	*	19%	43%
Students with Disabilities	33	694	694	712	*	*	*	*	*	*	*
Students without Disabilities	299	727	729	741	*	*	*	*	*	*	*
English Learners	29	707	707	708	*	*	*	*	*	*	*
Non-English Learners	303	725	728	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%



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## Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	48	756	756	755	*	*	33%	*	*	54%	58%
White	17	766	766	758	0%	*	*	*	*	71%	62%
Hispanic	23	751	751	731	0%	0%	61%	*	*	39%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	28	759	759	752	*	*	*	*	*	61%	55%
Male	20	752	752	758	*	*	*	*	*	45%	62%
Economically Disadvantaged Students	32	751	751	729	*	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	16	765	765	761	*	*	*	*	*	63%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	48	756	756	755	*	*	33%	*	*	54%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	24.2%	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	95	*	*
3-4	66	*	*
5 or more	29	*	*



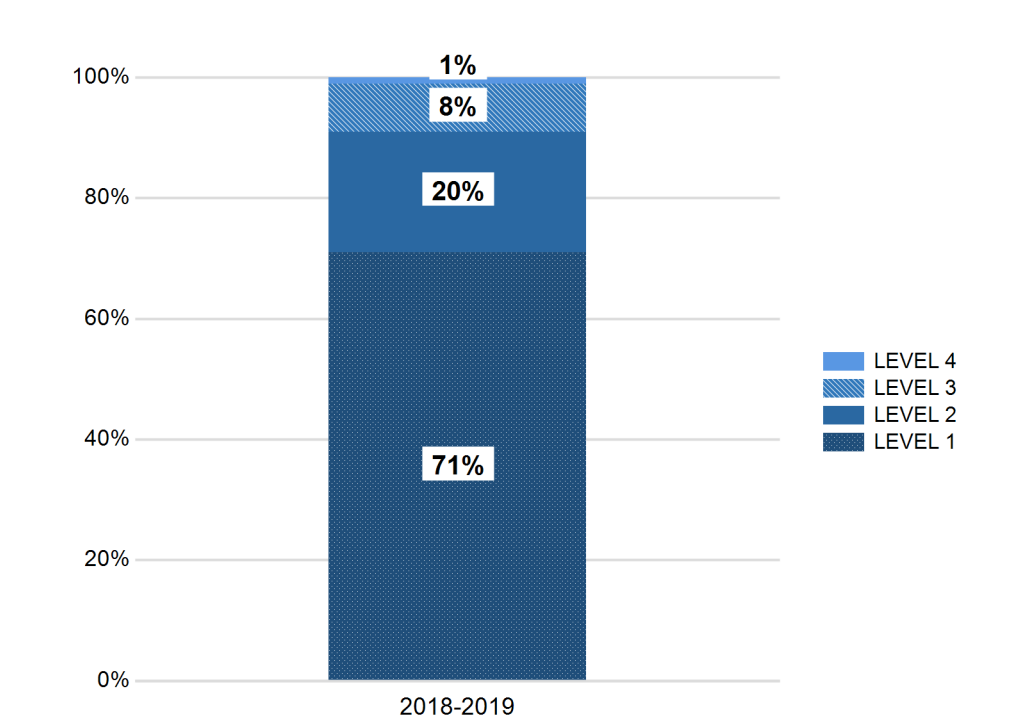
Long Branch High School  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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	71	20	8	1
White	65	22	11	2
Hispanic	72	20	9	0
Black or African American	77	20	1	1
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	64	26	9	1
Male	77	14	8	1
Economically Disadvantaged Students	71	20	9	0
Non-Economically Disadvantaged Students	70	20	6	3
Students with Disabilities	88	7	2	2
Students without Disabilities	68	22	9	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	89.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	98.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	7.4%	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	419	476	Grade 10: 430 Grade 11: 460	37%	61%
PSAT 10/NMSQT - Math	429	477	Grade 10: 480 Grade 11: 510	20%	43%
SAT - Reading and Writing	459	539	480	36%	70%
SAT - Math	456	541	530	25%	53%
ACT - Reading	21	25	22	42%	66%
ACT - English	19	24	18	58%	81%
ACT - Math	21	24	22	46%	65%
ACT - Science	20	24	23	31%	57%



**Long Branch High School**  
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2018-2019

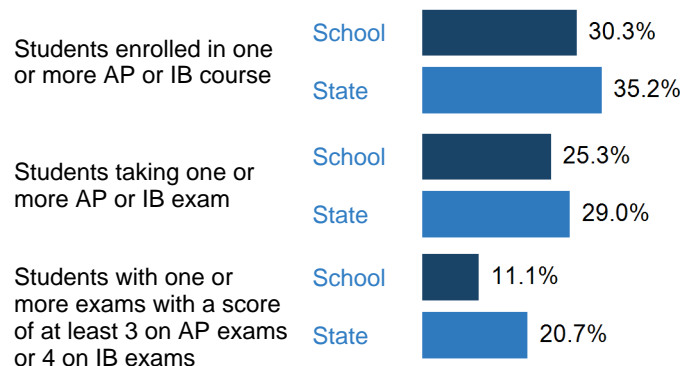
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

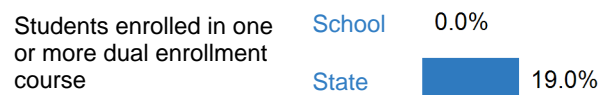
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	20	14
AP Calculus AB	0	33
AP Calculus BC	0	1
AP English Language and Composition	31	48
AP English Literature and Composition	17	40
AP Environmental Science	48	42
AP European History	0	1
AP Human Geography	27	19
AP Macroeconomics	46	35
AP Physics 1	0	32
AP Physics B	36	0
AP Psychology	54	43
AP Spanish Language	0	26
AP Statistics	0	9
AP Studio Art—Drawing Portfolio	0	6
AP U.S. Government and Politics	15	13



Long Branch High School

(25-2770-050)

Grades Offered: 09-12

2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	0	27
AP World History	10	9
IB Language A (English)	39	0
IB Theatre	46	0
Total Exams taken		398
Exams with scores of at least 3 on AP exams or 4 on IB exams		138





Long Branch High School  
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2018-2019

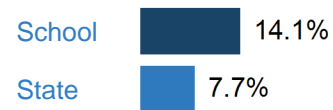
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

Career and Technical Education Participation

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

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



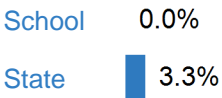
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





**Long Branch High School**  
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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	14.1%	8.3%	7.7%	10.3%
White	16.6%	7.5%	6.1%	9.6%
Hispanic	13.5%	8.7%	10.3%	11.3%
Black or African American	12.0%	7.4%	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	13.1%	7.4%	7.3%	10.6%
Male	15.1%	9.0%	8.0%	10.1%
Economically Disadvantaged Students	13.8%	7.1%	10.4%	11.8%
Students with Disabilities	14.2%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	0.0%	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	11		
Arts, AV Technology & Communications	100		
Business Management & Administration	*		
Health Science	11		
Hospitality & Tourism	*		
Human Services	*	*	*
Manufacturing	*		
Marketing	*		
Science, Technology, Engineering & Mathematics	205		
Transportation, Distribution & Logistics	10		
Total (All Clusters)	355	*	*



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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	362	40	1	0	0	0	102
10	46	318	48	1	0	0	9
11	25	52	209	40	0	1	78
12	3	16	41	38	36	102	150
Total	436	426	299	79	36	103	339
Enrolled in AP/IB Course					0	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	362	9	22	11	1	15
10	40	313	4	40	10	3
11	19	71	4	28	159	43
12	23	28	1	50	32	45
Total	444	421	31	129	202	106
Enrolled in AP/IB Course	20	0		48	36	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	382	6	1	0	0	36
10	31	325	8	41	16	24
11	6	170	20	35	21	24
12	13	23	80	72	61	64
Total	432	524	109	148	98	148
Enrolled in AP/IB Course	10	0	46	54		40
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	94	30	62	0	0	0	0
10	193	67	63	0	0	0	0
11	77	17	52	0	0	0	0
12	51	21	45	0	0	0	0
Total	415	135	222	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	3	17	21	0	0	0	0



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

### Computer Science and Information Technology – Course Participation

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

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



Long Branch High School  
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Grades Offered: 09-12  
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Seal of Biliteracy

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

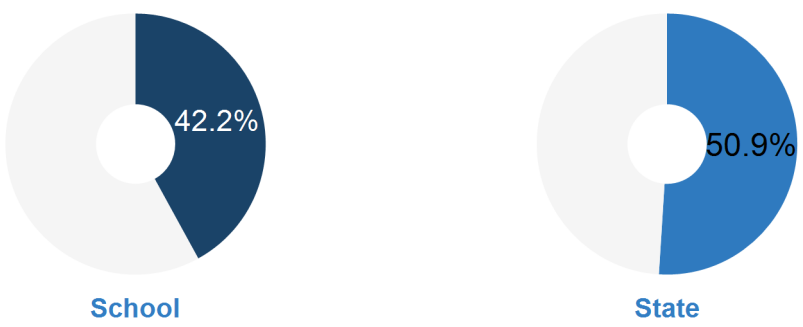
Language	Students Earning a Seal of Biliteracy
Spanish	55
Total	55

Visual and Performing Arts – Course Participation

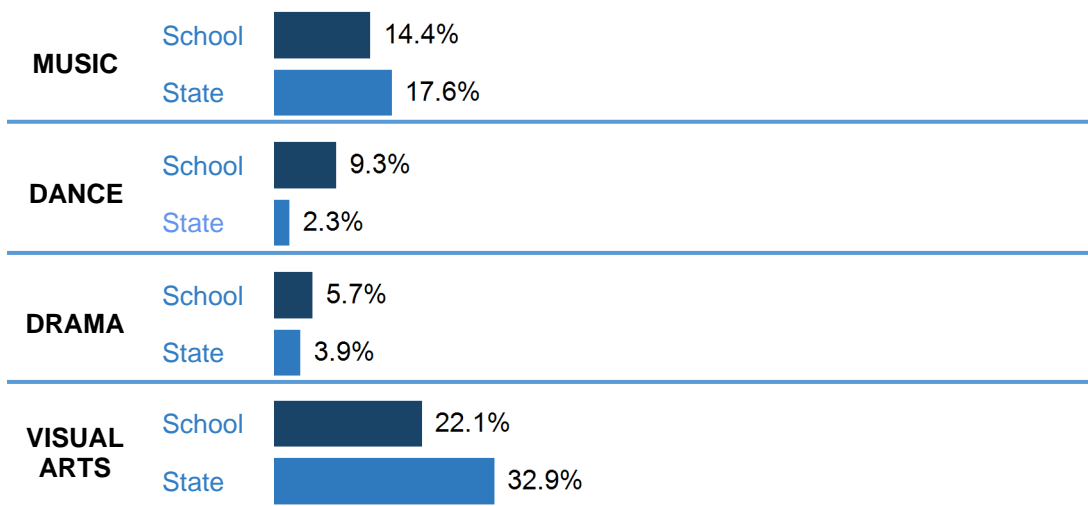
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:







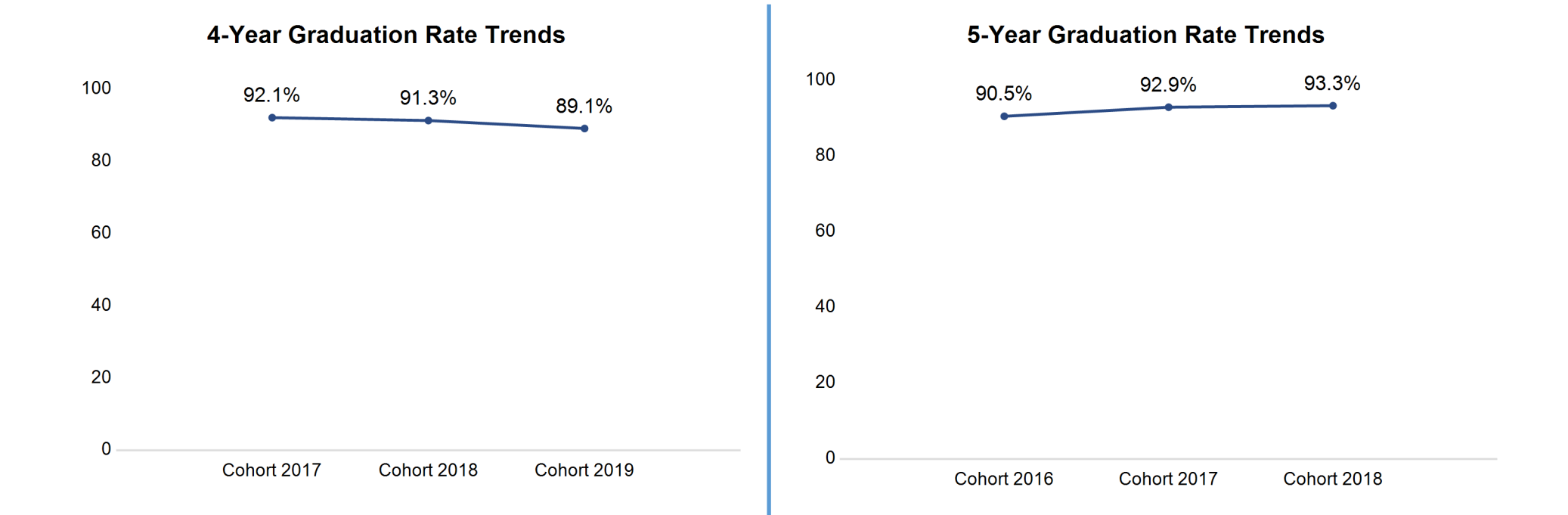
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	92.1%	91.3%	89.1%	90.5%	92.9%	93.3%
Annual Target	92.5%	92.6%		91.3%	91.6%	
Met Annual Target?	Not Met	Not Met		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

## Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	89.1%	90.6%	93.3%	92.5%	91.3%	92.6%	Not Met	92.9%	91.6%	Met Target
White	91.7%	94.9%	96.2%	95.9%	93.8%	95.0%	Not Met	95.2%	N	Met Goal
Hispanic	87.7%	84.5%	93.1%	87.3%	92.6%	87.6%	Met Target	91.0%	90.8%	Met Target
Black or African American	89.0%	83.3%	90.3%	87.1%	85.1%	95.0%	Not Met	94.4%	94.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	89.4%	92.8%	95.2%	94.4%	92.9%			94.6%		
Male	88.7%	88.5%	91.5%	90.8%	89.7%			91.2%		
Economically Disadvantaged Students	88.8%	84.0%	94.1%	87.3%	92.9%	93.3%	Not Met	94.3%	91.9%	Met Target
Students with Disabilities	69.2%	79.2%	90.0%	83.8%	79.1%	79.5%	Not Met	78.4%	87.9%	Not Met
English Learners	88.2%	75.4%	89.5%	80.1%	89.5%	**	**	76.7%	77.5%	Not Met
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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**Graduation Pathways**

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	64.0%	56.9%
Substitute Competency Test	19.1%	17.4%
Portfolio Appeals Process	12.0%	19.4%
Alternate Requirements specified in IEP	4.3%	5.7%
Unknown	0.6%	0.6%

**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	2.5%	1.2%
2017-2018	1.7%	1.2%
2016-2017	1.8%	1.1%



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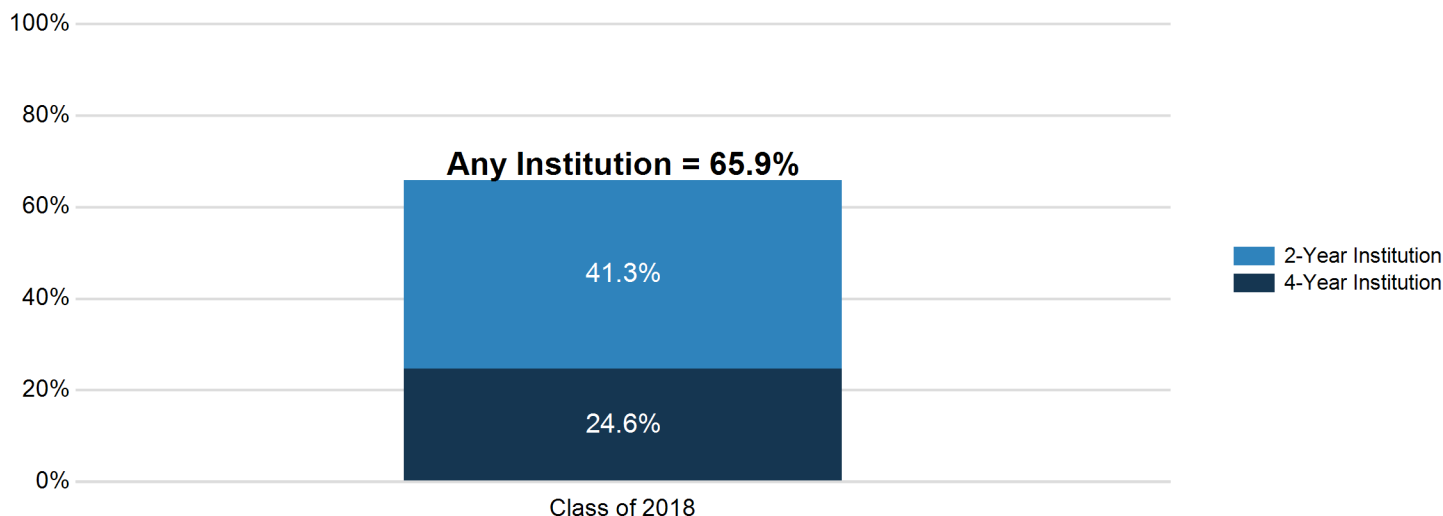
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

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

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	41.3%
% Enrolled in 4-Year Institution	24.6%
% Enrolled in Any Postsecondary Institution	65.9%



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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	58.6%	55.1%	44.9%
White	58.6%	54.9%	45.1%
Hispanic	56.5%	57.1%	42.9%
Black or African American	63.2%	52.1%	47.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	59.7%	61.6%	38.4%
Students with Disabilities	38.2%	84.6%	15.4%
English Learners	15.4%	83.3%	16.7%

### 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	65.9%	62.7%	37.3%	85.6%	14.4%	87.6%	12.4%
White	68.4%	55.8%	44.2%	88.5%	11.5%	92.3%	7.7%
Hispanic	63.9%	73.6%	26.4%	88.7%	11.3%	91.5%	8.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	62.4%	69.6%	30.4%	87.7%	12.3%	92.8%	7.2%
Students with Disabilities	36.1%	84.6%	15.4%	92.3%	7.7%	84.6%	15.4%
English Learners	32%	75%	25%	75%	25%	75%	25%



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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.

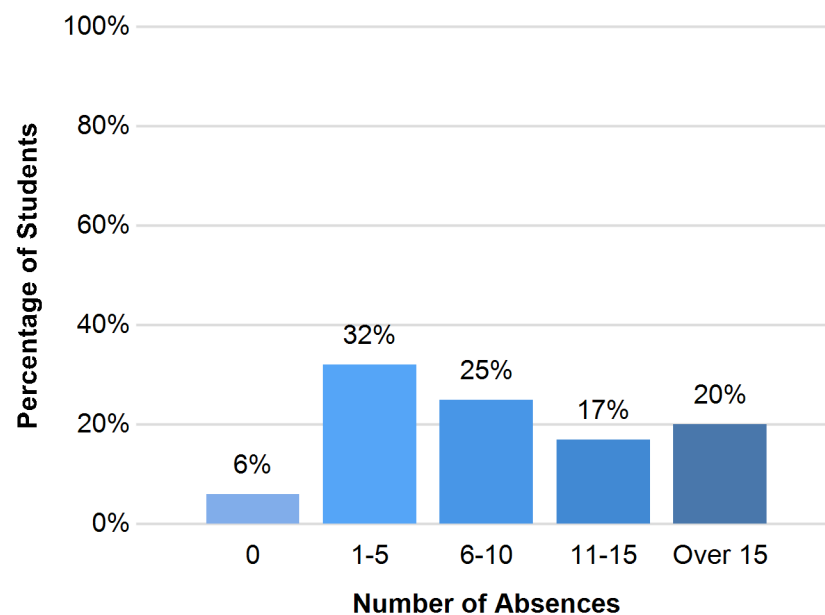
### Chronic Absenteeism

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	252	16.8	14.2	Not Met
White	74	20.0	14.2	Not Met
Hispanic	117	14.5	14.2	Not Met
Black or African American	55	18.8	14.2	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	114	16.1		
Male	138	17.4		
Economically Disadvantaged Students	196	17.6	14.2	Not Met
Students with Disabilities	44	22.4	14.2	Not Met
English Learners	39	19.2	14.2	Not Met
Homeless Students	8	44.4		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





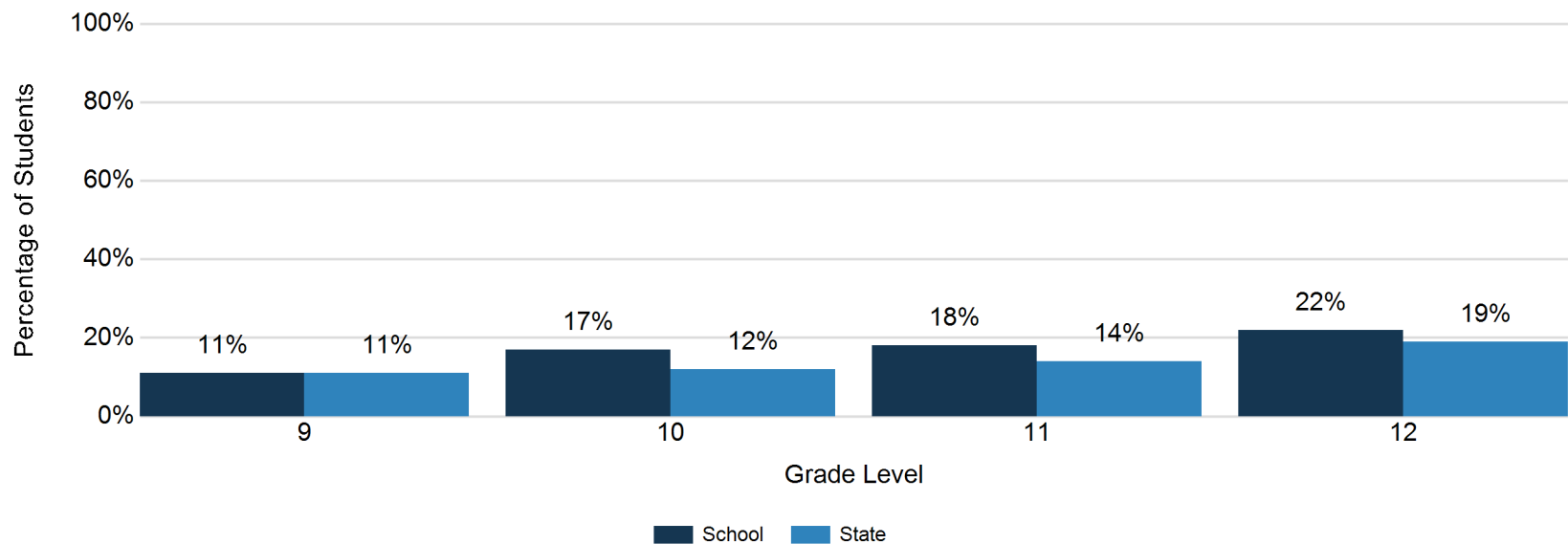
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Chronic Absenteeism by Grade

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	12
Weapons	0
Vandalism	1
Substances	59
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	72
Incidents Per 100 Students Enrolled	4.92

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	81	5.5%
Out-of-School Suspensions	60	4.1%
Any Suspension	116	7.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
199





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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

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



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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	129	118,214
Average years experience in public schools	8.7	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	67.4%	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	41	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.7%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	163:1	141:1
Teachers to Administrators	14:1	12:1
Students to Librarians/Media Specialists		1160:1
Students to Nurses		527:1
Students to Counselors		483:1
Students to Child Study Team Members		181:1



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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	47.3%	67.4%	55.6%	48.4%	77.1%	54.9%
Male	52.7%	32.6%	44.4%	51.6%	22.9%	45.1%
White	25.1%	81.4%	66.7%	42.4%	83.6%	77.4%
Hispanic	53.6%	5.4%	11.1%	29.9%	7.3%	7.2%
Black or African American	19.3%	11.6%	22.2%	15.0%	6.6%	13.9%
Asian	1.1%	1.6%	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	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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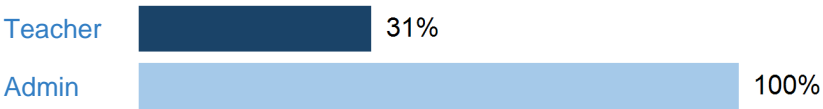
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



**Long Branch High School**  
(25-2770-050)  
Grades Offered: 09-12  
2018-2019

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

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

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

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

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

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

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

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

## 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	Consistently Underperforming Student Group (TSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Consistently Underperforming Student Group (TSI)
Student Group Status: English Learners	

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



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

### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	26.1%	29.7%	35.2%
Math Proficiency	19.6%	23.3%	19.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.1%	91.3%	89.1%
5-Year Graduation Rate†	90.5%	92.9%	93.3%
Progress toward English Language Proficiency		34.9%	24.2%
Chronic Absenteeism	20.3%	21.3%	16.8%

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



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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.

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

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

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

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

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

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

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





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

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

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

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

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






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## School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>14 Advanced Placement Courses that are open enrollment to all students</li> <li>Curriculum includes an extensive Engineering program that is Project Lead the Way Certified</li> <li>Award winning Visual Performing Arts program</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Long Branch High School's mantra is Green Wave Pride! Providing an atmosphere that encourages respect for all individuals within the school community, the Long Branch High School serves as a comprehensive 9-12 high school with more than 1,400 students. Preparing our students for post secondary education and careers is the primary goal of the Long Branch High School. We do this by implementing and refining the four R's: Rigor, Relevance, Relationships and Responsibility.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Long Branch High School was awarded the Future Ready Schools Certification Bronze Level and the Sustainable Jersey for Schools Certification Silver Level. The Visual and Performing Arts Department is recognized annually in the Monmouth County Teen Arts Festival as superior artists. The outstanding Westwood Players drama program is recognized annually through the Count Basie Awards where they have received numerous nominations and awards.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>In the Science, Technology, Engineering and Mathematics Academy students explore various specialized scientific methodologies which include Robotics, TV Production, Biology, Chemistry, Physics, Environmental Science, Biomedical Science and Forensics. In the Visual and Performing Arts Academy students choose from five strands: Art, Instrumental and Vocal Music, Dance and Theater. The Leadership Academy provides students with the opportunity to explore the areas of civics, business, and education.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>The Long Branch School District believes athletics and extracurricular activities are an integral part of the students' education. We strive to meet high standards of sportsmanship, responsibility, dedication, and devotion to sport, school and family. The mission of athletic and extracurricular activities is to provide an environment that will complement and enrich the overall quality of all students' educational experiences.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The Air Force Junior ROTC program allows students the opportunity to take part in community events, while also teaching them core values such as character, self-discipline, and respect. Our award winning Policy Debate Team affords students a year-long opportunity to learn how to properly craft persuasive arguments in a public speaking forum. Long Branch High School's Chapter of the National Honor Society encourages our students to give back to their community through many outreach events.</p>






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 <p>Before and After School Programs:</p>	<p>Long Branch High School's Homework Club program provides extra help to students on either a voluntary or required instructional intervention basis. The goal of this program is to assist our students to meet our increased expectations and our rigorous academic programs.The Student Advisory Program (SAP) provides students with the opportunity to participate in a variety of after school tutorial sessions that enrich their educational experience.</p>
 <p>Staff and Professional Learning:</p>	<p>Long Branch High School staff participates in district-wide professional learning opportunities that are in alignment with district instructional goals and strategically scheduled throughout the school year. In addition, the staff participates in Professional Learning Community Sessions twice each week. These sessions are teacher led and designed to meet the individual professional learning needs of the staff in a content based setting.</p>
 <p>Postsecondary Information:</p>	<p>86% of Long Branch High School students apply to college. Other than college, 1.58% of students enter the military, 7.89% pursue a career path or attend Vocational School. Support programs to apply for college or for financial aid are the Give Something Back Foundation and parent financial aid workshops. Students also participate in a school wide PSAT administration in the fall semester as well as a school wide SAT administration in the spring semester.</p>






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 <p>Student Supports and Services:</p>	<p>The Long Branch High School Guidance Department consists of four counselors that assist students with future plans, career information, study habits and academic or personal concerns. The Bilingual/ESL department staff provides extensive support services for our English Language Learners in their pursuit of completing rigorous academic coursework. The Special Education Department staff assists our special needs students in successfully meeting all of their educational goals.</p>
 <p>Student Health and Wellness:</p>	<p>Our School Based Youth Program provides the following support services for our students: counseling for teens and family, suicide prevention, crisis intervention, support services, anger management, staying drug free, referrals to support and treatment programs, drug and alcohol prevention education programs, health support services by a nurse practitioner, family planning information and education, nutrition counseling, teen parent support services, and parenting workshops.</p>
 <p>Parent and Community Involvement:</p>	<p>Long Branch High School communicates with parents through Parent Portal using our Genesis student information system. The school has a partnership with Monmouth Medical Center through the Big Brothers Big Sisters program. In this program, students are mentored by hospital staff and get firsthand experience in the daily operations of a hospital. The school also has a partnership with Habitat for Humanity where our students assisted in the design and construction of a house for a family in need.</p>





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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each fall, Long Branch High School administers a school climate survey to students, staff, and parents. This survey is provided in three languages in an effort to ensure access for all school stakeholders. This information gained from the survey is reviewed and used as formative checkpoint for the effectiveness of our programs and services. It is also the driving mechanism for any modifications necessary to meet the needs of our students.</p>
 <div>Facilities:</div>	<p>The new Long Branch High School opened in 2008. The building is a state of the art facility with nearly 300,000 square feet of space. It contains two gyms, a professional quality performance auditorium, a two floor library and over 120 high-tech classrooms.</p>




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<div>  <div>Other Information</div> </div>	<p>                             Long Branch High School operates on a block schedule where students have the opportunity to engage in multiple rigorous academic opportunities. There are sixteen Advanced Placement courses to choose from with an open enrollment philosophy. Students may also participate in an extensive Project Lead the Way certified engineering curriculum that provides the students with the opportunity to apply for college credit or receive college-level recognition at more than 40 affiliate college and university partners when they successfully complete select PLTW courses. Technology is used to enhance student lessons as students are provided with an on-line testing platform that collects real time student data. Students in the instrumental music program also use technology to enhance their performance skills through Smart music, a web-based program that monitors and stimulates student growth through real time musical note simulation.                         </p>
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**Long Branch Middle School**  
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2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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





Long Branch Middle School  
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Grades Offered: 06-08  
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School Contact Information

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

Type	Contact Information
County	Monmouth
District	LONG BRANCH PUBLIC SCHOOL District
Principal Name	Mr. James Brown
Address	350 INDIANA AVENUE LONG BRANCH, NJ 07740-6192
Phone Number	732-229-5533
Email Address	<a href="mailto:jbrown@longbranch.k12.nj.us">jbrown@longbranch.k12.nj.us</a>
Website	<a href="https://www.longbranch.k12.nj.us">https://www.longbranch.k12.nj.us</a>
Twitter	<a href="https://twitter.com/lbmsriley">https://twitter.com/lbmsriley</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	399	409	423
7	371	390	410
8	378	373	395
Total	1,148	1,172	1,228

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	47.8%	47.4%	47.8%
Male	52.2%	52.6%	52.2%
Economically Disadvantaged Students	81.7%	82.8%	84.8%
Students with Disabilities	13.6%	14.3%	15.4%
English Learners	9.8%	10.5%	12.8%
Homeless Students	1.3%	1.6%	1.5%
Students in Foster Care	0.4%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.2%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	24.7%	24.2%	21.8%
Hispanic	52.8%	55.1%	59.4%
Black or African American	19.8%	17.7%	15.3%
Asian	1.4%	1.3%	1.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.3%	0.2%
Two or More Races	1.1%	1.5%	2.2%

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	44.2%
English	39.9%
Portuguese	15.1%
Other Languages	0.8%



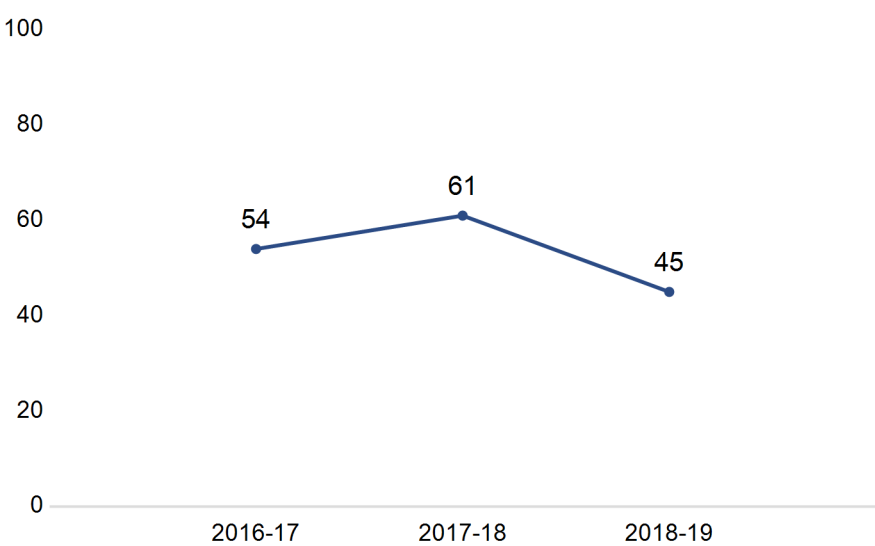
Long Branch Middle School  
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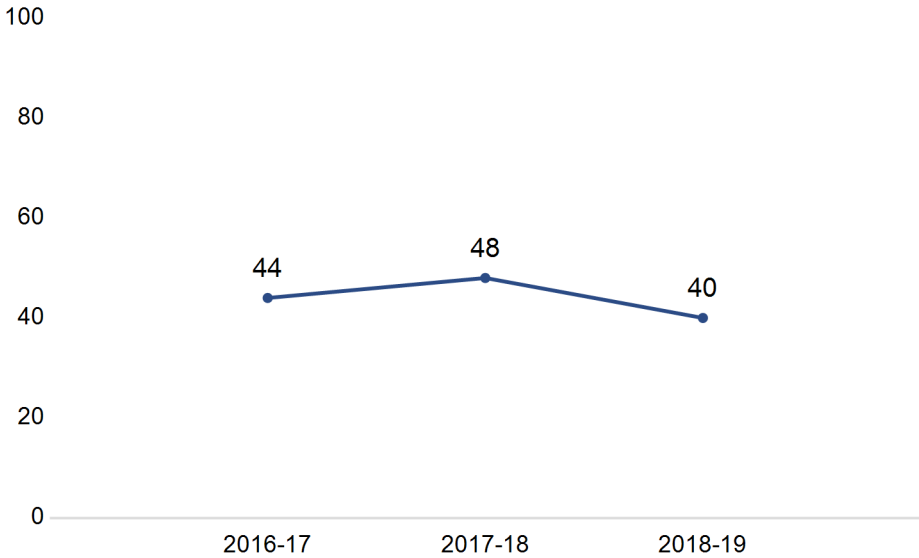
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	61	45	44	48	40
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	47	50	Met Standard	40	46	50	Met Standard
White	47	52	50	Met Standard	37	49	52	Not Met
Hispanic	48	48	49	Met Standard	41	45	47	Met Standard
Black or African American	36	39	45	Not Met	41	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	66.5	68	59	**	*	29	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	36.5	37	49	Not Met	41	39	52	Met Standard
Female	49	49	53	N	41	46	50	N
Male	40	45	47	N	39	46	51	N
Economically Disadvantaged Students	44	46	48	Met Standard	40	46	46	Met Standard
Students with Disabilities	39.5	40	43	Not Met	39	40	45	Not Met
English Learners	44	49	52	Met Standard	42	49	50	Met Standard
Homeless Students	42.5	40	43	N	47	46.5	44	N
Students in Foster Care	*	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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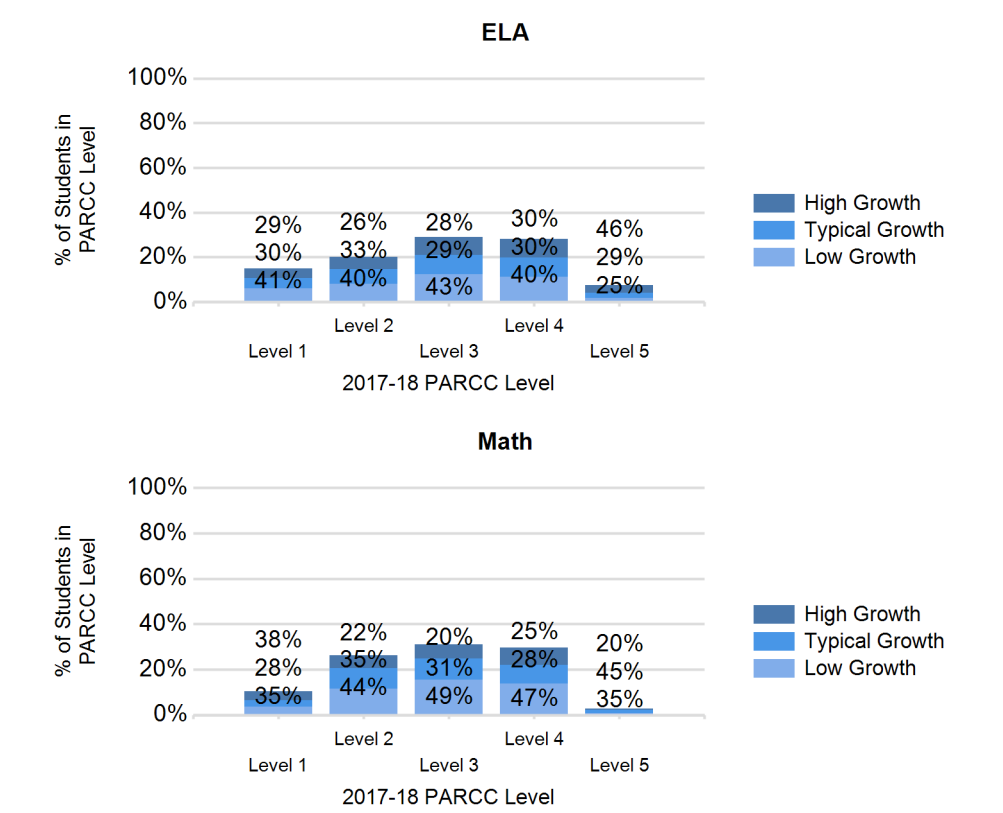
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

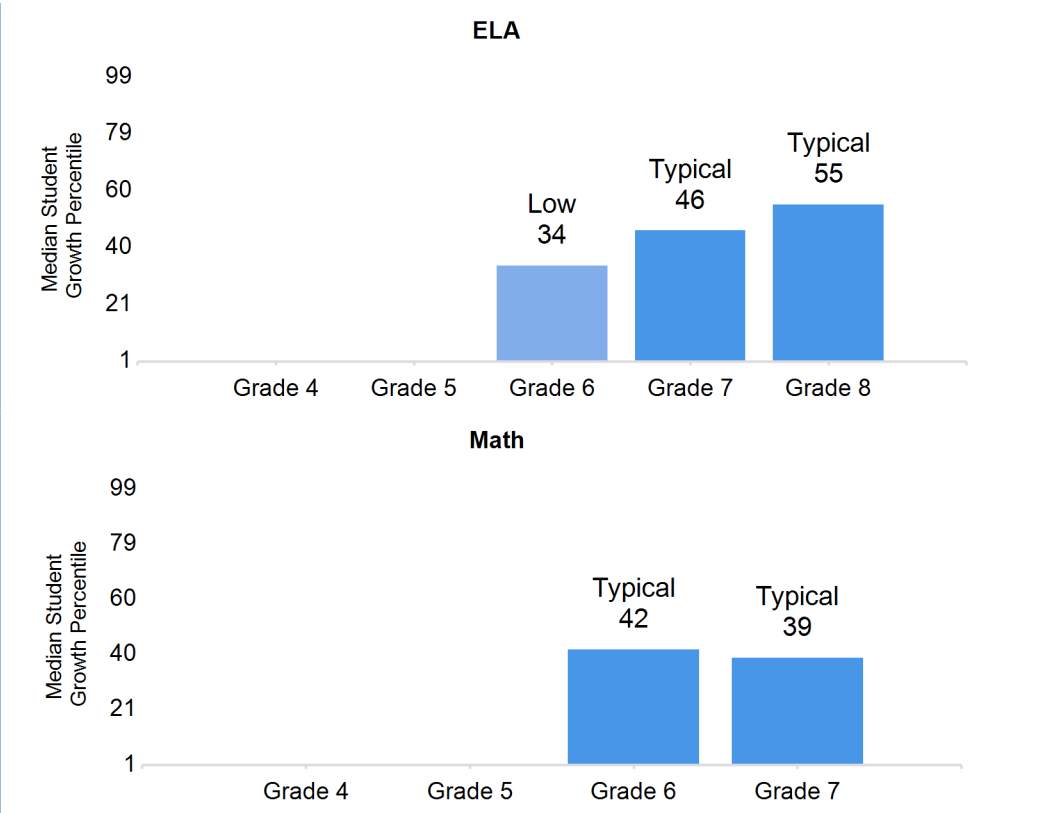
Student Growth by Performance Level

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



Student Growth by Grade

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





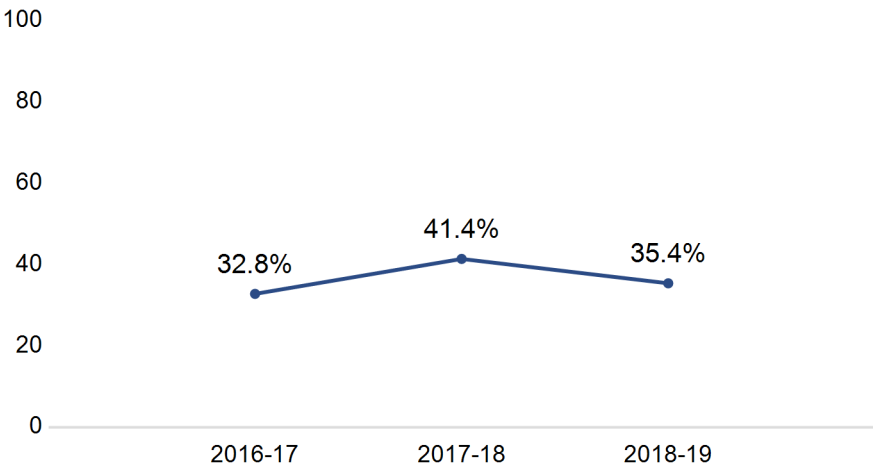
Long Branch Middle School  
(25-2770-060)  
Grades Offered: 06-08  
2018-2019

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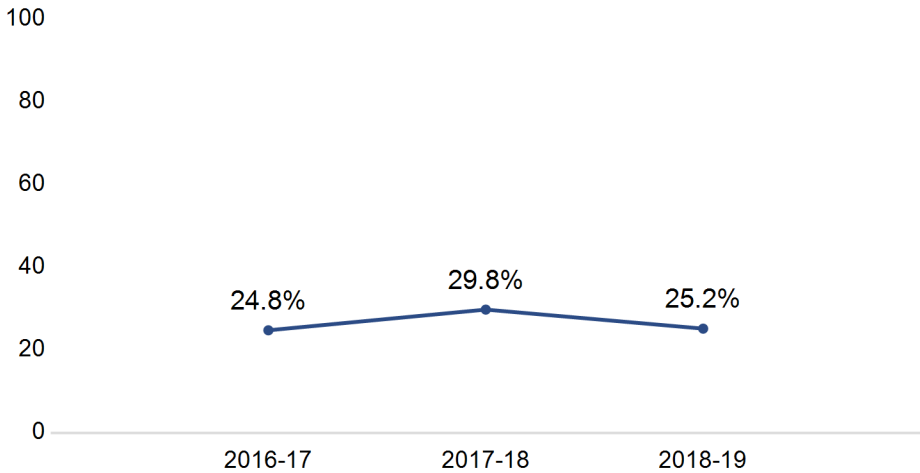
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	99.5%	99.8%	99.6%	99.3%	99.8%
Proficiency Rate for Federal Accountability	32.8%	41.4%	35.4%	24.8%	29.8%	25.2%
Annual Target	31.6%	34.2%	36.7%	26.3%	29.2%	32.0%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1158	99.8	35.4	34.1	57.9	35.4	36.7	Met Target†
White	259	100.0	43.6	44.5	66.9	43.6	42.8	Met Target
Hispanic	670	100.0	34.2	31.0	43.9	34.2	34.5	Met Target†
Black or African American	188	99.5	27.7	28.0	38.5	27.7	32.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	25	96.2	40.0	35.4	64.4	40.0	N	N
Female	540	100.0	45.7	42.5	64.8	45.7		
Male	618	99.7	26.4	26.7	51.3	26.4		
Economically Disadvantaged Students	994	99.9	33.8	31.3	40.0	33.8	33.5	Met Target
Non-Economically Disadvantaged Students	164	99.4	45.1	48.8	67.9	45.1		
Students with Disabilities	189	99.5	10.6	*	22.7	10.6	20.4	Not Met
Students without Disabilities	969	99.9	40.2	*	65.1	40.2		
English Learners	239	100.0	16.7	*	29.3	16.7	19.7	Met Target†
Non-English Learners	919	99.8	40.3	*	60.6	40.3		
Homeless Students	18	100.0	33.3	25.5	29.1	33.3		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

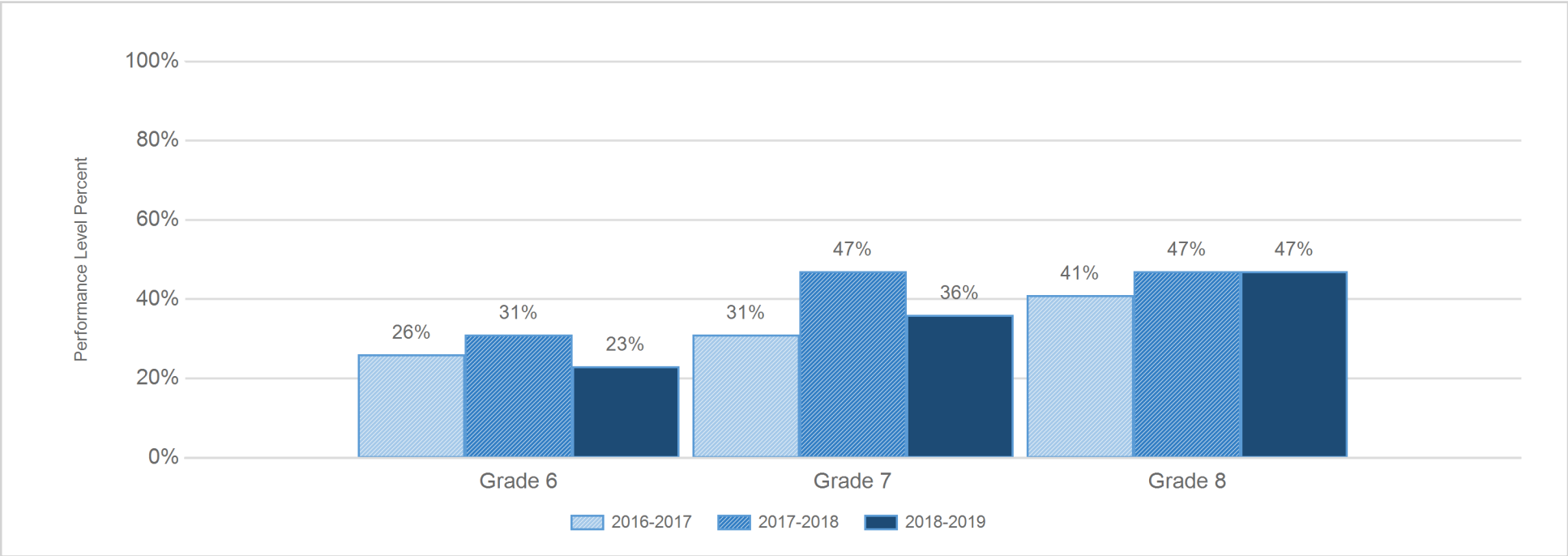


Long Branch Middle School  
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English Language Arts Assessment - Performance Trends

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







Long Branch Middle School  
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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	397	728	728	754	17%	30%	30%	*	*	23%	56%
White	83	731	731	762	*	35%	30%	*	*	24%	65%
Hispanic	242	728	728	743	17%	29%	31%	*	*	22%	43%
Black or African American	59	724	724	738	27%	24%	25%	*	*	24%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	10	732	732	760	*	*	*	*	*	20%	64%
Female	190	735	735	762	9%	27%	32%	*	*	31%	64%
Male	207	722	722	748	24%	32%	29%	*	*	15%	48%
Economically Disadvantaged Students	349	727	727	740	*	30%	30%	*	*	23%	39%
Non-Economically Disadvantaged Students	48	735	735	763	*	29%	35%	*	*	23%	67%
Students with Disabilities	59	704	704	722	*	*	*	*	*	*	19%
Students without Disabilities	338	733	733	761	*	*	*	*	*	*	64%
English Learners	23	712	712	710	*	*	*	*	*	*	*
Non-English Learners	374	729	729	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	393	733	733	761	24%	17%	23%	24%	11%	36%	63%
White	80	747	747	769	16%	14%	23%	26%	21%	48%	72%
Hispanic	231	732	732	747	26%	16%	24%	24%	11%	35%	50%
Black or African American	66	719	719	741	29%	26%	26%	*	*	20%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	10	750	750	768	*	*	*	*	*	60%	68%
Female	181	745	745	769	15%	14%	23%	33%	15%	48%	71%
Male	212	724	724	753	32%	20%	24%	17%	8%	25%	55%
Economically Disadvantaged Students	337	731	731	743	25%	*	*	*	*	33%	45%
Non-Economically Disadvantaged Students	56	747	747	771	18%	*	*	*	*	54%	73%
Students with Disabilities	64	693	693	720	*	*	*	*	*	*	22%
Students without Disabilities	329	741	741	769	*	*	*	*	*	*	71%
English Learners	33	688	688	706	*	*	*	*	*	*	12%
Non-English Learners	360	738	738	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	374	746	746	762	15%	12%	26%	32%	15%	47%	63%
White	94	754	754	770	*	*	*	34%	23%	57%	72%
Hispanic	207	747	747	747	11%	14%	30%	32%	13%	45%	49%
Black or African American	61	734	734	741	25%	*	26%	*	*	34%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	179	759	759	771	7%	8%	28%	38%	19%	57%	71%
Male	195	735	735	753	23%	16%	24%	26%	11%	37%	55%
Economically Disadvantaged Students	308	744	744	743	*	*	26%	33%	12%	46%	45%
Non-Economically Disadvantaged Students	66	757	757	772	*	*	29%	24%	26%	50%	72%
Students with Disabilities	52	700	700	721	54%	19%	*	*	*	12%	22%
Students without Disabilities	322	754	754	770	9%	11%	*	*	*	52%	71%
English Learners	24	704	704	708	*	*	*	*	*	*	12%
Non-English Learners	350	749	749	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1182	99.8	25.2	26.3	44.5	25.2	32	Not Met
White	265	100.0	31.3	36.5	54.1	31.3	42.8	Not Met
Hispanic	688	99.7	24.4	24.3	28.8	24.4	30.4	Not Met
Black or African American	188	100.0	18.6	*	23.0	18.6	23.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	25	96.2	28.0	30.8	53.3	28.0	N	N
Female	557	100.0	25.9	27.1	44.9	25.9		
Male	625	99.5	24.6	25.6	44.2	24.6		
Economically Disadvantaged Students	1013	100.0	23.5	24.5	26.3	23.5	29.7	Not Met
Non-Economically Disadvantaged Students	169	98.5	35.5	35.7	54.9	35.5		
Students with Disabilities	189	100.0	*	*	17.4	*	16.5	Not Met
Students without Disabilities	993	99.7	*	*	50.0	*		
English Learners	261	99.7	15.7	23.3	25.0	15.7	21.4	Not Met
Non-English Learners	921	99.8	27.9	27.5	46.5	27.9		
Homeless Students	18	100.0	11.1	10.2	17.1	11.1		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



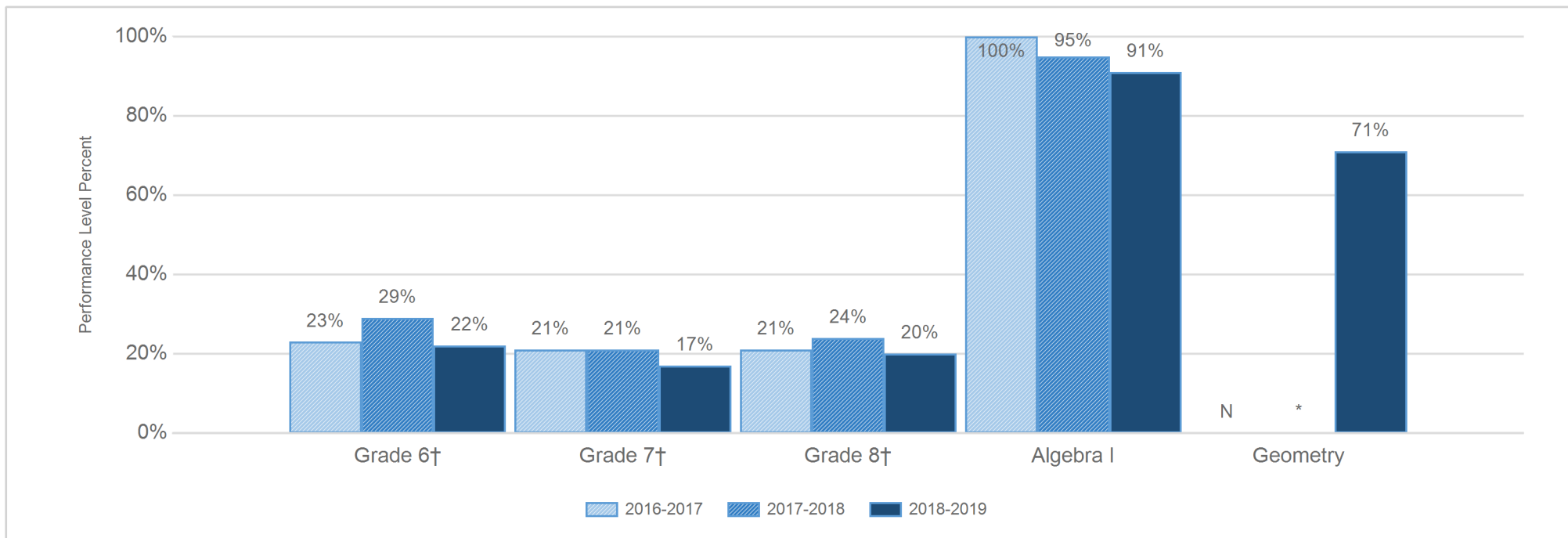
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### Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	416	726	726	741	15%	38%	26%	*	*	22%	41%
White	87	727	727	749	13%	38%	26%	*	*	23%	51%
Hispanic	257	726	726	729	14%	38%	27%	*	*	21%	24%
Black or African American	59	722	722	722	24%	36%	17%	24%	0%	24%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	10	729	729	747	*	*	*	*	*	20%	48%
Female	200	726	726	742	15%	37%	27%	*	*	23%	42%
Male	216	726	726	740	15%	38%	25%	*	*	21%	40%
Economically Disadvantaged Students	361	726	726	726	*	38%	27%	*	*	21%	21%
Non-Economically Disadvantaged Students	55	729	729	750	*	36%	20%	*	*	27%	53%
Students with Disabilities	59	708	708	716	*	*	*	*	*	*	12%
Students without Disabilities	357	729	729	746	*	*	*	*	*	*	46%
English Learners	42	704	704	709	*	*	*	*	*	*	*
Non-English Learners	374	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	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	369	725	725	744	16%	36%	31%	17%	0%	17%	42%
White	69	731	731	751	*	33%	35%	*	*	23%	53%
Hispanic	222	725	725	733	16%	35%	31%	18%	0%	18%	26%
Black or African American	64	718	718	727	22%	47%	20%	*	*	11%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	172	725	725	744	13%	38%	30%	19%	0%	19%	42%
Male	197	724	724	743	18%	34%	31%	16%	0%	16%	42%
Economically Disadvantaged Students	313	724	724	731	*	36%	30%	*	*	16%	24%
Non-Economically Disadvantaged Students	56	730	730	751	*	34%	32%	*	*	23%	53%
Students with Disabilities	63	701	701	718	*	*	*	*	*	*	13%
Students without Disabilities	306	730	730	749	*	*	*	*	*	*	48%
English Learners	43	718	718	716	*	*	*	*	*	*	10%
Non-English Learners	326	726	726	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%





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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	333	722	722	728	27%	26%	27%	*	*	20%	29%
White	78	728	728	737	21%	22%	33%	*	*	24%	38%
Hispanic	193	722	722	722	26%	28%	27%	19%	0%	19%	22%
Black or African American	53	714	714	714	36%	28%	23%	*	*	13%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	157	722	722	731	25%	25%	35%	*	*	15%	31%
Male	176	721	721	726	28%	28%	20%	*	*	23%	27%
Economically Disadvantaged Students	275	721	721	719	26%	28%	27%	*	*	18%	20%
Non-Economically Disadvantaged Students	58	726	726	735	29%	17%	28%	*	*	26%	36%
Students with Disabilities	52	705	705	707	*	*	*	*	*	*	10%
Students without Disabilities	281	725	725	734	*	*	*	*	*	*	35%
English Learners	34	711	711	706	41%	*	*	*	*	15%	10%
Non-English Learners	299	723	723	730	25%	*	*	*	*	20%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	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%





**Long Branch Middle School**  
(25-2770-060)  
Grades Offered: 06-08  
2018-2019

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**N** No Data is available to display

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

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	66	777	730	744	0%	0%	*	*	*	91%	42%
White	19	780	740	752	0%	0%	*	*	*	95%	53%
Hispanic	37	777	730	728	0%	0%	*	*	*	92%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	37	778	731	745	0%	0%	*	*	*	95%	44%
Male	29	776	729	743	0%	0%	*	*	*	86%	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	66	777	735	745	0%	0%	*	*	*	91%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	28	759	726	737	0%	0%	*	*	*	71%	35%
White	12	762	735	743	0%	0%	*	*	*	83%	43%
Hispanic	11	755	725	724	0%	0%	*	*	*	55%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	14	758	730	738	0%	0%	*	*	*	71%	36%
Male	14	761	723	736	0%	0%	*	*	*	71%	34%
Economically Disadvantaged Students	16	757	724	722	0%	0%	*	*	*	69%	16%
Non-Economically Disadvantaged Students	12	762	732	743	0%	0%	*	*	*	75%	43%
Students with Disabilities	N	N	694	712	N	N	N	N	N	N	*
Students without Disabilities	28	759	729	741	0%	0%	*	*	*	71%	*
English Learners	N	N	707	708	N	N	N	N	N	N	*
Non-English Learners	28	759	728	738	0%	0%	*	*	*	71%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	51.4%	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	76	*	*
3-4	35	85.7%	14.3%
5 or more	*	*	*



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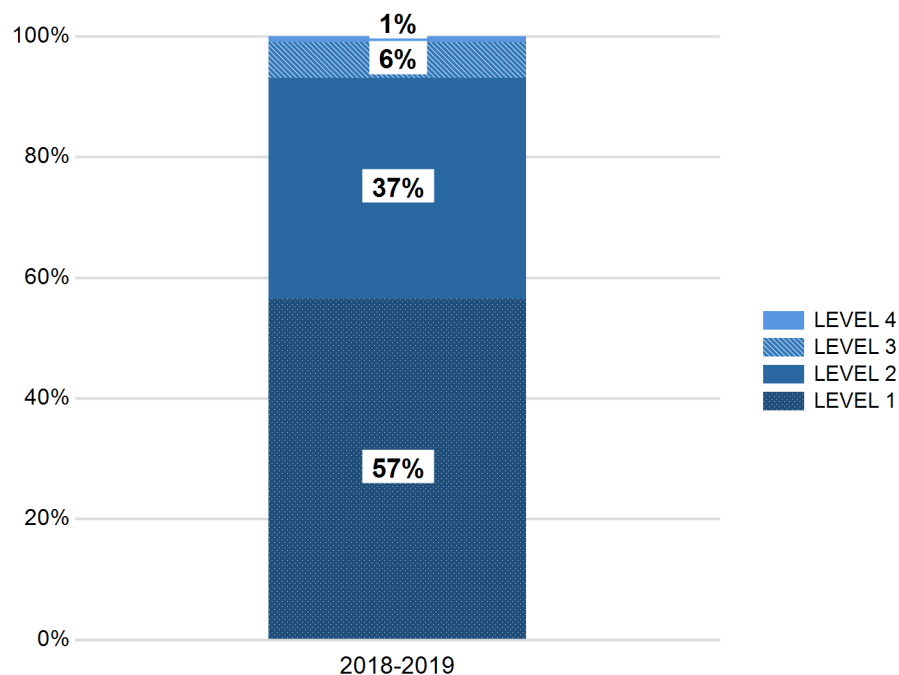
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	57	37	6	1
White	48	40	9	2
Hispanic	60	36	4	0
Black or African American	63	32	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	56	37	6	1
Male	58	36	5	1
Economically Disadvantaged Students	58	37	4	0
Non-Economically Disadvantaged Students	52	34	13	1
Students with Disabilities	85	13	2	0
Students without Disabilities	53	40	6	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	439
7	0	0	396
8	0	29	375
Total	0	29	1210

### 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	0	0	0	0	0	0	406
7	0	0	0	0	0	0	113
8	0	0	0	0	0	0	63
Total	0	0	0	0	0	0	582



Long Branch Middle School  
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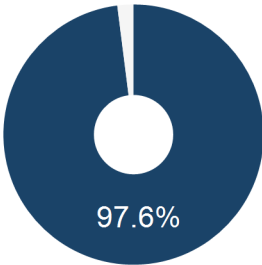
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Visual and Performing Arts – Course Participation

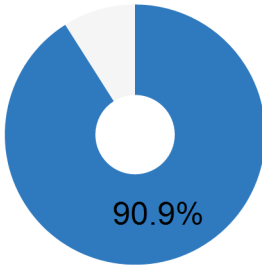
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

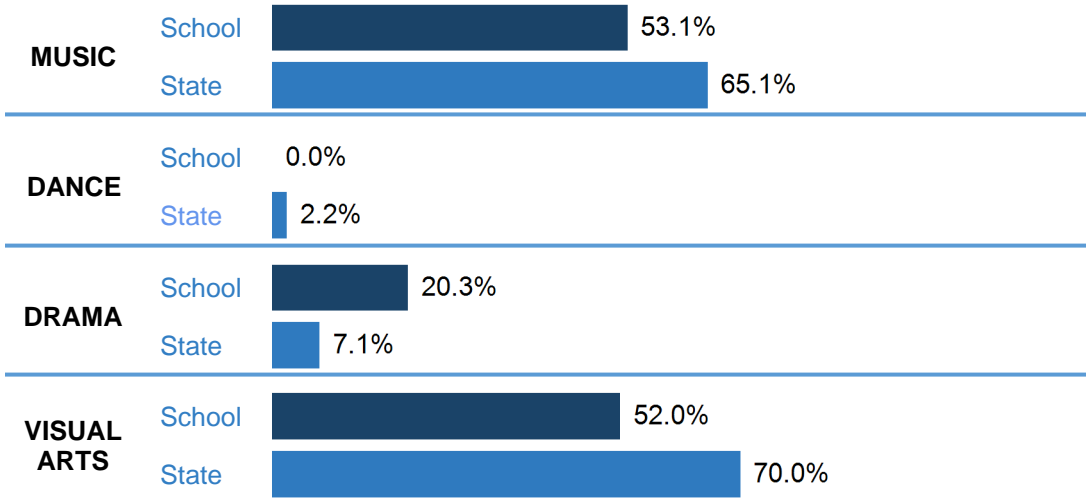


School



State

Students enrolled in one or more classes by discipline:





# Long Branch Middle School

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

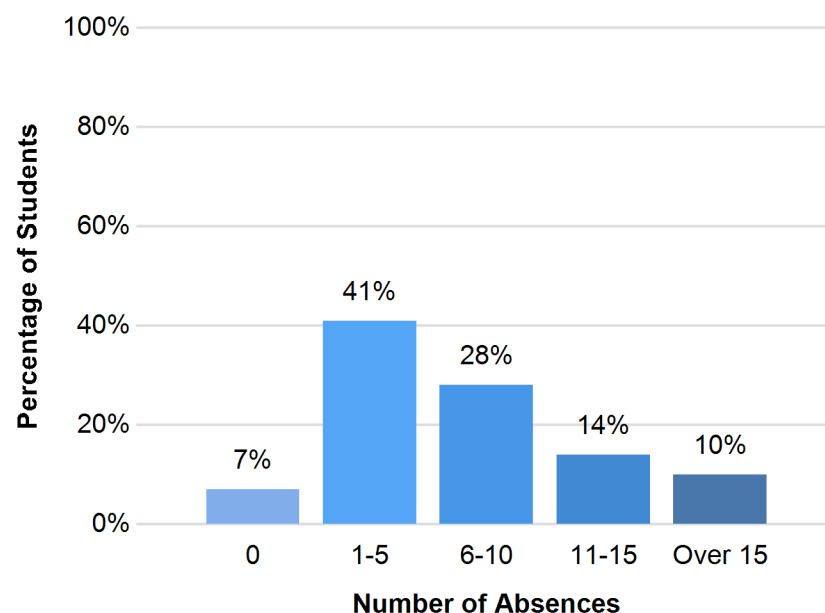
## Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	92	7.6	9.1	Met
White	21	7.9	9.1	Met
Hispanic	42	5.8	9.1	Met
Black or African American	23	12.2	9.1	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	5	20.0	9.1	Not Met
Female	45	7.7		
Male	47	7.4		
Economically Disadvantaged Students	78	7.5	9.1	Met
Students with Disabilities	24	12.6	9.1	Not Met
English Learners	19	13.0	9.1	Not Met
Homeless Students	5	29.4		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

## Days Absent

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





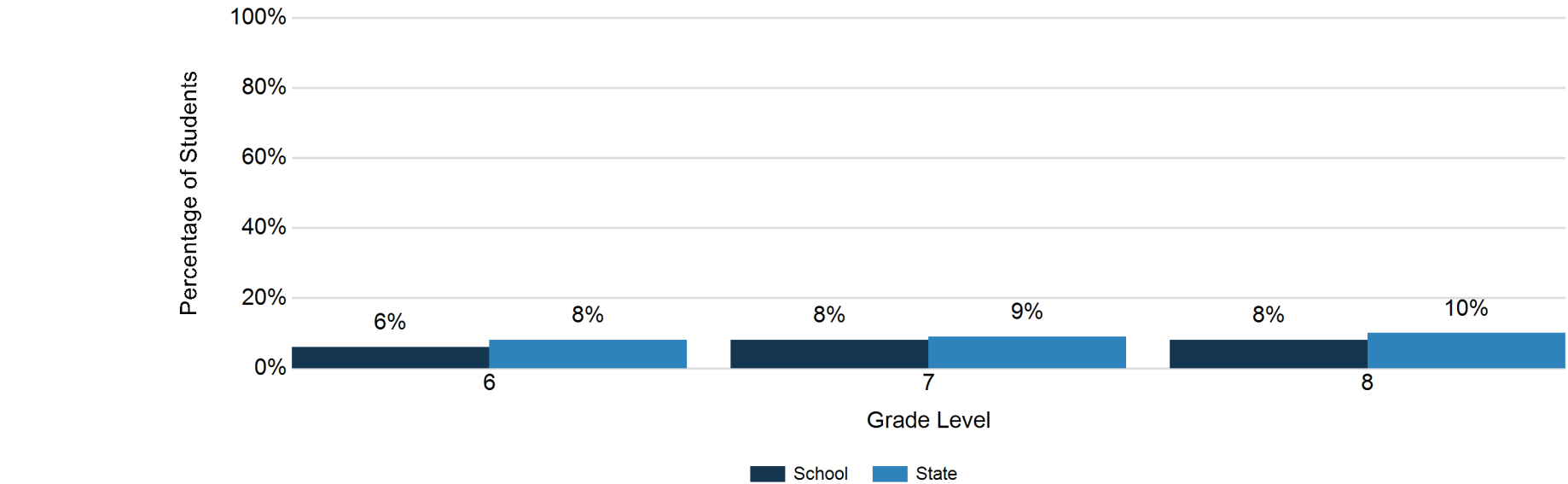
Long Branch Middle School  
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Chronic Absenteeism by Grade

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







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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	57
Weapons	2
Vandalism	7
Substances	2
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	73
Incidents Per 100 Students Enrolled	5.94

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	184	15.0%
Out-of-School Suspensions	76	6.2%
Any Suspension	200	16.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
293



## Long Branch Middle School

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### School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

### Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	98	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	80.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.7%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	246:1	141:1
Teachers to Administrators	20:1	12:1
Students to Librarians/Media Specialists		1160:1
Students to Nurses		527:1
Students to Counselors		483:1
Students to Child Study Team Members		181:1



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**Key terms for staff data:**

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**Teachers:** All classroom teachers

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

### Teachers and Administrators – 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%	75.5%	80.0%	48.4%	77.1%	54.9%
Male	52.2%	24.5%	20.0%	51.6%	22.9%	45.1%
White	21.8%	83.7%	80.0%	42.4%	83.6%	77.4%
Hispanic	59.4%	7.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.3%	9.2%	20.0%	15.0%	6.6%	13.9%
Asian	1.1%	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	2.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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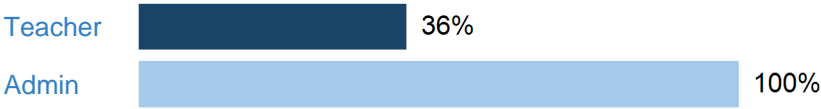
Teachers and Administrators - Level of Education

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

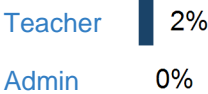
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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%



**Long Branch Middle School**  
(25-2770-060)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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- N** No Data is available to display
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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.



Long Branch Middle 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	Targeted Support and Improvement
Category of Identification	Consistently Underperforming Student Group (TSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Consistently Underperforming Student Group (TSI)
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.



Long Branch Middle School  
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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	32.8%	41.4%	35.4%
Math Proficiency	24.8%	29.8%	25.2%
ELA Growth	54	61	45
Math Growth	44	48	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		37.5%	51.4%
Chronic Absenteeism	16.9%	9.5%	7.6%

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





Long Branch Middle School

(25-2770-060)

Grades Offered: 06-08

2018-2019

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

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

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

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

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

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

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

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

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

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

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



**Long Branch Middle 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†	Not Met	Met Standard	Met Standard	Met Target	Met	Yes
White	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Hispanic	Met Target†	Not Met	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	N	Not Met	Met Standard	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	Met Target†	Not Met	Met Standard	Met Standard	Met Standard	Not Met	No

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






Long Branch Middle School  
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2018-2019

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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks</li> <li>National Green Ribbon School</li> <li>New Jersey Silver Award for Sustainability</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>The Long Branch Middle School students are immersed in creative programming and superior educational experiences. The mission of the Long Branch Middle School is to provide students from grades 6 - 8 with a unique educational experience and to utilize our diverse learning community to foster mutual respect and social responsibility. Visual and Performing Arts, STEM, and Leadership are the themes that drive the academies and all disciplines align lessons to the NJSL Standards.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>The Long Branch Middle School has embraced the three pillars of being a National Green Ribbon school throughout our community by reducing environmental impact and costs, promoting environmental education, and helping to improve health and wellness. As a result, the Long Branch Middle School has earned silver level certification from the Sustainable Jersey for Schools program as well as the Sustainable Champion Award for the middle school category.</p>

**Long Branch Middle School**

(25-2770-060)

Grades Offered: 06-08

2018-2019

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## School Narrative

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Courses, Curriculum,  
Instruction:

BMS uses the Big Ideas Math program; a balanced instructional approach of discovery and direct instruction. Additionally, Algebra I is offered to seventh and eighth graders to satisfy high school graduation requirements. ELA instruction is taught using the comprehensive, researched-based literature programs Treasures and Glencoe. Read 180 is used as an intervention program. Science electives offer Introduction to Engineering, Robotics and Medical Detectives under the PLTW Gateway Program.



## Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Boys)

The Long Branch School District believes athletics and extracurricular activities are an integral part of the students' education. We strive to meet high standards of sportsmanship, responsibility, dedication, and devotion to the sport, school, and family.



## Clubs and Activities:

The Air Force Junior ROTC program allows students the opportunity to take part in community events, while also teaching them core values such as character, self-discipline, and respect. Our award winning Policy Debate Team affords students a year-long opportunity to learn how to properly craft persuasive arguments in a public speaking forum. Long Branch High School's Chapter of the National Honor Society encourages our students to give back to their community through many outreach events.





**Long Branch Middle School**  
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 <p>Before and After School Programs:</p>	<p>Long Branch Middle School sees the importance of support offered to students before and after school. Homework Club, a club in which certified teachers tutor students, is offered to students after school. Additionally, Algebra 1 tutoring is offered to assist students in this accelerated course. Long Branch has paired with the Big Brother/Big Sister program to form a mentor ship program for students in need. Lastly, data driven tutoring is offered for ELA and Math before and after school.</p>
 <p>Staff and Professional Learning:</p>	<p>At the Long Branch Middle School, teachers and administrators are engaged in various opportunities for learning throughout the year. Weekly, teachers are provided with staff development meetings and common planning time with content area teams for collaboration and development through the use of individual professional learning communities. There are also professional learning themed days for staff to attend, which focus on research based best practices and district initiatives.</p>






**Long Branch Middle School**  
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 <div>Student Supports and Services:</div>	<p>The Long Branch Middle School offers a variety of programs to address the needs of all students. Programs offered include YMCA Counseling, as well as Big Brothers Big Sisters. The school also offers ESSA Tutoring, Homework Club, ESL Tutoring, and Intervention &amp; Referral Service (I&amp;RS). In addition, through NJEA F.A.S.T., the school has created a Bilingual ESL Community Outreach program to support students and parents in need.</p>
 <div>Student Health and Wellness:</div>	<p>Long Branch Middle School strives to have all children start their day off with a healthy and nutritious breakfast. Whether it be a meal in the cafeteria or from one of the breakfast carts, students receive a healthy meal which is free to all. The school serves a healthy lunch that includes fruit with a choice of many vegetables. The students also have an opportunity to compete in a Junior Master Chef competition where they learn how to prepare healthy meals.</p>
 <div>Parent and Community Involvement:</div>	<p>Parents are an integral part of the team at the Long Branch Middle School. Monthly meetings are held for parents and staff to participate in our STPO, where fundraising, extra curricular activities, and class trips are planned. Throughout the year, families are invited to attend various functions such as Orientation, Back to School Night, Conferences, Theater Productions, Educational Nights, Parades, and Concerts. Student grades are accessible through Parent Portal, which is updated daily.</p>





Long Branch Middle School  
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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The Long Branch Middle School administered a school climate survey. It was given to students, parents, and staff between November and January.</p>
 <div>Facilities:</div>	<p>The Long Branch Middle School is a state-of-the-art facility that provides all students with outstanding educational experiences. The school is made up of 3 academic floors where over 1100 students are educated. The building consists of a state of the art auditorium, 2 gymnasiums, 2 cafeterias, 5 computer labs, and wireless access throughout the building which connects to the 1150 wireless Chromebooks in the building for student use.</p>




Long Branch Middle School  
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School Narrative

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<div>Other Information</div>	Technology is utilized in several capacities to assist in student success. All students have access to Google Chromebooks which promotes opportunities for teachers to integrate technology throughout the curriculum. Additionally, teachers utilize Google Classroom and its capabilities to promote collaboration and increase connectivity with students outside of the classroom. The Long Branch Middle School also has a "Garden to Plate" program where students grow and harvest crops in the school garden that are utilized in recipes for the weekly Bistro that serves students and staff.
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**Morris Avenue Elementary School**  
(25-2770-080)  
Grades Offered: PK-KG  
2018-2019

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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



**Morris Avenue Elementry School**  
 (25-2770-080)  
 Grades Offered: PK-KG  
 2018-2019

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### School Contact Information

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

Type	Contact Information
County	Monmouth
District	LONG BRANCH PUBLIC SCHOOL District
Principal Name	Mr. Matthew Johnson
Address	318 MORRIS AVENUE LONG BRANCH, NJ 07740
Phone Number	732-571-3139
Email Address	<a href="mailto:mjohnson@longbranch.k12.nj.us">mjohnson@longbranch.k12.nj.us</a>
Website	<a href="https://www.longbranch.k12.nj.us">https://www.longbranch.k12.nj.us</a>
Twitter	<a href="https://twitter@MorrisAveschool">https://twitter@MorrisAveschool</a>



**Morris Avenue Elementary School**  
(25-2770-080)  
Grades Offered: PK-KG  
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	308	290	293
KG	117	108	105
Total	425	398	398

### 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%	49.0%	49.2%
Male	50.1%	51.0%	50.8%
Economically Disadvantaged Students	89.4%	89.2%	86.2%
Students with Disabilities	6.4%	6.5%	7.0%
English Learners	55.1%	63.8%	64.8%
Homeless Students	1.2%	2.5%	1.3%
Students in Foster Care	0.9%	0.8%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	27.8%	30.7%	29.6%
Hispanic	57.2%	56.3%	57.5%
Black or African American	11.3%	10.3%	10.1%
Asian	1.2%	0.5%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.3%	0.0%
Two or More Races	2.4%	2.0%	2.3%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	308	290	293
KG - Half Day	0	0	0
KG - Full Day	117	108	105

### 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	41.0%
English	29.1%
Portuguese	28.6%
Other Languages	1.3%



**Morris Avenue Elementary School**  
(25-2770-080)  
Grades Offered: PK-KG  
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	100.0%	56.6%	Exceeds 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	10	80%	20%
3-4	45	42.2%	57.8%
5 or more	N	N	N



### Morris Avenue Elementary School

(25-2770-080)

Grades Offered: PK-KG

2018-2019

#### Report Key:

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

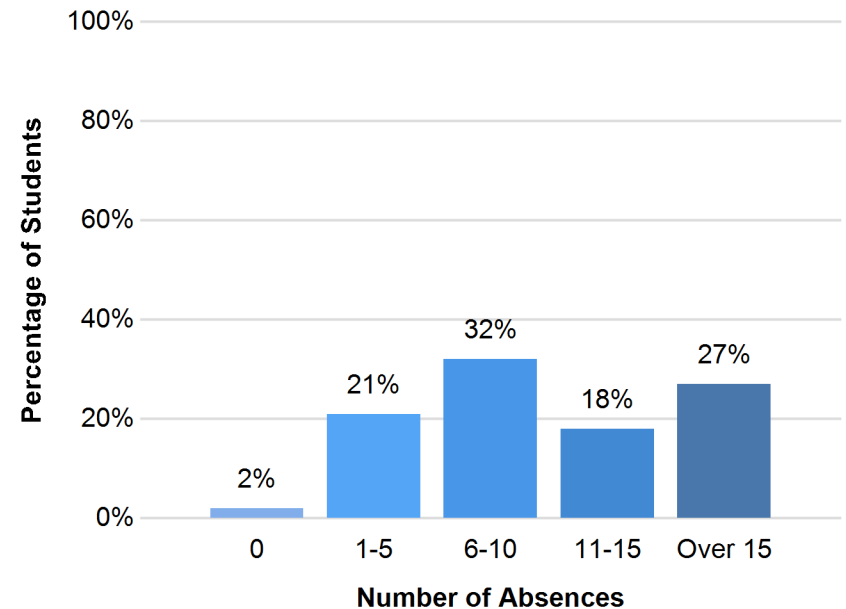
#### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	20.6	13.1	Not Met
White	7	26.9	13.1	Not Met
Hispanic	6	10.2	13.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	13	25.0		
Male	8	16.0		
Economically Disadvantaged Students	20	22.5	13.1	Not Met
Students with Disabilities	0	0	**	**
English Learners	7	12.5	13.1	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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(25-2770-080)

Grades Offered: PK-KG

2018-2019

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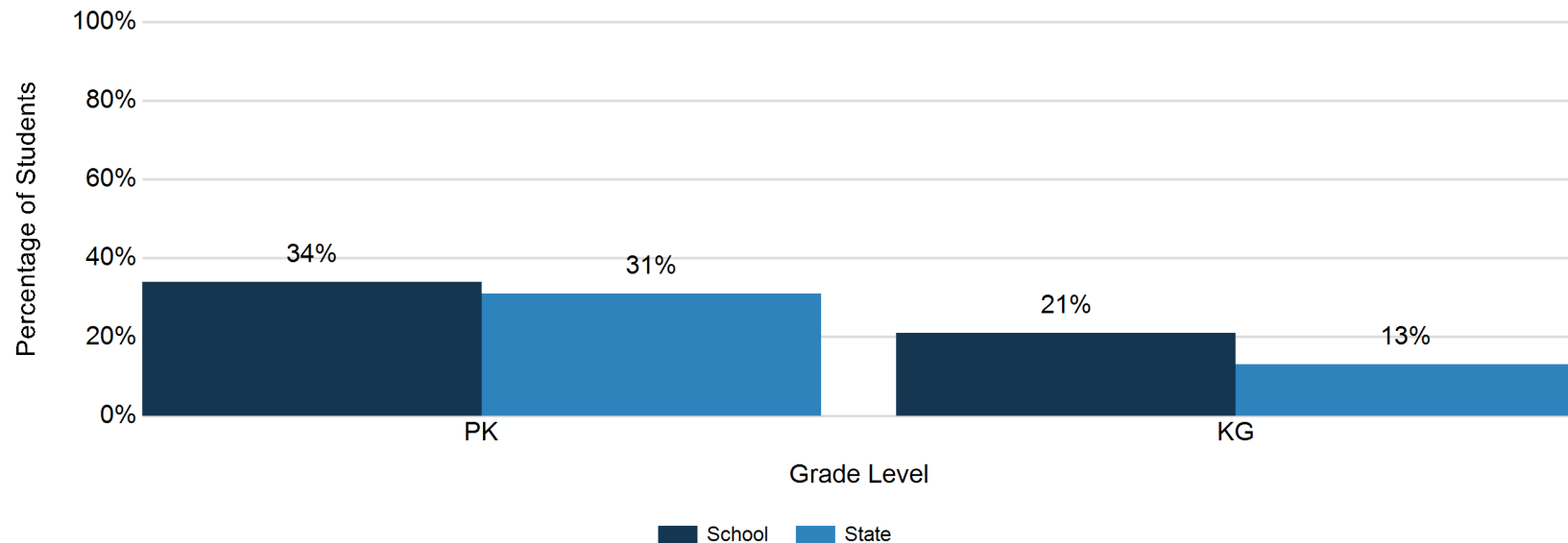
**N** No Data is available to display

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

**Chronic Absenteeism by Grade**

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



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

**Violence, Vandalism, HIB, and Substance Offenses**

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

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

**Police Notifications**

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

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

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

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

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

**Student Disciplinary Removals**

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

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

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

N

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### School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N





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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	96.6%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	92.7%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	12:1
Students to Administrators	398:1	141:1
Teachers to Administrators	29:1	12:1
Students to Librarians/Media Specialists		1160:1
Students to Nurses		527:1
Students to Counselors		483:1
Students to Child Study Team Members		181:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	96.6%	0.0%	48.4%	77.1%	54.9%
Male	50.8%	3.4%	100.0%	51.6%	22.9%	45.1%
White	29.6%	65.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	57.5%	10.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.1%	20.7%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	3.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

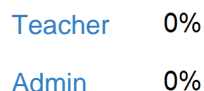
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	95.6%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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## 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:

- Bronze Level Future Ready School Certified
- Social Emotional programs were provided to all students throughout the year.
- Received the Silver Level Sustainable Jersey for Schools Certified Award



### Mission, Vision, Theme:

At Morris Avenue ECLC we strive to create a supportive, nurturing learning environment that prepares students for success throughout their lives. We provide authentic, hands on learning experiences that allow the students to imprint academic and social emotional concepts. We believe in extending learning outside of the classroom and provide opportunities for families to become active partners in their child's education.



### Awards, Recognition, Accomplishments:

The Morris Avenue School was the only preschool in New Jersey awarded Sustainable NJ Silver Medal, and had the 5th highest rating overall for the state. It was also the only preschool in New Jersey selected to participate in the New Jersey Natural Gas Power Save Program and achieved the Bronze Level for Future Ready School certification.

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Courses, Curriculum,  
Instruction:

Tools of the Mind is implemented in the preschool classes. The activities provide children with a solid foundation in developmental domains that are necessary for Kindergarten. The Kindergarten ELA program uses the Tools of the Mind Writing Program, Daily 5 reading, and Guided Reading, focusing on comprehension skills, high frequency words, vocabulary, fluency, phonemic awareness, and phonics. Social studies and science follow a thematic focus. Everyday Mathematics program is implemented.

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### Before and After School Programs:

The before and after school program is hosted for all students by Champions.



### Staff and Professional Learning:

Weekly faculty meetings and Professional Learning Communities (PLC's) provide professional development opportunities for all staff. The district provides full and half day sessions throughout the year based on survey results from all stakeholders. Instructional Assistants are provided with their own professional development series. A digital library of staff-made professional development was created and used for our district-wide Future Ready Summit.



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#### Student Supports and Services:

English language learners support is provided to all Kindergarten students based on WIDA results. The school provides support through PIRT and I&RS services. A tutoring program is offered to Kindergarten students who qualify. Special education services are provided to classified students. The Student Advisor provides character education and on-going counseling.



#### Student Health and Wellness:

The Fresh Fruits and Vegetables Program offers health snacks for students. All meals meet the New Jersey Standard for healthy meals. Preschool students are given 90 minutes of gross motor time per day. Kindergarten students receive weekly physical education classes and daily 35 minute recess. All grades participate in 10-15 minutes of brain break physical activities daily. Programs such as Fitness Night and Fun Day were held to promote health and well being.








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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A School Climate Survey is completed once a year by all staff, families, and students. Survey results drive the planning and preparation for professional development, student programs and future parent activities.</p>
 <p>Facilities:</p>	<p>The Morris Avenue School is a beautiful facility which was renovated in 2012. The renovations changed it from an open space concept to closed classroom spaces. The school features a breakout room that doubles as a play area for students and professional development space for staff. The common area is used for indoor play, lunch, and assemblies. Our community garden provides fresh vegetables for the neighborhood. Our 5 acre play area provides ample room for students to play outside.</p>
 <p>School Safety:</p>	<p>The Morris Ave School has a safety committee, alarms on all outside doors and a security video camera at the front entrance. Social emotional lessons are provided to all students to help them learn strategies for their emotional development. Social emotional standards developed for preschool aged students are embedded into all curricula.</p>



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### Technology and STEM:

All classrooms are equipped with teacher stations including a computer, projector and printer. Google training is offered to all staff on a bi-weekly basis. Students use chromebooks and Ipads for digital storytelling and math programs. Books are loaded onto computers so students can listen to text. The entire building has WiFi. Zoom-in is used for virtual meetings. All teachers have their own webpage on the district website.



### Early Childhood Education:

Early childhood education is offered to students as young as three-years-old as part of the early intervention program. Students in the preschool follow a rigorous, yet fun program of studies where they learn through play. Students have voice and choice as they plan out their activities. Flexible seating is used to make the classrooms more engaging for all learners. Students enjoy monthly themes that are paired with community resources to help them explore their interests.



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



#### Other Information

The Morris Avenue Early Childhood Learning Center is specifically designed to provide an enriched learning environment for preschoolers and kindergarteners. The Tools of the Mind Preschool program offers a literacy focus and problem solving activities. It is aligned with state and national early learning standards and comes with lessons taught through thematic materials. Tools of the Mind is a comprehensive preschool program and supports teachers with workshops and in-class coaching. It enhances the development of the whole child. The kindergarten curriculum follows the New Jersey Implementation guidelines to effectively implement the components of a high quality kindergarten program. A daily schedule consists of: Community Building, Mystery Math Word Problems, Calendar Math, Opening Group, Share the News, Message of the Day, Embedding ELA throughout. The kindergarten components are: Comprehension, High Frequency Words, Oral Vocabulary, Fluency, Phonemic Awareness/Phonics, Guided Reading Exploration Stations, Science/Social Studies, Tools of the Mind Writing, Mathematics, Snack/ Gross Motor Movement, Closing Group Reflection, and Daily specials on a rotating basis. All students are required to adhere to the Uniformity of Dress Policy. Students wear khaki shorts, pants, or skirts with a grey, green or white top. A safe school officer is on staff and the School Crisis Committee meets monthly to discuss and revise school safety protocol and procedures to ensure all staff, students, and visitors feel safe and secure at all times.