

**Ethel McKnight Elementary School**

(21-1245-055)

Grades Offered: KG-02

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

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**How to use this report:**

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

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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	Mercer
District	East Windsor Regional School District
Principal Name	Ms. Nicole Foulks
Address	58 TWIN RIVERS DR SOUTH EAST WINDSOR, NJ 08520
Phone Number	609-443-7800
Email Address	<a href="mailto:nfoulks@ewrsd.k12.nj.us">nfoulks@ewrsd.k12.nj.us</a>
Website	<a href="https://www.ewrsd.org/emk/">https://www.ewrsd.org/emk/</a>
Facebook	<a href="https://www.facebook.com/emkpto/">https://www.facebook.com/emkpto/</a>
Twitter	<a href="https://twitter.com/NicoleFoulksEMK">https://twitter.com/NicoleFoulksEMK</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	63	107	192
1	64	82	177
2	61	61	187
3	78	65	0
4	105	77	0
5	91	108	0
Total	462	500	556

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.3%	48.8%	50.0%
Male	51.7%	51.2%	50.0%
Economically Disadvantaged Students	37.0%	39.6%	40.8%
Students with Disabilities	8.9%	10.6%	10.6%
English Learners	8.2%	15.8%	23.6%
Homeless Students	0.2%	0.0%	0.0%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	0.4%	0.5%
Migrant Students	0.2%	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	30.5%	26.4%	23.9%
Hispanic	39.0%	44.4%	46.0%
Black or African American	8.4%	6.4%	7.0%
Asian	20.1%	20.4%	19.4%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.7%	2.2%	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
KG - Half Day	0	0	0
KG - Full Day	63	107	192

### 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	45.3%
Spanish	37.8%
Gujarati	4.3%
Hindi	1.8%
Telugu	1.6%
Other Languages	9.2%

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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	62.9%	56.6%	Met Target

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	80	*	*
3-4	37	89.2%	10.8%
5 or more	*	*	*



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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.

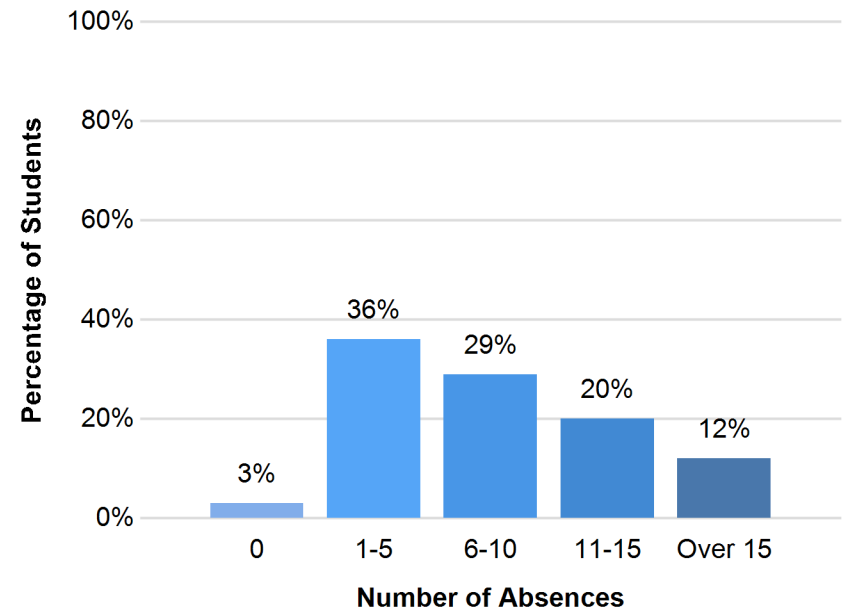
## Chronic Absenteeism

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	52	9.4	10.3	Met
White	5	3.7	10.3	Met
Hispanic	30	11.9	10.3	Not Met
Black or African American	3	7.7	10.3	Met
Asian, Native Hawaiian, or Pacific	13	12.1	10.3	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.0	10.3	Met
Female	31	11.3		
Male	21	7.6		
Economically Disadvantaged Students	24	10.7	10.3	Not Met
Students with Disabilities	4	6.5	10.3	Met
English Learners	16	12.5	10.3	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

## Days Absent

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





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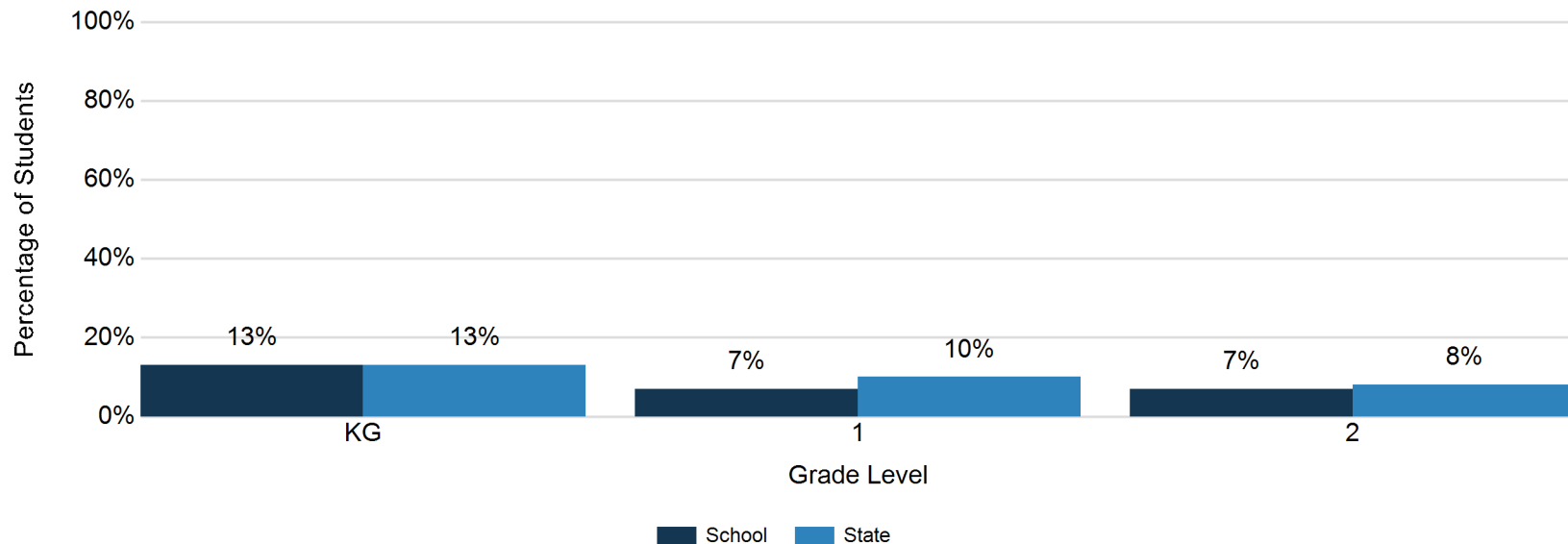
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### Chronic Absenteeism by Grade

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





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

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.36

## Police Notifications

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

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

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

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

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

## Student Disciplinary Removals

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

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

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

\*

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### School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 35 Mins
Shared Time - Instructional Time	6 Hrs. 35 Mins.





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#### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

#### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	10.0	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	69.8%	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	33	9,530
Average years experience in public schools	8.8	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	51.5%	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	278:1	156:1
Teachers to Administrators	27:1	13:1
Students to Librarians/Media Specialists		1287:1
Students to Nurses		644:1
Students to Counselors		303:1
Students to Child Study Team Members		286:1



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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	50.0%	92.5%	50.0%	48.4%	77.1%	54.9%
Male	50.0%	7.5%	50.0%	51.6%	22.9%	45.1%
White	23.9%	81.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	46.0%	13.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	19.4%	5.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	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	91.1%	90.5%
2017-18 Administrators: Same district 2018-19	82.4%	87.9%

#### Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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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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### 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:

- Our standards-based curriculum includes Balanced Literacy, the GoMath program, and the Science Dimensions program.
- Students participate in lessons presented by our Social Emotional Learning Specialists that focus on the SEL competencies.
- Responsible behavior and citizenship are stressed through our P.R.I.D.E. program: Be Prepared, Be Respectful, Be Inclusive, Be Determined, and Be Engaged.



#### Mission, Vision, Theme:

The Ethel McKnight School is a nurturing, safe and professional environment that supports the educational success and social, emotional, and physical development of all students. Our goal is to focus on the needs of the whole child in order to move us, as a school, in the direction of overall student achievement.

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Courses, Curriculum,  
Instruction:

Students participate in a Balanced Literacy approach including Shared & Guided Reading, Independent Reading, Word Work, Writing, and Foundations. Students are assessed using multiple measures and teachers use the data to guide their instruction. GoMath, Science Dimensions, and thematic Social Studies units are taught to meet each child's individual needs. Students are encouraged to become involved in the learning process as they work cooperatively with each other.



## Clubs and Activities:

Second grade students have the opportunity to participate in a Student Leaders program.



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### Before and After School Programs:

Kidcare is a recreational extended care program for students. They provide a safe, friendly, and stimulating program through both group and individual activities. Students have the opportunity to participate in outside activities, gym activities, homework assistance, crafts and quiet play.



### Staff and Professional Learning:

The faculty participate in weekly professional learning opportunities within grade level PLCs, data teams and content supervisor meetings. Staff have the opportunity to attend outside PD as well as in-district and job-embedded PD.

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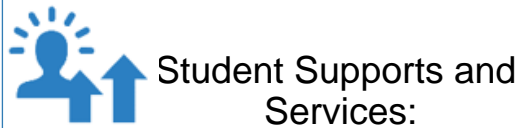
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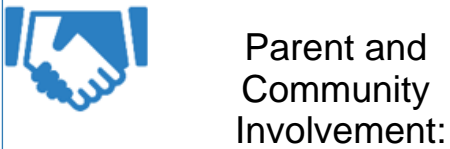
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The Ethel McKnight School offers programs for both special education students and English Language Learners across grade levels. Students are identified using multiple measures including the I&RS process and Child Study recommendations. Basic Skills instruction is provided for students who qualify for services.



The school has a full time counselor who provides class, small group, and individual assistance. Conflict resolution is emphasized by the counselor and is a method that is reinforced by classroom teachers. Students participate in recess daily and physical education twice a week. We have a full time school nurse.



Ethel McKnight School parents are active members of our school community. Our PTO plans many events throughout the year such as dances, magic shows, and fundraisers. Our school partners with Literacy Volunteers of America to provide ESL services to our families. Parents can use the Parent Portal access their child's information.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers Staff have an active role in helping to develop a positive school climate. Through our school's Safety and Climate Team, we administer a climate survey to come up with activities to support our school. .</p>
 <p>Facilities:</p>	<p>Ethel McKnight opened in 1970 as the first geo-desic domed school in New Jersey. In 2009, the open space school was redesigned to accommodate a larger student population. In addition to classroom spaces, the current building includes a library, computer lab, art room, and gymnasium. All parts of the school are outfitted with air conditioning.</p>
 <p>School Safety:</p>	<p>The school has a safety committee that meets throughout the year.</p>

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**Technology and  
STEM:**

The school has a STEM teacher that works with students on an alternating 6 day cycle. Units of study include design process, engineering, and coding.



**Grace N. Rogers Elementary 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:**



**Grace N. Rogers Elementary School**  
(21-1245-060)  
Grades Offered: PK-05  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Mercer
District	East Windsor Regional School District
Principal Name	Mrs. Samantha Felicetta
Address	380 STOCKTON ST HIGHTSTOWN, NJ 08520
Phone Number	609-443-7833
Email Address	<a href="mailto:sfelicetta@ewrsd.k12.nj.us">sfelicetta@ewrsd.k12.nj.us</a>
Website	<a href="https://www.ewrsd.org/gnr/">https://www.ewrsd.org/gnr/</a>
Facebook	<a href="https://www.facebook.com/gnrpto/">https://www.facebook.com/gnrpto/</a>
Twitter	<a href="https://twitter.com/mrs_sfelicetta">https://twitter.com/mrs_sfelicetta</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
PK	69	80	73
KG	105	60	0
1	96	97	0
2	97	90	0
3	88	98	165
4	94	93	204
5	104	86	187
Total	653	604	629

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	49.8%	47.8%	44.8%
Male	50.2%	52.2%	55.2%
Economically Disadvantaged Students	44.3%	42.2%	36.1%
Students with Disabilities	15.2%	20.9%	21.0%
English Learners	14.1%	13.7%	11.8%
Homeless Students	0.2%	0.3%	0.3%
Students in Foster Care	0.3%	0.5%	0.3%
Military-Connected Students	0.0%	0.8%	0.6%
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	29.1%	29.8%	29.4%
Hispanic	45.6%	44.0%	39.1%
Black or African American	8.6%	9.6%	10.5%
Asian	12.9%	13.1%	18.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.7%	3.3%	2.5%

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	59	68	52
PK - Full Day	10	12	21
KG - Half Day	0	0	0
KG - Full Day	105	60	0

Enrollment by Home Language

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

Home Language	% of Students
English	51.2%
Spanish	31.8%
Gujarati	4.6%
Urdu	1.6%
Panjabi	1.4%
Other Languages	9.4%



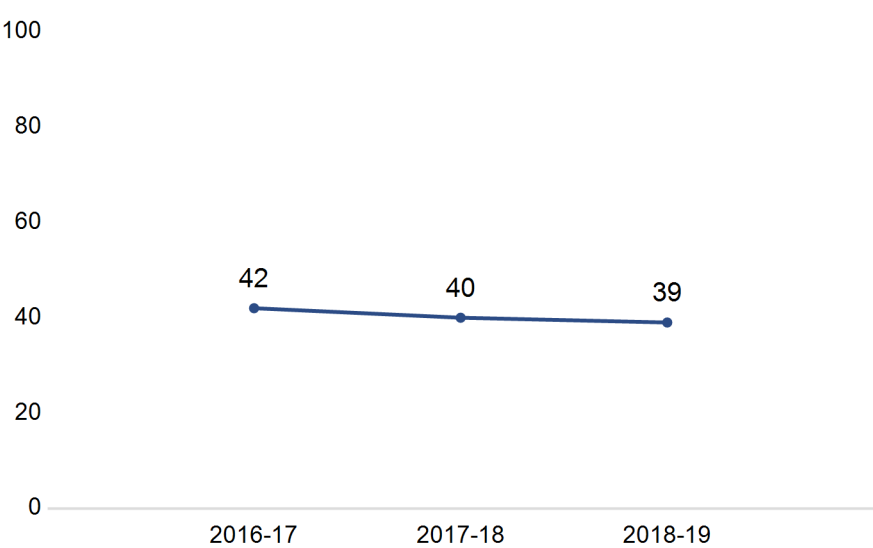
Grace N. Rogers Elementary School  
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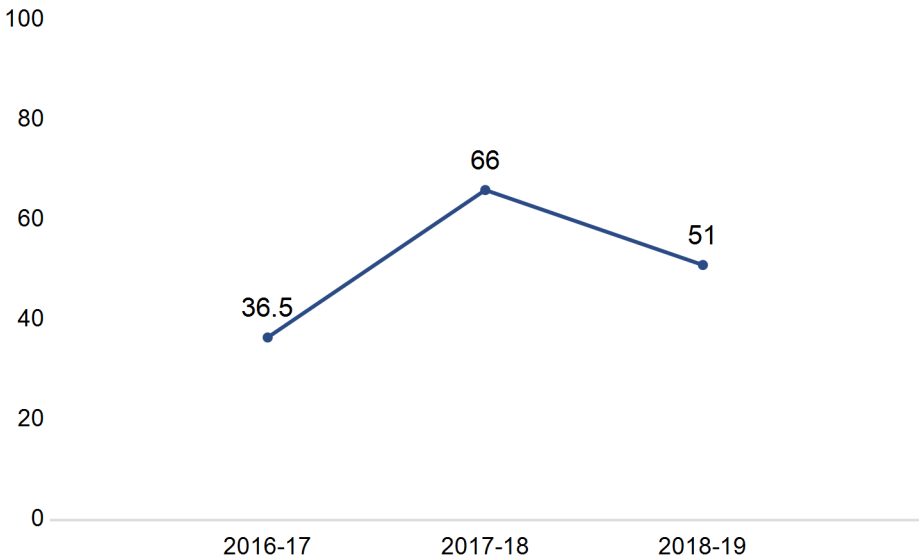
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



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	40	39	36.5	66	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	39	44	50	Not Met	51	52	50	Met Standard
White	45	42	50	Met Standard	53.5	52	52	Met Standard
Hispanic	36	44	49	Not Met	44	50	47	Met Standard
Black or African American	32.5	42	45	Not Met	44.5	44	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	45	54.5	59	Met Standard	62	57	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	49.5	49	**	*	56	52	**
Female	42	46.5	53	N	51	51	50	N
Male	36.5	43	47	N	52	52	51	N
Economically Disadvantaged Students	35	44	48	Not Met	47.5	51	46	Met Standard
Students with Disabilities	33	42	43	Not Met	44	53.5	45	Met Standard
English Learners	42.5	50	52	Met Standard	55	54	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	67	49	N	*	72.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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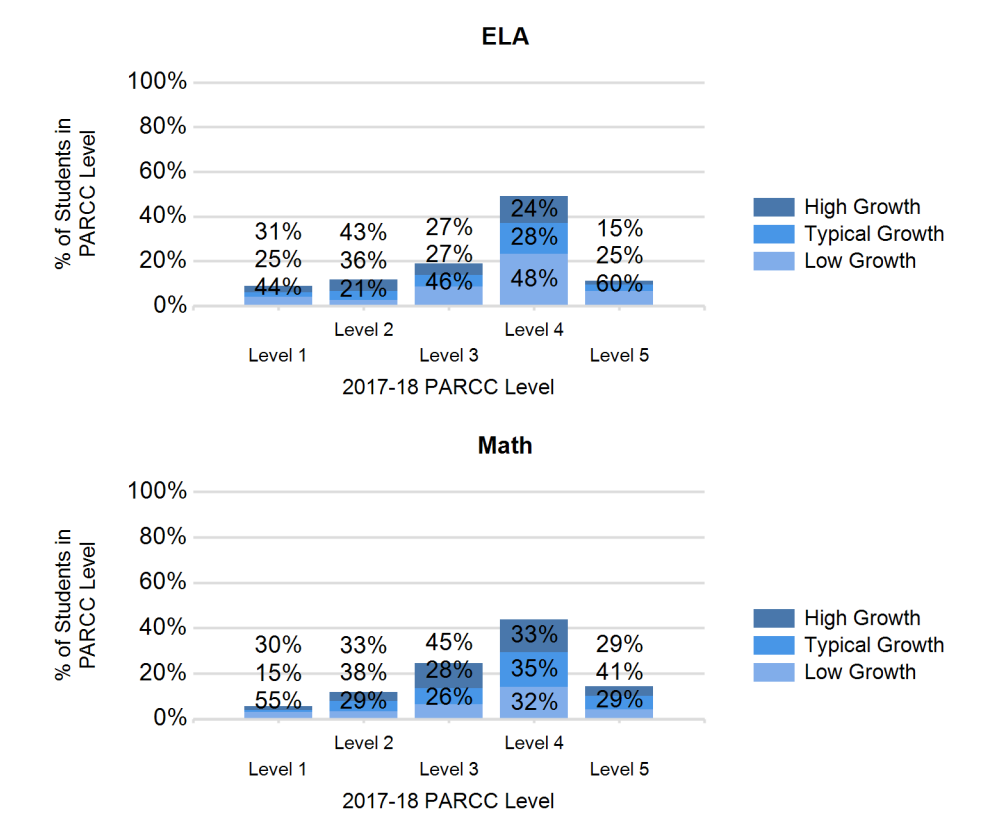
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

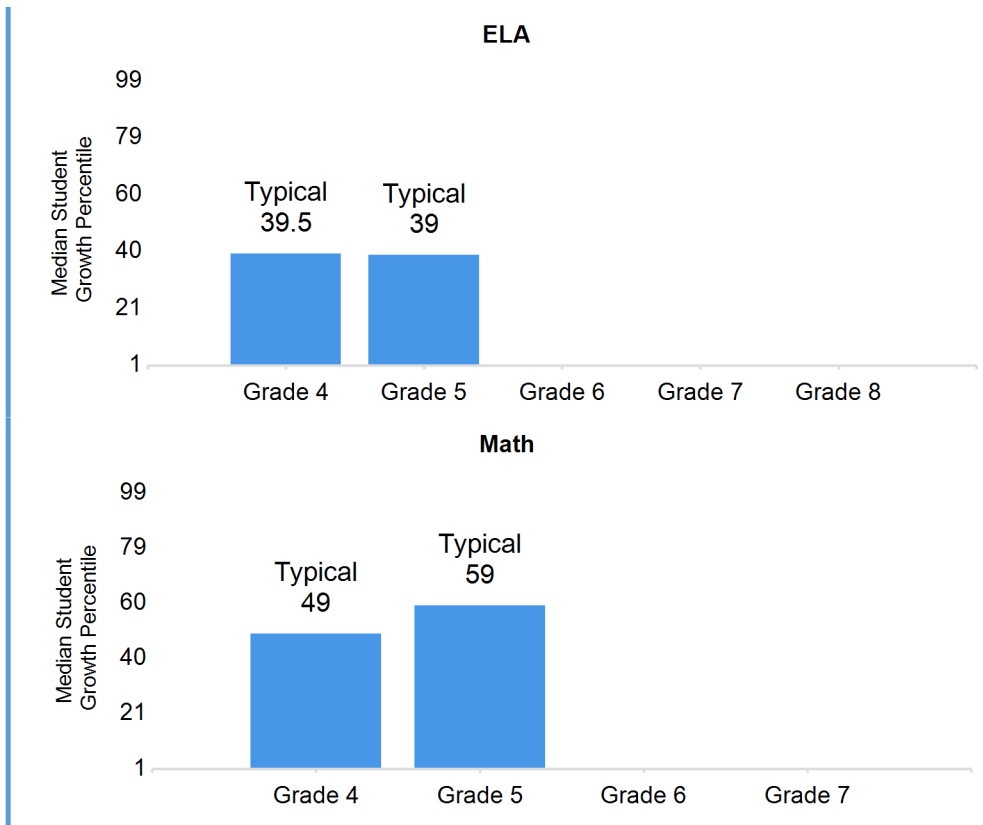
Student Growth by Performance Level

Student Growth by Grade

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.



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





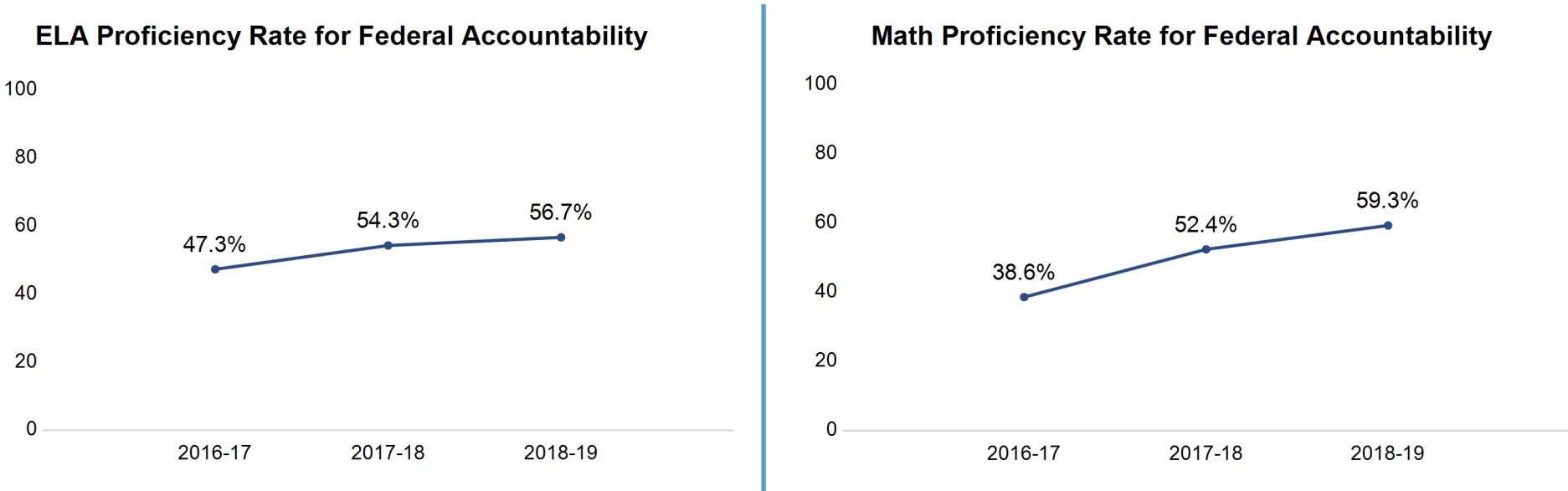


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.6%	94.7%	98.9%	96.6%	95.0%	98.9%
Proficiency Rate for Federal Accountability	47.3%	54.3%	56.7%	38.6%	52.4%	59.3%
Annual Target	46.3%	48.0%	49.8%	42.2%	44.2%	46.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	534	98.9	56.7	57.4	57.9	56.7	49.8	Met Target
White	167	96.6	70.7	70.4	66.9	70.7	72.6	Met Target†
Hispanic	201	100.0	37.8	38.9	43.9	37.8	33.8	Met Target
Black or African American	60	100.0	55.0	52.3	38.5	55.0	46	Met Target
Asian, Native Hawaiian, or Pacific Islander	92	100.0	75.0	80.0	82.9	75.0	73.4	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	14	100.0	50.0	*	64.4	50.0	**	**
Female	246	98.4	66.3	64.6	64.8	66.3		
Male	288	99.3	48.6	50.9	51.3	48.6		
Economically Disadvantaged Students	185	98.9	37.8	38.6	40.0	37.8	35.5	Met Target
Non-Economically Disadvantaged Students	349	98.9	66.8	66.6	67.9	66.8		
Students with Disabilities	79	96.4	30.4	21.3	22.7	30.4	19.7	Met Target
Students without Disabilities	455	99.4	61.3	62.8	65.1	61.3		
English Learners	109	100.0	33.9	25.4	29.3	33.9	27	Met Target
Non-English Learners	425	98.6	62.6	64.5	60.6	62.6		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	41.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

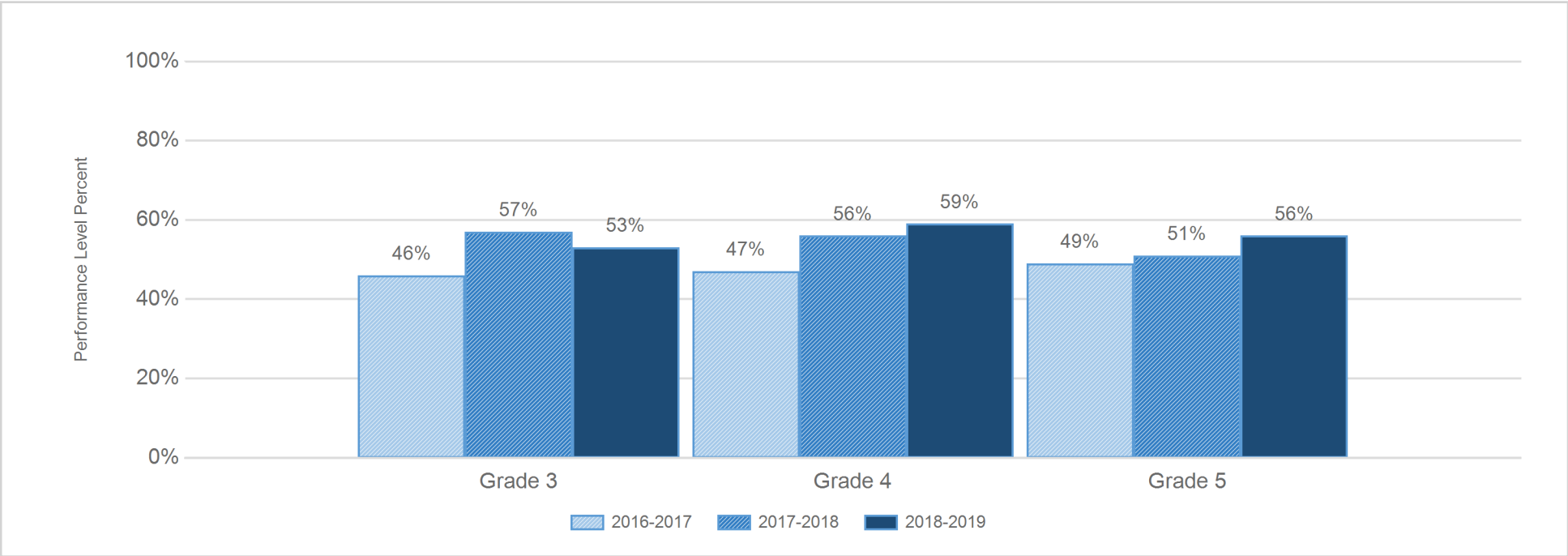


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English Language Arts Assessment - Performance Trends

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	160	749	743	748	8%	18%	22%	46%	7%	53%	50%
White	39	753	749	757	*	*	*	*	*	62%	60%
Hispanic	75	741	732	734	*	21%	24%	*	*	44%	36%
Black or African American	*	*	744	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	27	768	765	773	*	*	*	*	*	67%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	772	756	*	*	*	*	*	*	58%
Female	75	755	744	753	*	13%	24%	*	*	56%	55%
Male	85	744	743	743	*	22%	20%	*	*	49%	46%
Economically Disadvantaged Students	56	740	730	731	*	20%	29%	*	*	39%	33%
Non-Economically Disadvantaged Students	104	754	750	759	*	17%	18%	*	*	60%	61%
Students with Disabilities	21	720	716	719	*	48%	*	*	*	24%	24%
Students without Disabilities	139	753	749	754	*	14%	*	*	*	57%	56%
English Learners	30	730	723	713	*	*	33%	*	*	27%	17%
Non-English Learners	130	753	748	751	*	*	19%	*	*	58%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	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	196	755	757	755	7%	12%	22%	43%	16%	59%	57%
White	66	770	768	763	0%	*	*	53%	24%	77%	67%
Hispanic	63	734	740	743	17%	22%	27%	*	*	33%	44%
Black or African American	*	*	761	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	37	762	774	779	*	*	*	*	*	70%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	766	762	*	*	*	*	*	*	64%
Female	97	764	768	760	*	*	18%	*	*	71%	62%
Male	99	745	747	750	*	*	27%	*	*	46%	53%
Economically Disadvantaged Students	67	739	741	740	*	*	30%	*	*	37%	40%
Non-Economically Disadvantaged Students	129	763	767	765	*	*	19%	*	*	70%	69%
Students with Disabilities	31	726	725	725	*	*	*	*	*	29%	25%
Students without Disabilities	165	760	763	761	*	*	*	*	*	64%	64%
English Learners	24	722	724	720	*	*	*	*	*	21%	17%
Non-English Learners	172	759	763	758	*	*	*	*	*	64%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	180	751	749	756	6%	13%	24%	*	*	56%	58%
White	63	760	757	764	0%	*	16%	*	*	70%	68%
Hispanic	62	736	736	743	*	23%	35%	*	*	31%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	31	765	769	781	*	*	*	*	*	81%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	75	761	756	761	*	*	21%	*	*	68%	64%
Male	105	745	744	750	*	*	27%	*	*	48%	52%
Economically Disadvantaged Students	60	737	734	740	*	*	33%	*	*	32%	39%
Non-Economically Disadvantaged Students	120	759	757	766	*	*	20%	*	*	68%	69%
Students with Disabilities	22	716	716	724	*	*	*	*	*	18%	23%
Students without Disabilities	158	756	754	762	*	*	*	*	*	61%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	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	538	98.9	59.3	43.5	44.5	59.3	46.2	Met Target
White	167	96.6	68.9	54.1	54.1	68.9	65	Met Target
Hispanic	203	100.0	45.8	28.0	28.8	45.8	31.7	Met Target
Black or African American	60	100.0	48.3	35.4	23.0	48.3	33.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	94	100.0	79.8	68.4	76.5	79.8	78.6	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	14	100.0	50.0	*	53.3	50.0	**	**
Female	247	98.4	62.3	43.5	44.9	62.3		
Male	291	99.3	56.7	43.4	44.2	56.7		
Economically Disadvantaged Students	187	99.0	46.0	29.1	26.3	46.0	32.2	Met Target
Non-Economically Disadvantaged Students	351	98.9	66.4	51.1	54.9	66.4		
Students with Disabilities	79	96.4	20.3	*	17.4	20.3	37.8	Not Met
Students without Disabilities	459	99.4	66.0	*	50.0	66.0		
English Learners	113	100.0	46.0	*	25.0	46.0	21.8	Met Target
Non-English Learners	425	98.7	62.8	*	46.5	62.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	29.2	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



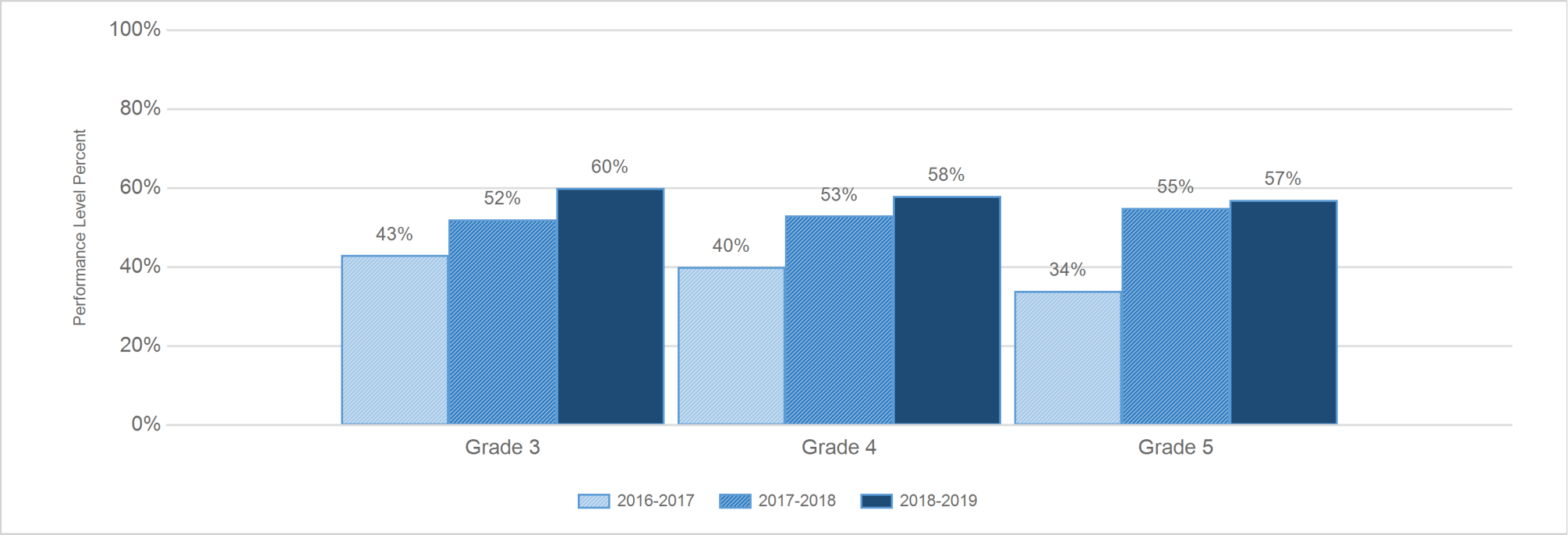


Grace N. Rogers Elementary School  
(21-1245-060)  
Grades Offered: PK-05  
2018-2019

**Report Key:**  
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Mathematics Assessment – Performance Trends

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



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





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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	165	756	754	752	7%	10%	22%	43%	17%	60%	55%
White	39	755	756	760	*	*	*	*	*	62%	66%
Hispanic	78	750	746	739	*	*	27%	*	*	54%	40%
Black or African American	*	*	750	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	29	775	777	778	0%	*	*	41%	34%	76%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	759	758	*	*	*	*	*	*	62%
Female	76	755	751	751	*	*	25%	41%	18%	59%	54%
Male	89	756	756	752	*	*	20%	45%	16%	61%	56%
Economically Disadvantaged Students	58	754	747	737	*	*	33%	34%	17%	52%	37%
Non-Economically Disadvantaged Students	107	757	757	761	*	*	17%	48%	17%	64%	67%
Students with Disabilities	21	722	729	731	*	*	*	*	*	14%	31%
Students without Disabilities	144	761	758	756	*	*	*	*	*	67%	60%
English Learners	32	750	744	728	*	*	*	*	*	59%	26%
Non-English Learners	133	757	756	754	*	*	*	*	*	60%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	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	201	753	756	749	7%	15%	20%	49%	9%	58%	51%
White	66	766	765	757	0%	*	18%	*	*	74%	62%
Hispanic	68	736	742	737	15%	21%	28%	*	*	37%	36%
Black or African American	*	*	749	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	37	773	779	776	0%	*	*	*	*	78%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	750	754	*	*	*	*	*	*	58%
Female	99	759	761	749	*	*	18%	*	*	67%	50%
Male	102	747	752	749	*	*	22%	*	*	50%	52%
Economically Disadvantaged Students	70	742	745	734	*	*	31%	*	*	40%	32%
Non-Economically Disadvantaged Students	131	759	763	759	*	*	14%	*	*	68%	63%
Students with Disabilities	32	722	727	726	*	*	34%	*	*	13%	25%
Students without Disabilities	169	759	761	754	*	*	17%	*	*	67%	56%
English Learners	26	729	730	722	*	*	*	*	*	27%	18%
Non-English Learners	175	757	761	751	*	*	*	*	*	63%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	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>	182	754	750	747	*	*	26%	43%	14%	57%	47%
White	63	763	760	755	*	*	21%	49%	19%	68%	58%
Hispanic	62	739	735	735	*	19%	31%	*	*	39%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	33	773	773	775	0%	0%	*	*	*	82%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	76	755	751	747	*	*	28%	*	*	58%	47%
Male	106	753	750	747	*	*	25%	*	*	57%	47%
Economically Disadvantaged Students	60	742	735	732	*	*	27%	*	*	43%	27%
Non-Economically Disadvantaged Students	122	760	758	757	*	*	25%	*	*	64%	59%
Students with Disabilities	22	720	720	725	*	*	*	*	*	18%	19%
Students without Disabilities	160	759	754	752	*	*	*	*	*	63%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Grace N. Rogers Elementary School

(21-1245-060)

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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	62.3%	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	20	60.0%	40.0%
3-4	35	74.3%	25.7%
5 or more	17	58.8%	41.2%



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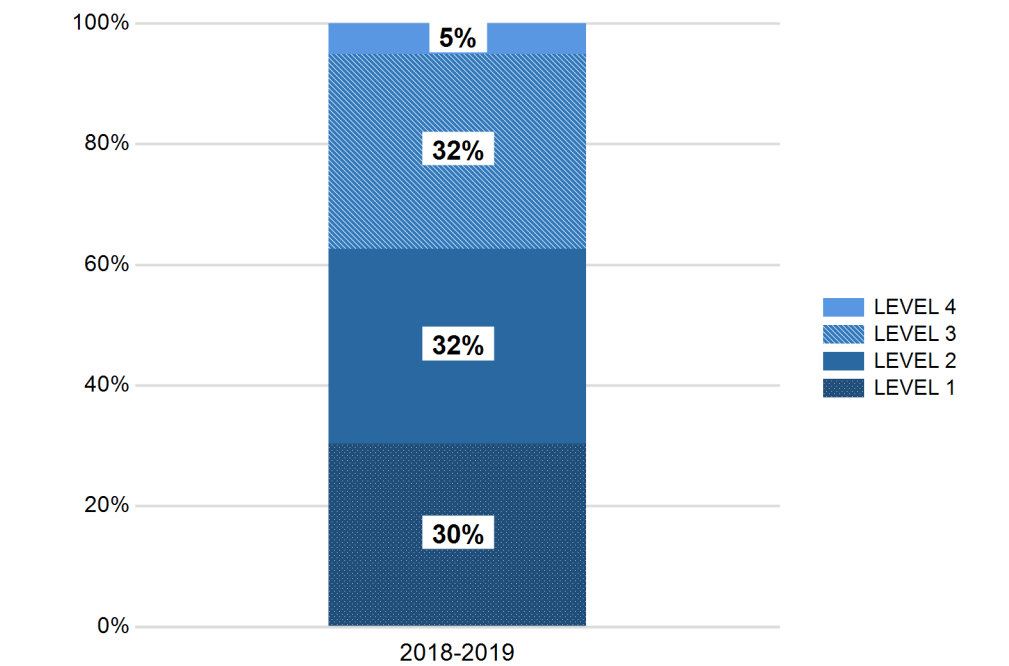
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	32	32	5
White	20	25	49	7
Hispanic	48	30	20	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	52	24	12
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	36	31	5
Male	32	29	33	6
Economically Disadvantaged Students	47	31	19	3
Non-Economically Disadvantaged Students	22	33	39	7
Students with Disabilities	73	9	18	0
Students without Disabilities	24	35	34	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
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.

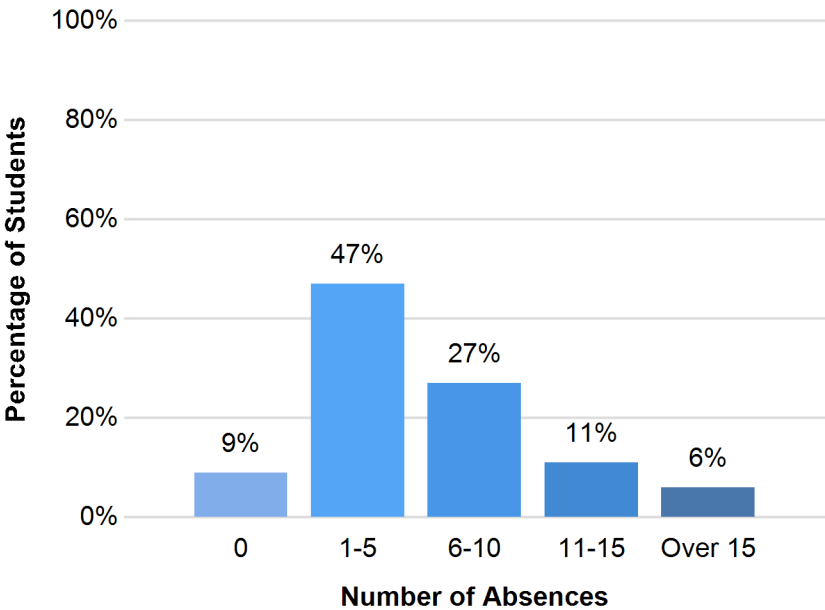
Chronic Absenteeism

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	19	3.4	7.5	Met
White	5	2.9	7.5	Met
Hispanic	6	2.9	7.5	Met
Black or African American	2	3.2	7.5	Met
Asian, Native Hawaiian, or Pacific	5	5.0	7.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	7.1	**	**
Female	5	1.9		
Male	14	4.6		
Economically Disadvantaged Students	9	4.1	7.5	Met
Students with Disabilities	5	6.2	7.5	Met
English Learners	0	0	7.5	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





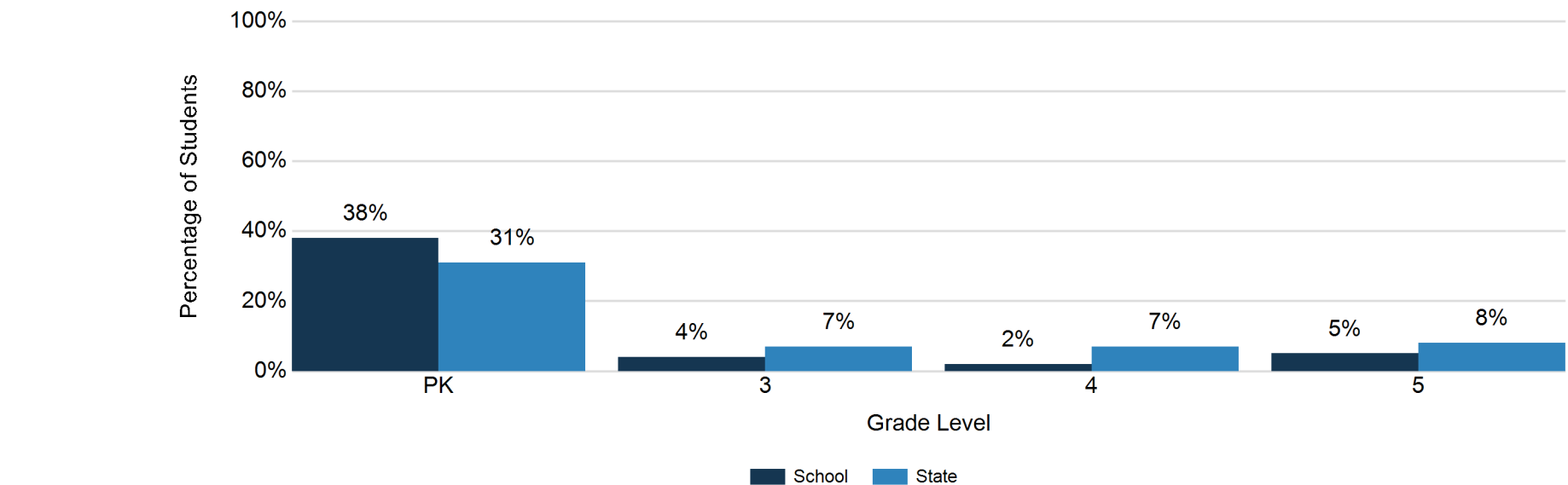
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Chronic Absenteeism by Grade

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)	3
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.27

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	2	0	2
Disability	0	0	0
Other	6	2	8
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	*	*
Out-of-School Suspensions	15	2.4%
Any Suspension	16	2.5%
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
28





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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

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

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



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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	62	118,214
Average years experience in public schools	7.6	12.1
Average years experience in district	7.3	10.8
Percentage of Teachers with 4 or more years experience in the district	62.9%	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	33	9,530
Average years experience in public schools	8.8	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	51.5%	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	315:1	156:1
Teachers to Administrators	31:1	13:1
Students to Librarians/Media Specialists		1287:1
Students to Nurses		644:1
Students to Counselors		303:1
Students to Child Study Team Members		286:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.8%	93.5%	50.0%	48.4%	77.1%	54.9%
Male	55.2%	6.5%	50.0%	51.6%	22.9%	45.1%
White	29.4%	83.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	39.1%	11.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.5%	1.6%	0.0%	15.0%	6.6%	13.9%
Asian	18.1%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Grace N. Rogers Elementary School  
(21-1245-060)  
Grades Offered: PK-05  
2018-2019

**Report Key:**  
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**N** No Data is available to display  
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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

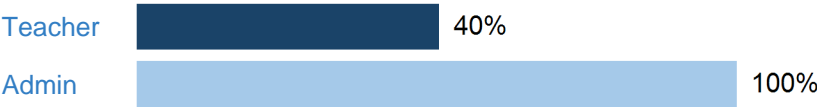
Teachers and Administrators - Level of Education

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

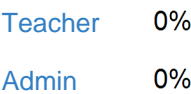
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.1%	90.5%
2017-18 Administrators: Same district 2018-19	82.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



Grace N. Rogers Elementary School  
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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Grace N. Rogers Elementary School  
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Grades Offered: PK-05  
2018-2019

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

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

ESSA Accountability Status

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

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

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



Grace N. Rogers Elementary 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	47.3%	54.3%	56.7%
Math Proficiency	38.6%	52.4%	59.3%
ELA Growth	42	40	39
Math Growth	36	66	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		59.2%	62.3%
Chronic Absenteeism	8.8%	3.6%	3.4%

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



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

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

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

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

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





Grace N. Rogers Elementary School

(21-1245-060)

Grades Offered: PK-05

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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





Grace N. Rogers Elementary School  
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2018-2019

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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>Each classroom has an interactive whiteboard and teacher tablet with wireless projection connectivity, immediate access to content, and freedom of mobility that enriches instruction.</li> <li>Partner with the Center for Supportive Schools to run the Campaign Connect program for improving school climate.</li> <li>Curriculum includes personalized learning experiences, balanced literacy, and Next Gen Science integration.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>GNR Connects the Pieces together - This theme was created for the school year as we recently had a reconfiguration. Our goal was to bring the two communities together and all stakeholders involving students, parents, teachers and administration.</p>





Grace N. Rogers Elementary School  
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 <p>Courses, Curriculum, Instruction:</p>	<p>For Language Arts, there is a balanced literacy approach. Children's literature is the focus of most lessons through the Journeys Reading Program. Students develop knowledge of spelling and reading through the Journeys Word Study Program. Teachers work with the students in areas of problem solving during math instruction. Lessons involve students in a variety of activities that include hands-on materials and technology while stressing higher levels of abstract thinking.</p>
 <p>Clubs and Activities:</p>	<p>Students have the opportunity to join the Spikes Squad, Yearbook, Basketball Club, Yoga, Tech, Coding, Newspaper, Book, Student Council, STEAM, Chorus, Band, Pokemon, Dance, and Bucket/Recorder Band</p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>Kidcare is a recreational extended care program for students enrolled in grades 3-5. They provide a safe, friendly, and stimulating program through both group and individual activities. Students have the opportunity to participate in outside activities, gym activities, homework assistance, crafts and quiet play.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>The faculty participate in weekly professional learning opportunities within grade level PLCs, data teams and content supervisor meetings. Staff have the opportunity to attend outside PD as well as in-district and job-embedded PD. Outside consultants are often utilized to provide PD for staff.</p>






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<div>  <div>Student Supports and Services:</div> </div>	<p>Programs for both special education students and English Language Learners across grade levels are provided. Students identified for programs are determined using multiple measures. Basic Skills instruction is provided for students who qualify for services. Identified students needing additional academic support are recommended for our before school supplemental program that meets three days a week.</p>
<div>  <div>Student Health and Wellness:</div> </div>	<p>The school has a full time counselor who provides class, small group, and individual assistance. Conflict resolution is emphasized by the counselor and is a method that is reinforced by classroom teachers. Students participate in recess daily and physical education twice a week. We have a full time school nurse.</p>
<div>  <div>Parent and Community Involvement:</div> </div>	<p>Our parents play a vital role in our school. We have an active Parent Teacher Organization that supports the school with fundraisers and family nights. Teachers have frequent communication with parents and participate in a variety of out of school activities such as: Literacy Night, Ice Cream Bingo Night, and Back to School Night.</p>






**Grace N. Rogers Elementary School**  
(21-1245-060)  
Grades Offered: PK-05  
2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Staff have an active role in helping to develop a positive school climate through Campaign Connect. The climate survey was created in order to identify positive components of the school building and potential focus areas for the building. All stakeholders were offered to participate.</p>
 <p>Facilities:</p>	<p>Grace Norton Rogers is a Pre-K and 3 through 5 school located on Stockton Street in Hightstown. It is named in honor of a former teacher and lifelong resident of our community. The original building was first occupied in 1924 with additions completed in 1936, 1949, 1958, 1999 and 2005. Recently we had a upgrade of our school Library.</p>
 <p>School Safety:</p>	<p>The school has a safety committee which involves teachers, parents, students, and administration. The committee meets multiple times throughout the year.</p>




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 <div>Early Childhood Education:</div>	The building hosts the Pre-School program. This invovles 4 classrooms in which some are half and full day. The building has the ABA program along with other integrated classrooms.
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Grace N. Rogers Elementary School  
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2018-2019

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<div></div> <div>Other Information</div>	<p>Grace Norton Rogers is a Pre-K, 3, 4, and 5 school located on Stockton Street in Hightstown. It is named in honor of a former teacher and lifelong resident of our community. The original building was first occupied in 1924 with additions completed in 1936, 1949, 1958, 1999 and 2005. We have frequent visits from our school mascot, "Spike." Children wait for his planned arrival and jump for joy during his visits. All staff members love children and believe all students can grow emotionally and academically. We strive for student achievement, safety, and enjoyment of learning for all students. Our school has a strong sense of community and a positive learning environment.</p>
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**Hightstown High School**  
 (21-1245-050)  
 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:**



**Hightstown High School**  
 (21-1245-050)  
 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	Mercer
District	East Windsor Regional School District
Principal Name	Mr. Dennis Vinson
Address	25 LESHIN LANE HIGHTSTOWN, NJ 08520-4006
Phone Number	609-443-7738
Email Address	<a href="mailto:dvinson@ewrsd.k12.nj.us">dvinson@ewrsd.k12.nj.us</a>
Website	<a href="https://www.ewrsd.org/hhs/">https://www.ewrsd.org/hhs/</a>
Twitter	<a href="https://twitter.com/HHS_vinson">https://twitter.com/HHS_vinson</a>



Hightstown High School  
(21-1245-050)  
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	395	450	403
10	395	390	462
11	332	385	360
12	367	349	393
Total	1,489	1,574	1,618

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	49.7%	48.1%	47.3%
Male	50.3%	51.9%	52.7%
Economically Disadvantaged Students	31.2%	33.6%	31.7%
Students with Disabilities	10.8%	10.7%	9.4%
English Learners	6.4%	8.2%	8.0%
Homeless Students	0.0%	0.5%	0.2%
Students in Foster Care	0.1%	0.2%	0.2%
Military-Connected Students	0.2%	0.6%	0.2%
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	37.0%	36.8%	35.5%
Hispanic	32.2%	32.9%	34.4%
Black or African American	12.2%	10.6%	10.4%
Asian	17.8%	18.2%	18.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.8%	1.3%	1.5%

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	1,422	1,522	1,560
Shared Time Students	132	102	114
Full Time Equivalent	1,488	1,573	1,617

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	53.2%
Spanish	30.2%
Gujarati	4.7%
Hindi	2.0%
Telugu	1.2%
Other Languages	8.5%



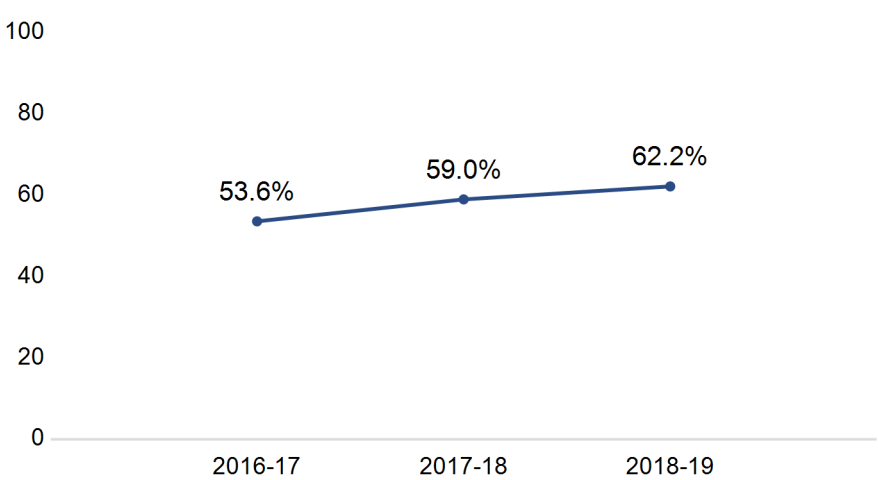
Hightstown High School  
(21-1245-050)  
Grades Offered: 09-12  
2018-2019

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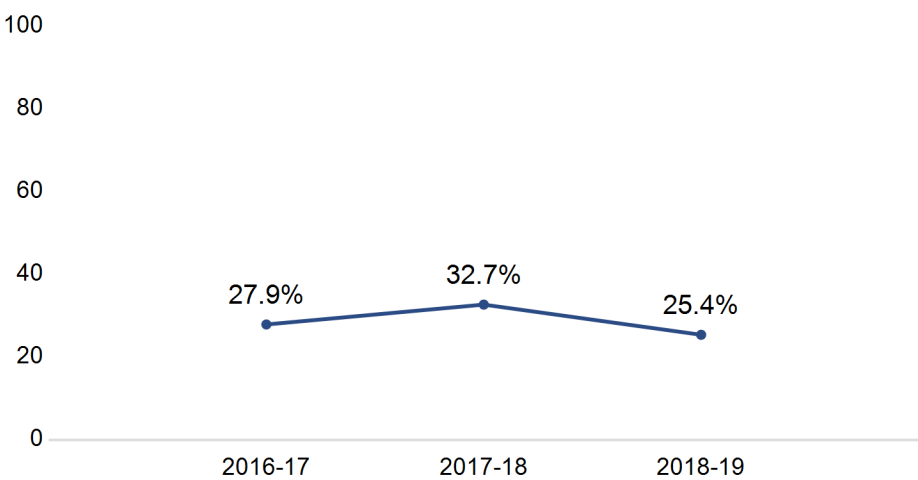
English Language Arts and Mathematics Performance Trends

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	90.8%	95.8%	98.9%	89.1%	95.6%	98.4%
Proficiency Rate for Federal Accountability	53.6%	59.0%	62.2%	27.9%	32.7%	25.4%
Annual Target	52.6%	54.1%	55.5%	29.5%	32.1%	34.8%
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.



**Hightstown High School**  
 (21-1245-050)  
 Grades Offered: 09-12  
 2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	831	98.9	62.2	57.4	57.9	62.2	55.5	Met Target
White	296	97.4	76.0	70.4	66.9	76.0	60.1	Met Target
Hispanic	294	100.0	40.8	38.9	43.9	40.8	43.5	Met Target†
Black or African American	80	98.8	48.8	52.3	38.5	48.8	49.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	149	100.0	81.9	80.0	82.9	81.9	71.4	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	412	98.8	69.2	64.6	64.8	69.2		
Male	419	99.1	55.4	50.9	51.3	55.4		
Economically Disadvantaged Students	255	99.2	39.6	38.6	40.0	39.6	41	Met Target†
Non-Economically Disadvantaged Students	576	98.8	72.2	66.6	67.9	72.2		
Students with Disabilities	81	97.6	18.5	21.3	22.7	18.5	26.3	Not Met
Students without Disabilities	750	99.1	66.9	62.8	65.1	66.9		
English Learners	95	100.0	18.9	25.4	29.3	18.9	25.2	Met Target†
Non-English Learners	736	98.8	67.8	64.5	60.6	67.8		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	41.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

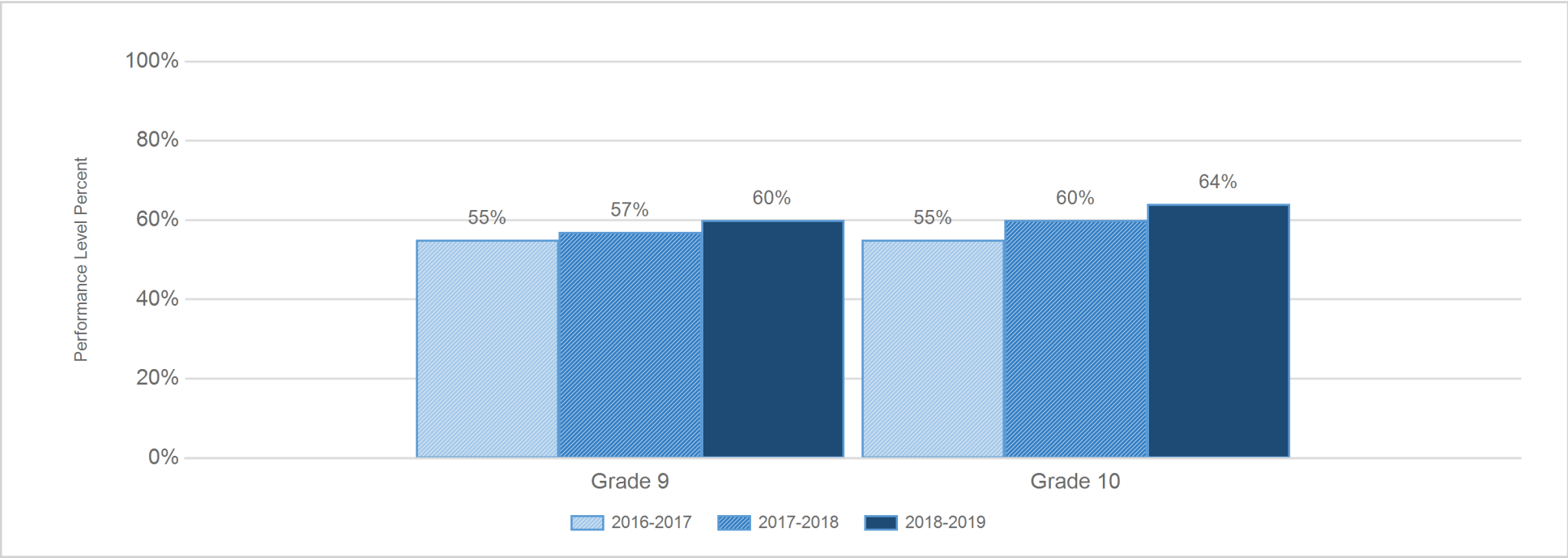


Hightstown High School  
(21-1245-050)  
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2018-2019

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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.





**Hightstown High School**  
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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>	391	758	758	753	7%	10%	23%	40%	20%	60%	56%
White	134	767	767	762	*	*	19%	45%	27%	72%	65%
Hispanic	152	741	741	737	14%	16%	30%	33%	8%	41%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	63	779	779	783	0%	*	*	51%	35%	86%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	198	764	764	760	5%	9%	20%	42%	24%	67%	63%
Male	193	752	752	746	10%	11%	25%	38%	16%	53%	49%
Economically Disadvantaged Students	119	738	738	734	13%	18%	31%	*	*	38%	36%
Non-Economically Disadvantaged Students	272	767	767	762	5%	7%	19%	*	*	70%	65%
Students with Disabilities	36	705	705	717	*	*	*	*	*	*	17%
Students without Disabilities	355	763	763	760	*	*	*	*	*	*	63%
English Learners	16	692	692	693	*	*	*	*	*	*	*
Non-English Learners	375	761	761	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



**Hightstown 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
<b>Schoolwide</b>	441	765	765	757	8%	10%	18%	37%	27%	64%	58%
White	163	779	779	767	*	*	15%	42%	37%	79%	67%
Hispanic	142	739	739	738	18%	20%	22%	32%	9%	41%	43%
Black or African American	41	745	745	733	*	*	27%	*	*	46%	38%
Asian, Native Hawaiian, or Pacific Islander	87	786	786	792	*	*	11%	31%	47%	78%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	217	771	771	766	6%	10%	13%	40%	31%	71%	66%
Male	224	758	758	749	10%	11%	22%	33%	23%	57%	51%
Economically Disadvantaged Students	135	742	742	735	14%	18%	27%	31%	10%	41%	40%
Non-Economically Disadvantaged Students	306	774	774	767	6%	7%	13%	39%	35%	74%	67%
Students with Disabilities	44	721	721	711	27%	25%	23%	25%	0%	25%	19%
Students without Disabilities	397	769	769	765	6%	9%	17%	38%	30%	68%	65%
English Learners	37	700	700	687	*	*	*	*	*	*	*
Non-English Learners	404	770	770	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	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	728	98.4	25.4	43.5	44.5	25.4	34.8	Not Met
White	239	96.8	38.1	54.1	54.1	38.1	37.2	Met Target
Hispanic	297	99.0	11.1	28.0	28.8	11.1	24.7	Not Met
Black or African American	75	98.7	13.3	35.4	23.0	13.3	26	Not Met
Asian, Native Hawaiian, or Pacific Islander	108	100.0	45.4	68.4	76.5	45.4	59.8	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	355	98.1	25.1	43.5	44.9	25.1		
Male	373	98.7	25.7	43.4	44.2	25.7		
Economically Disadvantaged Students	263	98.9	14.8	29.1	26.3	14.8	24	Not Met
Non-Economically Disadvantaged Students	465	98.1	31.4	51.1	54.9	31.4		
Students with Disabilities	80	97.6	*	*	17.4	*	13.7	Not Met
Students without Disabilities	648	98.5	*	*	50.0	*		
English Learners	100	98.2	*	*	25.0	*	20.8	Not Met
Non-English Learners	628	98.4	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	29.2	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

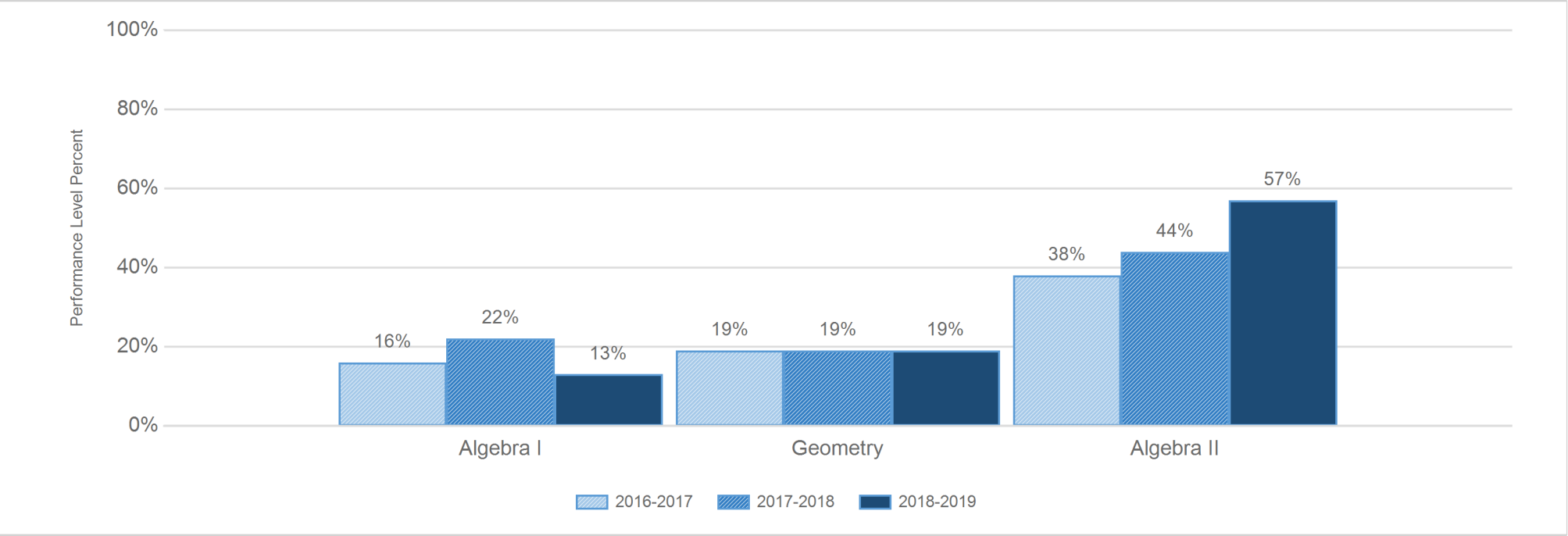


Hightstown High School  
(21-1245-050)  
Grades Offered: 09-12  
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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## Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	262	720	739	744	19%	42%	25%	13%	0%	13%	42%
White	56	728	749	752	*	39%	*	25%	0%	25%	53%
Hispanic	151	716	724	728	*	*	*	*	*	*	24%
Black or African American	36	713	*	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	118	721	741	745	19%	41%	25%	15%	0%	15%	44%
Male	144	718	737	743	20%	44%	24%	12%	0%	12%	41%
Economically Disadvantaged Students	131	714	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	131	725	748	752	*	*	*	*	*	*	52%
Students with Disabilities	45	700	*	717	*	*	*	*	*	*	12%
Students without Disabilities	217	723	*	748	*	*	*	*	*	*	47%
English Learners	38	704	704	710	*	*	*	*	*	*	*
Non-English Learners	224	722	742	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	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>	324	730	737	737	11%	25%	44%	19%	0%	19%	35%
White	109	739	744	743	*	*	52%	30%	0%	30%	43%
Hispanic	131	722	726	724	17%	34%	38%	11%	0%	11%	17%
Black or African American	35	725	*	720	*	37%	31%	*	*	17%	14%
Asian, Native Hawaiian, or Pacific Islander	41	733	748	762	*	*	49%	*	*	20%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	161	731	737	738	7%	27%	47%	19%	0%	19%	36%
Male	163	729	737	736	15%	23%	42%	20%	0%	20%	34%
Economically Disadvantaged Students	118	725	727	722	13%	41%	31%	16%	0%	16%	16%
Non-Economically Disadvantaged Students	206	733	741	743	11%	17%	52%	21%	0%	21%	43%
Students with Disabilities	35	713	713	712	*	*	*	*	*	*	*
Students without Disabilities	289	732	739	741	*	*	*	*	*	*	*
English Learners	29	707	707	708	*	*	*	*	*	*	*
Non-English Learners	295	732	739	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	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>	153	754	754	755	*	10%	29%	*	*	57%	58%
White	77	752	752	758	*	*	26%	*	*	57%	62%
Hispanic	21	738	738	731	*	*	52%	*	*	29%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	51	764	764	777	0%	*	24%	*	*	71%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	82	748	748	752	*	*	30%	*	*	50%	55%
Male	71	760	760	758	*	*	27%	*	*	65%	62%
Economically Disadvantaged Students	16	744	744	729	*	*	*	*	*	44%	32%
Non-Economically Disadvantaged Students	137	755	755	761	*	*	*	*	*	58%	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	153	754	754	756	*	10%	29%	*	*	57%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	153	754	754	755	*	10%	29%	*	*	57%	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	47.3%	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	67	89.6%	10.4%
3-4	37	78.4%	21.6%
5 or more	17	76.5%	23.5%



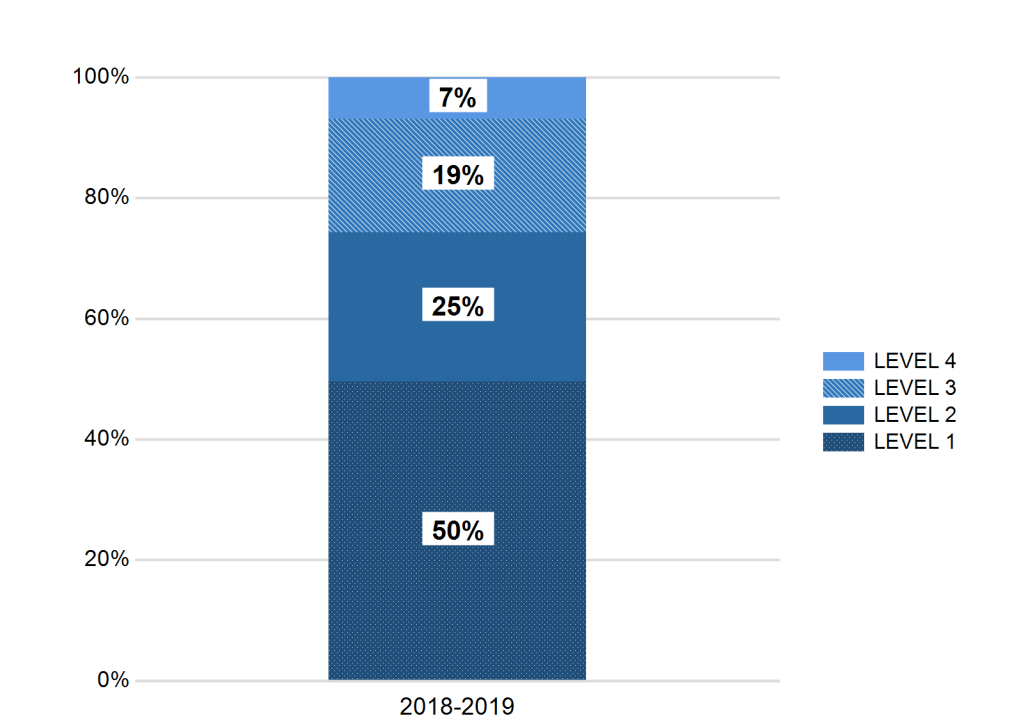
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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	50	25	19	7
White	34	35	25	7
Hispanic	69	20	11	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	22	27	34	17
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	50	26	18	6
Male	50	24	19	7
Economically Disadvantaged Students	68	18	8	6
Non-Economically Disadvantaged Students	42	28	23	7
Students with Disabilities	88	9	3	0
Students without Disabilities	46	27	20	7
English Learners	83	11	6	0
Non-English Learners	46	27	20	7
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



**Hightstown High School**  
(21-1245-050)  
Grades Offered: 09-12  
2018-2019

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	71.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	26.8%	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	475	476	Grade 10: 430 Grade 11: 460	66%	61%
PSAT 10/NMSQT - Math	473	477	Grade 10: 480 Grade 11: 510	45%	43%
SAT - Reading and Writing	577	539	480	82%	70%
SAT - Math	586	541	530	68%	53%
ACT - Reading	26	25	22	70%	66%
ACT - English	26	24	18	82%	81%
ACT - Math	26	24	22	74%	65%
ACT - Science	25	24	23	63%	57%





## Hightstown High School

(21-1245-050)

Grades Offered: 09-12

2018-2019

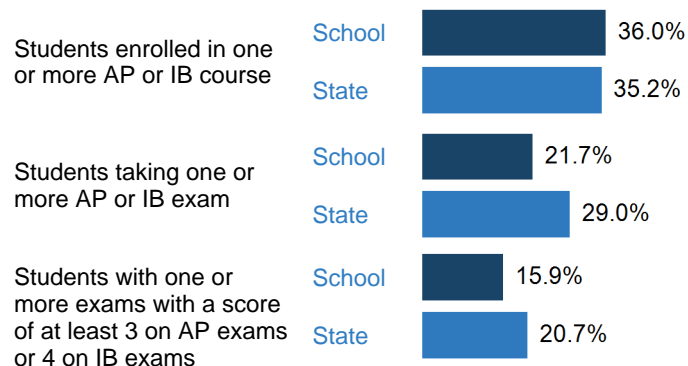
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

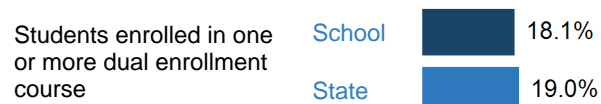
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	34	35
AP Calculus AB	74	34
AP Calculus BC	0	28
AP Chemistry	34	24
AP Comparative Government and Politics	22	0
AP Computer Science A	42	39
AP Computer Science Principles	0	1
AP English Language and Composition	51	43
AP English Literature and Composition	41	11
AP Environmental Science	42	25
AP European History	6	3
AP French Language and Culture	11	5
AP German Language and Culture	10	6
AP Macroeconomics	56	34
AP Microeconomics	0	3
AP Music Theory	11	3



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C	40	0
AP Physics C: Electricity and Magnetism	0	6
AP Physics C: Mechanics	0	27
AP Psychology	74	22
AP Spanish Language	30	10
AP Statistics	48	20
AP U.S. Government and Politics	0	12
AP U.S. History	6	5
AP World History	0	7
Total Exams taken		403
Exams with scores of at least 3 on AP exams or 4 on IB exams		296



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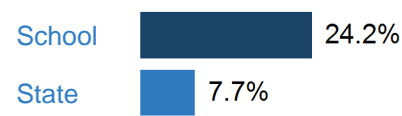
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education 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)



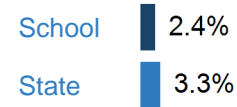
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





**Hightstown 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	24.2%	9.6%	7.7%	10.3%
White	23.9%	10.7%	6.1%	9.6%
Hispanic	21.2%	10.2%	10.3%	11.3%
Black or African American	23.2%	10.7%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	31.5%	5.8%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	26.5%	9.4%	7.3%	10.6%
Male	22.2%	9.7%	8.0%	10.1%
Economically Disadvantaged Students	20.1%	10.2%	10.4%	11.8%
Students with Disabilities	12.5%	12.2%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Hightstown High School  
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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	*	12	12
Arts, AV Technology & Communications	*		
Business Management & Administration	310	*	*
Finance	64		
Health Science	25	18	18
Hospitality & Tourism	*		
Human Services	16	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	134		
Science, Technology, Engineering & Mathematics	10		
Transportation, Distribution & Logistics	13		
Total (All Clusters)	593	41	41



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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	235	99	76	1	0	0	9
10	39	227	81	105	1	0	5
11	17	30	223	43	70	4	14
12	1	4	41	49	93	70	132
Total	292	360	421	198	164	74	160
Enrolled in AP/IB Course					74	48	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	88	0	314	0	313	10
10	401	63	26	7	31	2
11	27	302	21	10	89	67
12	35	53	25	25	125	71
Total	551	418	386	42	558	150
Enrolled in AP/IB Course	34	34		42	40	0
Enrolled in Dual Enrollment Course	28	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	404	7	0	0	0	10
10	29	436	0	0	0	31
11	11	342	31	26	0	65
12	33	73	38	76	27	166
Total	477	858	69	102	27	272
Enrolled in AP/IB Course	0	6	56	74		26
Enrolled in Dual Enrollment Course	31	0	0	30	27	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	279	84	0	0	22	0	0
10	258	101	0	0	34	0	0
11	105	35	0	0	17	0	0
12	71	14	0	0	14	0	0
Total	713	234	0	0	87	0	0
Enrolled in AP/IB Course	30	11	0	0	10	0	0
Enrolled in Dual Enrollment Course	37	0	0	0	0	0	0
Enrolled in Level 3 or Higher	255	95	0	0	44	0	0



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### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	36	0	0	0	0	0
10	49	0	0	0	0	0
11	32	0	0	0	0	0
12	18	0	0	0	0	0
Total	135	0	0	0	0	0
Enrolled in AP/IB Course	42		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0





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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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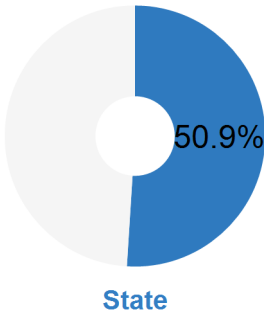
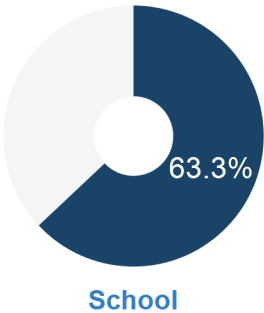
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Visual and Performing Arts – Course Participation

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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:

MUSIC	School	28.2%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	4.0%
	State	3.9%
VISUAL ARTS	School	45.0%
	State	32.9%



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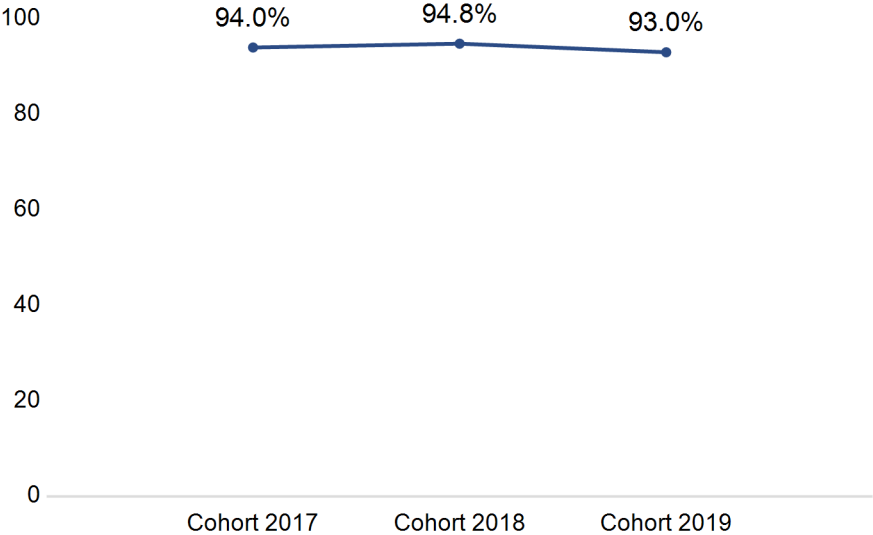
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

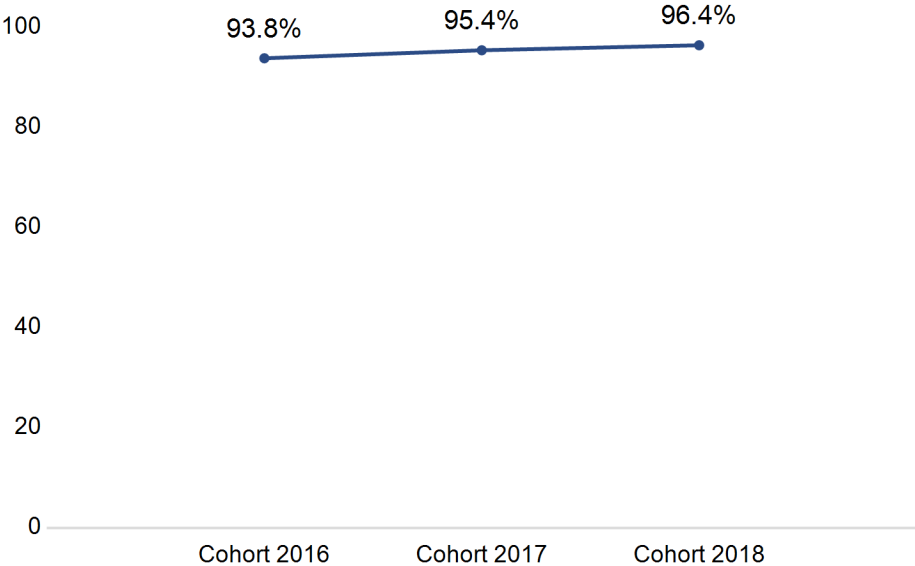
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.0%	94.8%	93.0%	93.8%	95.4%	96.4%
Annual Target	93.3%	93.4%		91.0%	N	
Met Annual Target?	Met Target	Met Target		Met Target	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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## Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.0%	90.6%	96.4%	92.5%	94.8%	93.4%	Met Target	95.4%	N	Met Goal
White	97.3%	94.9%	95.8%	95.9%	95.1%	N	Met Goal	96.8%	N	Met Goal
Hispanic	87.8%	84.5%	97.6%	87.3%	94.3%	87.4%	Met Target	92.4%	82.6%	Met Target
Black or African American	92.2%	83.3%	*	87.1%	*	95.0%	Not Met	*	88.8%	Met Target
Asian, Native Hawaiian or Pacific Islander	96.3%	96.9%	97.2%	97.8%	97.2%	N	Met Goal	98.6%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	94.1%	92.8%	96.9%	94.4%	95.4%			98.6%		
Male	91.9%	88.5%	95.8%	90.8%	94.3%			91.9%		
Economically Disadvantaged Students	90.0%	84.0%	96.7%	87.3%	94.0%	92.9%	Met Target	96.4%	N	Met Goal
Students with Disabilities	83.3%	79.2%	88.7%	83.8%	83.9%	87.6%	Not Met	86.5%	80.4%	Met Target
English Learners	82.4%	75.4%	100.0%	80.1%	100.0%	N	Met Goal	81.5%	72.2%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	72.9%	66.7%
Substitute Competency Test	15.4%	16.9%
Portfolio Appeals Process	6.6%	10.5%
Alternate Requirements specified in IEP	5.1%	5.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.9%	1.2%
2017-2018	0.4%	1.2%
2016-2017	0.3%	1.1%



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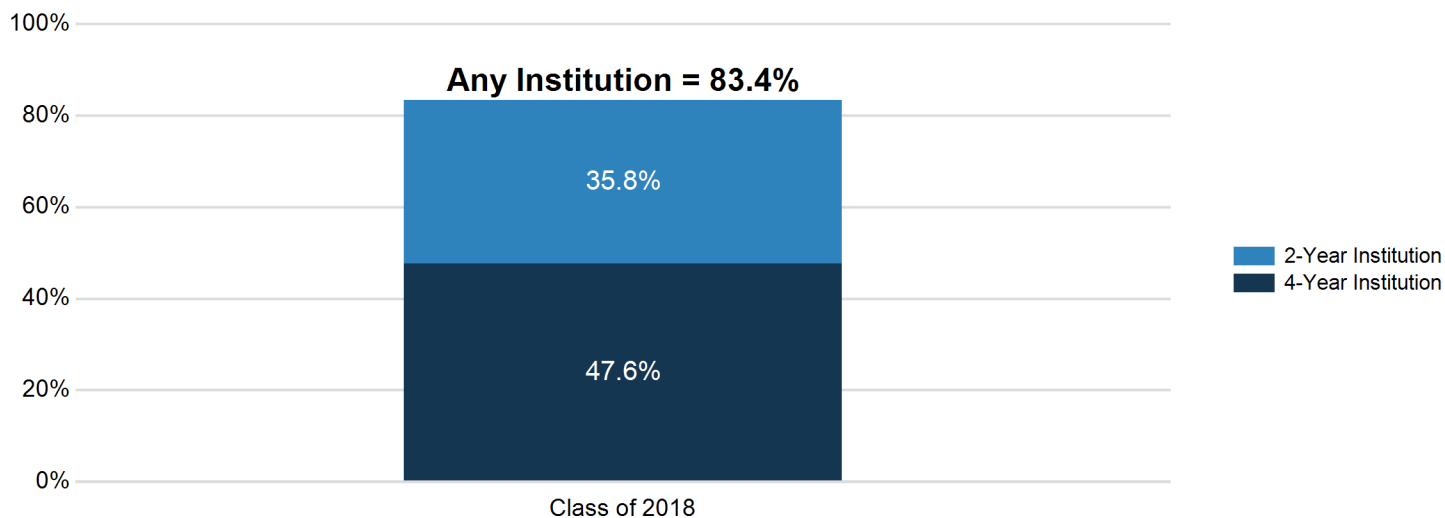
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## 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	35.8%
% Enrolled in 4-Year Institution	47.6%
% Enrolled in Any Postsecondary Institution	83.3%



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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	74.5%	41%	59%
White	82.9%	25.6%	74.4%
Hispanic	65.9%	73.6%	26.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	85%	22.1%	77.9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	63.2%	70.8%	29.2%
Students with Disabilities	62.3%	78.8%	21.2%
English Learners	48%	100%	0%

### 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	83.3%	42.9%	57.1%	77.1%	22.9%	73.5%	26.5%
White	82.2%	28.8%	71.2%	69.4%	30.6%	55.9%	44.1%
Hispanic	75.8%	71.4%	28.6%	83.5%	16.5%	90.1%	9.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95.7%	28.4%	71.6%	82.1%	17.9%	82.1%	17.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	79.9%	64.9%	35.1%	82%	18%	87.4%	12.6%
Students with Disabilities	64.2%	82.4%	17.6%	97.1%	2.9%	88.2%	11.8%
English Learners	61.9%	92.3%	7.7%	92.3%	7.7%	100%	0%



Hightstown High School  
(21-1245-050)  
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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.

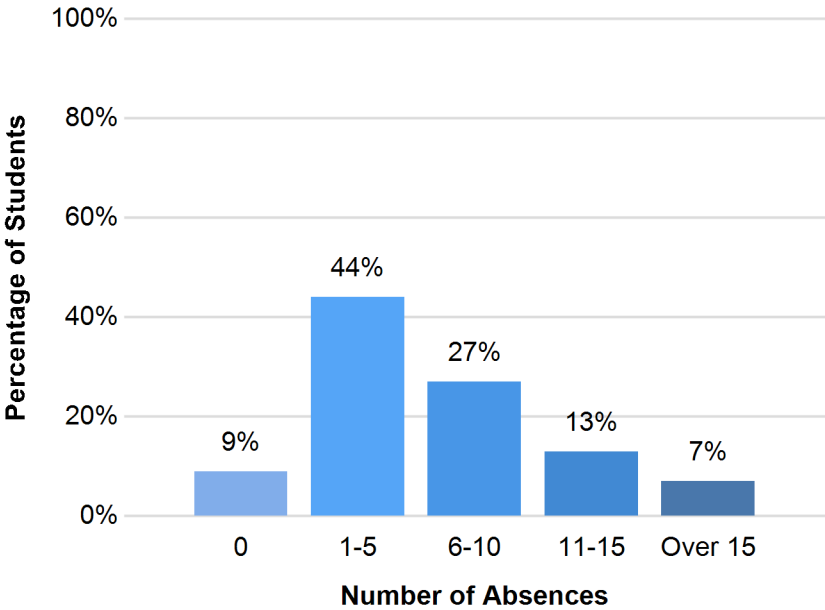
Chronic Absenteeism

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	102	6.0	14.2	Met
White	39	6.4	14.2	Met
Hispanic	42	7.0	14.2	Met
Black or African American	8	4.5	14.2	Met
Asian, Native Hawaiian, or Pacific	13	4.4	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	46	5.7		
Male	56	6.2		
Economically Disadvantaged Students	33	6.1	14.2	Met
Students with Disabilities	31	15.0	14.2	Not Met
English Learners	10	7.9	14.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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







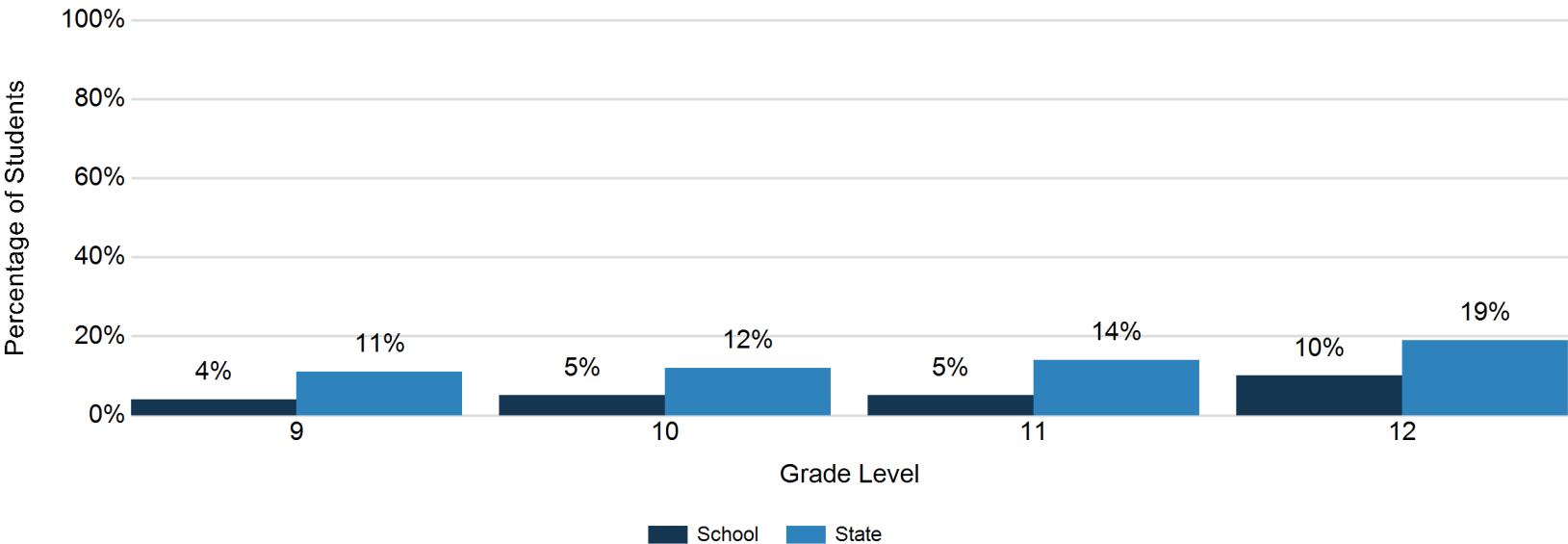
**Hightstown High School**  
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Weapons	0
Vandalism	4
Substances	25
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	42
Incidents Per 100 Students Enrolled	2.60

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	4	4	8
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	1	0	1
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	3
Weapons	0
Vandalism	2
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	11	0.7%
Out-of-School Suspensions	95	5.9%
Any Suspension	102	6.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
568



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School Day

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

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

Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	129	118,214
Average years experience in public schools	8.6	12.1
Average years experience in district	8.1	10.8
Percentage of Teachers with 4 or more years experience in the district	69.8%	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	33	9,530
Average years experience in public schools	8.8	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	51.5%	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	270:1	156:1
Teachers to Administrators	22:1	13:1
Students to Librarians/Media Specialists		1287:1
Students to Nurses		644:1
Students to Counselors		303:1
Students to Child Study Team Members		286:1



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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%	56.6%	16.7%	48.4%	77.1%	54.9%
Male	52.7%	43.4%	83.3%	51.6%	22.9%	45.1%
White	35.5%	85.3%	66.7%	42.4%	83.6%	77.4%
Hispanic	34.4%	7.0%	16.7%	29.9%	7.3%	7.2%
Black or African American	10.4%	3.9%	16.7%	15.0%	6.6%	13.9%
Asian	18.1%	3.9%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.1%	90.5%
2017-18 Administrators: Same district 2018-19	82.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.1%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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





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

## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.6%	59.0%	62.2%
Math Proficiency	27.9%	32.7%	25.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.0%	94.8%	93.0%
5-Year Graduation Rate†	93.8%	95.4%	96.4%
Progress toward English Language Proficiency		53.7%	47.3%
Chronic Absenteeism	6.6%	4.8%	6.0%

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



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

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

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

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



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

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

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

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

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





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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>Recognized as a safe, supportive, engaging, inspiring school through CCNJ</li> <li>We are working to create individual learning plans for all students</li> <li>Working to use technology to support learning</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>Students in HHS will develop and strengthen academic, social, and emotional skills needed in order to be successful, productive citizens. We will strive to increase achievement by challenging and supporting each student to reach his/her highest potential. Address the needs of the whole child with opportunities for social/emotional learning and growth. Prepare all students with the skills and awareness necessary to actively contribute in their community.</p>






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School Narrative

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<div>  <div>           Courses, Curriculum, Instruction:         </div> </div>	<p>Hightstown High School maintains a strong relationship with Mercer County Community College. We offer dual enrollment courses these courses are weighted the same as an AP course due to their rigor. Additionally, students in our Tomorrow's Teachers program are eligible to earn 3 credits from Rider University. 19 (AP) courses in seven departments are offered at Hightstown High School.</p>
<div>  <div>           Sports and Athletics:         </div> </div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Ice Hockey (Boys &amp; Girls), 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), Wrestling (Boys)</p>
<div>  <div>           Clubs and Activities:         </div> </div>	<p>We offer over 60 clubs and strongly encourage students to participate. We continually add more based on student interest and initiative. Our business clubs compete at the local, state and national level. We have an active Student Council that host various events to support students.</p>





**Hightstown High School**  
 (21-1245-050)  
 Grades Offered: 09-12  
 2018-2019

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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>HHS has been engaged in professional development addressing College and Career readiness. Teachers and administrators are engaged mostly in curriculum and technology PD. Depending on need or interest teachers may attend a PD session outside the school district. Our PD in 2018-2019 focused on developing learning plans for students and supporting struggling students.</p>
 <p>Postsecondary Information:</p>	<p>Post-Secondary outcomes 4 yr college 55%, 2 Yr college 31%, Military 3%, Technical 2%, Employment 3% other 3%. HHS offers College boot camp to assist student in preparing for the college application process. We partnered with local agency-RISE to run an after school college prep program for 1st time college families.</p>






**Hightstown High School**  
 (21-1245-050)  
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 2018-2019

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 <p><b>Student Supports and Services:</b></p>	<p>To support all students National Honor Society students provide after school tutoring. For the 2019/2020 school year, the HS has added an intervention counselor to support at risk students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The HS conducts wellness days throughout the year that expose students and staff to practices that encourage a healthy lifestyle. During these sessions outside health providers present trends and provide support for all students and staff. We have a breakfast program and all students are invited in to eat in the morning. Students have Physical Education.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our school has an active PTO that hosts dances, student events - coffee houses, game nights and a Post Prom event. They provided funds for clubs and our school to purchase "extras." Our school offers parent meetings in English and Spanish to ensure all parents get necessary information and strategies to support their child. All students and parents have a Parent Portal account and get assistance if needed.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We use the NJDOE School Climate Survey. Parents, students and staff are surveyed. The results are shared via assemblies, staff meetings and parent meetings. We will use the survey results along with other data points to identify areas that need to be addressed by our Campaign Connect NJ stakeholder team. The survey will be conducted Spring of the 19/20 school year. Students and parents are happy with our school overall according to responses.</p>
 <p>Facilities:</p>	<p>All classrooms have recently added interactive projectors along with staff tablets. The Swim locker rooms have been updated and we have recently renovated our boys and girls locker rooms. Our TV studio has been updated.</p>
 <p>School Safety:</p>	<p>The HS has revised our security plans and has worked with a security consult to ensure the HS is following best practice. In the process of upgrading the camera system</p>






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 <div>Technology and STEM:</div>	<div>All students have been issued a chromebook for the 2019/2020 school year</div>
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 <div>Other Information</div>	<p>Hightstown High School maintains a strong relationship with Mercer County Community College. We offer dual enrollment courses in English, History, Economics and Spanish. Dual Enrollment courses are weighted the same as an AP course due to their rigor. The Dual Enrollment courses are taught on our campus by our faculty approved to serve as adjunct professors to the county college. Additionally, students in our Tomorrow's Teachers program are eligible to earn 3 credits from Rider University. Hightstown High School is proud to focus on cultivating a safe, supportive and engaging school climate and culture. To this end, the faculty and students have served on committees and engaged in professional development relevant to increasing participation in activities, promoting self-discipline and celebrating our successes. Participation in extracurricular activities is at an all-time high, with the majority of students involved in at least one club or sport. We have also recently introduced new curricular offerings that provide an opportunity for students to engage in peer counseling and teaching.</p>
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## Melvin H. Kreps Middle School

(21-1245-070)

Grades Offered: 06-08

2018-2019

### Report Key:

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### How to use this report:

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

### Navigating through the reports:

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



**Melvin H. Kreps Middle School**  
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 2018-2019

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School Contact Information

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

Type	Contact Information
County	Mercer
District	East Windsor Regional School District
Principal Name	Ms. Lori Emmerson
Address	5 KENT LANE EAST WINDSOR, NJ 08520
Phone Number	609-443-7767
Email Address	<a href="mailto:lemmerson@ewrsd.k12.nj.us">lemmerson@ewrsd.k12.nj.us</a>
Website	<a href="https://www.ewrsd.org/mhk/">https://www.ewrsd.org/mhk/</a>
Twitter	<a href="https://twitter.com/mhkprincipal">https://twitter.com/mhkprincipal</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
6	411	391	426
7	418	418	401
8	467	416	415
Total	1,296	1,227	1,242

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

Student Group	2016-17	2017-18	2018-19
Female	48.8%	49.1%	47.3%
Male	51.2%	50.9%	52.7%
Economically Disadvantaged Students	35.3%	38.5%	37.4%
Students with Disabilities	10.4%	11.8%	11.8%
English Learners	5.7%	5.7%	8.0%
Homeless Students	0.1%	0.5%	0.2%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.3%	0.7%	1.0%
Migrant Students	0.0%	0.1%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	36.0%	32.4%	29.3%
Hispanic	36.2%	40.5%	43.6%
Black or African American	9.5%	9.5%	9.2%
Asian	17.1%	16.3%	16.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.1%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	0.8%	1.1%	1.4%

Enrollment by Home Language

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

Home Language	% of Students
English	48.9%
Spanish	37.4%
Gujarati	3.9%
Panjabi	1.0%
Other Languages	8.7%



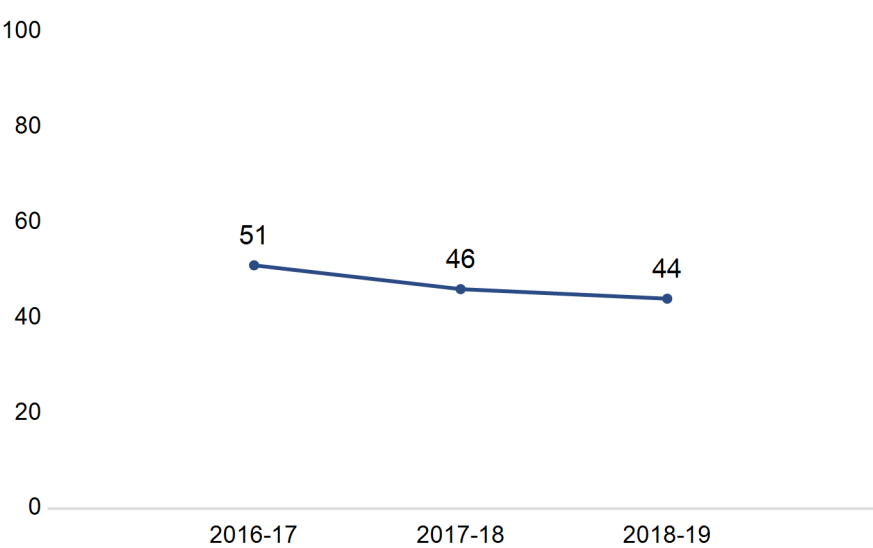
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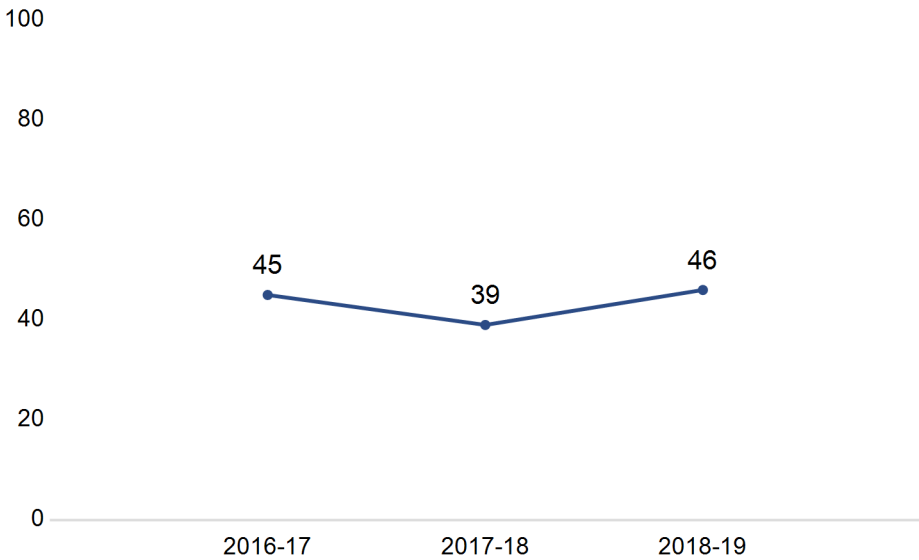
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	46	44	45	39	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	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	44	44	50	Met Standard	46	52	50	Met Standard
White	41	42	50	Met Standard	48	52	52	Met Standard
Hispanic	45	44	49	Met Standard	48	50	47	Met Standard
Black or African American	38	42	45	Not Met	39	44	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	50	54.5	59	Met Standard	47	57	60	Met Standard
American Indian or Alaska Native	*	*	56	**	N	N	51.5	**
Two or More Races	44	49.5	49	**	52	56	52	**
Female	45	46.5	53	N	45	51	50	N
Male	43	43	47	N	47	52	51	N
Economically Disadvantaged Students	45	44	48	Met Standard	48	51	46	Met Standard
Students with Disabilities	44	42	43	Met Standard	54.5	53.5	45	Met Standard
English Learners	53	50	52	Met Standard	52	54	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	61	67	49	N	*	72.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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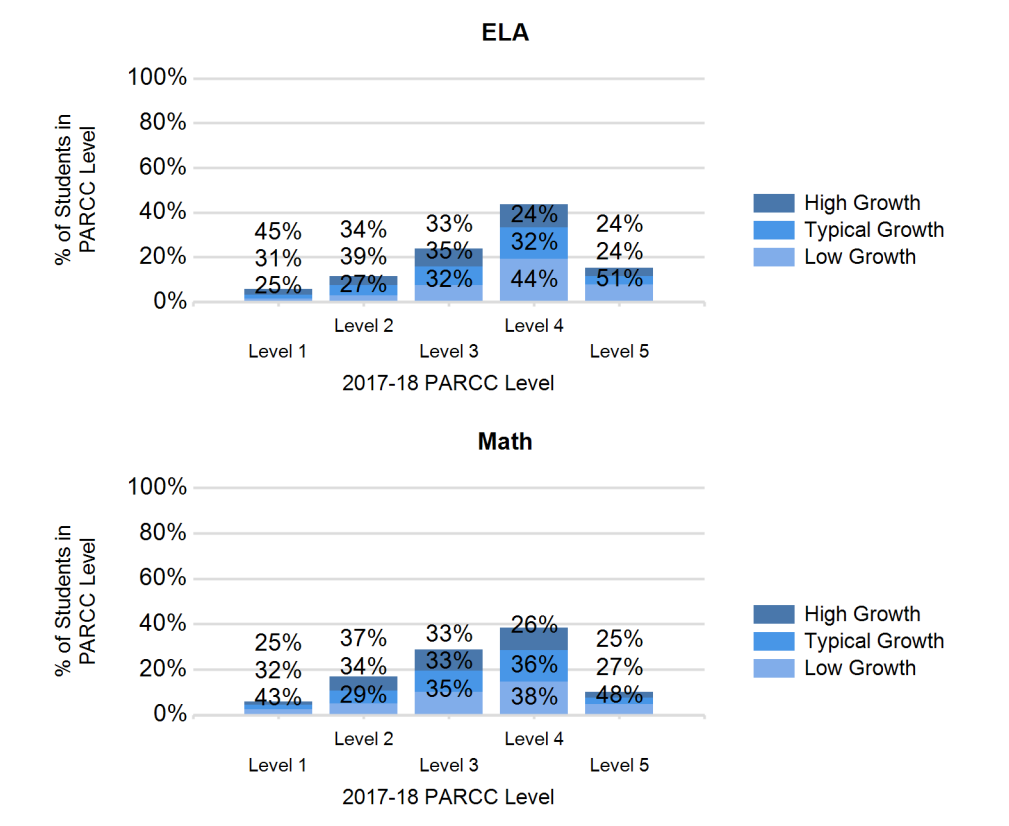
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

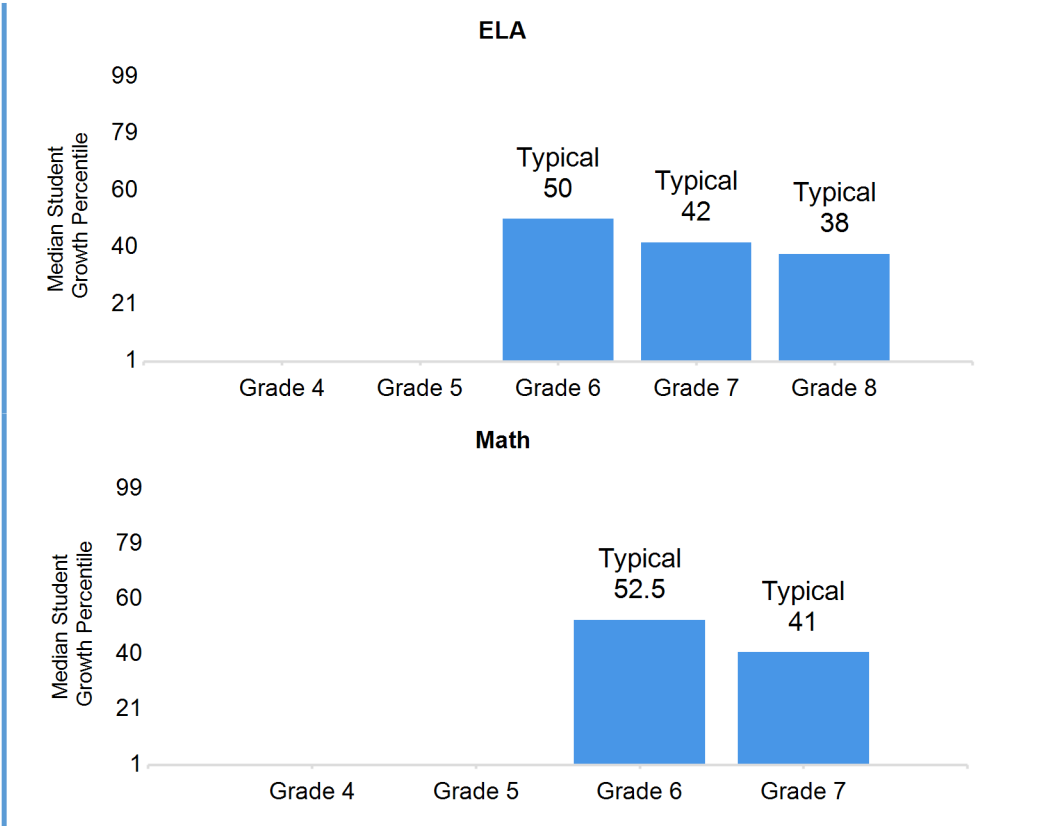
Student Growth by Performance Level

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



Student Growth by Grade

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





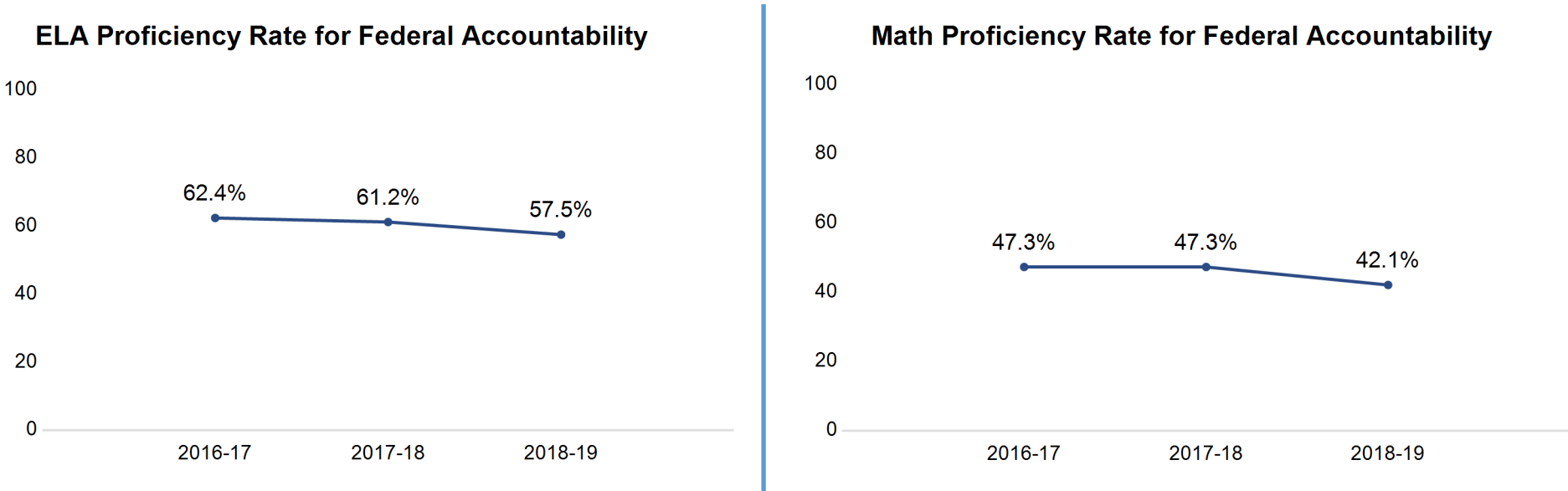


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.6%	96.5%	97.3%	95.7%	96.4%	97.0%
Proficiency Rate for Federal Accountability	62.4%	61.2%	57.5%	47.3%	47.3%	42.1%
Annual Target	64.5%	65.3%	66.1%	48.6%	50.2%	51.9%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1175	97.3	57.5	57.4	57.9	57.5	66.1	Not Met
White	347	94.3	72.3	70.4	66.9	72.0	69	Met Target
Hispanic	510	98.7	39.4	38.9	43.9	39.4	50.8	Not Met
Black or African American	105	97.3	51.4	52.3	38.5	51.4	63.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	193	99.0	81.3	80.0	82.9	81.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	549	95.8	64.5	64.6	64.8	64.5		
Male	626	98.6	51.4	50.9	51.3	51.4		
Economically Disadvantaged Students	383	97.7	40.5	38.6	40.0	40.5	49.9	Not Met
Non-Economically Disadvantaged Students	792	97.1	65.8	66.6	67.9	65.8		
Students with Disabilities	147	94.3	17.7	21.3	22.7	17.5	27.8	Not Met
Students without Disabilities	1028	97.7	63.2	62.8	65.1	63.2		
English Learners	226	99.6	23.5	25.4	29.3	23.5	30.6	Not Met
Non-English Learners	949	96.8	65.6	64.5	60.6	65.6		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	12	100.0	41.7	41.7	57.8	41.7		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

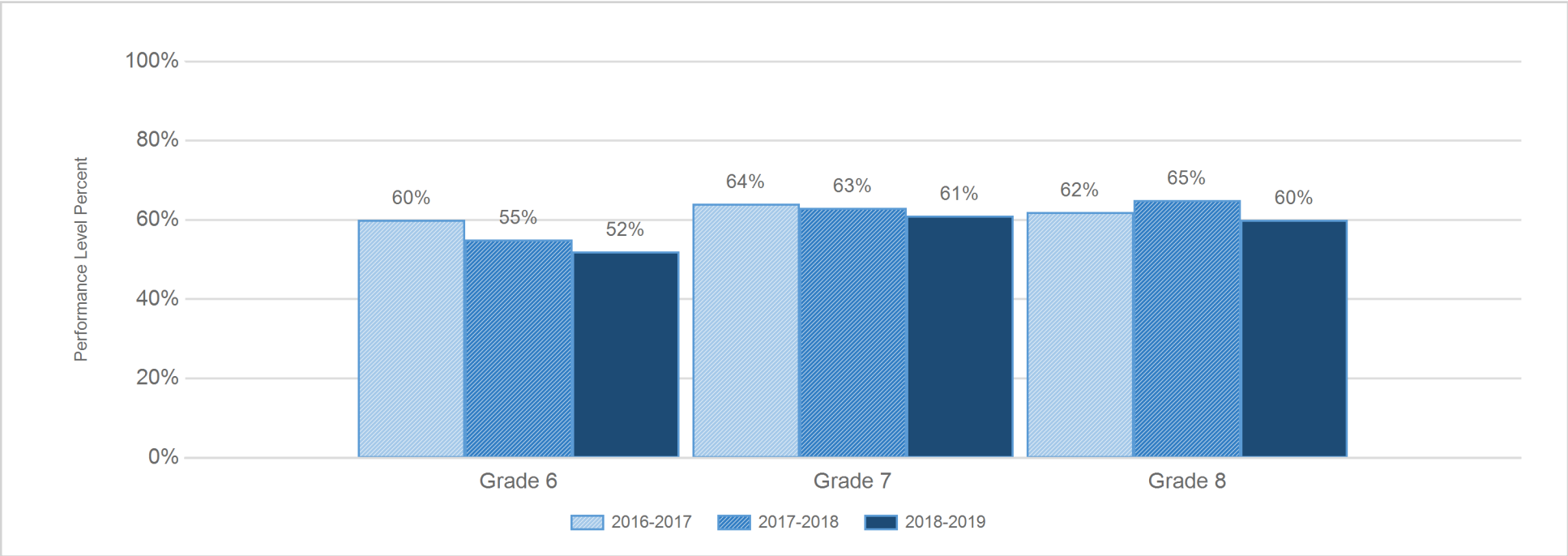


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	409	751	751	754	5%	12%	31%	44%	8%	52%	56%
White	115	763	763	762	0%	*	30%	*	*	65%	65%
Hispanic	182	735	735	743	10%	20%	37%	*	*	32%	43%
Black or African American	39	748	748	738	*	*	26%	*	*	54%	36%
Asian, Native Hawaiian, or Pacific Islander	59	773	773	780	*	*	*	54%	25%	80%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	14	762	762	760	0%	0%	*	*	*	71%	64%
Female	184	754	754	762	*	*	30%	46%	10%	57%	64%
Male	225	748	748	748	*	*	31%	42%	6%	48%	48%
Economically Disadvantaged Students	144	738	738	740	*	*	36%	*	*	36%	39%
Non-Economically Disadvantaged Students	265	758	758	763	*	*	28%	*	*	60%	67%
Students with Disabilities	49	722	722	722	24%	29%	31%	*	*	16%	19%
Students without Disabilities	360	754	754	761	3%	10%	31%	*	*	56%	64%
English Learners	23	704	704	710	*	*	*	*	*	*	*
Non-English Learners	386	753	753	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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	376	758	758	761	8%	10%	21%	38%	23%	61%	63%
White	113	768	768	769	*	*	15%	52%	27%	79%	72%
Hispanic	162	741	741	747	14%	16%	30%	31%	10%	41%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	68	783	783	790	*	*	*	29%	51%	81%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	178	765	765	769	7%	7%	17%	38%	31%	69%	71%
Male	198	751	751	753	9%	13%	25%	38%	15%	54%	55%
Economically Disadvantaged Students	112	740	740	743	14%	13%	33%	*	*	39%	45%
Non-Economically Disadvantaged Students	264	765	765	771	5%	9%	16%	*	*	70%	73%
Students with Disabilities	47	713	713	720	36%	30%	*	*	*	17%	22%
Students without Disabilities	329	764	764	769	4%	7%	*	*	*	67%	71%
English Learners	21	706	706	706	*	*	*	*	*	*	12%
Non-English Learners	355	761	761	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Melvin H. Kreps Middle School  
(21-1245-070)  
Grades Offered: 06-08  
2018-2019

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 N No Data is available to display  
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English Language Arts Assessment - Performance by Grade: Grade 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	389	758	758	762	5%	14%	21%	45%	15%	60%	63%
White	115	768	768	770	*	*	13%	53%	22%	75%	72%
Hispanic	165	746	746	747	7%	19%	28%	38%	7%	45%	49%
Black or African American	38	752	752	741	0%	*	34%	*	*	42%	43%
Asian, Native Hawaiian, or Pacific Islander	66	775	775	794	*	*	*	61%	23%	83%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	188	764	764	771	*	*	19%	48%	19%	67%	71%
Male	201	752	752	753	*	*	22%	42%	11%	53%	55%
Economically Disadvantaged Students	126	744	744	743	*	*	29%	*	*	44%	45%
Non-Economically Disadvantaged Students	263	764	764	772	*	*	17%	*	*	67%	72%
Students with Disabilities	42	718	718	721	*	45%	24%	*	*	10%	22%
Students without Disabilities	347	763	763	770	*	10%	20%	*	*	66%	71%
English Learners	24	712	712	708	*	*	*	*	*	*	12%
Non-English Learners	365	761	761	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



# Melvin H. Kreps Middle School

(21-1245-070)

Grades Offered: 06-08

2018-2019

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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1184	97.0	42.1	43.5	44.5	42.1	51.9	Not Met
White	347	94.3	54.5	54.1	54.1	54.2	56.5	Met Target†
Hispanic	514	98.2	24.1	28.0	28.8	24.1	34.6	Not Met
Black or African American	105	96.5	33.3	35.4	23.0	33.3	38.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	198	99.0	70.2	68.4	76.5	70.2	77.5	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	554	95.9	41.7	43.5	44.9	41.7		
Male	630	98.0	42.4	43.4	44.2	42.4		
Economically Disadvantaged Students	389	97.1	25.4	29.1	26.3	25.4	34.2	Not Met
Non-Economically Disadvantaged Students	795	97.0	50.2	51.1	54.9	50.2		
Students with Disabilities	146	93.7	10.3	*	17.4	10.1	20.2	Not Met
Students without Disabilities	1038	97.5	46.5	*	50.0	46.5		
English Learners	236	98.4	18.2	*	25.0	18.2	21.6	Met Target†
Non-English Learners	948	96.7	48.0	*	46.5	48.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	12	100.0	25.0	29.2	46.4	25.0		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



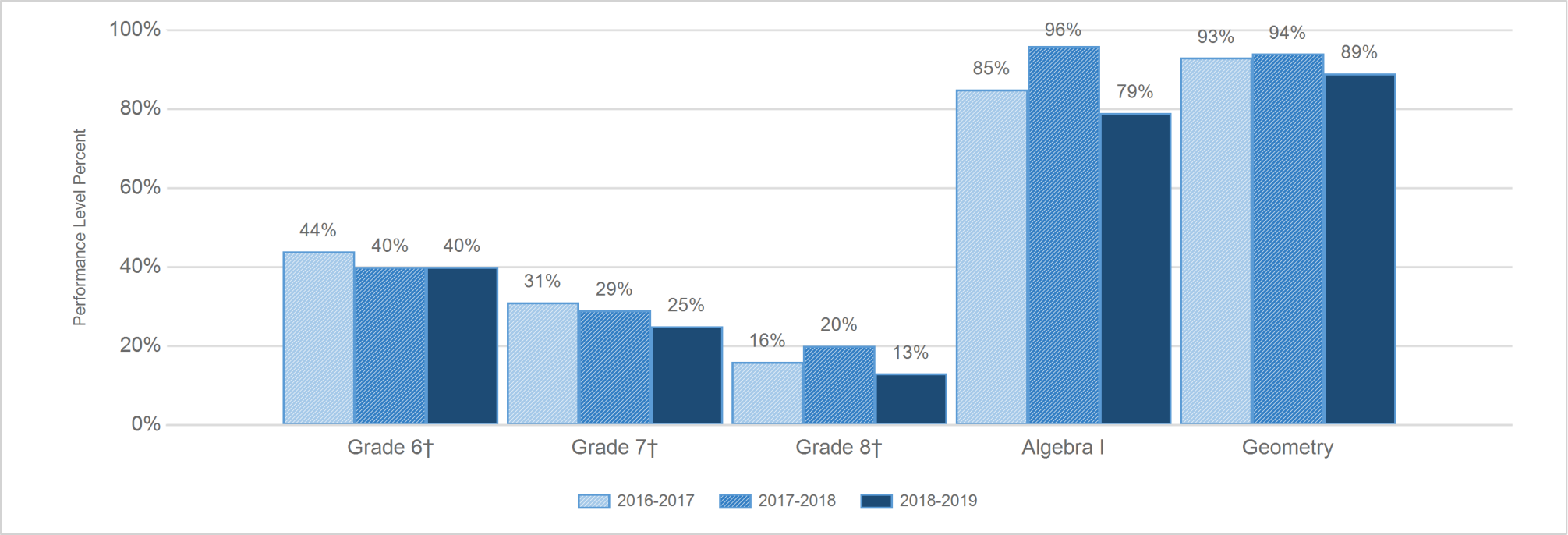


Melvin H. Kreps Middle School  
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Mathematics Assessment – Performance Trends

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>	417	742	742	741	7%	23%	29%	33%	7%	40%	41%
White	115	754	754	749	0%	15%	30%	46%	10%	56%	51%
Hispanic	187	728	728	729	11%	33%	35%	*	*	21%	24%
Black or African American	40	729	729	722	*	25%	*	33%	0%	33%	19%
Asian, Native Hawaiian, or Pacific Islander	61	766	766	769	*	*	*	43%	28%	70%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	14	750	750	747	0%	*	*	*	*	64%	48%
Female	186	742	742	742	*	24%	33%	*	*	38%	42%
Male	231	741	741	740	*	22%	27%	*	*	42%	40%
Economically Disadvantaged Students	150	730	730	726	11%	33%	31%	*	*	25%	21%
Non-Economically Disadvantaged Students	267	749	749	750	5%	18%	29%	*	*	49%	53%
Students with Disabilities	49	719	719	716	20%	49%	*	*	*	16%	12%
Students without Disabilities	368	745	745	746	5%	20%	*	*	*	43%	46%
English Learners	31	701	701	709	*	*	*	*	*	*	*
Non-English Learners	386	745	745	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	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>	298	732	732	744	10%	26%	39%	*	*	25%	42%
White	81	740	740	751	*	*	46%	31%	0%	31%	53%
Hispanic	152	727	727	733	14%	34%	34%	19%	0%	19%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	38	741	741	768	*	*	45%	39%	0%	39%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	142	733	733	744	9%	26%	40%	*	*	25%	42%
Male	156	732	732	743	10%	26%	38%	*	*	25%	42%
Economically Disadvantaged Students	108	725	725	731	15%	34%	36%	*	*	15%	24%
Non-Economically Disadvantaged Students	190	737	737	751	7%	22%	41%	*	*	31%	53%
Students with Disabilities	46	710	710	718	*	*	*	*	*	*	13%
Students without Disabilities	252	736	736	749	*	*	*	*	*	*	48%
English Learners	30	709	709	716	*	*	*	*	*	*	10%
Non-English Learners	268	735	735	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	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>	209	719	719	728	25%	34%	28%	13%	0%	13%	29%
White	43	728	728	737	*	*	*	30%	0%	30%	38%
Hispanic	128	716	716	722	*	*	*	*	*	*	22%
Black or African American	23	711	711	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	13	733	733	747	0%	*	*	*	*	15%	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	98	720	720	731	22%	37%	29%	12%	0%	12%	31%
Male	111	718	718	726	28%	32%	27%	14%	0%	14%	27%
Economically Disadvantaged Students	89	717	717	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	120	721	721	735	*	*	*	*	*	*	36%
Students with Disabilities	39	704	704	707	*	*	*	*	*	*	10%
Students without Disabilities	170	722	722	734	*	*	*	*	*	*	35%
English Learners	34	702	702	706	*	*	*	*	*	*	10%
Non-English Learners	175	722	722	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	766	739	744	*	*	18%	73%	6%	79%	42%
White	72	766	749	752	*	*	*	*	*	85%	53%
Hispanic	40	754	724	728	0%	*	33%	*	*	63%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	55	775	*	775	0%	*	*	*	*	85%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	96	765	741	745	*	*	16%	*	*	80%	44%
Male	86	767	737	743	*	*	20%	*	*	78%	41%
Economically Disadvantaged Students	38	754	723	727	*	*	34%	*	*	61%	23%
Non-Economically Disadvantaged Students	144	769	748	752	*	*	13%	*	*	84%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	704	710	N	N	N	N	N	N	*
Non-English Learners	182	766	742	745	*	*	18%	73%	6%	79%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	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>	92	761	737	737	0%	0%	11%	*	*	89%	35%
White	32	760	744	743	0%	0%	*	*	*	81%	43%
Hispanic	19	755	726	724	0%	0%	*	*	*	84%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	33	766	748	762	0%	0%	*	*	*	97%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	40	760	737	738	0%	0%	*	*	*	88%	36%
Male	52	763	737	736	0%	0%	*	*	*	90%	34%
Economically Disadvantaged Students	12	753	727	722	0%	0%	*	*	*	83%	16%
Non-Economically Disadvantaged Students	80	763	741	743	0%	0%	*	*	*	90%	43%
Students with Disabilities	N	N	713	712	N	N	N	N	N	N	*
Students without Disabilities	92	761	739	741	0%	0%	11%	*	*	89%	*
English Learners	N	N	707	708	N	N	N	N	N	N	*
Non-English Learners	92	761	739	738	0%	0%	11%	*	*	89%	*
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	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

**Melvin H. Kreps Middle School**

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**DLM Alternate Assessment - Participation**

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

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

**English Language Progress to Proficiency**

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.5%	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	43	83.7%	16.3%
3-4	15	53.3%	46.7%
5 or more	31	77.4%	22.6%

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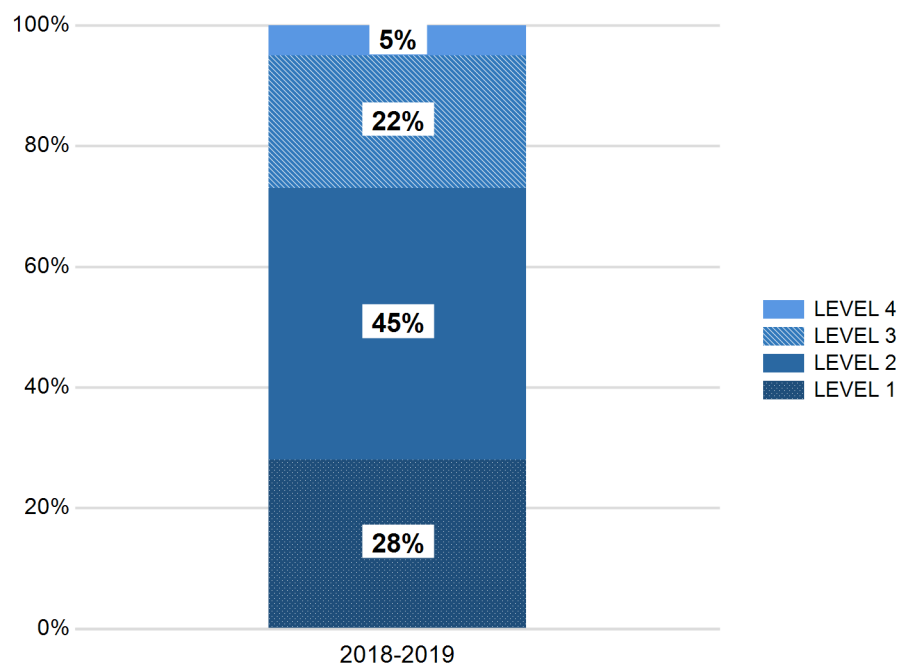
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† This indicates a table specific note, see note below table

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>	28	45	22	5
White	13	50	29	8
Hispanic	42	45	12	2
Black or African American	32	46	19	3
Asian, Native Hawaiian, or Pacific Islander	11	42	36	11
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	29	46	22	4
Male	27	45	22	6
Economically Disadvantaged Students	38	47	13	2
Non-Economically Disadvantaged Students	23	44	26	7
Students with Disabilities	74	26	0	0
Students without Disabilities	23	47	24	6
English Learners	88	12	0	0
Non-English Learners	22	48	24	6
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

**Melvin H. Kreps Middle School**

(21-1245-070)

Grades Offered: 06-08

2018-2019

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

**Mathematics - Course Participation**

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	429
7	94	0	331
8	102	97	230
Total	196	97	990

**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	367	369	0	0	369	0	0
7	239	76	0	0	41	0	0
8	219	105	0	0	37	0	0
Total	825	550	0	0	447	0	0





Melvin H. Kreps Middle School  
(21-1245-070)  
Grades Offered: 06-08  
2018-2019

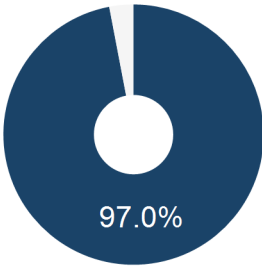
**Report Key:**  
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Visual and Performing Arts – Course Participation

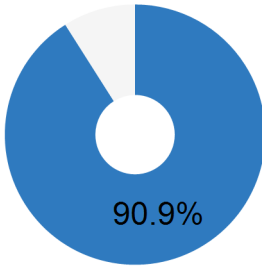
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

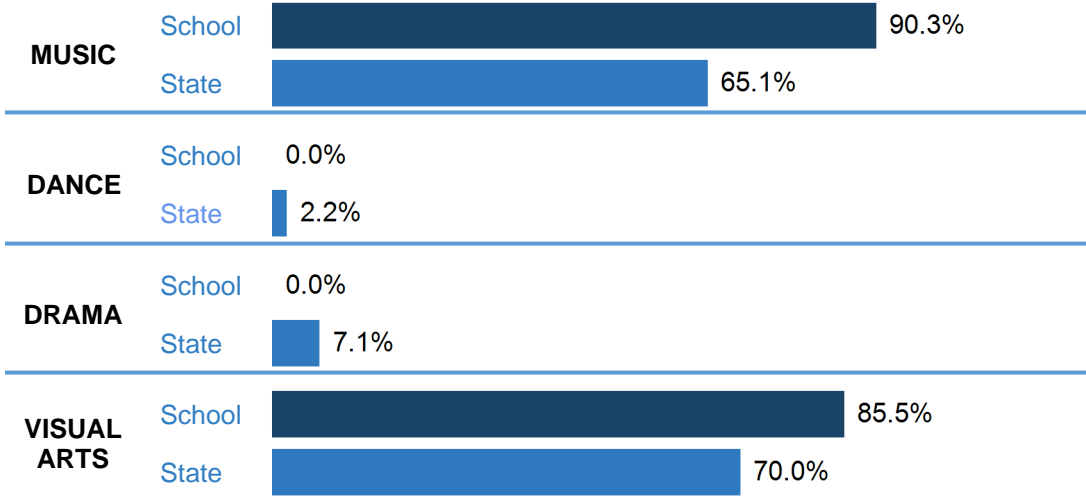


School



State

Students enrolled in one or more classes by discipline:





# Melvin H. Kreps Middle School

(21-1245-070)

Grades Offered: 06-08

2018-2019

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

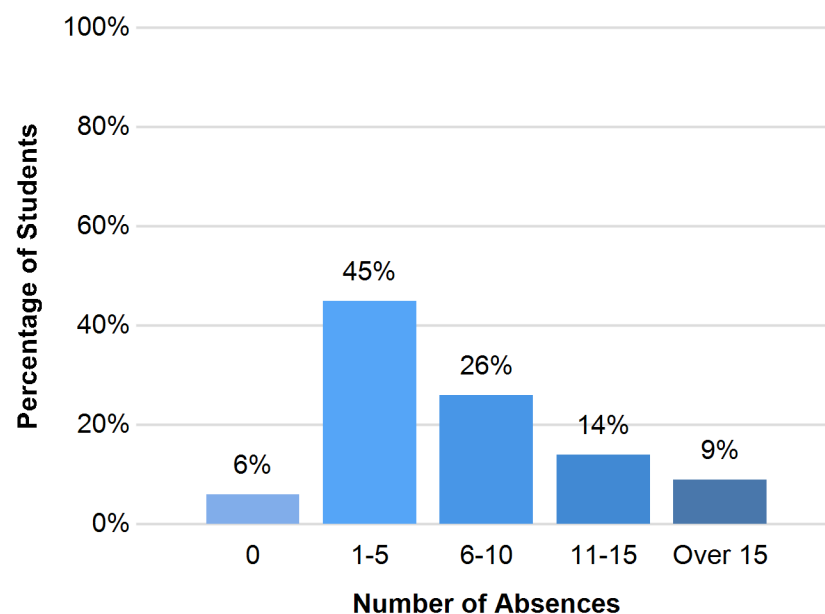
## Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	84	6.8	9.1	Met
White	26	7.1	9.1	Met
Hispanic	43	8.0	9.1	Met
Black or African American	5	4.4	9.1	Met
Asian, Native Hawaiian, or Pacific	8	3.9	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	46	7.8		
Male	38	5.8		
Economically Disadvantaged Students	38	8.2	9.1	Met
Students with Disabilities	19	12.4	9.1	Not Met
English Learners	9	9.4	9.1	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
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.





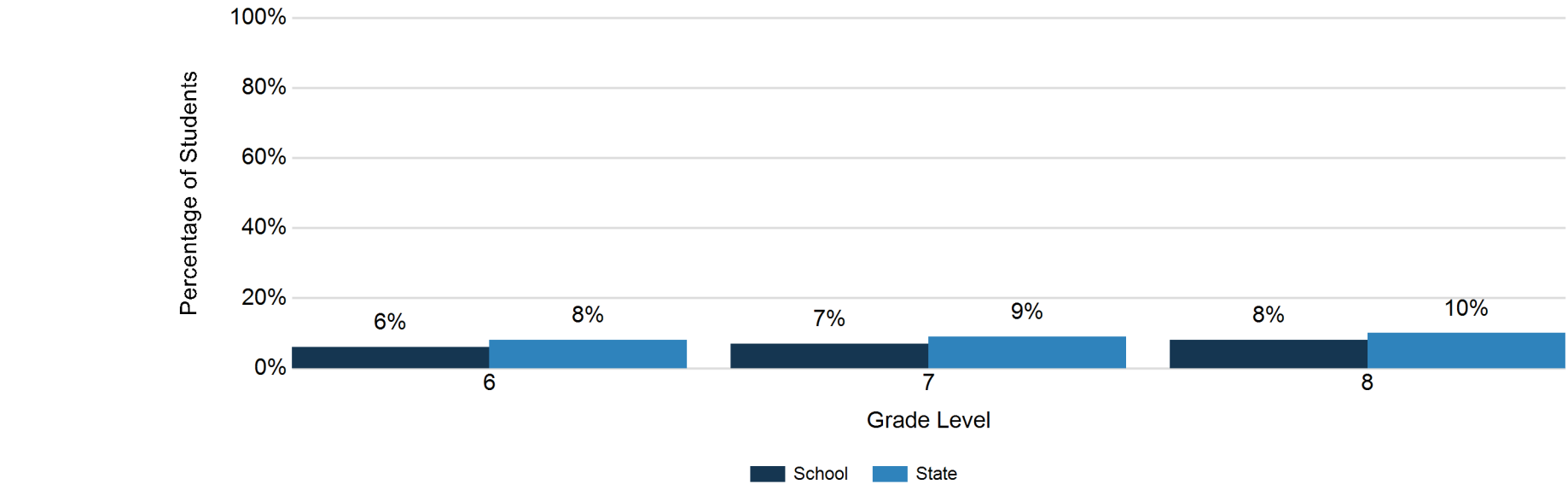
Melvin H. Kreps Middle School  
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Chronic Absenteeism by Grade

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





Melvin H. Kreps Middle School

(21-1245-070)

Grades Offered: 06-08

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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	21
Weapons	5
Vandalism	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	41
Incidents Per 100 Students Enrolled	3.30

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	3	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	2
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	21	1.7%
Out-of-School Suspensions	69	5.6%
Any Suspension	76	6.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

**Melvin H. Kreps Middle School**

(21-1245-070)

Grades Offered: 06-08

2018-2019

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## School Day

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

Category	School
Typical Start Time	7:55 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 Mins.

## Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	109	118,214
Average years experience in public schools	7.8	12.1
Average years experience in district	7.4	10.8
Percentage of Teachers with 4 or more years experience in the district	65.1%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	33	9,530
Average years experience in public schools	8.8	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	51.5%	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	311:1	156:1
Teachers to Administrators	27:1	13:1
Students to Librarians/Media Specialists		1287:1
Students to Nurses		644:1
Students to Counselors		303:1
Students to Child Study Team Members		286:1



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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	47.3%	78.0%	25.0%	48.4%	77.1%	54.9%
Male	52.7%	22.0%	75.0%	51.6%	22.9%	45.1%
White	29.3%	82.6%	25.0%	42.4%	83.6%	77.4%
Hispanic	43.6%	12.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	9.2%	0.9%	25.0%	15.0%	6.6%	13.9%
Asian	16.3%	0.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	2.8%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.1%	90.5%
2017-18 Administrators: Same district 2018-19	82.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.3%





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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.4%	61.2%	57.5%
Math Proficiency	47.3%	47.3%	42.1%
ELA Growth	51	46	44
Math Growth	45	39	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		44.0%	47.5%
Chronic Absenteeism	4.8%	5.4%	6.8%

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



Melvin H. Krebs Middle School

(21-1245-070)

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

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

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

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Recognized as a safe, supportive, engaging, inspiring school through CCNJ</li> <li>Technology is a part of every school day. LA, SS, and Science classes have Chromebook carts</li> <li>We offer over 20 different clubs and activities as well as 17 interscholastic and intramural sports</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Our vision is Inspiring, Challenging and Guiding Responsible Global Citizens. We also have core values that are embedded into all aspects of our school. Being Kindhearted,respectful,engaged,positive and self-motivated is who we are and how we conduct ourselves always. What we are most proud of is how accepting our school community is of all members. We are fortunate to have students and staff from many different ethnicities, races and religions. We choose to learn about and support each other.</p>






Melvin H. Kreps Middle School  
 (21-1245-070)  
 Grades Offered: 06-08  
 2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>In addition to ESL &amp; SE programs, In order to meet the needs of all our students, we offer accelerated math beginning in 6th grade and accelerated Science and Humanities in 8th grade. We offer Intensive math &amp; LA all 3 years and intensive SS in 8th grade. Students may receive push-in support or have an opportunity to compact for accelerated learning.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross Country (Coed), Field Hockey (Girls), Lacrosse (Coed), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Volleyball (Coed), Wrestling (Boys)</p> <p>All of our interscholastic teams are impressive. We are pleased to also offer intramural sports all three seasons. Intramurals include soccer, flag football, floor hockey, basketball, dance team, lacrosse, and volleyball. We have very high interest in athletics with about 1/3 of our students trying out for interscholastic sports or joining intramurals every season.</p>
 <p>Clubs and Activities:</p>	<p>We offer over 20 clubs and strongly encourage students to participate. We continually add more based on student interest and initiative. Our Jr. Ambassadors club is involved with "Free the Children," and does fundraisers for them throughout the year. Our Project Green Jr. club has built flowerbeds that they take care of throughout the year including weeding and planting. We have an active Student Council and offer service learning opportunities for all students.</p>




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School Narrative

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 <div>Before and After School Programs:</div>	During different times of the year, we offer Title 1 after school support programs for identified students. We also have a Safe Dates program which is run by a community organization and is open to selected girls and boys. The programs are open to students of this school only.
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 <p>Student Supports and Services:</p>	<p>ELL students receive services based on the tier they test into. We offer Sheltered and inclusion models. We have a full spectrum of Special Education programs which are IEP driven. There are 5 counselors in our building and a CST who provide counseling support to any student who needs it. We use the Masonic Model for I&amp;RS and have two teams to ensure we support any teacher (s) who ask and support any student who needs it.</p>
 <p>Student Health and Wellness:</p>	<p>We have a breakfast program and all students are invited in to eat in the morning. Students have Physical Education 3 days in the cycle and an opportunity to go out daily for recess after they finish eating. In order to promote a healthy lifestyle we only offer healthy options for rewards in school.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school has an active PTO that hosts dances, a book fair and school pictures. They provide funds for clubs and our school to purchase "extras." Our school offers parent meetings in English and Spanish to ensure all parents get necessary information and strategies to support their child. All students and parents have a Parent Portal account and get assistance if needed.</p>





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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We use the NJDOE School Climate Survey. Parents, students and staff are surveyed. The results are shared via assemblies, staff meetings and parent meetings. We will use the survey results along with other data points to identify areas that need to be addressed by our Campaign Connect NJ stakeholder team. The survey will be conducted Spring of the 19-20 school year. Based on responses, students and parents are happy with our school overall according to responses.</p>
 <div>Facilities:</div>	<p>Currently, we have four computer labs and 2 STEM labs. We have 4 Science labs that are stocked with materials. Again, teachers sign up to take their classes. Our Auditorium holds 650 people and we often have assemblies and events there. Our school has two Gymnasiums, two Art rooms and a Multi- Purpose Room. Our library has recently been renovated and houses our new "Makerspace," area. The entire building is air-conditioned.</p>




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 <div>Other Information</div>	<p>Our school day has 7 periods. Students have LA, math, science, SS and lunch every day; PE and electives alternate every other day. We also have a 25-minute period of time before first period called Academic Support. During AS, students can get assistance with homework, meet with a teacher if they need assistance with an assignment, make up work or a test that was missed, go to the library etc. The past few years have been dedicated to improving the Climate and Culture in the building. In addition to working with Center for Supportive Schools Campaign Connect initiative, we created vision, mission and core values statements. We consistently recognize students and staff based on those core values. We spent a year training students and staff on mindfulness strategies and have incorporated 2 minutes into the day to practice. We also implemented a "Reflection Room," where students can choose to go if they need time to refocus. There are fidget toys and other materials to support students in settling down. We have also been making an effort to provide activities and encourage every student to be involved beyond the school day. In addition to our clubs, activities and athletics, we offer opportunities for students to participate in service learning projects to connect with the larger community. We have a robust, updated website and communicate frequently with parents using e-mail blasts and Twitter. We are proud of the work we have done to create an inclusive environment and offer academic programs and extracurricular programs to meet the needs of all our students. We are also proud of the accomplishments of our teachers and students.</p>
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**Perry L. Drew Elementary School**  
(21-1245-075)  
Grades Offered: 03-05  
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:**

**Perry L. Drew Elementary School**

(21-1245-075)

Grades Offered: 03-05

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	Mercer
District	East Windsor Regional School District
Principal Name	Mr. Robert Dias
Address	70 TWIN RIVERS DRIVE NORTH EAST WINDSOR, NJ 08520
Phone Number	609-443-7820
Email Address	<a href="mailto:rdias@ewrsd.k12.nj.us">rdias@ewrsd.k12.nj.us</a>
Website	<a href="https://www.ewrsd.org/pld/">https://www.ewrsd.org/pld/</a>
Twitter	<a href="https://twitter.com/robcdnj1">https://twitter.com/robcdnj1</a>



Perry L. Drew Elementary School

(21-1245-075)

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2018-2019

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

Enrollment Trends by Grade

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	122	63	0
1	127	111	0
2	87	135	0
3	139	92	206
4	127	134	182
5	107	122	201
Total	709	657	589

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%	47.3%	46.3%
Male	52.2%	52.7%	53.7%
Economically Disadvantaged Students	45.7%	44.0%	40.1%
Students with Disabilities	14.8%	14.0%	16.0%
English Learners	16.4%	18.0%	14.3%
Homeless Students	0.3%	0.0%	0.0%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.3%	0.3%	0.8%
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	21.2%	21.8%	24.6%
Hispanic	52.8%	51.6%	48.9%
Black or African American	8.3%	8.5%	7.5%
Asian	15.2%	14.5%	16.5%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	2.4%	3.3%	2.2%

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	N
KG - Full Day	122	63	N

Enrollment by Home Language

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

Home Language	% of Students
English	48.7%
Spanish	39.9%
Gujarati	2.4%
Tamil	1.4%
Telugu	1.0%
Other Languages	6.6%



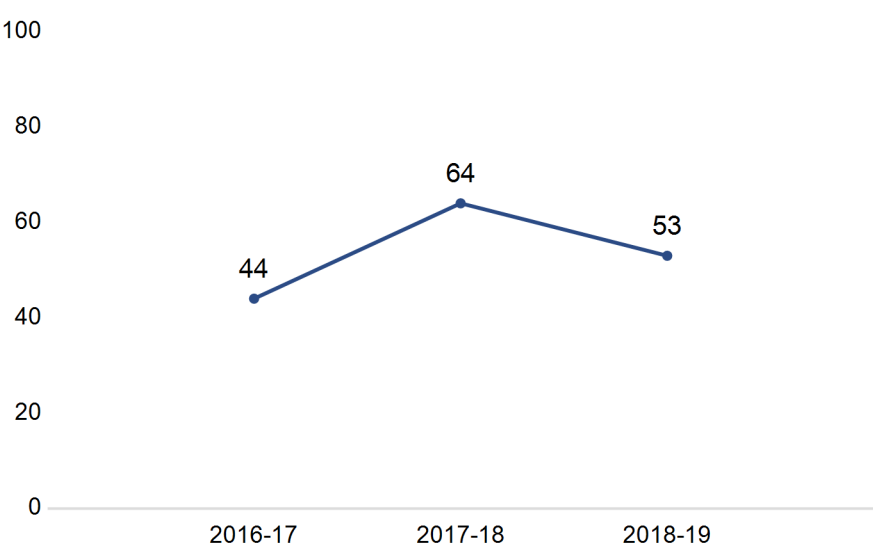
Perry L. Drew Elementary School  
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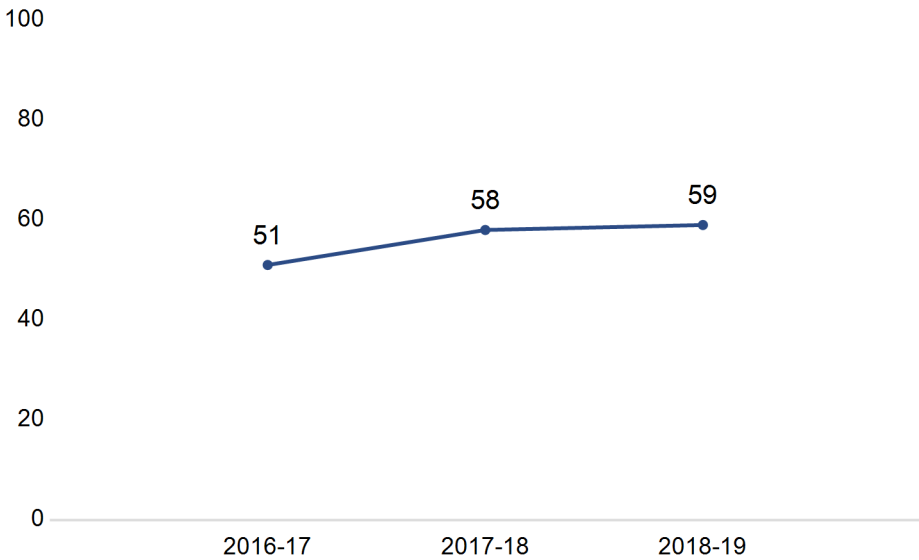
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	64	53	51	58	59
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	53	44	50	Met Standard	59	52	50	Met Standard
White	46.5	42	50	Met Standard	57	52	52	Met Standard
Hispanic	46	44	49	Met Standard	56.5	50	47	Met Standard
Black or African American	55	42	45	Met Standard	61.5	44	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	70	54.5	59	Exceeds Standard	77	57	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	49.5	49	**	*	56	52	**
Female	55	46.5	53	N	61	51	50	N
Male	52	43	47	N	59	52	51	N
Economically Disadvantaged Students	55	44	48	Met Standard	59	51	46	Met Standard
Students with Disabilities	45	42	43	Met Standard	62	53.5	45	Exceeds Standard
English Learners	46	50	52	Met Standard	56	54	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	67	49	N	*	72.5	51	N
Migrant Students	N	N	47	N	N	N	51	N





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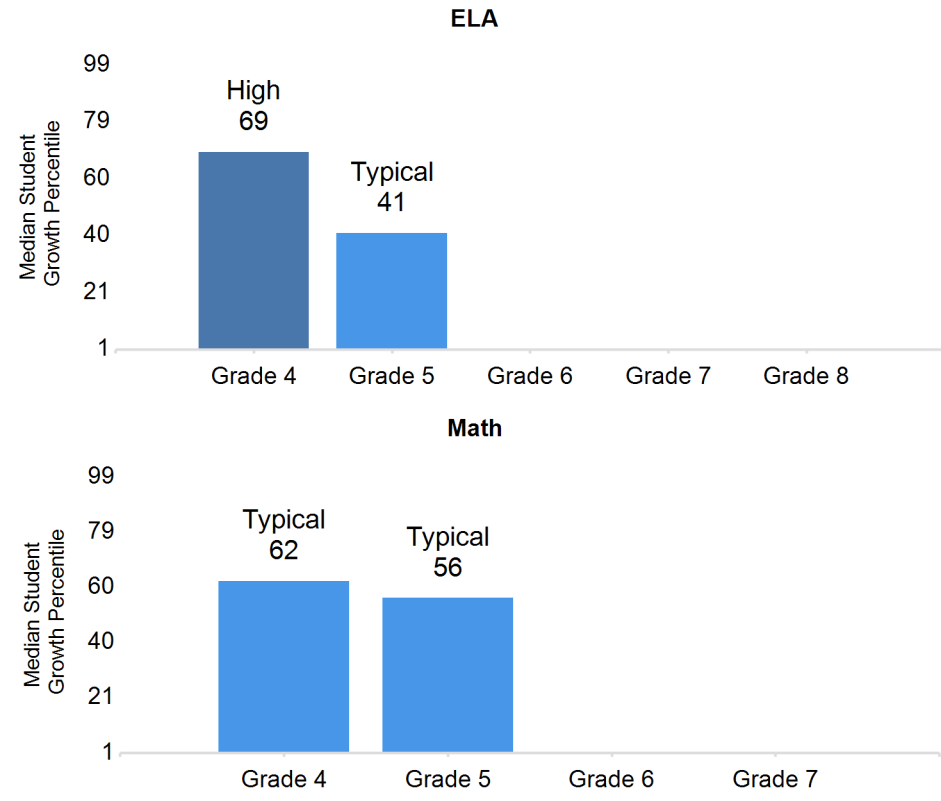
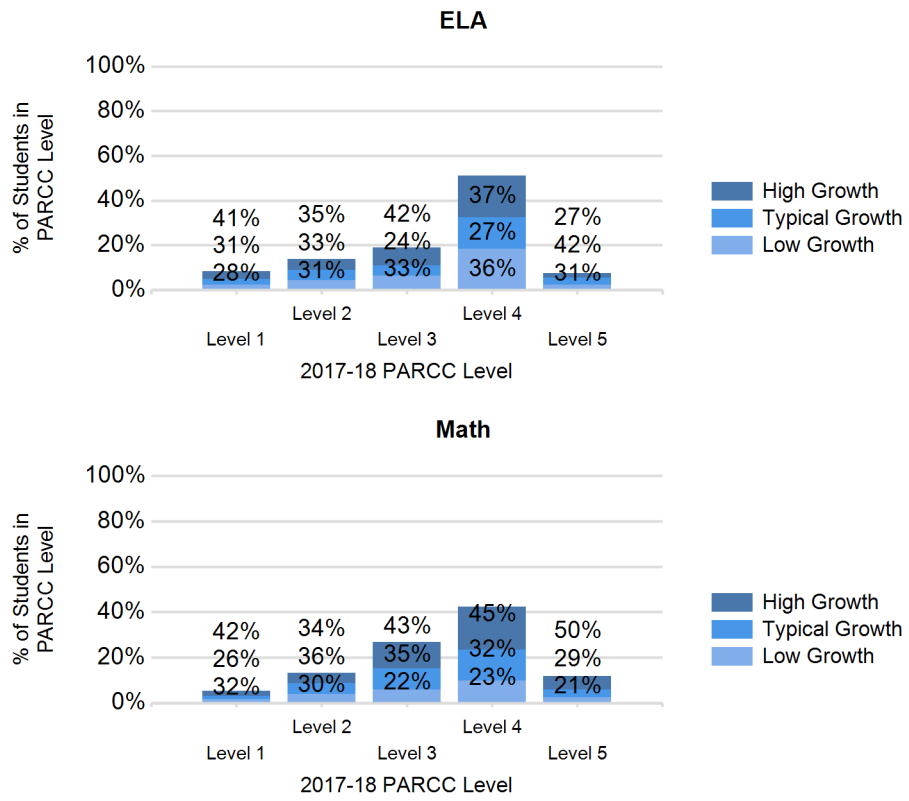
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated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

Student Growth by Performance Level

Student Growth by Grade

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.

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



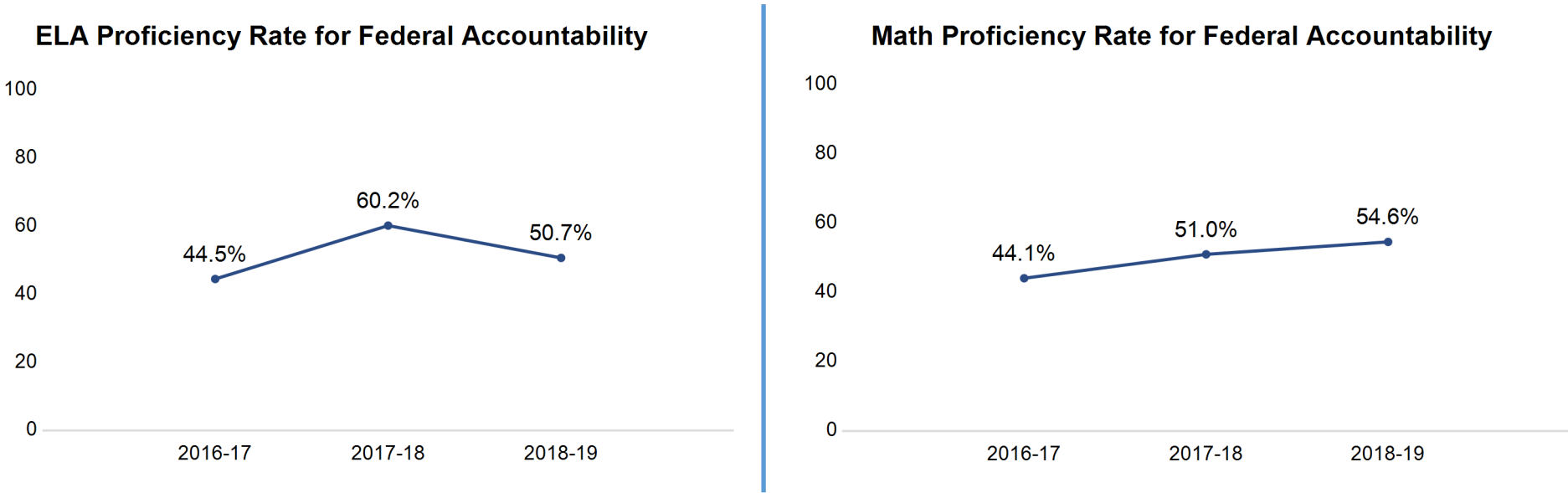


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	100.0%	100.0%	99.2%	100.0%	100.0%
Proficiency Rate for Federal Accountability	44.5%	60.2%	50.7%	44.1%	51.0%	54.6%
Annual Target	58.0%	59.1%	60.3%	58.7%	59.8%	61.0%
Met Annual Target?	Not Met	Met Target	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	566	100.0	50.7	57.4	57.9	50.7	60.3	Not Met
White	142	100.0	53.5	70.4	66.9	53.5	63.2	Not Met
Hispanic	274	100.0	36.5	38.9	43.9	36.5	46.3	Not Met
Black or African American	40	100.0	57.5	52.3	38.5	57.5	62.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	97	100.0	79.4	80.0	82.9	79.4	79.4	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	13	100.0	84.6	*	64.4	84.6	**	**
Female	268	100.0	56.3	64.6	64.8	56.3		
Male	298	100.0	45.6	50.9	51.3	45.6		
Economically Disadvantaged Students	200	100.0	34.5	38.6	40.0	34.5	44.3	Not Met
Non-Economically Disadvantaged Students	366	100.0	59.6	66.6	67.9	59.6		
Students with Disabilities	97	100.0	21.6	21.3	22.7	21.6	40.2	Not Met
Students without Disabilities	469	100.0	56.7	62.8	65.1	56.7		
English Learners	136	100.0	26.5	25.4	29.3	26.5	37.5	Not Met
Non-English Learners	430	100.0	58.4	64.5	60.6	58.4		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	41.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

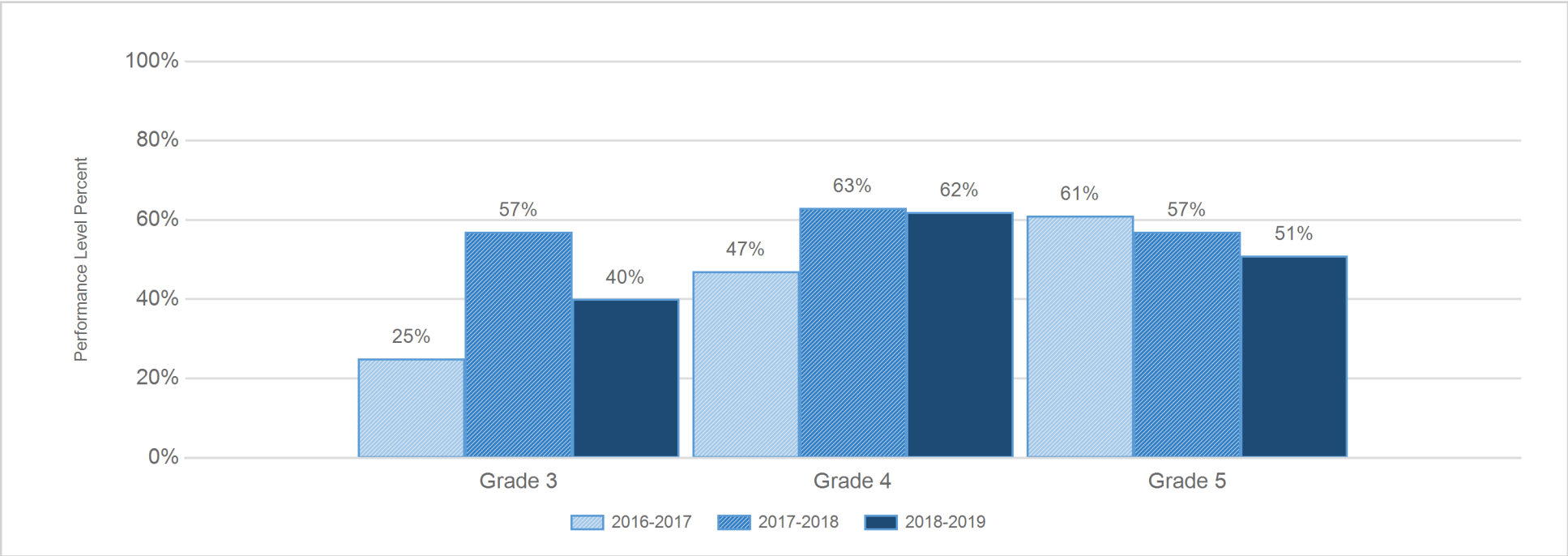


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English Language Arts Assessment - Performance Trends

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	193	739	743	748	19%	20%	21%	*	*	40%	50%
White	47	745	749	757	*	21%	*	*	*	45%	60%
Hispanic	96	725	732	734	25%	25%	25%	*	*	25%	36%
Black or African American	*	*	744	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	30	761	765	773	*	*	*	*	*	70%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	772	756	*	*	*	*	*	*	58%
Female	93	736	744	753	20%	25%	18%	*	*	37%	55%
Male	100	742	743	743	18%	15%	23%	*	*	44%	46%
Economically Disadvantaged Students	63	722	730	731	30%	24%	24%	*	*	22%	33%
Non-Economically Disadvantaged Students	130	747	750	759	14%	18%	19%	*	*	49%	61%
Students with Disabilities	36	714	716	719	44%	*	*	*	*	19%	24%
Students without Disabilities	157	745	749	754	13%	*	*	*	*	45%	56%
English Learners	29	715	723	713	*	41%	*	*	*	14%	17%
Non-English Learners	164	743	748	751	*	16%	*	*	*	45%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Perry L. Drew Elementary School  
(21-1245-075)  
Grades Offered: 03-05  
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	172	760	757	755	6%	16%	16%	38%	24%	62%	57%
White	35	765	768	763	*	*	*	43%	29%	71%	67%
Hispanic	82	745	740	743	*	26%	20%	*	*	45%	44%
Black or African American	*	*	761	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	35	786	774	779	0%	*	*	31%	54%	86%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	766	762	*	*	*	*	*	*	64%
Female	79	773	768	760	*	*	*	*	*	77%	62%
Male	93	750	747	750	*	*	*	*	*	49%	53%
Economically Disadvantaged Students	69	743	741	740	*	*	20%	*	*	45%	40%
Non-Economically Disadvantaged Students	103	772	767	765	*	*	13%	*	*	74%	69%
Students with Disabilities	19	723	725	725	*	*	*	*	*	21%	25%
Students without Disabilities	153	765	763	761	*	*	*	*	*	67%	64%
English Learners	26	725	724	720	*	*	*	*	*	27%	17%
Non-English Learners	146	767	763	758	*	*	*	*	*	68%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	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	192	747	749	756	8%	14%	28%	*	*	51%	58%
White	53	753	757	764	*	*	36%	*	*	55%	68%
Hispanic	92	735	736	743	15%	18%	29%	37%	0%	37%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	31	772	769	781	0%	0%	*	*	*	84%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	90	751	756	761	*	*	21%	*	*	61%	64%
Male	102	744	744	750	*	*	34%	*	*	41%	52%
Economically Disadvantaged Students	63	732	734	740	*	*	*	*	*	32%	39%
Non-Economically Disadvantaged Students	129	755	757	766	*	*	*	*	*	60%	69%
Students with Disabilities	21	716	716	724	*	*	*	*	*	*	23%
Students without Disabilities	171	751	754	762	*	*	*	*	*	*	65%
English Learners	19	705	*	713	*	*	*	*	*	11%	11%
Non-English Learners	173	752	*	758	*	*	*	*	*	55%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	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	570	100.0	54.6	43.5	44.5	54.6	61	Not Met
White	142	100.0	62.7	54.1	54.1	62.7	59.9	Met Target
Hispanic	278	100.0	40.3	28.0	28.8	40.3	46.6	Not Met
Black or African American	40	100.0	62.5	35.4	23.0	62.5	56.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	97	100.0	79.4	68.4	76.5	79.4	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	13	100.0	61.5	*	53.3	61.5	**	**
Female	269	100.0	54.3	43.5	44.9	54.3		
Male	301	100.0	54.8	43.4	44.2	54.8		
Economically Disadvantaged Students	203	100.0	38.9	29.1	26.3	38.9	44.3	Met Target†
Non-Economically Disadvantaged Students	367	100.0	63.2	51.1	54.9	63.2		
Students with Disabilities	97	100.0	35.1	*	17.4	35.1	41.8	Met Target†
Students without Disabilities	473	100.0	58.6	*	50.0	58.6		
English Learners	140	100.0	30.7	*	25.0	30.7	43.9	Not Met
Non-English Learners	430	100.0	62.3	*	46.5	62.3		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	29.2	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



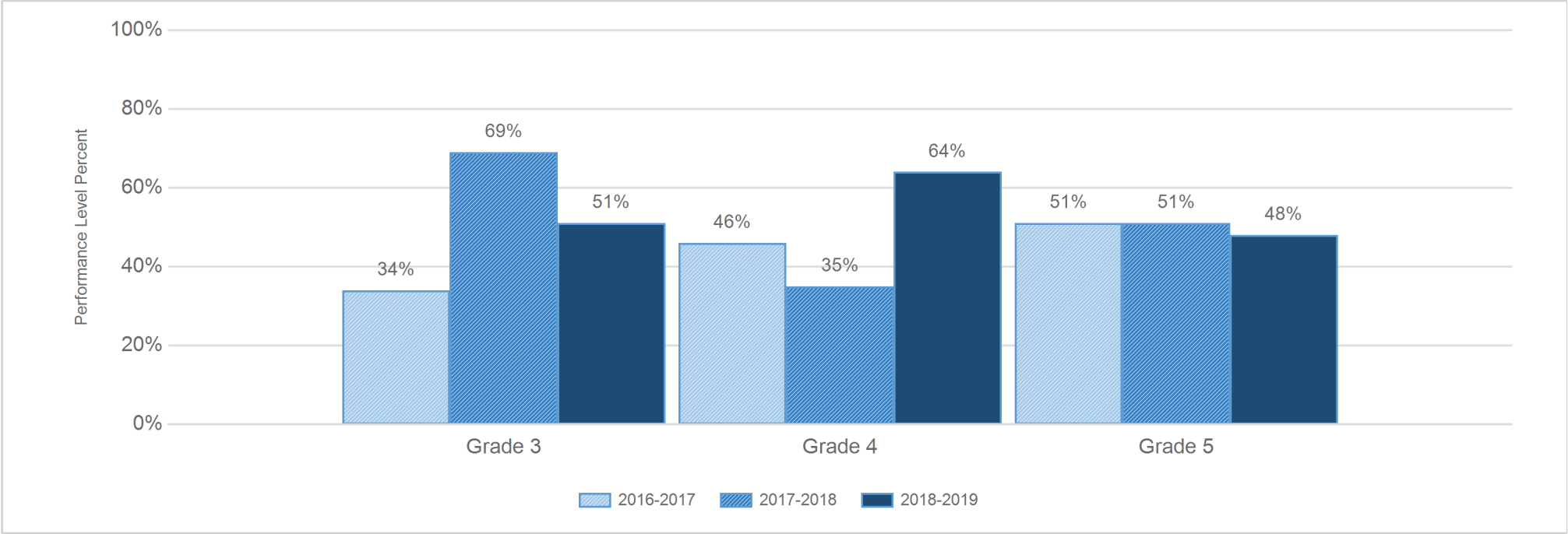


Perry L. Drew Elementary School  
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Mathematics Assessment – Performance Trends

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
<b>Schoolwide</b>	198	752	754	752	*	16%	29%	*	*	51%	55%
White	47	757	756	760	*	*	26%	*	*	57%	66%
Hispanic	101	742	746	739	*	25%	32%	*	*	40%	40%
Black or African American	*	*	750	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	30	779	777	778	0%	*	*	47%	33%	80%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	759	758	*	*	*	*	*	*	62%
Female	95	748	751	751	*	*	37%	*	*	42%	54%
Male	103	756	756	752	*	*	21%	*	*	59%	56%
Economically Disadvantaged Students	67	741	747	737	*	*	28%	*	*	42%	37%
Non-Economically Disadvantaged Students	131	758	757	761	*	*	29%	*	*	56%	67%
Students with Disabilities	36	733	729	731	*	*	*	*	*	33%	31%
Students without Disabilities	162	757	758	756	*	*	*	*	*	55%	60%
English Learners	34	737	744	728	*	*	35%	*	*	29%	26%
Non-English Learners	164	755	756	754	*	*	27%	*	*	55%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	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>	173	760	756	749	*	*	20%	52%	12%	64%	51%
White	35	763	765	757	*	*	*	*	*	77%	62%
Hispanic	83	748	742	737	*	19%	25%	*	*	48%	36%
Black or African American	*	*	749	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	35	785	779	776	0%	*	*	49%	37%	86%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	750	754	*	*	*	*	*	*	58%
Female	80	764	761	749	*	*	15%	*	*	71%	50%
Male	93	756	752	749	*	*	24%	*	*	58%	52%
Economically Disadvantaged Students	70	747	745	734	*	*	30%	*	*	47%	32%
Non-Economically Disadvantaged Students	103	768	763	759	*	*	13%	*	*	76%	63%
Students with Disabilities	19	736	727	726	*	*	*	*	*	37%	25%
Students without Disabilities	154	763	761	754	*	*	*	*	*	68%	56%
English Learners	27	731	730	722	*	*	*	*	*	26%	18%
Non-English Learners	146	765	761	751	*	*	*	*	*	71%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	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
Schoolwide	193	747	750	747	6%	17%	30%	38%	10%	48%	47%
White	53	757	760	755	*	*	32%	*	*	62%	58%
Hispanic	93	732	735	735	12%	27%	33%	*	*	28%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	31	773	773	775	0%	0%	*	*	*	74%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	90	747	751	747	*	12%	27%	*	*	52%	47%
Male	103	746	750	747	*	20%	32%	*	*	44%	47%
Economically Disadvantaged Students	64	729	735	732	*	*	39%	*	*	20%	27%
Non-Economically Disadvantaged Students	129	756	758	757	*	*	25%	*	*	61%	59%
Students with Disabilities	21	720	720	725	*	52%	*	*	*	14%	19%
Students without Disabilities	172	750	754	752	*	12%	*	*	*	52%	52%
English Learners	20	709	*	718	*	*	*	*	*	10%	12%
Non-English Learners	173	751	*	749	*	*	*	*	*	52%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	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	10	10
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	53.5%	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	15	86.7%	13.3%
3-4	35	77.1%	22.9%
5 or more	28	64.3%	35.7%



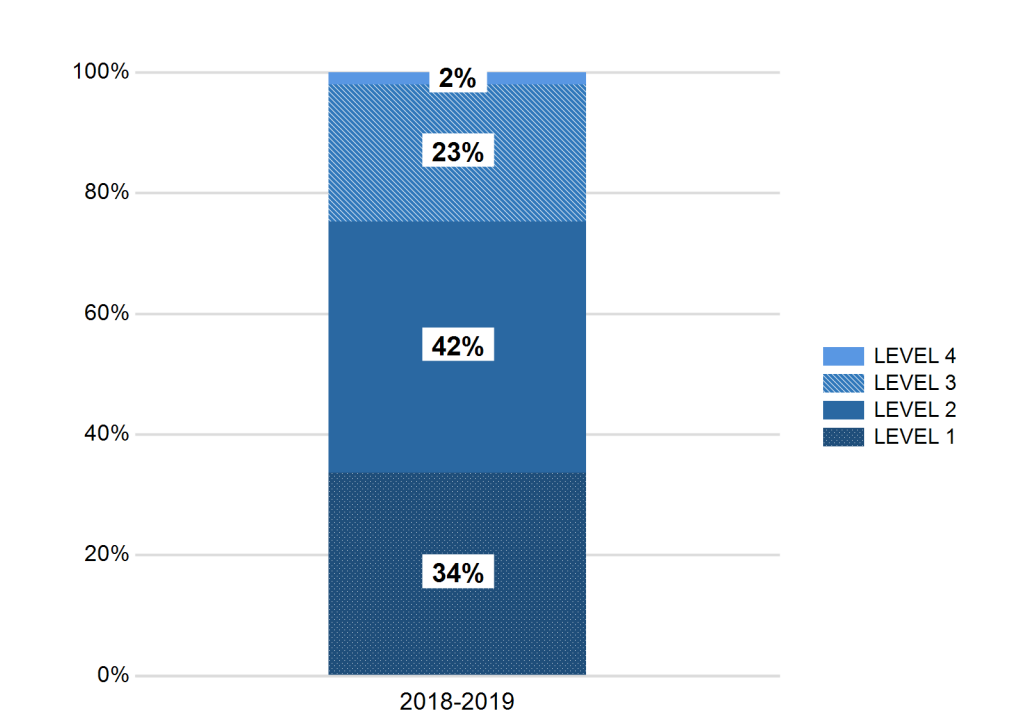
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	34	42	23	2
White	19	55	26	0
Hispanic	54	39	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	3	38	47	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	34	42	22	1
Male	33	41	23	3
Economically Disadvantaged Students	62	30	7	0
Non-Economically Disadvantaged Students	18	48	31	3
Students with Disabilities	67	29	5	0
Students without Disabilities	29	43	25	2
English Learners	79	21	0	0
Non-English Learners	29	44	25	2
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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(21-1245-075)

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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.

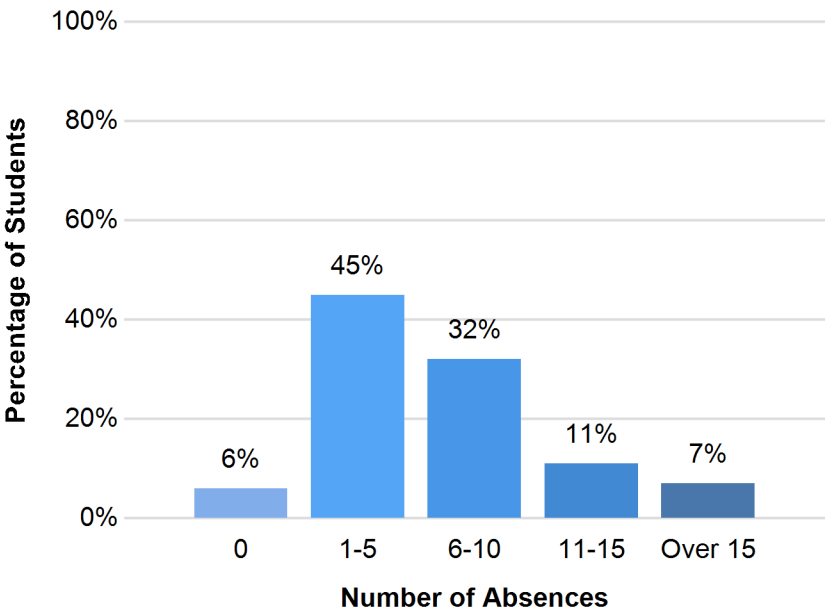
Chronic Absenteeism

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	26	4.4	7.5	Met
White	6	4.1	7.5	Met
Hispanic	16	5.6	7.5	Met
Black or African American	0	0	7.5	Met
Asian, Native Hawaiian, or Pacific	4	4.1	7.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	12	4.3		
Male	14	4.4		
Economically Disadvantaged Students	12	5.1	7.5	Met
Students with Disabilities	8	7.9	7.5	Not Met
English Learners	4	4.8	7.5	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





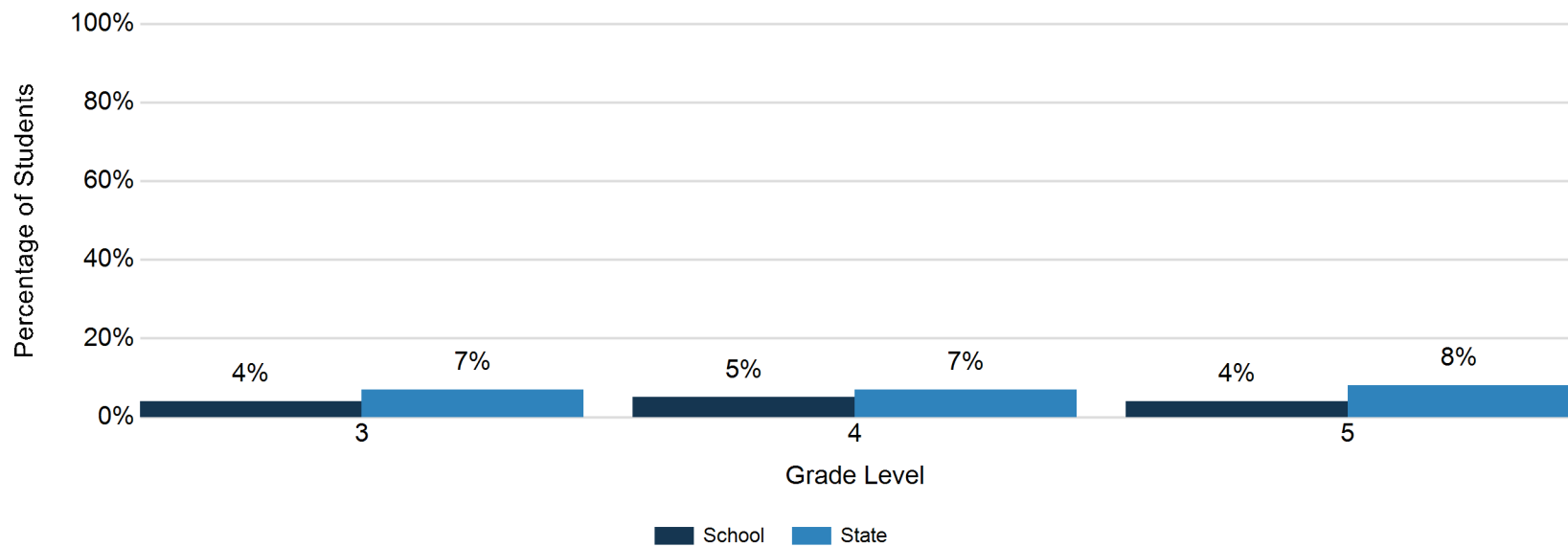
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Chronic Absenteeism by Grade

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







Perry L. Drew Elementary School

(21-1245-075)

Grades Offered: 03-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.02

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
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	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	11	1.9%
Out-of-School Suspensions	*	*
Any Suspension	14	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
*



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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

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

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



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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	10.4	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	70.9%	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	33	9,530
Average years experience in public schools	8.8	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	51.5%	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	295:1	156:1
Teachers to Administrators	28:1	13:1
Students to Librarians/Media Specialists		1287:1
Students to Nurses		644:1
Students to Counselors		303:1
Students to Child Study Team Members		286:1



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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	46.3%	87.3%	50.0%	48.4%	77.1%	54.9%
Male	53.7%	12.7%	50.0%	51.6%	22.9%	45.1%
White	24.6%	83.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	48.9%	7.3%	50.0%	29.9%	7.3%	7.2%
Black or African American	7.5%	5.5%	50.0%	15.0%	6.6%	13.9%
Asian	16.5%	3.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	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	91.1%	90.5%
2017-18 Administrators: Same district 2018-19	82.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	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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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.5%	60.2%	50.7%
Math Proficiency	44.1%	51.0%	54.6%
ELA Growth	44	64	53
Math Growth	51	58	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		60.4%	53.5%
Chronic Absenteeism	6.2%	4.4%	4.4%

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





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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	Met Target†	Met	No
White	Not Met	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†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	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>Teachers are encouraged to differentiate in all academic areas. Students are challenged academically with learning centers and instruction at their level of learning.</li></ul>
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 Courses, Curriculum, Instruction:	All core academic subjects are supported with the district curriculum provided. Journeys is used to support LA. Go Math series for Math. Science & Social Studies are taught weekly.
 Clubs and Activities:	At Drew we have a 3-5 Chorus and 5th grade band. The students participate in two shows during the year. There is also an active Art Club, Stacking Group and a Computer Technology Club. In Stacking, the students work with a highly recognized PE teacher on the practice of cup stacking. At the end of the year, a Stacking Tournament is completed. The Drew News Club uses technology to produce a school newscast.



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<div>  <div>Before and After School Programs:</div> </div>	<div>Before and after care is emphasized at Drew where we provide a whole rounded educational experience and provide extended care, which helps the parent community who have unique and individual life schedules. The Kid Care district program provides AM/PM tutoring and general child support. For a portion of the year the school extends its hours by providing an AM tutoring program. Students are selected based on their academic needs in LA and Math.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>The district provides the main portions of professional development for the staff. However some professional development does take place in the school. Teachers are supported with a common professional learning plan and work as grade level teams on similar learning goals. Staff meetings review best practices and teachers are allowed to attend annual professional development conferences of their choice.</div>



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<div>Student Supports and Services:</div>	<p>We have a teacher who assists English language learners daily. The school also has bilingual classes in grades 3, 4, and 5. Pupils are tiered by their level of English language skills. Teachers differentiate the lessons to meet each student and their individual learning level.</p>
<div>Student Health and Wellness:</div>	<p>Physical Education classes are taught weekly. The students also have 30 minutes of outdoor recess. The district implemented a Social Emotional Learning program to support the students in this area of need. Planned lessons are shared with the students to provide support in the area of social emotional learning.</p>
<div>Parent and Community Involvement:</div>	<p>We have an active PTO which supports the school through fundraising projects. All raised funds go directly to programs that support literacy and anti-bullying. They have two book fairs and anti-bullying shows. Funds are raised through family events, which creates a strong rapport with the community. They also provide support for the expenses of class trips.</p>





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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers A survey was completed two years ago. The school ScIP community reviewed the data and planned out areas to improve and expand the school's climate. A survey will be distributed in the future.</p>
 <div>Facilities:</div>	<p>Although over 40 years old the school has many modern facilities. It has seen a variety of changes the latest of which took place many years ago when the building moved from an open space to single classroom units. The school has an active gym, which is also an assembly area. Other areas are dedicated to band, vocal music, computers, and art. Students have access to all subjects through the fine arts rotation.</p>



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Other Information	<p>The Perry L. Drew Elementary located on a 22-acre site on Twin Rivers Drive in East Windsor is named in honor of a much loved former school bus driver, truant officer and custodian. Mr. Drew served our district's children for over 30 years until his retirement in 1973. Approximately 580 students in grades 3 through 5 attend our school, which was first occupied in 1975. Since that time the Drew School has had several additions including in 1976 the completion of the first annex and in 2003 a third/fourth grade wing comprising of ten additional classrooms was completed along with enclosing the "open Space" area of the original building with classrooms. The school's mascot is Drew the Dragon. The philosophy of the Drew School is that children learn best when instruction is presented in a manner that helps them make meaningful connections to everyday life. Our students are active learners. As a regular practice, differentiation is emphasized in classes. Our goal is for all students to become lifelong learners.</p>
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**Walter C. Black Elementary School**  
(21-1245-080)  
Grades Offered: KG-02  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Walter C. Black Elementary School**

(21-1245-080)

Grades Offered: KG-02

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	Mercer
District	East Windsor Regional School District
Principal Name	Ms. Heather Gladkowski
Address	371 STOCKTON STREET HIGHTSTOWN, NJ 08520
Phone Number	609-443-7816
Email Address	<a href="mailto:sfelicetta@ewrsd.k12.nj.us">sfelicetta@ewrsd.k12.nj.us</a>
Website	<a href="https://www.ewrsd.org/wcb/">https://www.ewrsd.org/wcb/</a>
Facebook	<a href="https://www.facebook.com/WCBPTO/">https://www.facebook.com/WCBPTO/</a>
Twitter	<a href="https://twitter.com/wcb_principal">https://twitter.com/wcb_principal</a>



**Walter C. Black Elementary School**  
(21-1245-080)  
Grades Offered: KG-02  
2018-2019

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	68	90	180
1	69	69	166
2	131	77	169
3	102	125	0
4	96	98	0
5	85	104	0
Total	551	563	515

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	43.9%	46.0%	50.5%
Male	56.1%	54.0%	49.5%
Economically Disadvantaged Students	35.9%	36.9%	40.2%
Students with Disabilities	14.0%	13.5%	10.5%
English Learners	6.5%	15.8%	27.2%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.2%	1.2%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	35.8%	32.5%	28.0%
Hispanic	30.7%	33.2%	42.9%
Black or African American	9.6%	9.6%	9.1%
Asian	21.6%	21.7%	15.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	2.2%	2.8%	3.9%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	68	90	180

### Enrollment by Home Language

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

Home Language	% of Students
English	48.2%
Spanish	35.9%
Gujarati	4.3%
Urdu	1.6%
Telugu	1.0%
Other Languages	9.1%


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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	67.1%	56.6%	Met Target

**English Language Proficiency Test - Participation and Performance**

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	92	*	*
3-4	38	*	*
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.

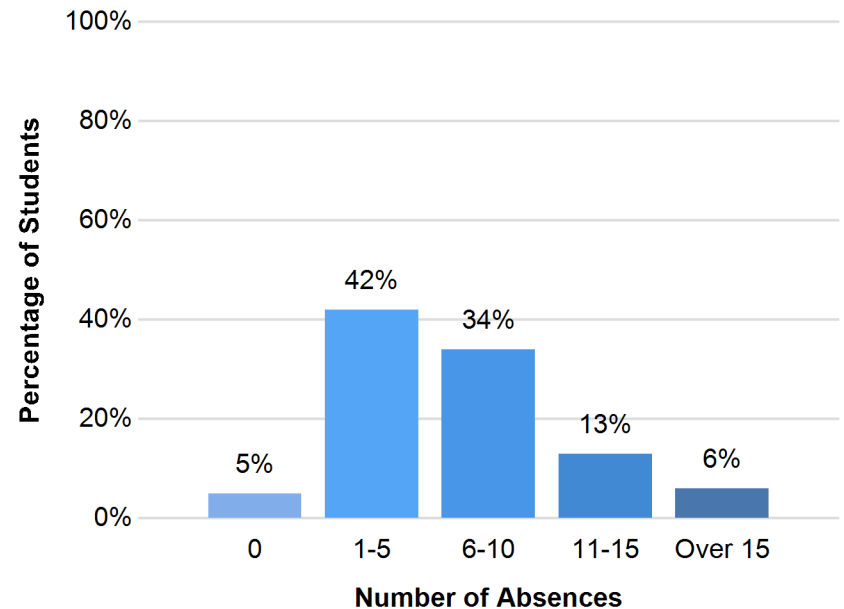
#### Chronic Absenteeism

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	18	3.5	10.3	Met
White	4	2.8	10.3	Met
Hispanic	8	3.7	10.3	Met
Black or African American	1	2.1	10.3	Met
Asian, Native Hawaiian, or Pacific	4	4.9	10.3	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	10.3	Met
Female	12	4.6		
Male	6	2.4		
Economically Disadvantaged Students	7	3.5	10.3	Met
Students with Disabilities	2	3.7	10.3	Met
English Learners	2	1.5	10.3	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

#### Days Absent

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





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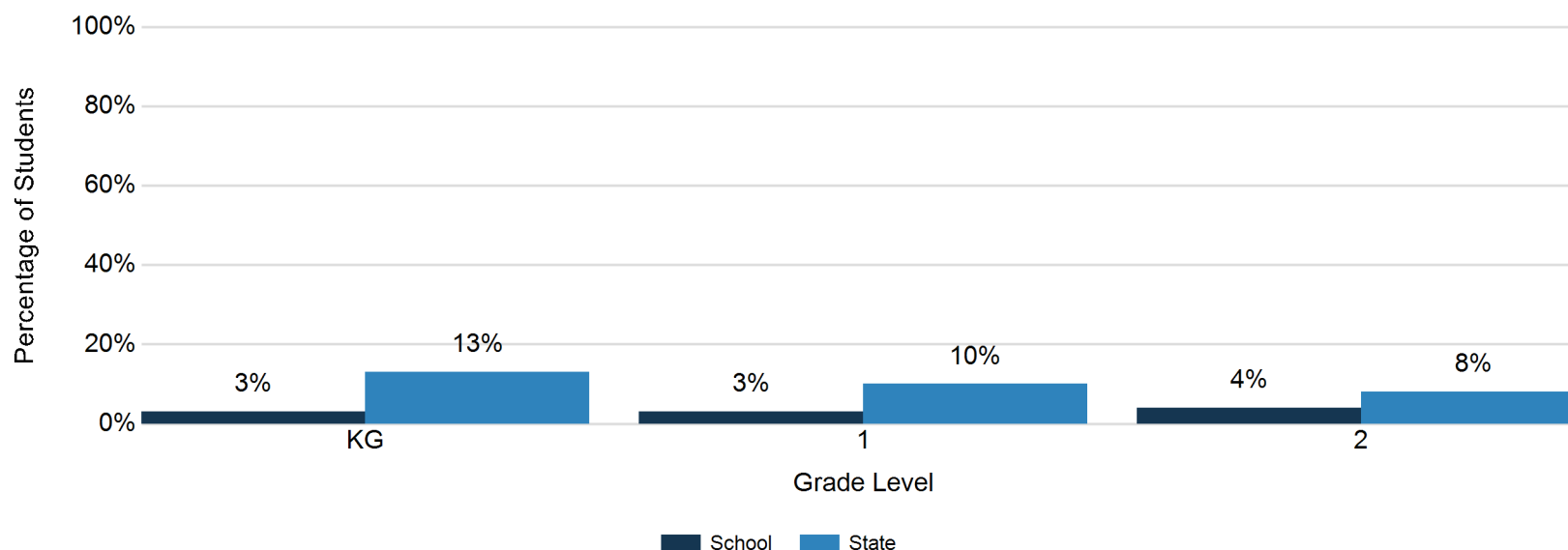
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### Chronic Absenteeism by Grade

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





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

## Violence, Vandalism, HIB, and Substance Offenses

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

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

## Police Notifications

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

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

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

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

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

## Student Disciplinary Removals

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

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

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

\*

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### School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.





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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

## Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	77.1%	75.3%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	33	9,530
Average years experience in public schools	8.8	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	51.5%	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	258:1	156:1
Teachers to Administrators	24:1	13:1
Students to Librarians/Media Specialists		1287:1
Students to Nurses		644:1
Students to Counselors		303:1
Students to Child Study Team Members		286:1



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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	50.5%	95.8%	100.0%	48.4%	77.1%	54.9%
Male	49.5%	4.2%	0.0%	51.6%	22.9%	45.1%
White	28.0%	77.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	42.9%	18.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	9.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	15.7%	2.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	2.1%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.1%	90.5%
2017-18 Administrators: Same district 2018-19	82.4%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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### 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:

- Classrooms are equipped with interactive projectors, portable tablets, and Chromebooks.
- Students participate in lessons presented by our Social Emotional Learning Specialists that focus on the SEL competencies.
- As part of community engagement, students had the opportunity to participate in a STEM Night and Literacy Night organized and implemented by the Walter C. Black Staff.



#### Mission, Vision, Theme:

Our theme is WCB has P.R.I.D.E. Responsible behavior and citizenship are stressed through our PRIDE Leaders Program: Be Prepared, Be Respectful, Be Inclusive, Be Determined, and Be Engaged. These values are integrated into our curriculum, anti-bullying efforts, and school culture.

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**Courses, Curriculum,  
Instruction:**

Students participate in a balanced literacy approach that integrates reading and writing and provides a comprehensive program. Children's literature is the focus of shared and guided reading lessons. Students develop knowledge of phonics and spelling through Foundations and Word Study. Most importantly, students are encouraged to participate in independent reading and writing throughout the day to build their passion for knowledge and interests. Teachers work with the students in areas of problem-solving during math instruction. Lessons involve students in a variety of activities that include hands-on materials and technology while stressing higher levels of abstract thinking.

**Clubs and Activities:**

2nd grade students have the opportunity to join the Bus Leaders Program, Student Council, and help with our Yearbook.

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### Before and After School Programs:

Kidcare is a recreational extended care program for students. They provide a safe, friendly, and stimulating program through both group and individual activities. Students have the opportunity to participate in outside activities, gym activities, homework assistance, crafts and quiet play.



### Staff and Professional Learning:

The faculty participate in weekly professional learning opportunities within grade level PLCs, data teams and content supervisor meetings. Staff have the opportunity to attend outside PD as well as in-district and job-embedded PD.


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**Student Supports and Services:**

Programs for both special education students and English Language Learners across grade levels are provided. Students identified for programs are determined using multiple measures. Basic Skills instruction is provided for students who qualify for services.


**Student Health and Wellness:**

The school has a full time counselor who provides class, small group, and individual assistance. Conflict resolution is emphasized by the counselor and is a method that is reinforced by classroom teachers. Students participate in recess daily and physical education twice a week. We have a full time school nurse.


**Parent and Community Involvement:**

Our parents play a vital role in our school. We have an active Parent Teacher Organization that supports the school with fundraisers and family nights. Teachers have frequent communication with parents and participate in a variety of out of school activities such as: Back to School Picnic, STEM Night, Winter Dance, and Family Carnival.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers Staff have an active role in helping to develop a positive school climate. Through our school's Safety and Climate Team, we are able to survey the parent community, staff, and students to come up with activities to support our school.</p>
 <p>Facilities:</p>	<p>The Walter C. Black Elementary School, located on a nine-acre site on Stockton Street in Hightstown, is named in honor of a former lifelong resident of our community who served on the local school board for 54 years. The original building was first occupied in 1950 with additions added in 1953, 1958, 1970, 2000, and 2004.</p>
 <p>School Safety:</p>	<p>The school has a safety committee that meets throughout the year.</p>



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#### Technology and STEM:

The school has a STEM teacher that works with students on an alternating 6 day cycle. Units of study include design process, engineering, and coding.