



Eric S. Smith Middle School
(03-4310-055)
Grades Offered: 06-08
2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Bergen
District	Ramsey School District
Principal Name	Mr. Andrew Herre
Address	2 MONROE STREET RAMSEY, NJ 07446-1411
Phone Number	201-785-2313
Email Address	aherre@ramsey.k12.nj.us
Website	https://www.ramsey.k12.nj.us/smith
Facebook	https://www.facebook.com/RSDsmithschool
Twitter	https://twitter.com/RSDsmithschool



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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	244	223	238
7	266	248	217
8	245	269	252
Total	755	740	707

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	49.4%	49.7%	49.1%
Male	50.6%	50.3%	50.9%
Economically Disadvantaged Students	4.5%	5.5%	6.1%
Students with Disabilities	11.3%	10.4%	11.9%
English Learners	1.5%	0.8%	0.8%
Homeless Students	0.0%	0.0%	0.4%
Students in Foster Care	0.0%	0.1%	0.0%
Military-Connected Students	0.0%	0.8%	0.7%
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	80.0%	77.2%	74.5%
Hispanic	6.4%	8.0%	10.9%
Black or African American	0.8%	0.9%	1.3%
Asian	10.2%	10.5%	10.5%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.3%	0.1%
Two or More Races	2.5%	3.0%	2.5%

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	90.0%
Spanish	4.2%
Korean	1.4%
Other Languages	4.4%



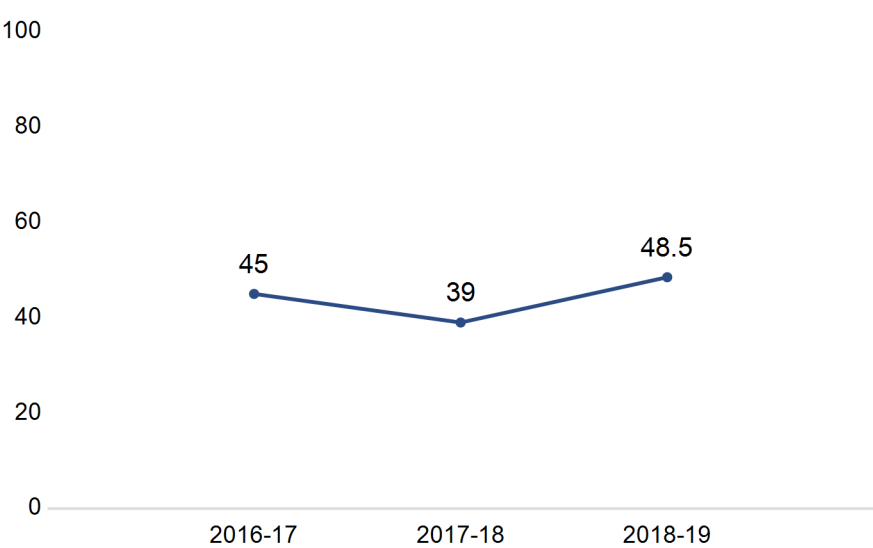
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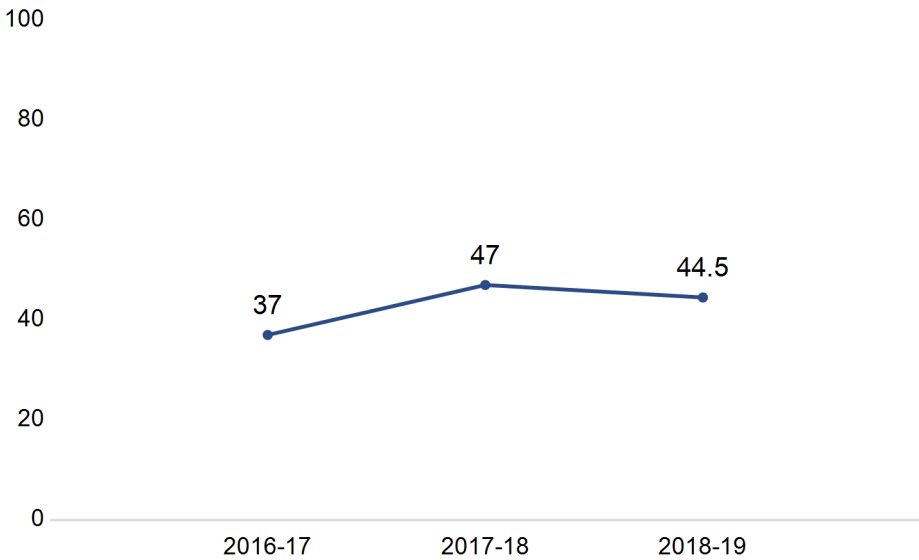
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	39	48.5	37	47	44.5
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Not Met	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	48.5	56	50	Met Standard	44.5	48	50	Met Standard
White	48	58	50	Met Standard	45	49	52	Met Standard
Hispanic	38	43	49	Not Met	29.5	37.5	47	Not Met
Black or African American	*	58	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	60	59.5	59	Exceeds Standard	46	48	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	53	58	49	**	65	59	52	**
Female	56	60	53	N	44	49.5	50	N
Male	42.5	51	47	N	44.5	47	51	N
Economically Disadvantaged Students	45	45	48	Met Standard	25.5	36	46	Not Met
Students with Disabilities	37	43	43	Not Met	40	41	45	Met Standard
English Learners	43	43	52	Met Standard	26.5	29.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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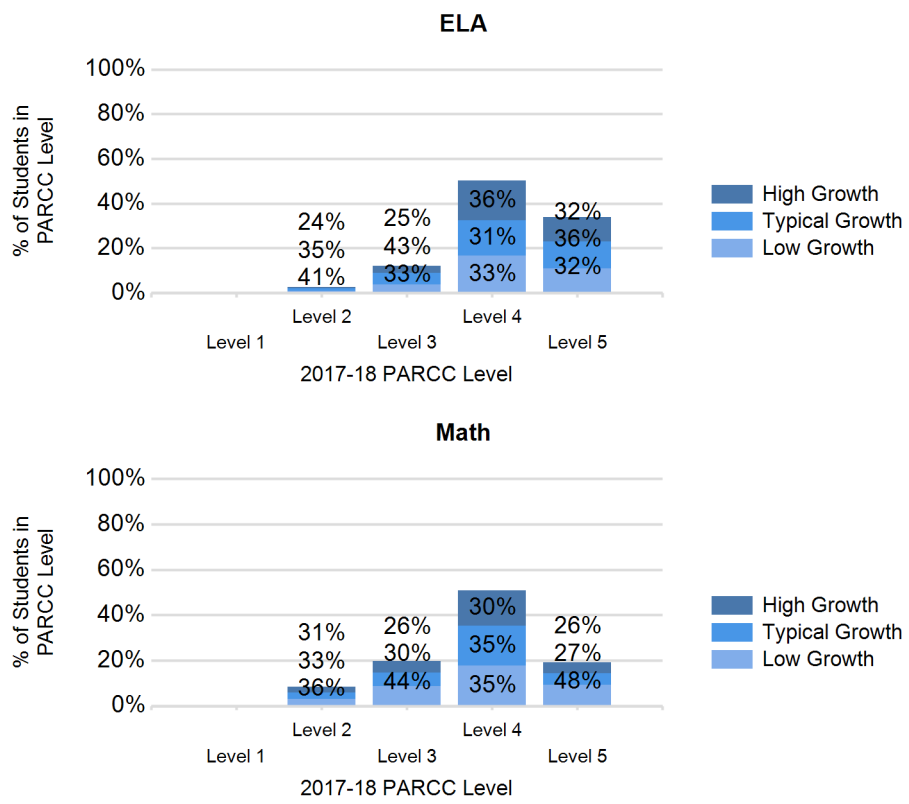
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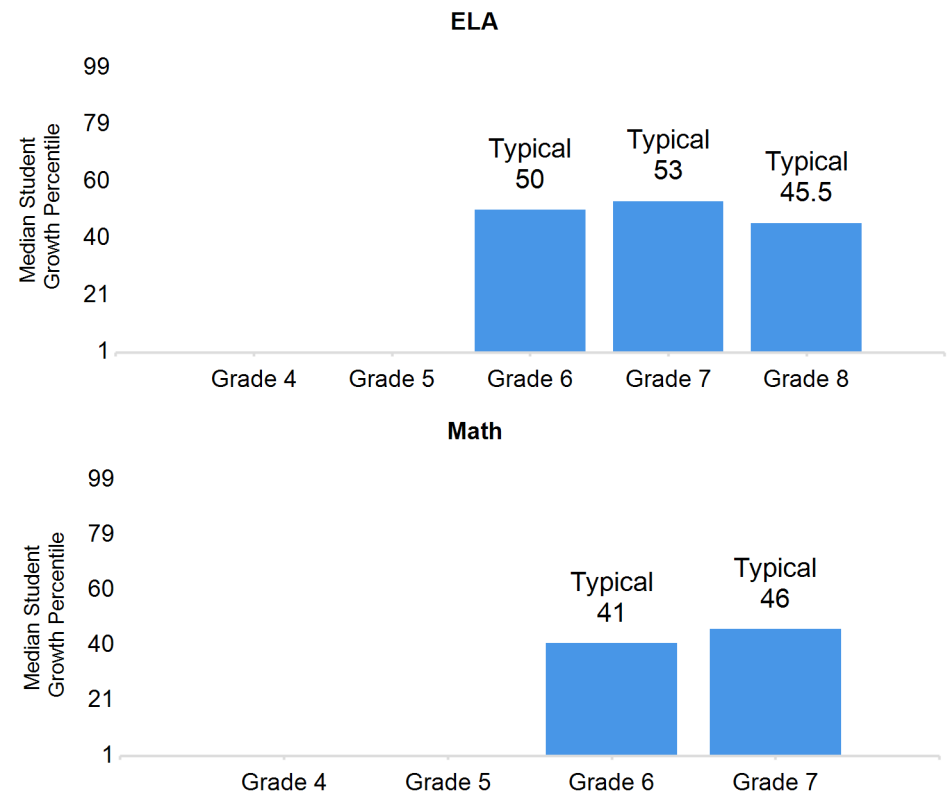
Student Growth by Performance Level

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



Student Growth by Grade

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



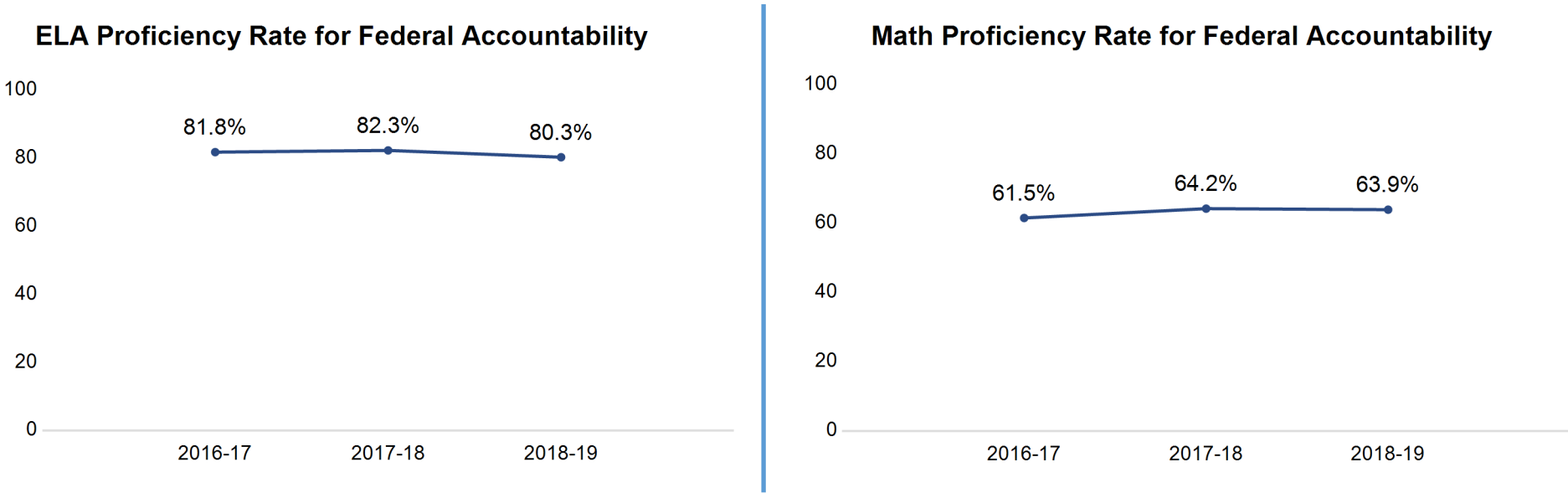


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	98.0%	97.5%	97.1%	97.5%	97.6%
Proficiency Rate for Federal Accountability	81.8%	82.3%	80.3%	61.5%	64.2%	63.9%
Annual Target	76.6%	76.8%	76.9%	61.5%	62.5%	63.4%
Met Annual Target?	Met Goal	Met Goal	Met Goal	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	687	97.5	80.3	80.3	57.9	80.3	76.9	Met Goal
White	512	97.2	84.0	83.2	66.9	84.0	76.4	Met Goal
Hispanic	73	96.1	52.1	*	43.9	52.1	62.6	Not Met
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	71	100.0	84.5	85.8	82.9	84.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	21	100.0	85.7	84.2	64.4	85.7	76.8	Met Goal
Female	338	98.3	88.8	87.6	64.8	88.8		
Male	349	96.7	72.2	73.2	51.3	72.2		
Economically Disadvantaged Students	41	95.3	39.0	*	40.0	39.0	42.9	Met Target†
Non-Economically Disadvantaged Students	646	97.6	83.0	*	67.9	83.0		
Students with Disabilities	86	94.6	26.7	*	22.7	26.6	34.4	Met Target†
Students without Disabilities	601	97.9	88.0	*	65.1	88.0		
English Learners	22	100.0	22.7	20.8	29.3	22.7	N	N
Non-English Learners	665	97.4	82.3	82.3	60.6	82.3		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

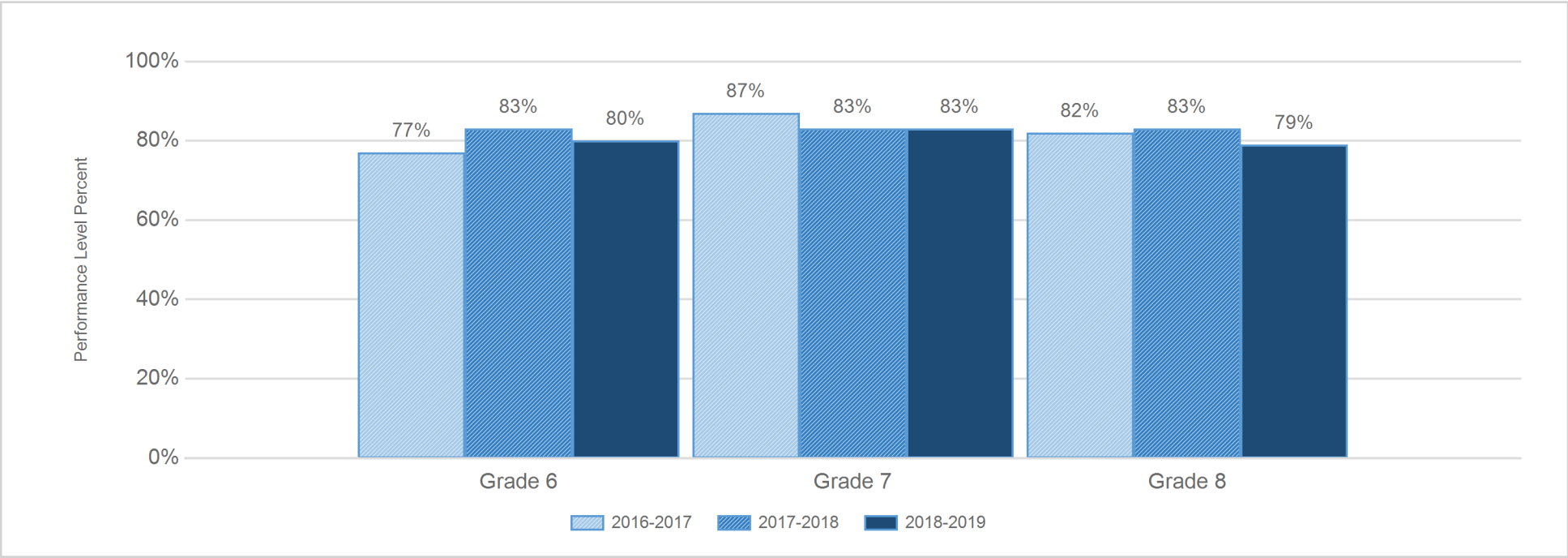


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	231	777	777	754	*	*	13%	44%	36%	80%	56%
White	170	781	781	762	0%	*	*	49%	37%	86%	65%
Hispanic	25	744	744	743	*	*	*	*	*	40%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	26	779	779	780	0%	*	*	38%	38%	77%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	105	785	785	762	*	*	*	43%	46%	89%	64%
Male	126	769	769	748	*	*	*	45%	28%	73%	48%
Economically Disadvantaged Students	15	738	738	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	216	779	779	763	*	*	*	*	*	83%	67%
Students with Disabilities	36	734	734	722	*	*	*	*	*	28%	19%
Students without Disabilities	195	784	784	761	*	*	*	*	*	90%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	784	784	761	*	*	12%	29%	54%	83%	63%
White	158	787	787	769	*	*	9%	31%	56%	87%	72%
Hispanic	22	762	762	747	*	*	*	*	*	64%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	26	790	790	790	*	0%	*	*	*	81%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	112	791	791	769	*	*	*	27%	62%	88%	71%
Male	104	778	778	753	*	*	*	32%	45%	77%	55%
Economically Disadvantaged Students	13	755	755	743	*	*	*	*	*	54%	45%
Non-Economically Disadvantaged Students	203	786	786	771	*	*	*	*	*	85%	73%
Students with Disabilities	27	735	735	720	*	*	*	*	*	26%	22%
Students without Disabilities	189	791	791	769	*	*	*	*	*	91%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	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%



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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	245	779	779	762	*	*	14%	42%	37%	79%	63%
White	186	777	777	770	*	*	12%	48%	33%	81%	72%
Hispanic	26	771	771	747	0%	*	38%	*	*	58%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	22	810	810	794	0%	0%	*	*	*	95%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	126	792	792	771	*	*	9%	36%	53%	89%	71%
Male	119	765	765	753	*	*	20%	50%	19%	69%	55%
Economically Disadvantaged Students	12	734	734	743	*	*	*	*	*	25%	45%
Non-Economically Disadvantaged Students	233	781	781	772	*	*	*	*	*	82%	72%
Students with Disabilities	21	726	726	721	*	*	*	*	*	29%	22%
Students without Disabilities	224	784	784	770	*	*	*	*	*	84%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	245	779	779	764	*	*	14%	42%	37%	79%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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Schoolwide	689	97.6	63.9	63.9	44.5	63.9	63.4	Met Target
White	513	97.4	65.9	65.5	54.1	65.9	62.2	Met Target
Hispanic	74	96.2	36.5	*	28.8	36.5	48.7	Not Met
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	71	100.0	80.3	79.1	76.5	80.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	21	100.0	76.2	76.3	53.3	76.2	68.7	Met Target
Female	339	98.3	65.8	65.5	44.9	65.8		
Male	350	97.0	62.0	62.2	44.2	62.0		
Economically Disadvantaged Students	42	95.5	19.0	*	26.3	19.0	33.6	Not Met
Non-Economically Disadvantaged Students	647	97.8	66.8	*	54.9	66.8		
Students with Disabilities	86	94.6	14.0	*	17.4	13.9	25.6	Not Met
Students without Disabilities	603	98.1	71.0	*	50.0	71.0		
English Learners	23	100.0	21.7	27.6	25.0	21.7	N	N
Non-English Learners	666	97.5	65.3	65.2	46.5	65.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

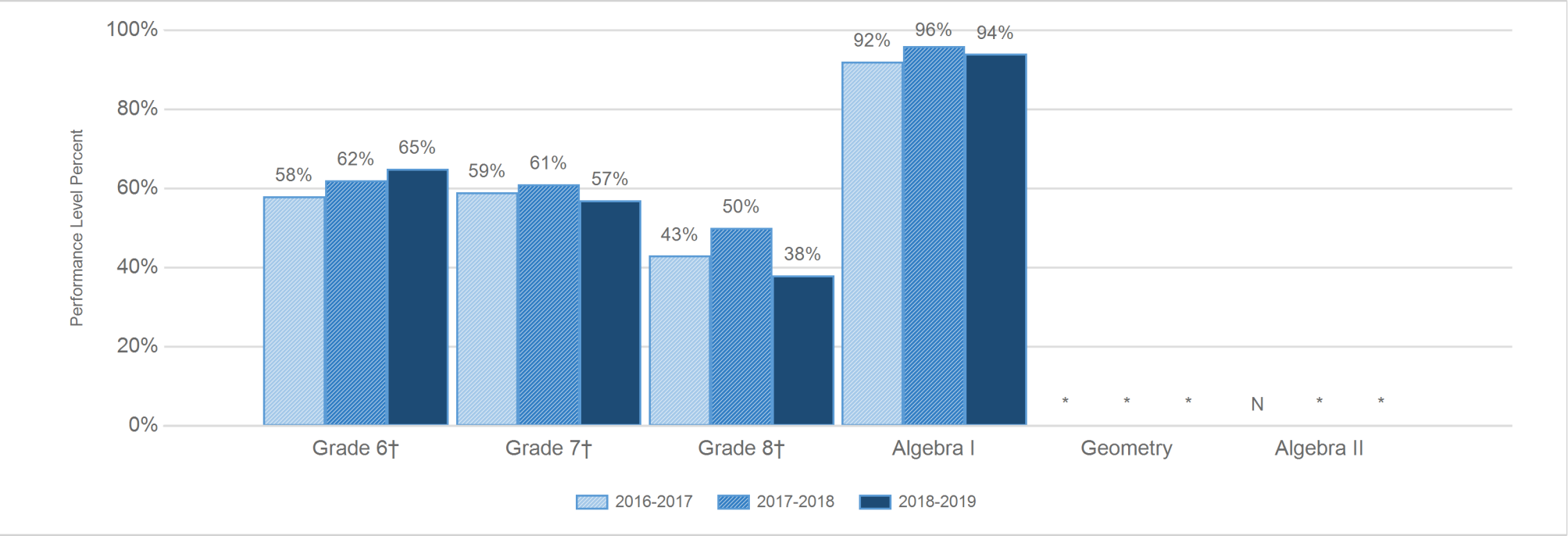


Eric S. Smith Middle School
(03-4310-055)
Grades Offered: 06-08
2018-2019

Report Key:
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N No Data is available to display
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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.



Eric S. Smith Middle School
(03-4310-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	757	757	741	6%	9%	20%	48%	16%	65%	41%
White	170	760	760	749	*	*	22%	55%	15%	69%	51%
Hispanic	25	724	724	729	*	*	*	*	*	24%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	26	761	761	769	*	*	*	*	*	69%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	105	759	759	742	*	*	19%	52%	16%	69%	42%
Male	126	755	755	740	*	*	21%	44%	17%	61%	40%
Economically Disadvantaged Students	15	718	718	726	*	*	*	*	*	20%	21%
Non-Economically Disadvantaged Students	216	760	760	750	*	*	*	*	*	68%	53%
Students with Disabilities	36	718	718	716	*	*	*	*	*	17%	12%
Students without Disabilities	195	764	764	746	*	*	*	*	*	73%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Eric S. Smith Middle School
(03-4310-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	192	754	754	744	*	*	29%	45%	12%	57%	42%
White	142	757	757	751	*	*	30%	48%	13%	61%	53%
Hispanic	20	734	734	733	*	*	*	*	*	25%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	22	760	760	768	*	*	*	*	*	73%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	102	754	754	744	*	*	28%	*	*	56%	42%
Male	90	755	755	743	*	*	30%	*	*	58%	42%
Economically Disadvantaged Students	13	728	728	731	*	*	*	*	*	23%	24%
Non-Economically Disadvantaged Students	179	756	756	751	*	*	*	*	*	59%	53%
Students with Disabilities	26	721	721	718	*	*	*	*	*	15%	13%
Students without Disabilities	166	759	759	749	*	*	*	*	*	63%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	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%



Eric S. Smith Middle School
(03-4310-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	736	736	728	15%	19%	28%	38%	0%	38%	29%
White	91	737	737	737	12%	21%	30%	37%	0%	37%	38%
Hispanic	18	734	734	722	*	*	*	*	*	33%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	52	733	733	731	*	*	29%	35%	0%	35%	31%
Male	69	738	738	726	*	*	28%	41%	0%	41%	27%
Economically Disadvantaged Students	12	713	713	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	109	739	739	735	*	*	*	*	*	*	36%
Students with Disabilities	20	713	713	707	*	*	*	*	*	*	10%
Students without Disabilities	101	741	741	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Eric S. Smith Middle School
(03-4310-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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	148	792	765	744	0%	*	*	68%	26%	94%	42%
White	111	787	762	752	0%	*	*	72%	20%	92%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	21	815	*	775	0%	0%	0%	48%	52%	100%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	83	793	769	745	0%	*	*	*	*	93%	44%
Male	65	790	760	743	0%	*	*	*	*	95%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	148	792	*	745	0%	*	*	68%	26%	94%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	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%



Eric S. Smith Middle School
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Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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	*	*	749	737	*	*	*	*	*	*	35%
White	N	N	748	743	N	N	N	N	N	N	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	N	N	745	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	716	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Eric S. Smith Middle School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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	*	*	764	755	*	*	*	*	*	*	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	N	N	*	731	N	N	N	N	N	N	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	N	N	775	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	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
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Eric S. Smith Middle School
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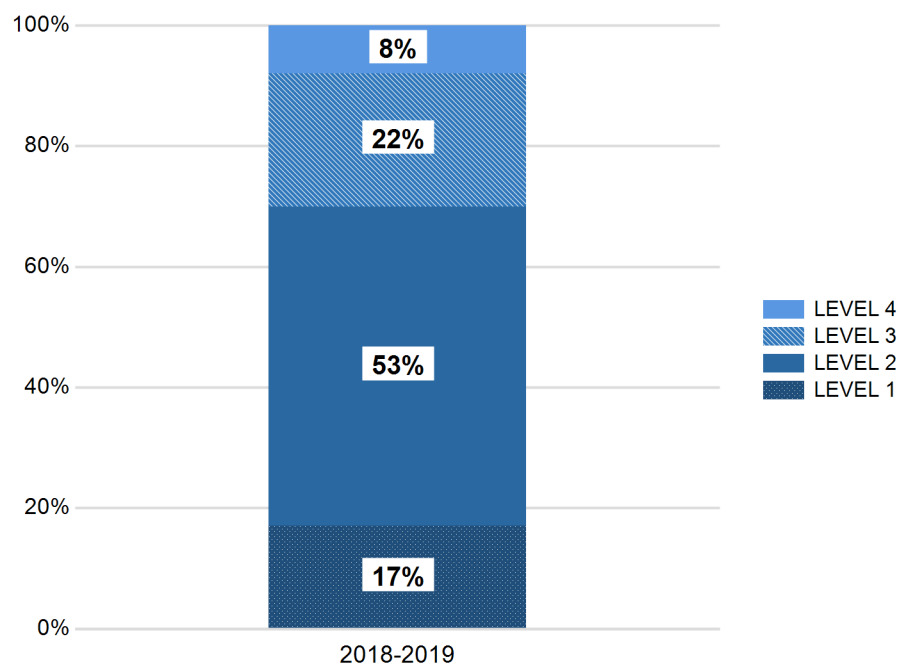
Report Key:

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	17	53	22	8
White	17	56	20	7
Hispanic	21	54	14	11
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	32	55	14
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	13	51	26	11
Male	21	55	19	5
Economically Disadvantaged Students	46	54	0	0
Non-Economically Disadvantaged Students	15	53	24	8
Students with Disabilities	68	27	5	0
Students without Disabilities	12	55	24	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	238
7	24	0	194
8	126	1	126
Total	150	1	558

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	153	69	0	0	0	0	0
7	140	63	0	0	0	0	0
8	135	103	0	0	0	0	0
Total	428	235	0	0	0	0	0



Eric S. Smith Middle School
(03-4310-055)
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2018-2019

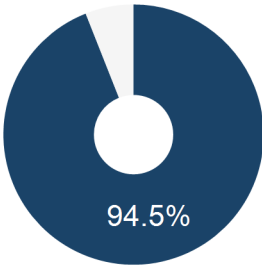
Report Key:
* Data is not displayed in order to protect student privacy
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N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

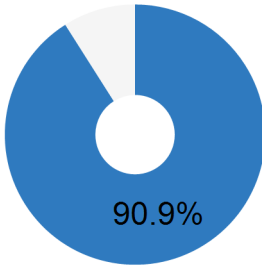
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

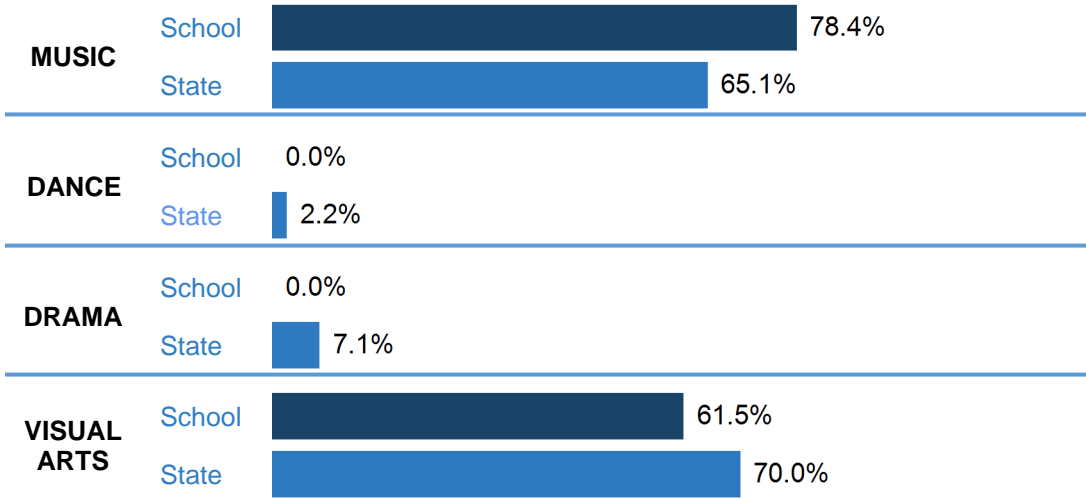


School



State

Students enrolled in one or more classes by discipline:





Eric S. Smith Middle School
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2018-2019

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

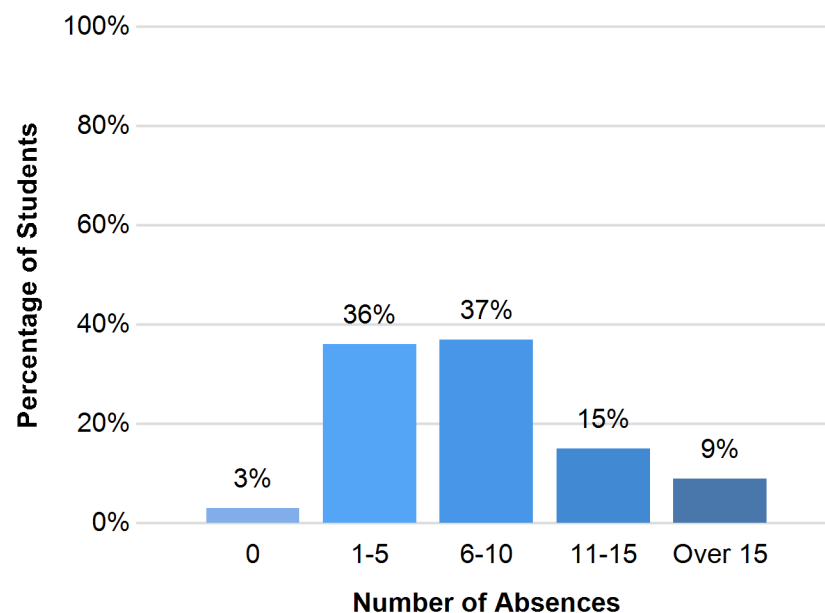
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	41	5.7	9.1	Met
White	30	5.6	9.1	Met
Hispanic	8	10.1	9.1	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	1.4	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	5.0	9.1	Met
Female	17	4.9		
Male	24	6.6		
Economically Disadvantaged Students	6	14.0	9.1	Not Met
Students with Disabilities	10	10.8	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
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.





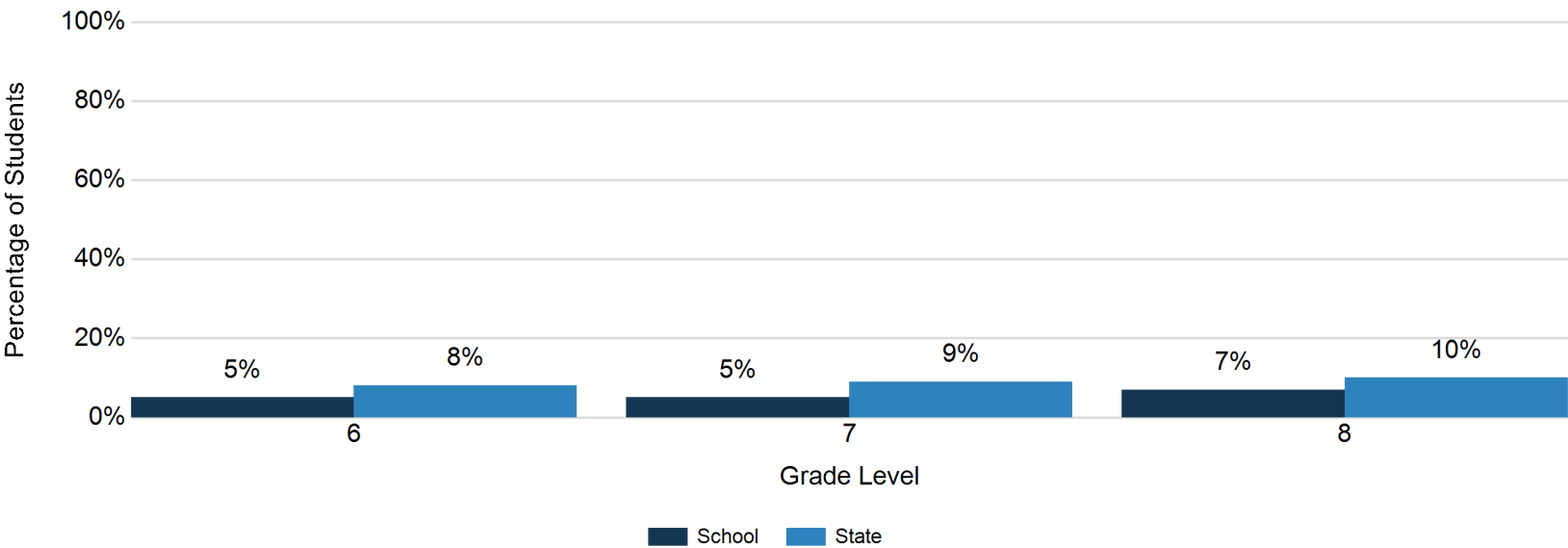
Eric S. Smith Middle School
(03-4310-055)
Grades Offered: 06-08
2018-2019

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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 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)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.99

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	4



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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	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	0	0
Other	2	5	7
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	11	1.6%
Out-of-School Suspensions	*	*
Any Suspension	13	1.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
11



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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	8:20 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

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



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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	78	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	82.1%	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	20	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	85.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	354:1	137:1
Teachers to Administrators	39:1	13:1
Students to Librarians/Media Specialists		683:1
Students to Nurses		546:1
Students to Counselors		304:1
Students to Child Study Team Members		210:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.1%	71.8%	50.0%	48.4%	77.1%	54.9%
Male	50.9%	28.2%	50.0%	51.6%	22.9%	45.1%
White	74.5%	97.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.9%	1.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	1.3%	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	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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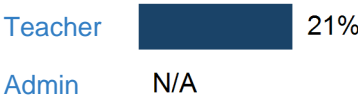
Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



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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	81.8%	82.3%	80.3%
Math Proficiency	61.5%	64.2%	63.9%
ELA Growth	45	39	48
Math Growth	37	47	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.4%	4.4%	5.7%

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



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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Goal	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	N	N	Met Standard	**	**	**	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"> School Goals of:1 - Developing a Ramsey Graduate2 - Teaching for Understanding3 - Achieving Excellence through Equity4 - Enhancing the Student Experience Strong Character Education program along with multiple extracurricular clubs & sports programs Award-winning concert band and performing chorus
 <p>Mission, Vision, Theme:</p>	<p>Eric S. Smith Middle School focuses on helping students transition from an elementary form of education to what they will be expected to manage at the high school level and beyond. Attention is given to both academics and social emotional development to ensure students build their capacity to be independent learners, as well responsible citizens. Smith provides a strong support system that fosters Ramsey's Profile of a Graduate.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Smith School has been recognized by the New Jersey Department of Education as one of New Jersey's most outstanding middle schools and has received the prestigious Star School Award and Best Practices Award.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Balanced Literacy, Connected Mathematics and a variety of exploratory courses, such as human impact on the environment, coding, multi-media, robotics, and others, are the foundation of a strong academic & elective program at Smith. Smith School implements a student-centered approach to education and promotes students transferring their knowledge to real-world applications. Visit https://sites.google.com/ramsey.k12.nj.us/ericssmithmiddleschool for more information..</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Coed)</p>
 <p>Clubs and Activities:</p>	<p>Smith has a strong program in character education that fosters respect, responsibility and caring for others. Smith School utilizes Harvard University’s Making Caring Common (MCC) program to: Deepen students’ care for others and their communities and Reduce excessive achievement anxiety. Smith also offers many club offerings where students can explore their interests and develop healthy social relationships outside the classroom. A comprehensive anti-bullying and cyberbullying initiative, a very active community service program, a strong student government, and a peer leadership program contribute to a positive and supportive school atmosphere.</p>





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 <p>Before and After School Programs:</p>	<p>Academic Support is offered before school to students in need of remediation on a flexible basis throughout the year. Criteria for receiving this support is based on assessment data, student performance and teacher recommendation. Additionally, Smith offers an After School Academic Support period for students to collaborate on projects, complete homework, and to do research.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff participates in a variety of Professional Development opportunities throughout the year ranging from PLCs (professional learning communities), residencies in balanced literacy and math, and interactive opportunities in our labsite classrooms alongside coaches and consultants across disciplines. Opportunities for PD also offered by teachers in their own classrooms with peer observers on topics such as technology integration, student-centered learning and differentiated instruction.</p>



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Student Supports and Services:

The Intervention and Referral Services Committee reviews requests from teachers/parents for assistance with students who are experiencing difficulty in school. Should further assistance be required, the CST provides diagnostic and consultative services to pupils who are identified in need of special education. The ELL program serves children in the school who speak different languages. Academic Support provides in the areas of reading and mathematics.



Student Health and Wellness:

Student health & wellness is an important facet of the school experience. Health lessons are incorporated into Physical Education. Ramsey's Stigma-Free initiative hopes to raise awareness of the disease of mental illness, provide an effective way to reduce the stigma associated with the disease and encourage those who are affected to feel supported.



Parent and Community Involvement:

Smith School has an active PTO which involves many parents and works in conjunction with the administration and teachers to sponsor both academic and social programs such as Teen Canteen, Ski Club, authors' visits, and book fairs.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Through Harvard University Making Caring Common survey, all stakeholders of the school community were able to provide feedback on Smith School's social and emotional climate. The survey focused primarily on school climate, school safety, healthy relationships, and the services the school provides for students.The survey data is used to ensure that as a school we are meeting the varied needs of our learners, providing a learning environment that is safe, inviting and conducive to learning.</p>
 <p>Facilities:</p>	<p>Eric S. Smith school houses multiple classrooms, science labs, a tech room, wood shop, and robotics spaces. A full gymnasium, cafeteria, art room, culinary arts center, enrichment room, computer lab, media center, and coaching corner are also contained at Smith. All Smith students benefit from the building and technological resources.</p>
 <p>School Safety:</p>	<p>School safety is a priority of all staff. Our school employs strict visitor protocols, students and staff practice required safety drills monthly, and there is a school Crisis and Safety Committee that reviews procedures in place throughout the year.</p>




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 <div>Technology and STEM:</div>	<p>Smith School is 1:1 iPads. In addition to iPads there are cart of Chromebooks that each grade level has access to. Each classroom is equipped with smartboards, projection systems, document cameras, printers, and other technology resources for student and staff use. Technology is infused throughout the curriculum to enhance the students' instructional experience. Smith School focuses on Digital Citizenship, Social Media Wellness and is a certified Common Sense Media school. Students are welcome to join the STEM showcase, STEM club and various robotics clubs.</p>
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Eric S. Smith Middle School
(03-4310-055)
Grades Offered: 06-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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School Narrative

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

 <div>Other Information</div>	<p>The quality of student work has improved significantly over the years at Smith, as students have been held accountable to higher academic standards. The middle school has also taken the lead in fostering “21st century skills,” with an emphasis on adaptive problem-solving, critical thinking, complex decision-making, and innovation. A one-to-one iPad initiative was implemented at all grade levels to encourage greater engagement with a 21st century learning platform. A strong program in character education fosters respect, responsibility, and caring for others; this includes many club offerings where students can explore their interests and develop healthy social relationships outside the classroom. A comprehensive anti-bullying and cyber bullying initiative, a very active community service program, a strong student government and a peer leadership program contribute to a positive and supportive school atmosphere.</p>
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John Y Dater Elementary School
(03-4310-060)
Grades Offered: 04-05
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 with any questions about the reports

Notes from the New Jersey Department of Education:

**John Y Dater Elementary School**

(03-4310-060)

Grades Offered: 04-05

2018-2019

Report Key:

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Ramsey School District
Principal Name	Mr. Molly Dinning
Address	35 SCHOOL STREET RAMSEY, NJ 07446-1833
Phone Number	201-785-2325
Email Address	mdinning@ramsey.k12.nj.us
Website	https://www.ramsey.k12.nj.us/dater
Facebook	https://www.facebook.com/john.dater.393
Twitter	https://twitter.com/thedaterschool



John Y Dater Elementary School

(03-4310-060)

Grades Offered: 04-05

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
4	211	178	203
5	202	222	185
Total	413	400	388

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

Student Group	2016-17	2017-18	2018-19
Female	47.5%	47.3%	53.1%
Male	52.5%	52.8%	46.9%
Economically Disadvantaged Students	6.3%	5.8%	6.7%
Students with Disabilities	12.6%	15.0%	14.4%
English Learners	2.2%	2.0%	2.6%
Homeless Students	0.2%	0.8%	0.8%
Students in Foster Care	0.0%	0.5%	0.0%
Military-Connected Students	0.2%	0.5%	0.5%
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	77.7%	79.3%	77.8%
Hispanic	9.2%	9.3%	12.6%
Black or African American	1.0%	0.5%	1.0%
Asian	9.9%	9.0%	7.5%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	1.7%	2.0%	1.0%

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	92.0%
Spanish	5.2%
Korean	1.0%
Other Languages	1.8%



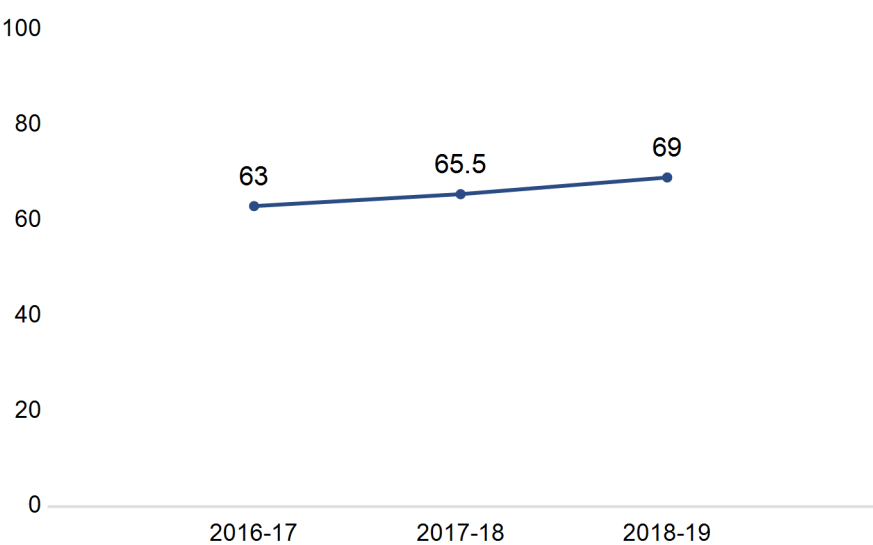
John Y Dater Elementary School
(03-4310-060)
Grades Offered: 04-05
2018-2019

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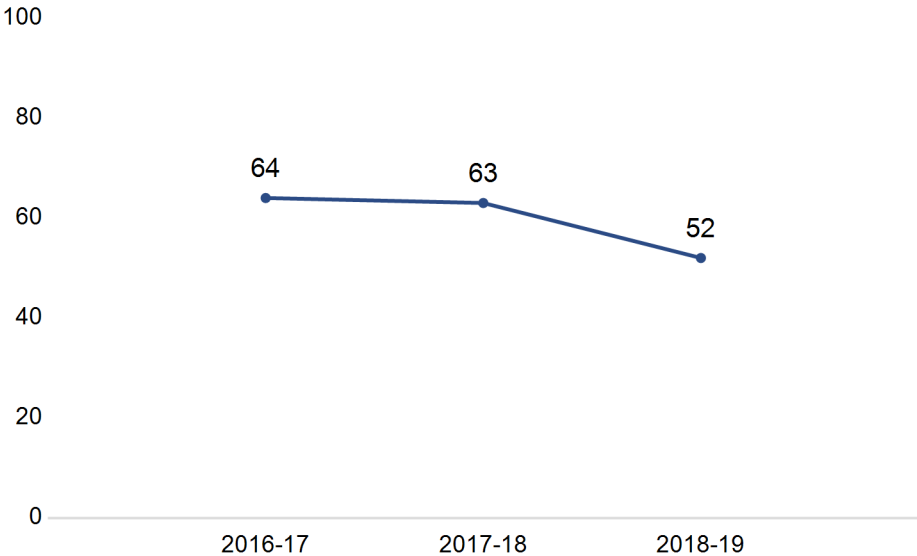
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	65.5	69	64	63	52
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



John Y Dater Elementary School
(03-4310-060)
Grades Offered: 04-05
2018-2019

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

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

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

Student Growth

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	69	56	50	Exceeds Standard	52	48	50	Met Standard
White	70	58	50	Exceeds Standard	51.5	49	52	Met Standard
Hispanic	58	43	49	Met Standard	48.5	37.5	47	Met Standard
Black or African American	*	58	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	56	59.5	59	Met Standard	54.5	48	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	58	49	**	*	59	52	**
Female	71.5	60	53	N	52.5	49.5	50	N
Male	65	51	47	N	51	47	51	N
Economically Disadvantaged Students	56	45	48	Met Standard	50	36	46	Met Standard
Students with Disabilities	61.5	43	43	Exceeds Standard	43	41	45	Met Standard
English Learners	43	43	52	**	41.5	29.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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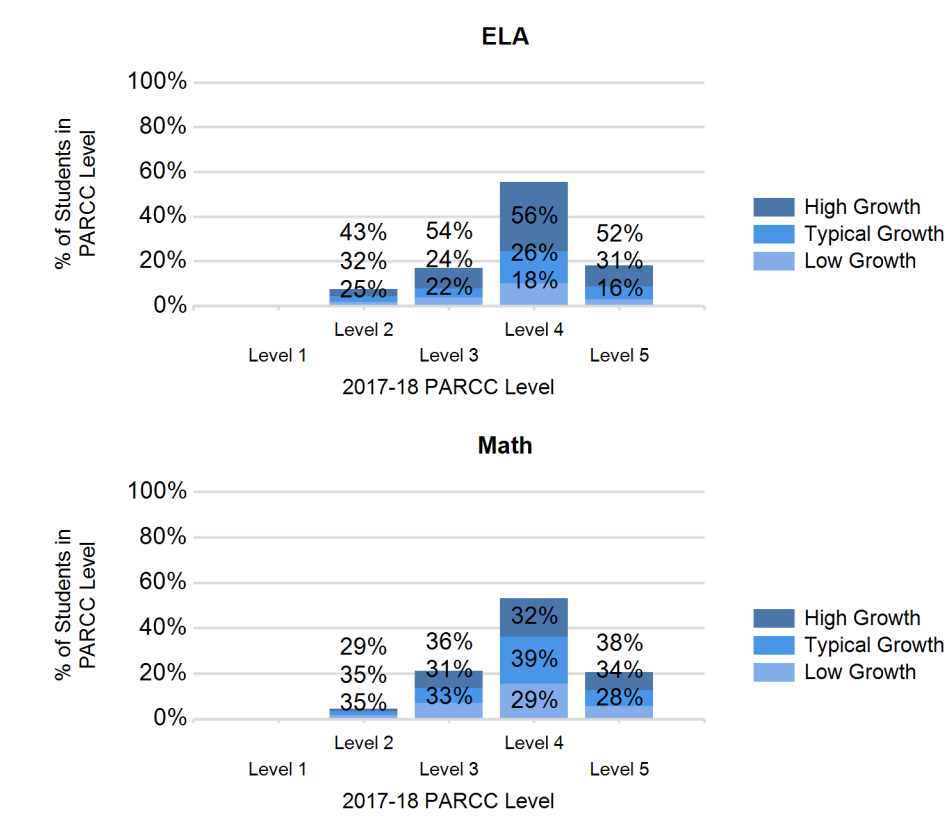
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

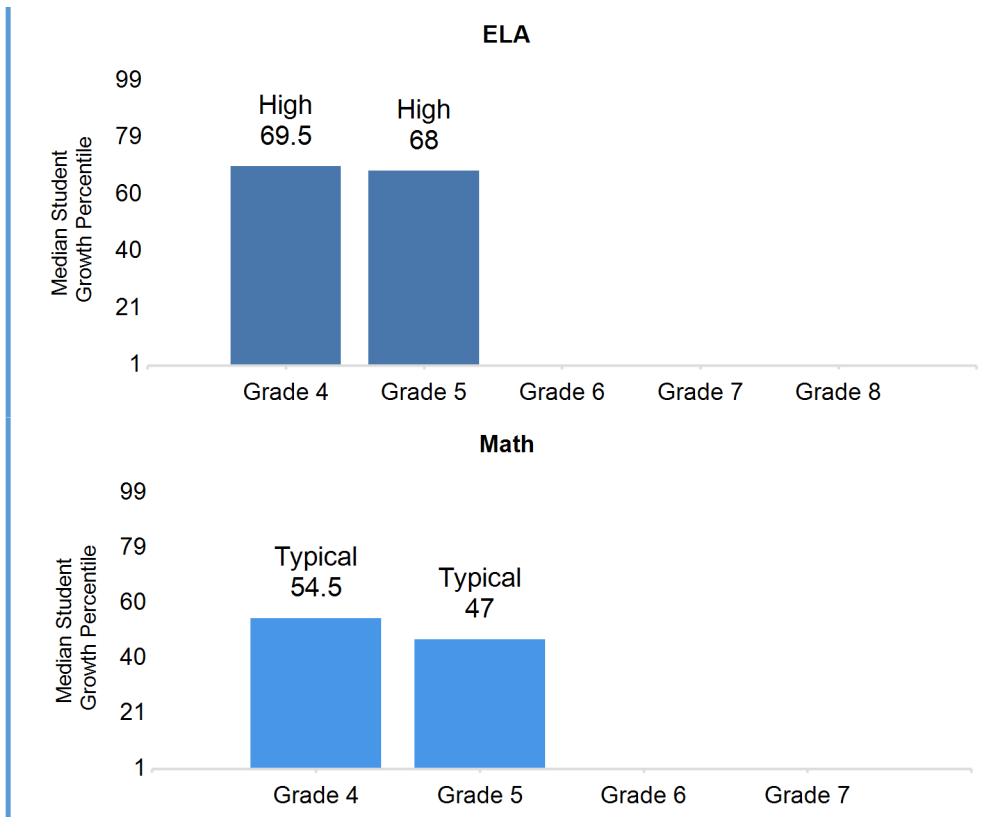
Student Growth by Performance Level

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.



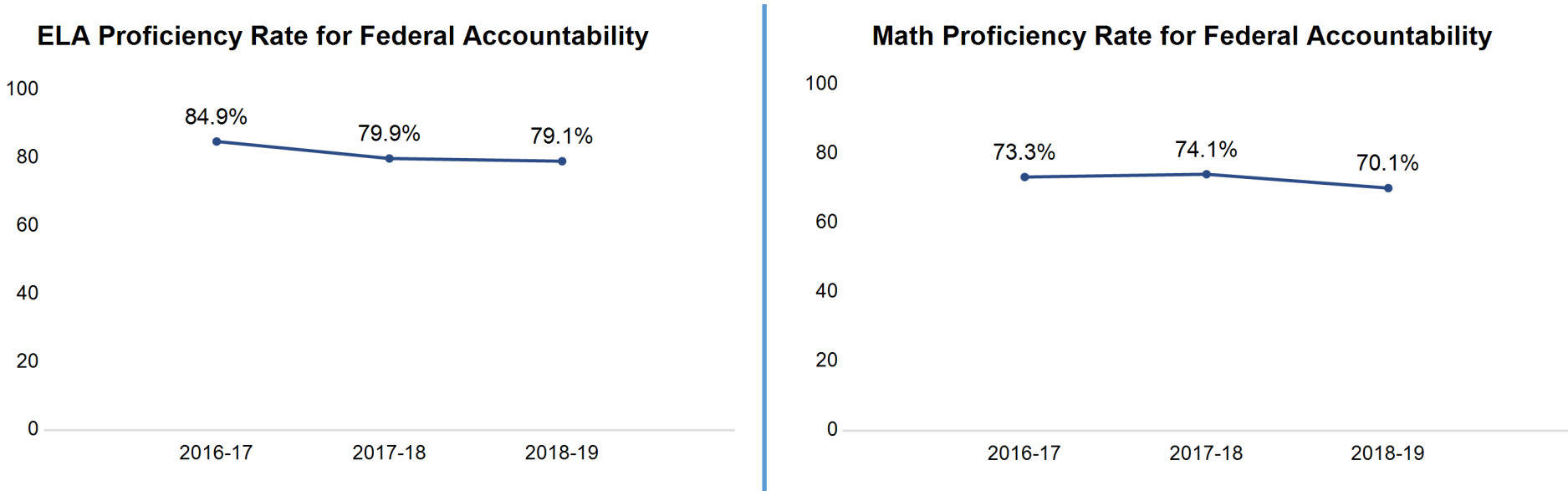


John Y Dater Elementary School
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Grades Offered: 04-05
2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	98.5%	98.7%	99.0%	98.5%	99.0%
Proficiency Rate for Federal Accountability	84.9%	79.9%	79.1%	73.3%	74.1%	70.1%
Annual Target	80.0%	80.0%	80.0%	70.6%	71.1%	71.6%
Met Annual Target?	Met Goal	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.



John Y Dater Elementary School
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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	383	98.7	79.1	80.3	57.9	79.1	80	Met Target†
White	299	99.0	82.6	83.2	66.9	82.6	80	Met Goal
Hispanic	47	95.9	51.1	*	43.9	51.1	80	Not Met
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	86.2	85.8	82.9	86.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	84.2	64.4	*	**	**
Female	201	98.1	86.1	87.6	64.8	86.1		
Male	182	99.5	71.4	73.2	51.3	71.4		
Economically Disadvantaged Students	24	96.0	41.7	*	40.0	41.7	62.2	Not Met
Non-Economically Disadvantaged Students	359	98.9	81.6	*	67.9	81.6		
Students with Disabilities	59	98.3	37.3	*	22.7	37.3	51.8	Not Met
Students without Disabilities	324	98.8	86.7	*	65.1	86.7		
English Learners	16	94.1	31.3	20.8	29.3	30.9	**	**
Non-English Learners	367	98.9	81.2	82.3	60.6	81.2		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

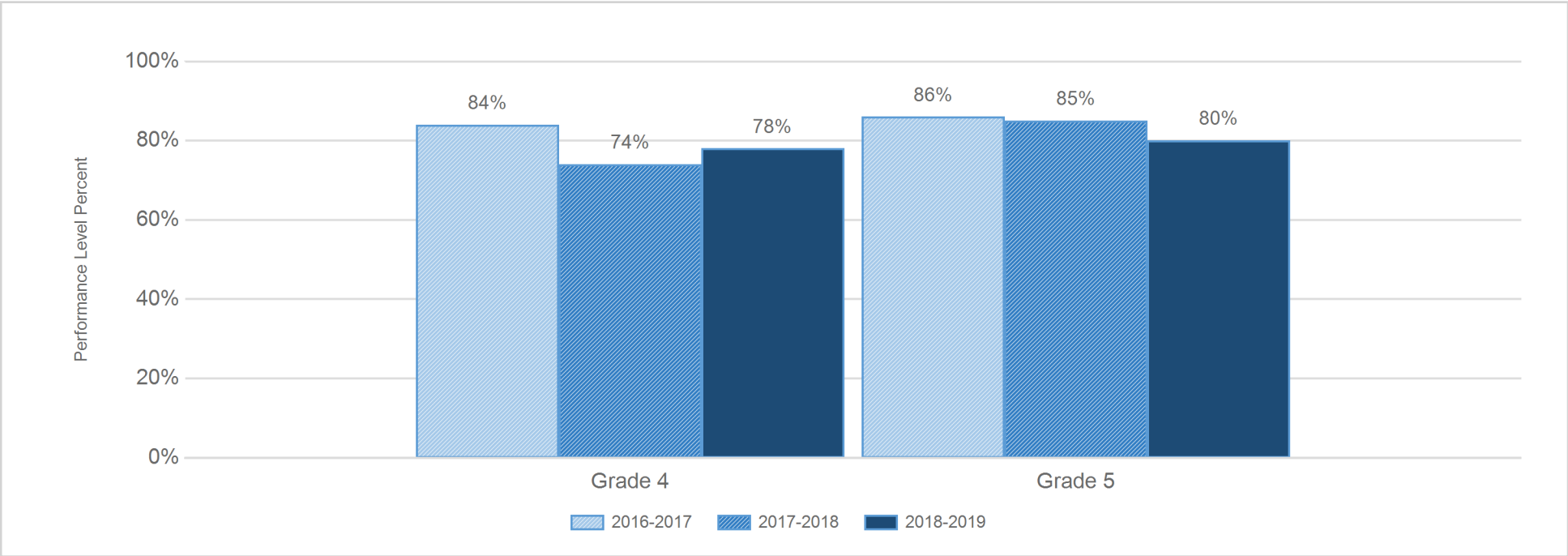


John Y Dater Elementary School
(03-4310-060)
Grades Offered: 04-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





John Y Dater Elementary School

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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	199	776	776	755	*	*	16%	44%	34%	78%	57%
White	155	780	780	763	*	*	15%	45%	38%	83%	67%
Hispanic	26	748	748	743	*	*	*	*	*	50%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	785	785	779	0%	0%	*	*	*	87%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	109	782	782	760	*	*	*	47%	39%	86%	62%
Male	90	769	769	750	*	*	*	41%	28%	69%	53%
Economically Disadvantaged Students	15	745	745	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	184	779	779	765	*	*	*	*	*	82%	69%
Students with Disabilities	29	747	747	725	*	*	*	*	*	41%	25%
Students without Disabilities	170	781	781	761	*	*	*	*	*	85%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
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	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



John Y Dater Elementary School
(03-4310-060)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	777	777	756	*	*	12%	57%	24%	80%	58%
White	144	778	778	764	*	*	10%	58%	25%	83%	68%
Hispanic	20	749	749	743	*	*	*	50%	0%	50%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	798	798	781	0%	0%	*	*	*	92%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	92	783	783	761	*	*	*	57%	29%	86%	64%
Male	90	770	770	750	*	*	*	57%	18%	74%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	27	741	741	724	*	*	*	*	*	33%	23%
Students without Disabilities	155	783	783	762	*	*	*	*	*	88%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	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	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



John Y Dater Elementary School

(03-4310-060)

Grades Offered: 04-05

2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	385	99.0	70.1	63.9	44.5	70.1	71.6	Met Target†
White	300	99.3	73.0	65.5	54.1	73.0	73.5	Met Target†
Hispanic	48	96.0	39.6	*	28.8	39.6	60.3	Not Met
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	89.7	79.1	76.5	89.7	75.7	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	76.3	53.3	*	**	**
Female	202	98.5	71.3	65.5	44.9	71.3		
Male	183	99.5	68.9	62.2	44.2	68.9		
Economically Disadvantaged Students	25	96.2	36.0	*	26.3	36.0	35.2	Met Target
Non-Economically Disadvantaged Students	360	99.2	72.5	*	54.9	72.5		
Students with Disabilities	59	98.3	32.2	*	17.4	32.2	40.9	Met Target†
Students without Disabilities	326	99.1	77.0	*	50.0	77.0		
English Learners	17	94.4	29.4	27.6	25.0	29.2	**	**
Non-English Learners	368	99.2	72.0	65.2	46.5	72.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

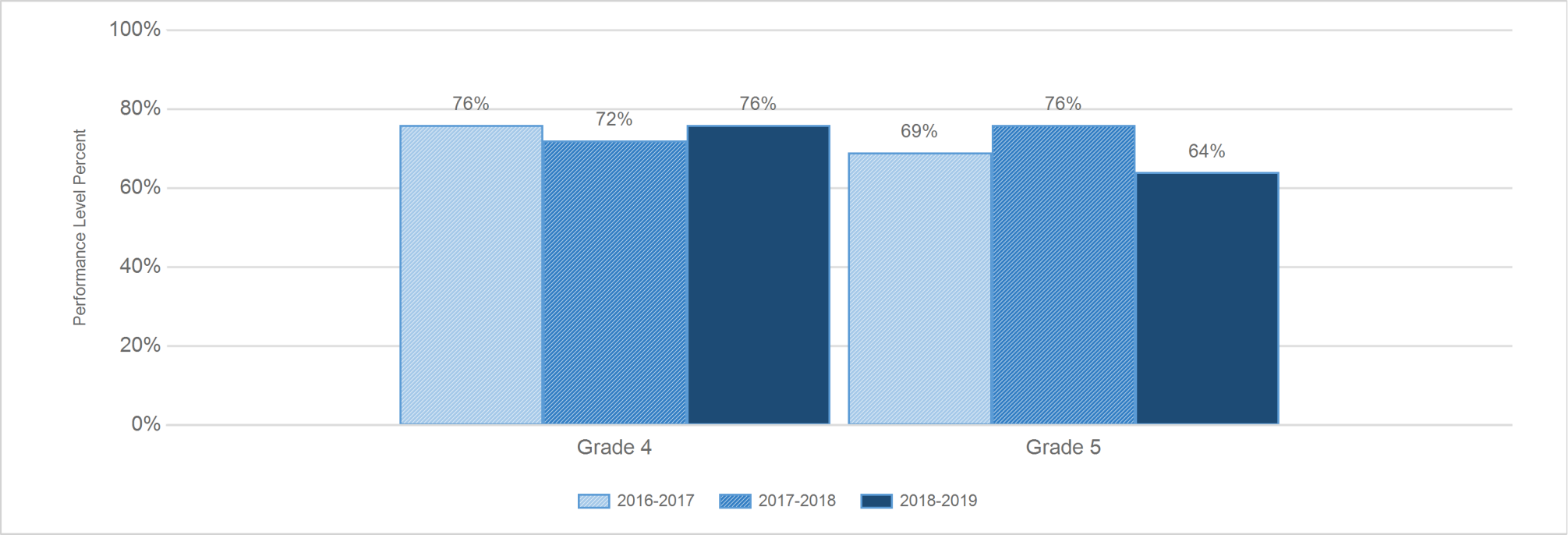


John Y Dater Elementary School
(03-4310-060)
Grades Offered: 04-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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	768	768	749	*	*	18%	62%	14%	76%	51%
White	156	770	770	757	*	*	17%	65%	15%	79%	62%
Hispanic	27	748	748	737	*	*	41%	44%	0%	44%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	15	783	783	776	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	110	768	768	749	*	*	19%	61%	15%	75%	50%
Male	91	768	768	749	*	*	18%	64%	13%	77%	52%
Economically Disadvantaged Students	16	741	741	734	*	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	185	770	770	759	*	*	*	*	*	79%	63%
Students with Disabilities	29	747	747	726	*	*	45%	41%	0%	41%	25%
Students without Disabilities	172	771	771	754	*	*	14%	66%	16%	82%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	182	760	760	747	*	*	23%	49%	15%	64%	47%
White	144	761	761	755	*	*	22%	51%	15%	66%	58%
Hispanic	20	741	741	735	*	*	*	*	*	35%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	13	779	779	775	0%	*	*	*	*	77%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	92	761	761	747	*	*	21%	47%	18%	65%	47%
Male	90	760	760	747	*	*	26%	51%	11%	62%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	27	731	731	725	*	*	*	*	*	22%	19%
Students without Disabilities	155	765	765	752	*	*	*	*	*	71%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	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	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



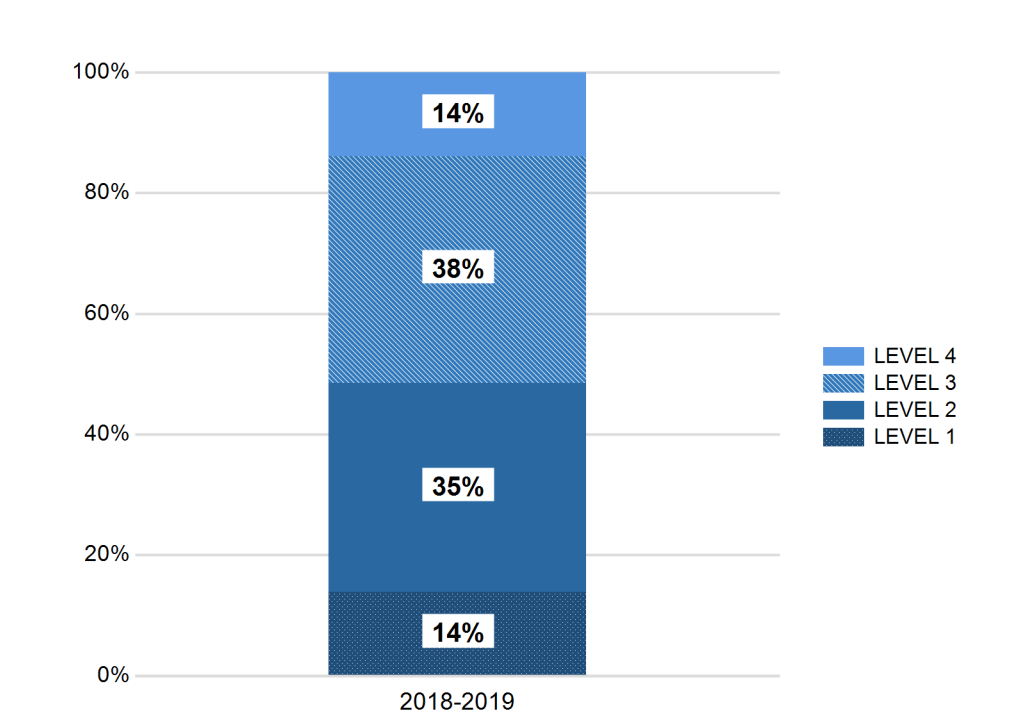
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	14	35	38	14
White	12	33	41	15
Hispanic	35	55	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8	23	38	31
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	12	38	38	12
Male	16	31	37	16
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	46	35	15	4
Students without Disabilities	8	35	41	15
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
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.

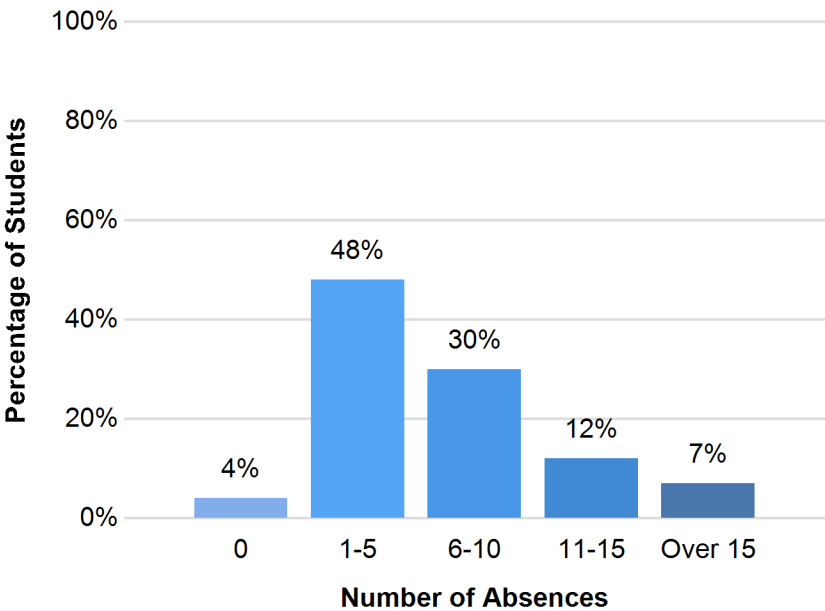
Chronic Absenteeism

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	14	3.6	7.5	Met
White	11	3.6	7.5	Met
Hispanic	2	4.0	7.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	3.4	7.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	8	3.9		
Male	6	3.3		
Economically Disadvantaged Students	1	3.8	7.5	Met
Students with Disabilities	5	8.8	7.5	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
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.





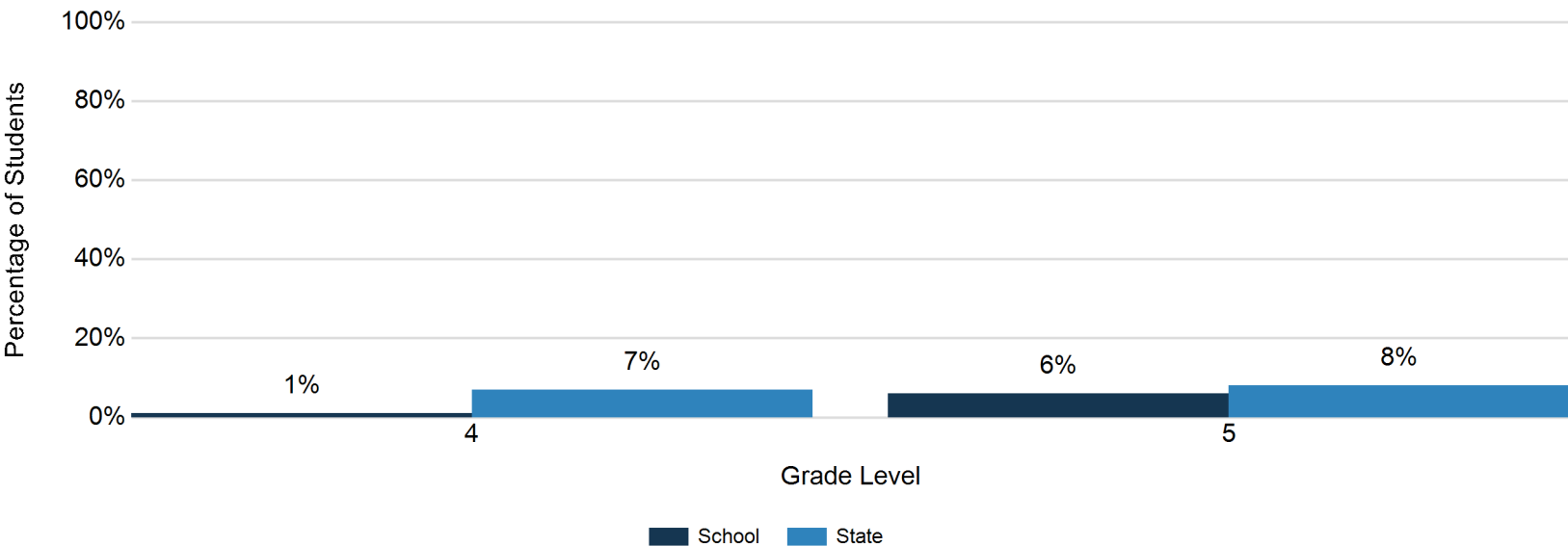
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Chronic Absenteeism by Grade

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





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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	0.26

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



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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	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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



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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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	38	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	86.8%	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	20	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	85.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	129:1	137:1
Teachers to Administrators	13:1	13:1
Students to Librarians/Media Specialists		683:1
Students to Nurses		546:1
Students to Counselors		304:1
Students to Child Study Team Members		210:1



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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	53.1%	86.8%	66.7%	48.4%	77.1%	54.9%
Male	46.9%	13.2%	33.3%	51.6%	22.9%	45.1%
White	77.8%	92.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.6%	7.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

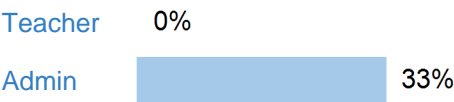
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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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). 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	84.9%	79.9%	79.1%
Math Proficiency	73.3%	74.1%	70.1%
ELA Growth	63	66	69
Math Growth	64	63	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	1.7%	1.8%	3.6%

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



John Y Dater Elementary School
(03-4310-060)
Grades Offered: 04-05
2018-2019

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






John Y Dater 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"> Innovative instruction based in Readers & Writers Workshop, Conceptual Mathematics, Technology Integration across content areas, and NGSS. Strong Character Education program along with multiple extracurricular clubs & sports programs. Emphasis on Digital Citizenship. Common Sense School. Committed staff members, collaborative parents, and exceptional students focused on Working Hard and Being Kinder Than Is Necessary!
 <div>Mission, Vision, Theme:</div>	<p>The mission of the John Y. Dater School is to provide each student with an upper elementary school educational experience that bridges the gap between the district's primary schools and the middle school. Our school motto, "Work Hard and Be Kinder than is Necessary" is the guiding principle of our school. Building upon this foundation, Dater School places an equal emphasis on character, content, and skills.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Our priorities and initiatives include: 21st Century Learning, an integrated curriculum supported by teacher learning, co-teaching, a standards-based report card, technology integration, the education of the whole child, and school-community partnerships. Students utilize iPads and Chromebooks to enhance and personalize their learning through individual research projects and writing pieces. Dater is a Kindness Certified School as well as a Common Sense School.</p>





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 Courses, Curriculum, Instruction:	We use Balanced Literacy for the teaching of reading and writing through the workshop model and integrate reading and writing with the grade-level social studies curriculum. In Grade 4 the curriculum topics include: Economics, Colonial America, Native Americans, The American Revolution, and Government. In Grade 5 the curriculum focuses on the Ancient World. The mathematics/science teacher guides the students through both conceptual mathematics and science.
 Clubs and Activities:	Dater School offers multiple clubs and activities each year including: The Dater School Musical, Chorus, Flag Football, Art Club, Yoga, School Safety Patrol, Entrepreneur Club, LEAD and Dater Dateline. These clubs allow the Dater Students an opportunity to explore areas of personal interest and participate in the school community. Dater School also has a thriving instrumental band program for 5th grade students. In addition, students can choose to participate in lunchtime coding opportunities and shared book club with Wandell School. The Ramsey Public Education Foundation and Dater PTO sponsor the annual school musical and Dater Dateline which allows students the opportunity to participate in a monthly tv program about the school.





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 <div>Before and After School Programs:</div>	<p>Dater School has Academic Support that is offered before school to students in need of remediation on a flexible basis throughout the year. Criteria for receiving this support is based on assessment data, student performance and teacher recommendation.</p>
 <div>Staff and Professional Learning:</div>	<p>The dedicated staff of Dater School work with staff developers and the district’s instructional coaches in the areas of Balanced Literacy, Mathematics, and Technology. The teachers show evidence of professional growth through participation in district-developed workshops, continued attendance of out-of-district workshops, the completion of graduate courses, participation in Professional Learning Communities and serving on various District committees.</p>



John Y Dater Elementary School

(03-4310-060)

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Student Supports and Services:

Dater School provides support, as necessary, through enrichment, speech, basic skills instruction, a special needs program, and ESL. Our Academic Support Program provides extra support for students needing assistance in the areas of mathematics, reading and writing. We offer a range of services to meet student needs including self contained classrooms, resource rooms, co-teaching classrooms, and general education classrooms.



Student Health and Wellness:

Students also benefit from a strong social-emotional curriculum and character education program centered on the RULER approach and the 6 Pillars of Character, respectively. The RULER curriculum and the pillars are taught during weekly lessons by the homeroom teacher and monthly lessons conducted by the school's guidance counselor. They are also reinforced and celebrated at our monthly Spirit Day assemblies.



Parent and Community Involvement:

One of Dater's greatest assets is the tremendous level of support provided for our students by the PTO (Parent-Teacher Organization) and the extended community. The PTO generously seeks to enrich the lives of students both in and out of the classroom. Allowing parents to share in their children's educational experience is an enriching and positive part of a child's academic growth. The Ramsey Public Education Foundation supports Dater School programs yearly.






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents A survey that speaks to the needs of the school is completed annually. Parents are all encouraged to participate. Results are compiled and analyzed by the school principal. Measures are put in place in response to parent feedback within the following school year.</p>
 <div>Facilities:</div>	<p>Dater School was built in 2006. The building houses a full gymnasium, cafeteria, art room, enrichment room, computer lab, media center, and coaching corner. All Dater Students benefit from the building and technological resources.</p>
 <div>School Safety:</div>	<p>Visitors to Dater School are required to enter the building through a controlled entrance. Once inside they must sign in and wear a visitor's badge. Dater practices safety drills monthly and are supported by the district school safety officers.</p>




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 <div>Technology and STEM:</div>	Dater School is 1:1 Chromebooks. In addition each grade level has access to carts of iPads. Technology is infused throughout the curriculum to enhance the students' instructional experience. Dater School is a certified Common Sense School and has targeted instruction on Digital Citizenship skills in each grade level. Students are welcome to join the lunchtime coding club, and science is emphasized through inquiry instruction.
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 <div>Other Information</div>	<p>Dater School places a heavy emphasis on 21st Century Skills. These habits of mind, which are emphasized across the curriculum, include collaboration, problem solving, critical thinking, research, and the use of logic and evidence. In the classrooms, students are engaged in activities that build critical thinking and evaluative skills in an atmosphere that recognizes and appreciates student strengths. These are skills consistent with the mission of all of Ramsey's schools and with the goals of our district's 21st Century Learning Initiative. Dater School's standards-based report card highlights the most important skills students should learn in each subject at a particular grade level. In our elementary school learning environment, students receive marks that report student progress toward meeting content and performance standards three times a year. Our standards-based report card allows parents to see how their child is progressing toward a particular standard and gives teachers a better tool for documenting a learner's progress. Proficiency levels are determined by multiple assessments, student work samples, and teacher observations. All of the information will be used to determine how the student is progressing toward the end-of-year standards.</p>
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Mary A. Hubbard Elementary School
(03-4310-070)
Grades Offered: PK-03
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:


Mary A. Hubbard Elementary School

(03-4310-070)

Grades Offered: PK-03

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	Bergen
District	Ramsey School District
Principal Name	Mrs. Kathy Pina
Address	10 HUBBARD LANE RAMSEY, NJ 07446-2202
Phone Number	201-785-2301
Email Address	kpina@ramsey.k12.nj.us
Website	https://www.ramsey.k12.nj.us/hubbard
Facebook	https://www.facebook.com/MaryAHubbardSchool
Twitter	https://twitter.com/hubbard_school



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	36	27	42
KG	89	98	81
1	82	85	96
2	94	84	84
3	85	93	83
Total	386	387	386

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	43.5%	45.7%	45.1%
Male	56.5%	54.3%	54.9%
Economically Disadvantaged Students	5.2%	5.2%	6.0%
Students with Disabilities	14.2%	13.2%	17.4%
English Learners	2.3%	3.1%	3.1%
Homeless Students	0.3%	0.0%	0.8%
Students in Foster Care	0.0%	0.0%	0.3%
Military-Connected Students	0.0%	0.0%	0.5%
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	79.8%	79.1%	77.7%
Hispanic	9.3%	10.9%	9.6%
Black or African American	0.5%	0.3%	0.8%
Asian	7.3%	6.7%	7.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.1%	3.1%	4.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	24	17	0
PK - Full Day	12	10	42
KG - Half Day	89	98	81
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	93.3%
Spanish	4.1%
Other Languages	2.6%

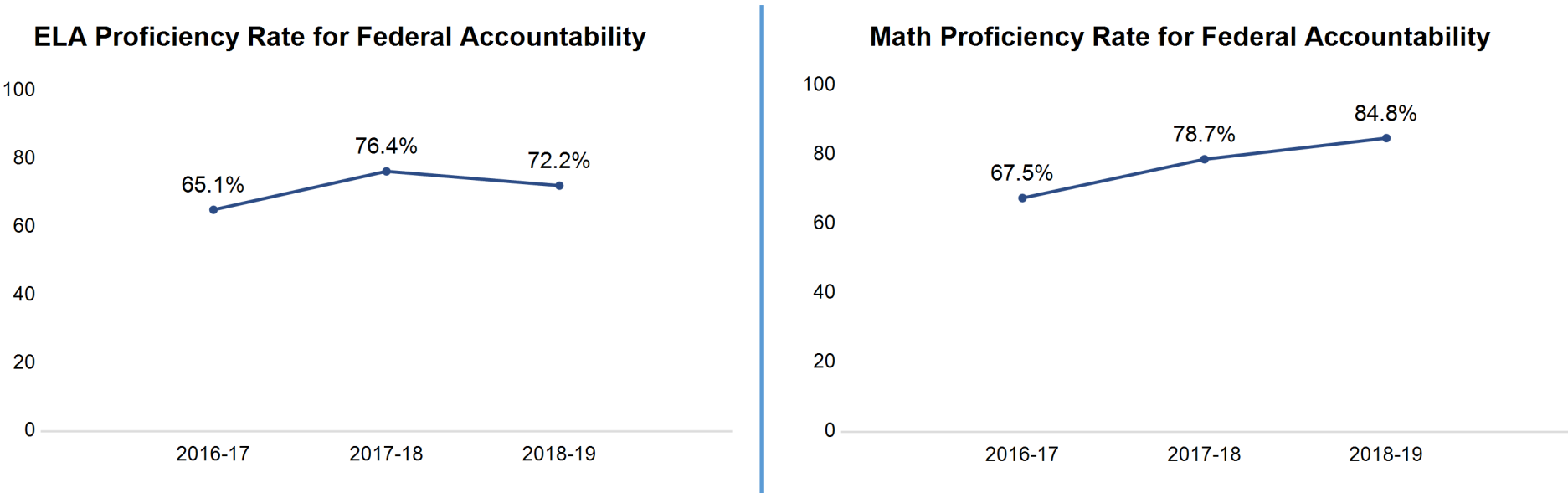


Mary A. Hubbard Elementary School
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English Language Arts and Mathematics Performance Trends

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	98.8%	96.7%	97.5%	98.9%	96.7%	97.5%
Proficiency Rate for Federal Accountability	65.1%	76.4%	72.2%	67.5%	78.7%	84.8%
Annual Target	68.9%	69.5%	70.1%	67.0%	67.7%	68.4%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Goal
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	79	97.5	72.2	80.3	57.9	72.2	70.1	Met Target
White	66	97.1	69.7	83.2	66.9	69.7	72.4	Met Target†
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	84.2	64.4	*	**	**
Female	39	95.1	84.6	87.6	64.8	84.6		
Male	40	100.0	60.0	73.2	51.3	60.0		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	*	*	*	*	22.7	*	**	**
Students without Disabilities	*	*	*	*	65.1	*		
English Learners	*	*	*	20.8	29.3	*	**	**
Non-English Learners	*	*	*	82.3	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Mary A. Hubbard Elementary School

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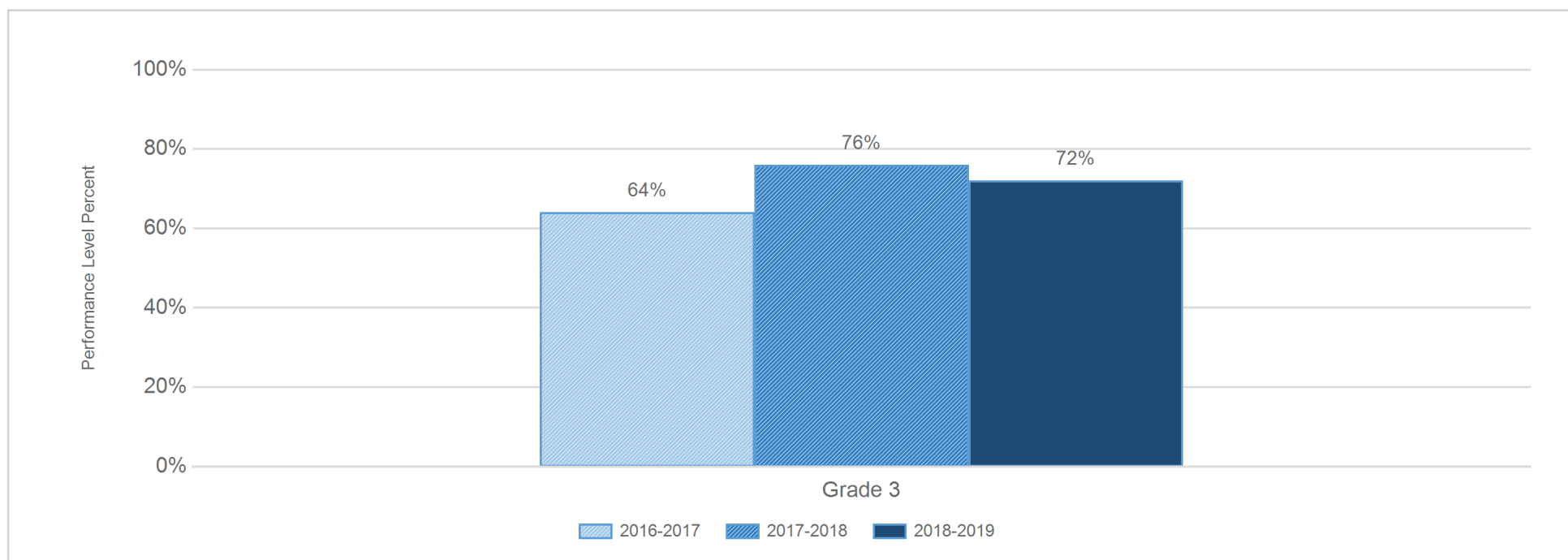
** Accountability calculations require 20 or more students

N No Data is available to display

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English Language Arts Assessment - Performance Trends

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





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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	79	770	765	748	0%	*	19%	*	*	72%	50%
White	66	769	767	757	0%	*	23%	*	*	70%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	39	777	771	753	0%	*	*	*	*	85%	55%
Male	40	763	760	743	0%	*	*	*	*	60%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Mary A. Hubbard Elementary School
(03-4310-070)
Grades Offered: PK-03
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	79	97.5	84.8	63.9	44.5	84.8	68.4	Met Goal
White	66	97.1	83.3	65.5	54.1	83.3	69.4	Met Goal
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	76.3	53.3	*	**	**
Female	39	95.1	84.6	65.5	44.9	84.6		
Male	40	100.0	85.0	62.2	44.2	85.0		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	*	*	*	27.6	25.0	*	**	**
Non-English Learners	*	*	*	65.2	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

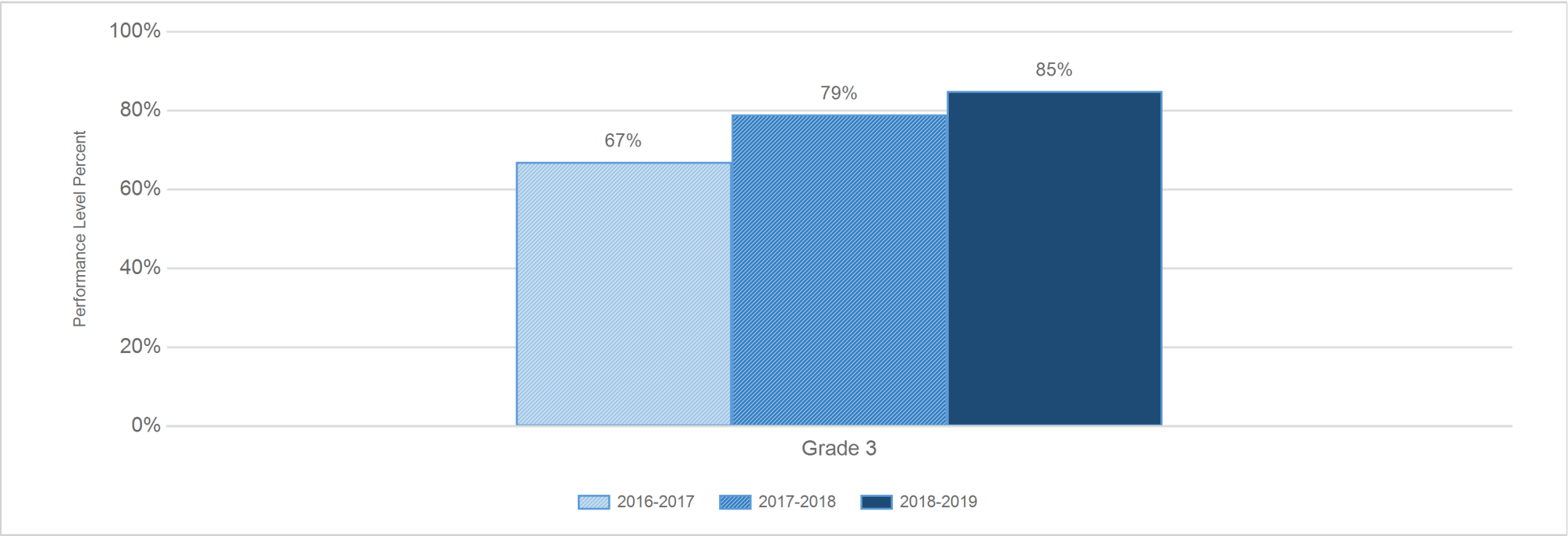


Mary A. Hubbard Elementary School
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Mathematics Assessment – Performance Trends

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
Schoolwide	79	778	776	752	0%	*	*	56%	29%	85%	55%
White	66	778	777	760	0%	*	*	53%	30%	83%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	39	775	773	751	0%	*	*	59%	26%	85%	54%
Male	40	781	779	752	0%	*	*	53%	33%	85%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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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 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

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

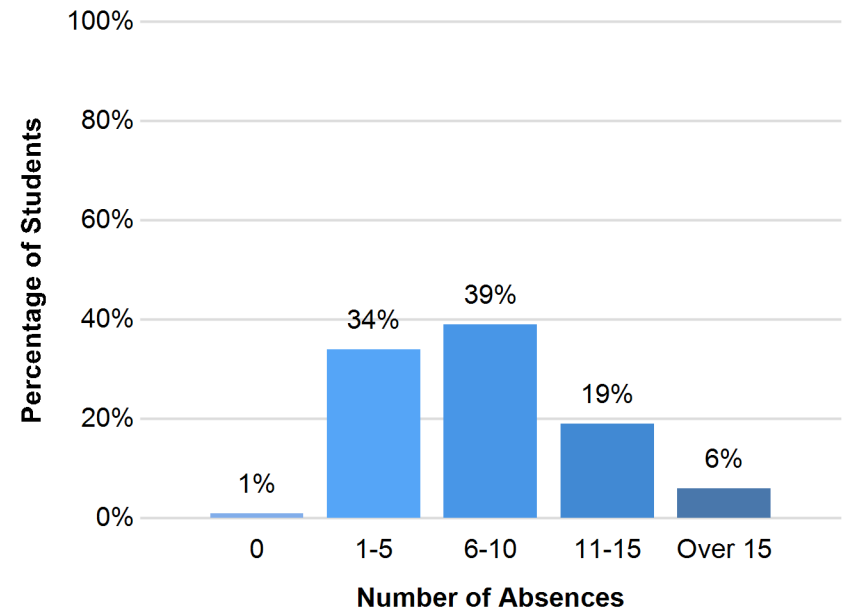
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	11	3.2	9.6	Met
White	8	2.9	9.6	Met
Hispanic	2	6.3	9.6	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	9.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	4	2.6		
Male	7	3.7		
Economically Disadvantaged Students	2	11.8	**	**
Students with Disabilities	2	4.3	9.6	Met
English Learners	1	9.1	**	**
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.





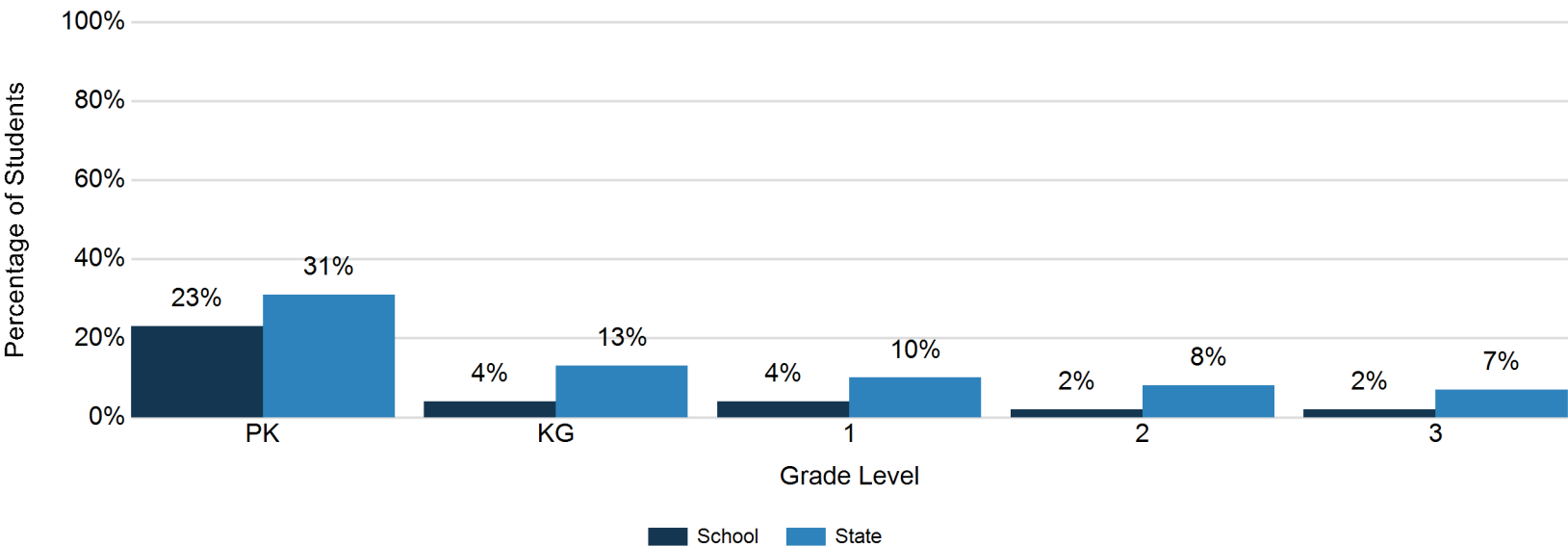
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Chronic Absenteeism by Grade

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.04

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



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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	8:45 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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	33	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	93.9%	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	20	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	85.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	386:1	137:1
Teachers to Administrators	33:1	13:1
Students to Librarians/Media Specialists		683:1
Students to Nurses		546:1
Students to Counselors		304:1
Students to Child Study Team Members		210:1



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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	45.1%	97.0%	100.0%	48.4%	77.1%	54.9%
Male	54.9%	3.0%	0.0%	51.6%	22.9%	45.1%
White	77.7%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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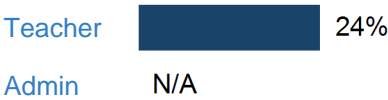
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Teachers and Administrators - Level of Education

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

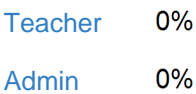
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

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


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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.1%	76.4%	72.2%
Math Proficiency	67.5%	78.7%	84.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	1.2%	3.1%	3.2%

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



Mary A. Hubbard Elementary School
(03-4310-070)
Grades Offered: PK-03
2018-2019

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Mary A. Hubbard Elementary School
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2018-2019

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School Narrative

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



Highlights:

- Readers & Writers Workshop, Conceptual Mathematics, Technology Integration across content areas, NGSS
- Health & Wellness through intentional play, access to the outdoors, instruction in yoga & mindfulness
- 2012 Blue Ribbon School of Excellence. 2018 Common Sense Certified School: Digital Citizenship



Mission, Vision, Theme:

The mission of Hubbard School is to provide our students with the tools that are necessary for success in life. These include strong academic content, cooperative learning experiences, technological knowledge, problem-solving skills, and real-world connections. Hubbard School promotes life long learning by encouraging independence and critical-thinking. Our goal is to support enthusiastic learning by addressing the needs of all students as they work to reach their full potential.



Awards, Recognition, Accomplishments:

Mary A. Hubbard is a National Blue Ribbon School (2012), participates in the Governor's Educator and Service Professional of the Year recognition program annually. Our outstanding Kindergarten program was recognized and accredited by the National Association for the Education of Young Children (NAEYC). Common Sense Certified School: Digital Citizenship (2018).




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 <div>Courses, Curriculum, Instruction:</div>	Students benefit from a balanced curriculum in the areas of language arts, mathematics, social studies, science and engineering, art, music and physical education. Each curriculum area is based on the New Jersey Core Content Standards and the New Jersey State Learning Standards. District goals focus on teaching children to think critically, communicate effectively, collaborate well, be creative and use their knowledge to solve complex problems to face challenges yet to be defined.
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 <div>Before and After School Programs:</div>	Academic Support is offered before school to students in need of remediation on a flexible basis throughout the year. Criteria for receiving this support is based on assessment data, student performance, and teacher recommendation.
 <div>Staff and Professional Learning:</div>	Staff participates in a variety of Professional Development opportunities throughout the year including book studies, residencies and visits to lab site classrooms in balanced literacy and math with consultants & coaches. Opportunities for PD is also offered by teachers in their own classrooms with peer observers across content areas.



Mary A. Hubbard Elementary School

(03-4310-070)

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2018-2019

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Student Supports and Services:

The Intervention & Referral Services Team reviews requests for assistance with students experiencing difficulty in any area. A Child Study Team provides diagnostic and consultative services to pupils identified in need of special education in order to succeed in the school program. The ESL program serves children in the school who speak different languages and celebrates multicultural aspects of the student population. Academic Support provides support for students in need of assistance in literacy/math.



Student Health and Wellness:

Student health & wellness is an important facet of the school experience. Health lessons are incorporated into Physical Education. Yoga and mindfulness exercises are integrated into the school day to support the need for “brain breaks,” movement & to give students tools for coping with stress. The “Get Kids Moving Committee” supports National Walk to School Day, Walk to School Wednesday & adds activities & games to recess to further support movement & play. Healthy foods for celebrations are always encouraged. A natural playground is in the planning and development stage by the entire school community.



Parent and Community Involvement:

The PTO sponsors many educational and cultural assembly programs for the students each year. They sponsor fine arts programs throughout the year with the “Meet the Masters” program, the Hubbard Fine Arts Day, and the yearly author visit. The PTO has purchased extra equipment for Hubbard School including iPads, Smart Boards, Light Speed Sound Systems, wireless laptop computers, and playground equipment. Parents also volunteer for classroom projects, library/media center assistants & at all events.






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents A survey that speaks to the needs of the school is completed annually. Parents are all encouraged to participate. Results are compiled and analyzed by the school principal. Measures are put in place in response to parent feedback within the following school year.</p>
 <div>Facilities:</div>	<p>The media center is complete with engaging texts, interactive whiteboard, iPads, and Chromebooks. A MakerSpace is evolving with access to STEM products and “tinker” materials. Classrooms support preschool disabilities classes, extended day Pre-K, ESL, Transitional Kindergarten, half day Kindergarten, and grades one through three. Classrooms have SMART boards, iPads and Chromebooks in grade 3 classrooms. Smaller classrooms for Academic Support and related service providers are accessible to all.</p>
 <div>School Safety:</div>	<p>School safety is a priority of all staff. Our school employs strict visitor protocols, students and staff practice required safety drills monthly, and there is a school Crisis and Safety Committee that reviews procedures in place throughout the year with all stakeholders. A new security vestibule has been installed in the entrance of the building for added security and safety.</p>

School Narrative

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<div>  <div>Technology and STEM:</div> </div>	<p>All classrooms are equipped with Smartboards. Students have access to Chromebooks, iPads, and virtual reality equipment. Our Media Center houses a lab, iPad and Chromebook cart, Makerspace area for students to explore, tinker and build and provides opportunities for students to engage in Coding through the use of Ozobots and Beebots. Our Math and Science curriculum supports students in engaging in STEM like tasks and concepts that are clearly connected to real world, authentic learning.</p>
<div>  <div>Early Childhood Education:</div> </div>	<p>The Integrated 4-Year-Old Preschool Program is an inclusionary program that is comprised of general education preschoolers and those who have special needs. Children with special needs are placed in the program through an evaluation performed by the Ramsey Preschool Child Study Team. The program utilizes the Creative Curriculum and provides a developmentally appropriate, enriching educational experience for all children. The focus of our early childhood curriculum is to help children become enthusiastic learners. Children are encouraged to be active, creative explorers who are confident to try out their ideas and express their thoughts. Children are provided the opportunity to become independent, self-confident, inquisitive learners who learn at their own pace and in the way which is best for them. All children are nurtured and recognized for their unique interests, strengths, and needs so that they can view themselves as an integral part of our “Community of Learners”.</p>




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 <div>Other Information</div>	<p>The Hubbard School students enjoy being taught by specialists in the areas of Music, Art, Library, Enrichment, and Physical Education. The Enrichment teacher works directly with all students in grades Kindergarten through grade three focusing on engineering and problem-based learning units. In addition, the Ramsey Education Foundation also supports varied programs and resources that enrich our existing curriculum and provide for authentic learning experiences. The Ramsey Community is very important to the success of Hubbard School. The Ramsey Public Education Foundation helps to support the Ramsey schools. This year the Education Foundation purchased Virtual Reality glasses to help support & enhance our educational program. Hubbard also welcomes community volunteers throughout the year. The Ramsey Fire Department visits for Fire Safety Week, and the Ramsey Police Department provides the Officer Phil safety assembly. Hubbard School is a caring, joyful learning environment. A supportive network of teachers, parents, administrators, and community members encourage student effort and growth. All members of the school community share a sense of collective responsibility for student success through collaboration and communication.</p>
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Ramsey High School
 (03-4310-050)
 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 with any questions about the reports

Notes from the New Jersey Department of Education:



Ramsey High School
 (03-4310-050)
 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	Bergen
District	Ramsey School District
Principal Name	Dr. Michael Thumm
Address	256 E MAIN STREET RAMSEY, NJ 07446-1927
Phone Number	201-785-2300
Email Address	mthumm@ramsey.k12.nj.us
Website	https://www.ramsey.k12.nj.us/rhs
Facebook	https://www.facebook.com/rsdrhs/?modal=admin_todo_tour
Twitter	https://twitter.com/RamseyHSNJ



Ramsey High School

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

Enrollment Trends by Grade

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	204	208	234
10	230	205	208
11	194	228	200
12	219	200	226
Total	847	841	868

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	47.1%	47.6%	47.2%
Male	52.9%	52.4%	52.8%
Economically Disadvantaged Students	5.7%	4.6%	5.4%
Students with Disabilities	11.2%	11.7%	10.7%
English Learners	1.9%	1.5%	1.7%
Homeless Students	0.2%	0.2%	0.3%
Students in Foster Care	0.0%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.3%
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	81.5%	82.3%	80.3%
Hispanic	9.1%	8.4%	8.8%
Black or African American	0.7%	0.4%	0.3%
Asian	7.2%	7.1%	8.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	1.3%	1.5%	2.2%

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	847	841	868
Shared Time Students	0	0	0
Full Time Equivalent	847	841	868

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	93.5%
Spanish	3.5%
Korean	1.2%
Other Languages	1.8%



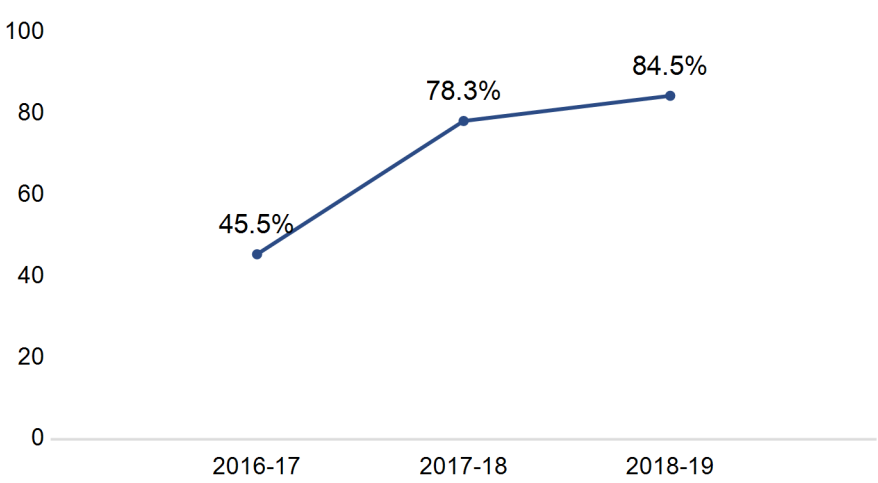
Ramsey High School
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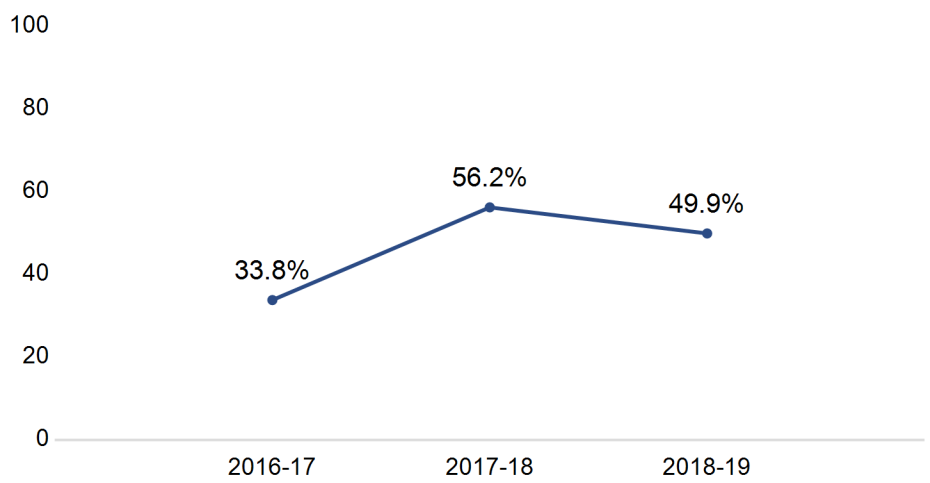
English Language Arts and Mathematics Performance Trends

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	64.1%	99.8%	99.8%	62.6%	99.5%	99.8%
Proficiency Rate for Federal Accountability	45.5%	78.3%	84.5%	33.8%	56.2%	49.9%
Annual Target	40.7%	42.7%	44.8%	31.9%	34.5%	37.0%
Met Annual Target?	Met Target	Met Target	Met Goal	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	440	99.8	84.5	80.3	57.9	84.5	44.8	Met Goal
White	356	99.7	86.8	83.2	66.9	86.8	44.4	Met Goal
Hispanic	30	100.0	63.3	*	43.9	63.3	26.9	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	43	100.0	86.0	85.8	82.9	86.0	63.5	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	84.2	64.4	*	**	**
Female	215	99.5	89.8	87.6	64.8	89.8		
Male	225	100.0	79.6	73.2	51.3	79.6		
Economically Disadvantaged Students	21	100.0	42.9	*	40.0	42.9	35.4	Met Target
Non-Economically Disadvantaged Students	419	99.8	86.6	*	67.9	86.6		
Students with Disabilities	53	100.0	43.4	*	22.7	43.4	23.4	Met Target
Students without Disabilities	387	99.7	90.2	*	65.1	90.2		
English Learners	*	*	*	20.8	29.3	*	**	**
Non-English Learners	*	*	*	82.3	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

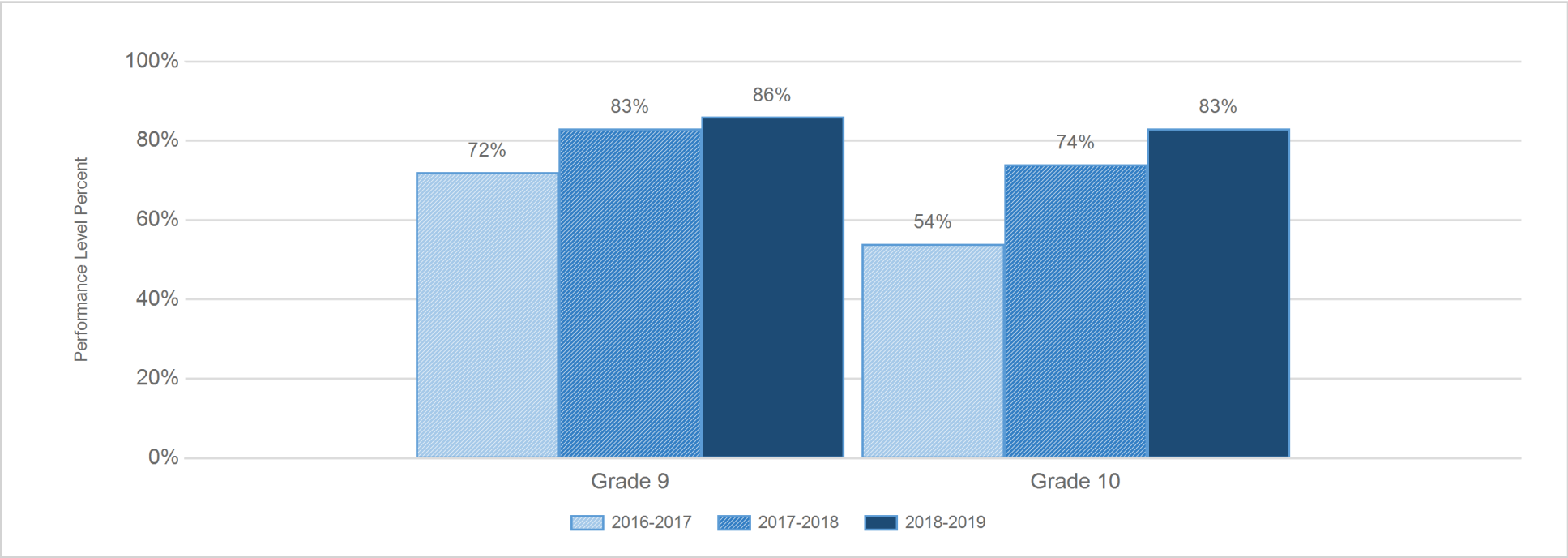


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	773	773	753	*	*	10%	59%	27%	86%	56%
White	182	774	774	762	*	*	8%	64%	25%	89%	65%
Hispanic	15	745	745	737	*	*	*	*	*	67%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	26	789	789	783	0%	*	*	*	*	88%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	111	778	778	760	*	*	*	55%	36%	91%	63%
Male	120	770	770	746	*	*	*	63%	19%	82%	49%
Economically Disadvantaged Students	12	741	741	734	*	*	*	*	*	58%	36%
Non-Economically Disadvantaged Students	219	775	775	762	*	*	*	*	*	88%	65%
Students with Disabilities	24	741	741	717	*	*	*	42%	0%	42%	17%
Students without Disabilities	207	777	777	760	*	*	*	61%	30%	91%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Ramsey High School
(03-4310-050)
Grades Offered: 09-12
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	781	781	757	*	*	9%	45%	38%	83%	58%
White	175	784	784	767	*	*	9%	46%	39%	85%	67%
Hispanic	17	749	749	738	*	0%	*	*	*	53%	43%
Black or African American	N	N	N	733	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	106	789	789	766	*	*	*	41%	48%	89%	66%
Male	105	773	773	749	*	*	*	50%	28%	77%	51%
Economically Disadvantaged Students	10	714	714	735	*	*	*	*	*	20%	40%
Non-Economically Disadvantaged Students	201	784	784	767	*	*	*	*	*	86%	67%
Students with Disabilities	27	746	746	711	*	*	*	*	*	48%	19%
Students without Disabilities	184	786	786	765	*	*	*	*	*	88%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	439	99.8	49.9	63.9	44.5	49.9	37	Met Target
White	354	99.7	50.3	65.5	54.1	50.3	35.9	Met Target
Hispanic	31	100.0	16.1	*	28.8	16.1	23.6	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	43	100.0	67.4	79.1	76.5	67.4	56.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	76.3	53.3	*	**	**
Female	214	99.5	52.3	65.5	44.9	52.3		
Male	225	100.0	47.6	62.2	44.2	47.6		
Economically Disadvantaged Students	23	100.0	17.4	*	26.3	17.4	20.3	Met Target†
Non-Economically Disadvantaged Students	416	99.8	51.7	*	54.9	51.7		
Students with Disabilities	51	100.0	13.7	*	17.4	13.7	13.9	Met Target†
Students without Disabilities	388	99.7	54.6	*	50.0	54.6		
English Learners	11	100.0	*	27.6	25.0	*	**	**
Non-English Learners	428	99.8	*	65.2	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

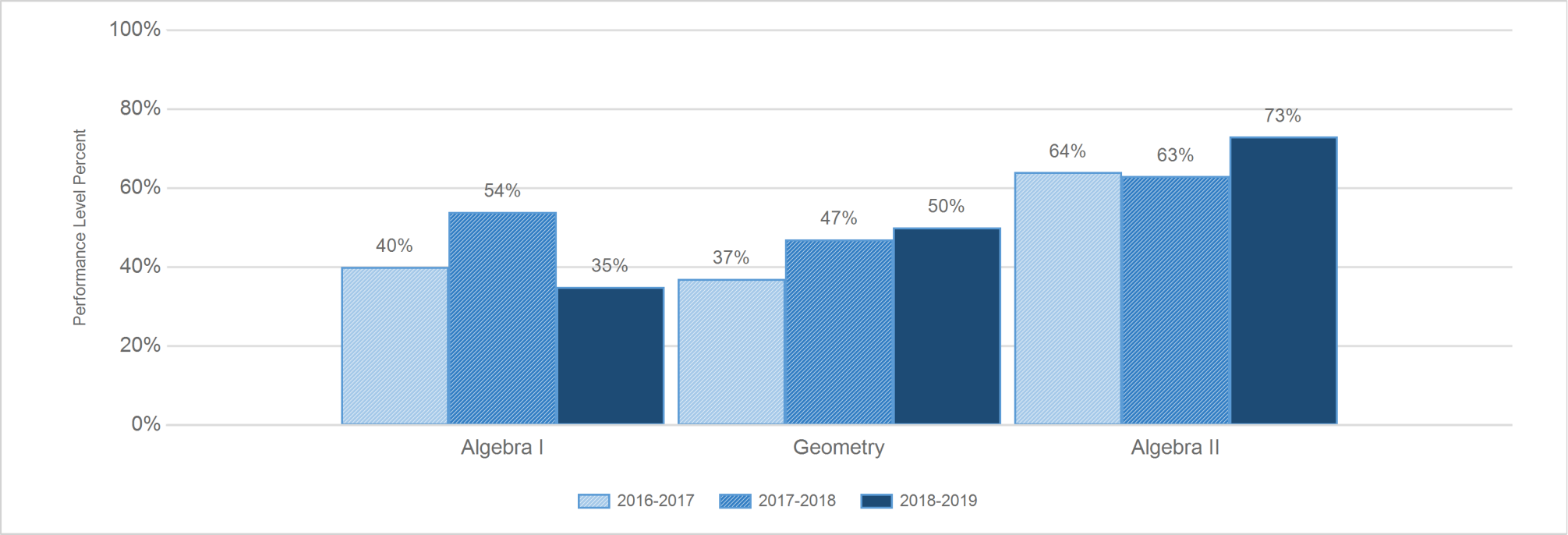


Ramsey High School
(03-4310-050)
Grades Offered: 09-12
2018-2019

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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.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	738	765	744	7%	28%	30%	35%	0%	35%	42%
White	122	740	762	752	*	*	30%	39%	0%	39%	53%
Hispanic	17	717	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	63	739	769	745	*	*	*	35%	0%	35%	44%
Male	88	738	760	743	*	*	*	35%	0%	35%	41%
Economically Disadvantaged Students	16	721	*	727	*	*	*	*	*	19%	23%
Non-Economically Disadvantaged Students	135	740	*	752	*	*	*	*	*	37%	52%
Students with Disabilities	23	729	*	717	*	*	*	*	*	17%	12%
Students without Disabilities	128	740	*	748	*	*	*	*	*	38%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	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%



Ramsey High School
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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.

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	195	748	749	737	*	11%	36%	*	*	50%	35%
White	162	748	748	743	*	10%	36%	*	*	51%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	16	757	757	762	0%	*	*	*	*	63%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	95	752	*	738	*	*	34%	*	*	57%	36%
Male	100	745	745	736	*	*	38%	*	*	44%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	24	716	716	712	*	*	*	*	*	*	*
Students without Disabilities	171	753	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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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.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	763	764	755	*	*	20%	*	*	73%	58%
White	71	761	*	758	*	*	23%	*	*	70%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	19	775	775	777	0%	*	*	*	*	84%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	58	755	*	752	*	*	*	*	*	64%	55%
Male	37	775	775	758	*	*	*	*	*	86%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	95	763	*	755	*	*	20%	*	*	73%	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	*	*	*	742	*	*	*	*	*	*	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	25.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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2018-2019

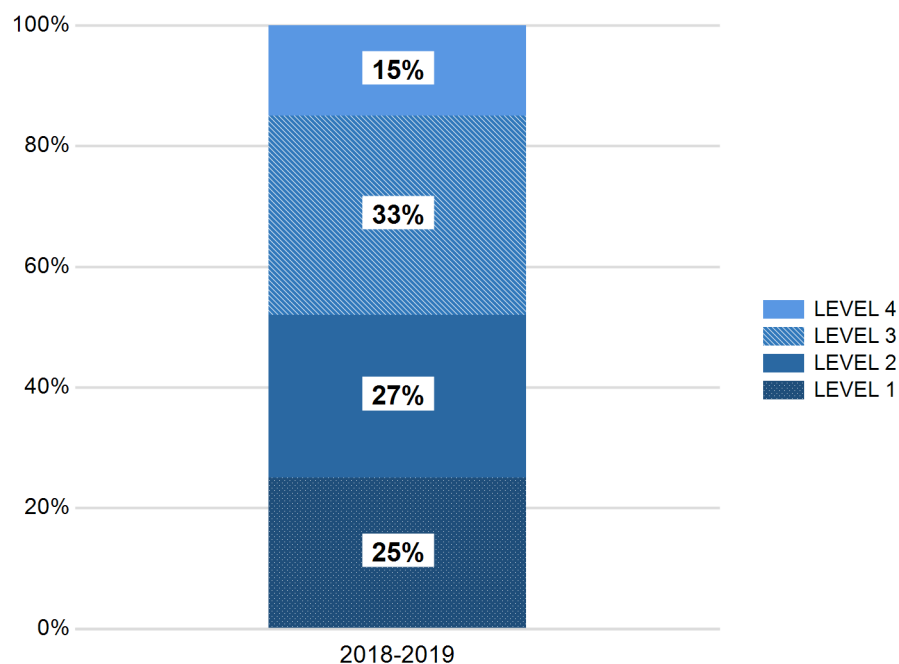
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	25	27	33	15
White	23	25	36	16
Hispanic	48	32	12	8
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	15	23	46	15
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	29	35	12
Male	26	25	31	18
Economically Disadvantaged Students	63	19	19	0
Non-Economically Disadvantaged Students	22	28	34	17
Students with Disabilities	70	13	9	9
Students without Disabilities	19	29	36	16
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	94.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	84.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	47.3%	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	535	476	Grade 10: 430 Grade 11: 460	85%	61%
PSAT 10/NMSQT - Math	524	477	Grade 10: 480 Grade 11: 510	63%	43%
SAT - Reading and Writing	586	539	480	87%	70%
SAT - Math	576	541	530	69%	53%
ACT - Reading	26	25	22	77%	66%
ACT - English	25	24	18	88%	81%
ACT - Math	24	24	22	67%	65%
ACT - Science	25	24	23	69%	57%



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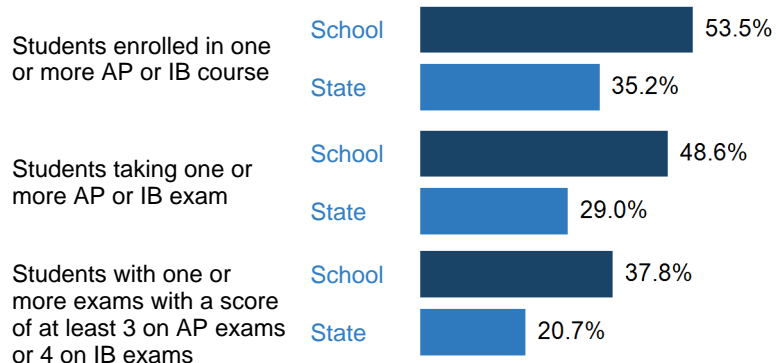
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

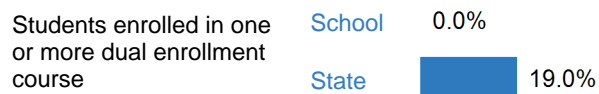
AP/IB Coursework – Participation and Performance

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	11	10
AP Calculus AB	25	20
AP Calculus BC	6	6
AP Chemistry	8	7
AP Computer Science A	13	11
AP Computer Science Principles	23	11
AP English Language and Composition	71	67
AP English Literature and Composition	69	37
AP Environmental Science	21	20
AP French Language and Culture	19	18
AP German Language and Culture	0	4
AP Human Geography	51	43
AP Latin (Virgil, Catullus and Horace)	0	3
AP Microeconomics	21	18
AP Music Theory	4	3
AP Physics 2	6	6



Ramsey High School

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	24	22
AP Statistics	44	38
AP U.S. Government and Politics	23	23
AP U.S. History	51	51
Total Exams taken		418
Exams with scores of at least 3 on AP exams or 4 on IB exams		315



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(03-4310-050)
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2018-2019

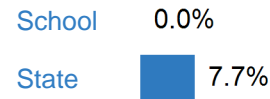
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

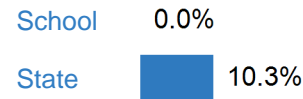
Career and Technical Education Participation

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

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



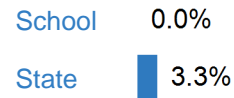
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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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 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	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Ramsey High School
(03-4310-050)
Grades Offered: 09-12
2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

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



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2018-2019

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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	142	0	88	0	0	0	4
10	5	196	7	1	0	1	4
11	0	10	110	80	0	7	2
12	0	0	14	115	84	49	3
Total	147	206	219	196	84	57	13
Enrolled in AP/IB Course					31	44	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	55	0	0	176	0	3
10	160	43	0	4	0	1
11	6	148	0	0	50	5
12	31	11	0	21	136	16
Total	252	202	0	201	186	25
Enrolled in AP/IB Course	11	8		21	6	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	232	2	0	0	0	0
10	1	207	7	0	0	13
11	2	199	4	36	0	23
12	0	1	16	38	39	94
Total	235	409	27	74	39	130
Enrolled in AP/IB Course	0	51	21	0		71
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	128	75	0	15	0	13	0
10	107	72	0	10	1	16	0
11	63	80	0	14	1	8	0
12	33	22	0	12	0	16	0
Total	331	249	0	51	2	53	0
Enrolled in AP/IB Course	24	19	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	129	141	0	17	2	21	0



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 (03-4310-050)
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 2018-2019

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	10	0	0	0	0	0
10	16	0	4	0	0	0
11	11	0	3	0	0	0
12	35	0	16	0	0	0
Total	72	0	23	0	0	0
Enrolled in AP/IB Course	13		23			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Ramsey High School

(03-4310-050)

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2018-2019

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
Spanish	14
Total	*



Ramsey High School
(03-4310-050)
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2018-2019

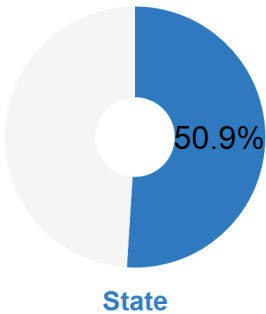
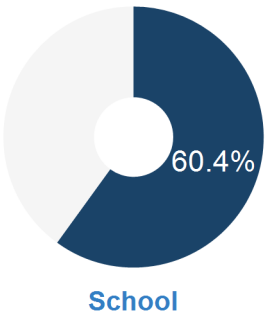
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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

MUSIC	School	22.1%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	13.5%
	State	3.9%
VISUAL ARTS	School	34.4%
	State	32.9%



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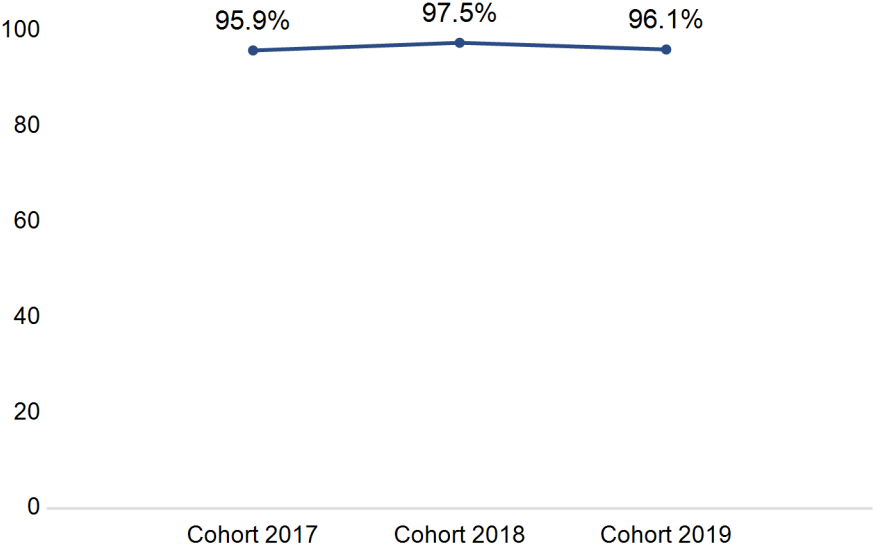
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

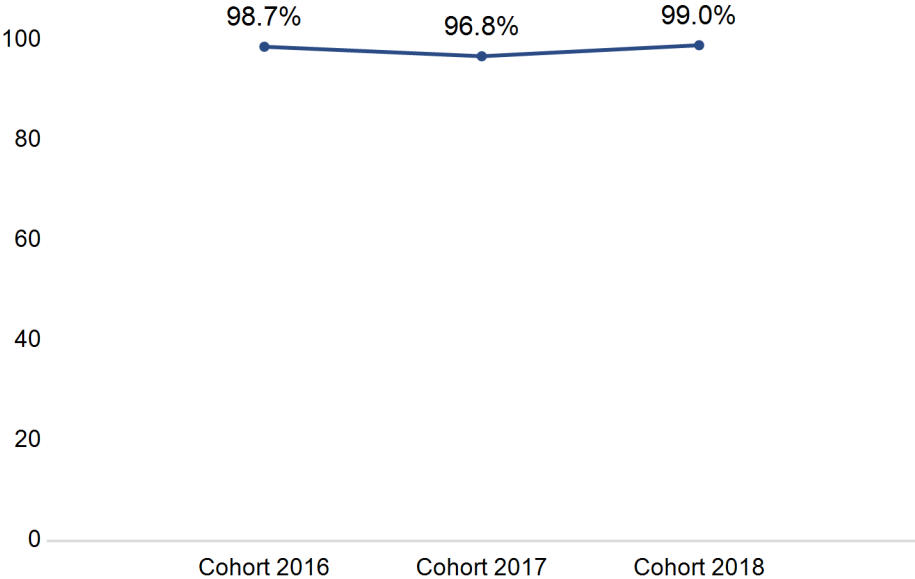
Graduation Rate Trends and Progress

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	95.9%	97.5%	96.1%	98.7%	96.8%	99.0%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	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	96.1%	90.6%	99.0%	92.5%	97.5%	N	Met Goal	96.8%	N	Met Goal
White	98.9%	94.9%	98.8%	95.9%	97.6%	N	Met Goal	98.4%	N	Met Goal
Hispanic	76.2%	84.5%	100.0%	87.3%	93.8%	**	**	82.4%	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	94.1%	96.9%	100.0%	97.8%	100.0%	**	**	93.8%	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.2%	92.8%	100.0%	94.4%	100.0%			94.6%		
Male	95.2%	88.5%	98.0%	90.8%	95.1%			99.1%		
Economically Disadvantaged Students	66.7%	84.0%	100.0%	87.3%	92.3%	**	**	*	**	**
Students with Disabilities	90.9%	79.2%	96.2%	83.8%	92.3%	89.1%	Met Target	92.6%	94.3%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	57.4%	63.2%
Substitute Competency Test	41.3%	35.4%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	1.3%	1.3%
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	0.2%	1.2%
2017-2018	0.6%	1.2%
2016-2017	0.1%	1.1%



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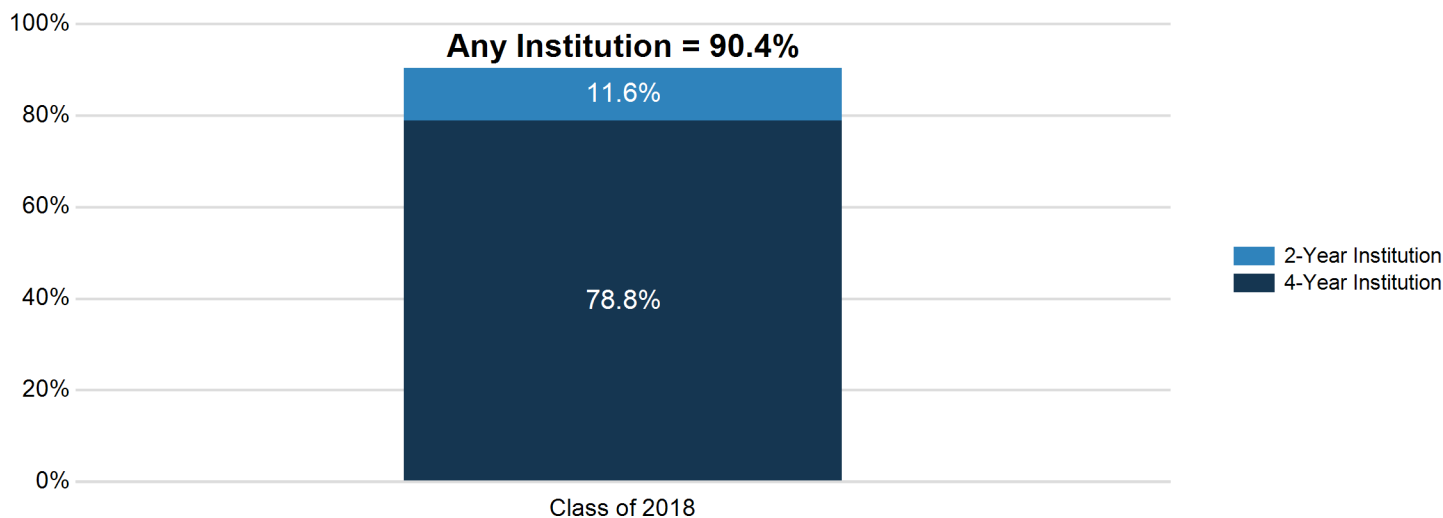
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	11.6%
% Enrolled in 4-Year Institution	78.8%
% Enrolled in Any Postsecondary Institution	90.4%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	91.6%	9.6%	90.4%
White	91.4%	7.6%	92.4%
Hispanic	*	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	*	*	*
Students with Disabilities	85.2%	26.1%	73.9%
English Learners	*	*	*

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	90.4%	12.8%	87.2%	63.7%	36.3%	36.9%	63.1%
White	92.1%	11.2%	88.8%	62.5%	37.5%	32.9%	67.1%
Hispanic	71.4%	50%	50%	70%	30%	70%	30%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.8%	6.7%	93.3%	66.7%	33.3%	46.7%	53.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*
Students with Disabilities	58.3%	50%	50%	92.9%	7.1%	71.4%	28.6%
English Learners	*	*	*	*	*	*	*



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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.

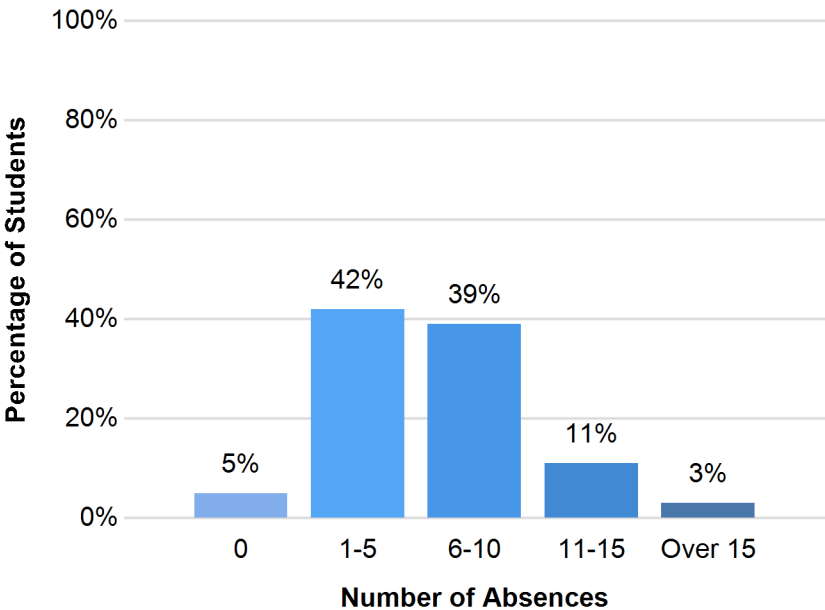
Chronic Absenteeism

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	2.0	14.2	Met
White	16	2.2	14.2	Met
Hispanic	1	1.3	14.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	1.3	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	8	1.9		
Male	10	2.1		
Economically Disadvantaged Students	1	2.1	14.2	Met
Students with Disabilities	8	7.0	14.2	Met
English Learners	1	6.7	**	**
Homeless Students	*	*		
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.





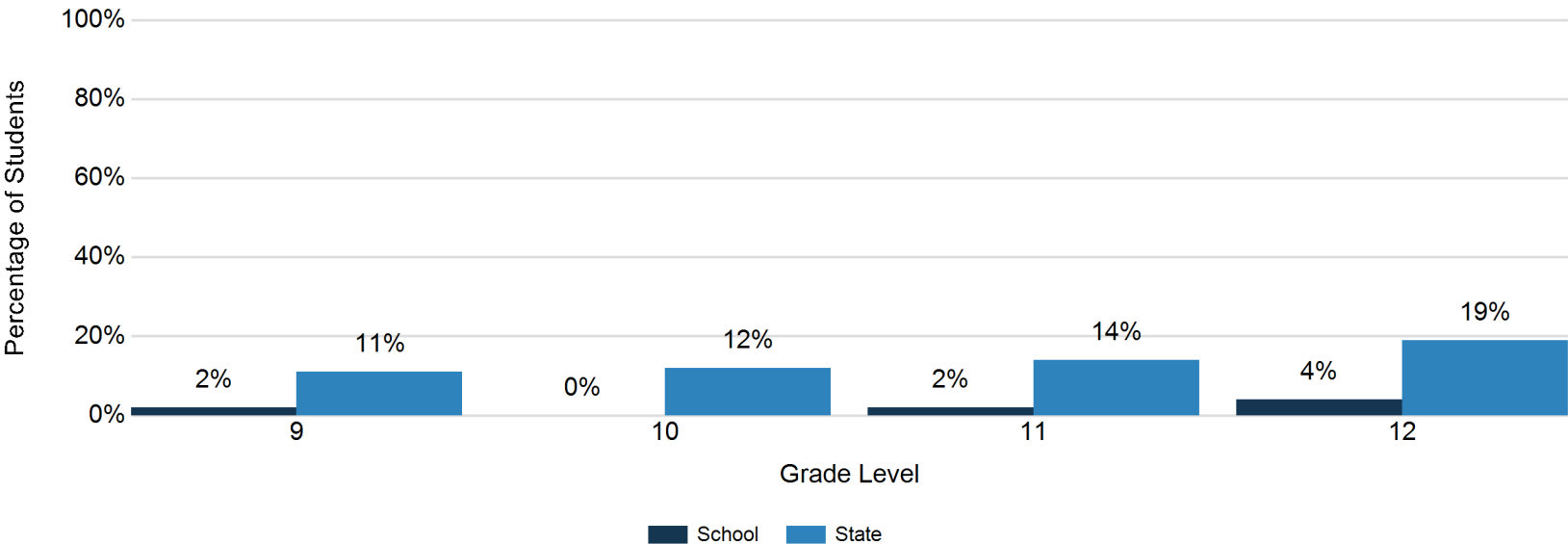
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Chronic Absenteeism by Grade

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





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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	4
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.69

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	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
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	*	*
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
20



Ramsey High School
 (03-4310-050)
 Grades Offered: 09-12
 2018-2019

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 23 Mins
Shared Time - Instructional Time	6 Hrs. 23 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	84	118,214
Average years experience in public schools	16.0	12.1
Average years experience in district	13.9	10.8
Percentage of Teachers with 4 or more years experience in the district	88.1%	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	20	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	85.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	67:1	137:1
Teachers to Administrators	6:1	13:1
Students to Librarians/Media Specialists		683:1
Students to Nurses		546:1
Students to Counselors		304:1
Students to Child Study Team Members		210:1



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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	47.2%	59.5%	23.1%	48.4%	77.1%	54.9%
Male	52.8%	40.5%	76.9%	51.6%	22.9%	45.1%
White	80.3%	97.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.8%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	8.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	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%



Ramsey High School
(03-4310-050)
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2018-2019

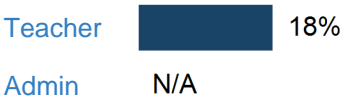
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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

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

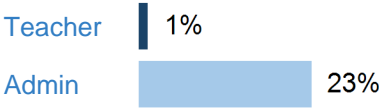
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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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	45.5%	78.3%	84.5%
Math Proficiency	33.8%	56.2%	49.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.9%	97.5%	96.1%
5-Year Graduation Rate†	98.7%	96.8%	99.0%
Progress toward English Language Proficiency		*	25.0%
Chronic Absenteeism	16.5%	6.9%	2.0%

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Student-driven profile projects where students demonstrate transfer of competencies contained in our Profile of a Ramsey Graduate. • Over 70% of the Ramsey student body are involved in the 27 athletic programs and cheerleading. • Accomplished instrumental and vocal music programs have performed from Carnegie Hall, NY to parades in Rome, Italy.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Ramsey Public Schools is to develop successful individuals who will possess the knowledge, skills and values necessary to become independent self-fulfilled persons in a complex global society and to raise the level of expectations for all students through a challenging academic and co-curricular program conducted in a caring and intellectually stimulating environment.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>In 2019 Social Studies teacher, Mr. Dan Willever received the Milken Educator Award. In 2016, Ramsey High School earned a place on the AP District Honor Roll. There were 40 AP Scholars, 16 AP Scholars with Honor, and 26 AP Scholars with Distinction and 2 National AP Scholars in the Class of 2017. During the last few years, our graduates have been accepted to some of the most prestigious and competitive colleges in the nation.</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>The curriculum is challenging and student-focused. We strive to advance 21st Century learning, and we continue to prepare students for success as they enter college, the military and the workplace. To that end, we offer a Design Thinking course that follows Stanford University’s Institute of Design model. Our partnership with Virtual High School, Bergen Community College, Ramapo College, and Syracuse University enables our students to access additional learning opportunities.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Coed)</p> <p>Over 70% of the Ramsey student body are involved in the 27 athletic programs and cheerleading. We have 27 athletic offerings with 62 varsity and sub-varsity teams. The 2017 teams have played for raising funds and awareness for Breast Cancer Awareness, Stigma Free Mental Health Awareness, Suicide Prevention, Autism, Pancreatic Cancer and supporting the United States Military Service men and women. Ramsey is a place of athletic pride and great community support.</p>
 <div>Clubs and Activities:</div>	<p>Ramsey High School offers over 45 co-curricular programs, including drama and art, academic competitions and clubs, literary publications, service learning clubs, and an extensive peer leadership program.</p>






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<div>  <div>Before and After School Programs:</div> </div>	<p>The staff members of RHS are an exemplary group of professionals who dedicate themselves to providing outstanding educational programs and opportunities to meet the needs of the ever-changing student population. Nine staff members made the commitment to prepare over 100 Ramsey High School students to face the challenges of the new global environment by partnering with World Challenge Inc. In July of 2019, 8 groups traveled to Tanzania and Peru to perform service and to participate in cultural exchanges.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Staff participates in a variety of Professional Development opportunities throughout the year ranging from professional book study groups, residencies in balanced literacy and math, and interactive opportunities in our labsite classrooms alongside coaches and consultants across disciplines. Opportunities for PD also offered by teachers in their own classrooms with peer observers on topics such as technology integration, student-centered learning and differentiated instruction.</p>
<div>  <div>Postsecondary Information:</div> </div>	<p>Over 95 percent of last year’s seniors enrolled in college, with more than 87 percent of them entering four-year colleges.</p>






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 <p>Student Supports and Services:</p>	<p>The Intervention and Referral Services Committee reviews requests from teachers/parents for assistance with students who are experiencing difficulty in school. Should further assistance be required, the CST provides diagnostic and consultative services to pupils who are identified in need of special education. The ELL program serves children in the school who speak different languages. Academic Support provides in the areas of reading and mathematics.</p>
 <p>Student Health and Wellness:</p>	<p>Student health & wellness is an important facet of the school experience. Health lessons are incorporated into Physical Education. Ramsey's Stigma-Free initiative hopes to raise awareness of the disease of mental illness, provide an effective way to reduce the stigma associated with the disease and encourage those who are affected to feel supported.</p>
 <p>Parent and Community Involvement:</p>	<p>RHS enjoys strong community support that leads to opportunities for our students to transfer what they have learned to meaningful endeavors. To date, our student-led Ramsey Relay for Life event has raised close to \$2,000,000.00 to support the American Cancer Society. Community involvement is an integral part of our high school culture and several support groups are involved in volunteer efforts at our high school. These support groups provide innovative programs, student scholarships, and moral support.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A school climate survey is distributed to parents yearly as an opportunity to gather input and feedback from all school stakeholders. The survey data is used to ensure that as a school we are meeting the varied needs of our learners, providing a learning environment that is safe, inviting and conducive to learning.</p>
 <p>Facilities:</p>	<p>RHS was originally constructed in 1936. We have maintained a classic feel with significant and ongoing facility upgrades. In addition to modern classrooms, RHS boasts state of the art science labs, AutoCAD facility, photo and digital video rooms, wood and auto shops, and a robotics space. Two full gymnasiums, two lighted turf fields, cafeteria, art rooms, culinary arts center, Design Thinking space, two computer labs, theater, writing center, media center, and music rooms are also part of RHS.</p>
 <p>School Safety:</p>	<p>RHS is a facility that is secured at all times by a full-time Director of Security (who is armed) and 2 part-time armed, security officers. Additionally, RHS is monitored both inside and outside the building by a motion-detector camera system, and have an automated Lockdown System that can instantly place the school in a Lockdown, Shelter in Place, or Evacuation procedure. We use the Share With 911 app to communicate during emergencies. Significantly, we have partnered with the Ramsey Police Department to instruct our students about active shooter situations and the Bergen County SWAT team for extrication drills in an active shooter practice scenario.</p>




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 <div>Technology and STEM:</div>	<p>RHS Science and Tech Ed courses work to develop students' capacity to learn and use technological systems to solve multifaceted STEM problems. We offer relevant experiences for students at all grade levels and abilities to help them learn about and understand the technological world. We constantly promote career and college readiness, and 21st Century career pathways by developing interest in the human made world-its materials, products, and processes along with creativity and real-world learning in the teaching of technology, innovation, design, and engineering. Numerous unique opportunities apply academic concepts through practical minds-on/hands-on applications giving these academic concepts relevance for students. This is accomplished by utilizing real-world tools, materials, processes, and systems to operationalize technology and engineering content.</p>
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 <div>Other Information</div>	<p>At Ramsey High School, we are committed to consistently providing students with the skills and knowledge they need to be successful, with an emphasis on academic achievement and social/emotional growth. We have developed a Profile of a Ramsey Graduate that outlines competencies we expect our graduates to possess. Beginning with the Class of 2022 each student will complete a Profile Project where students utilize these competencies to complete a unique project. An extensive range of elective courses are available to all students, and every effort is made to design programs that meet the individual needs of each of our students. The building administration and guidance department work collaboratively to implement a program of study that provides our students with the necessary education and background to pursue their individual goals and successfully take their place in the world after high school. We expect our graduates to be able to solve complex, subject-based, and multidisciplinary problems by collaborating, thinking critically, being creative, and by maximizing the use of available technology. All students are issued Chromebooks.</p>
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Wesley D Tisdale Elementary School
(03-4310-080)
Grades Offered: PK-03
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:

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- 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
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Notes from the New Jersey Department of Education:



Wesley D Tisdale Elementary School
(03-4310-080)
Grades Offered: PK-03
2018-2019

Report Key:

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

School 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	Bergen
District	Ramsey School District
Principal Name	Mrs. Gina Aliano
Address	200 ISLAND AVENUE RAMSEY, NJ 07446-1566
Phone Number	201-785-2336
Email Address	galiano@ramsey.k12.nj.us
Website	https://www.ramsey.k12.nj.us/Tisdale
Facebook	https://www.facebook.com/rsdtisdale/
Twitter	https://twitter.com/tisdaleschool



Wesley D Tisdale Elementary School

(03-4310-080)

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	20	29	16
KG	94	87	79
1	83	101	104
2	106	88	100
3	84	109	84
Total	387	414	383

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.9%	49.0%	47.5%
Male	50.1%	51.0%	52.5%
Economically Disadvantaged Students	9.6%	10.6%	11.5%
Students with Disabilities	14.2%	16.7%	13.6%
English Learners	6.2%	5.3%	6.3%
Homeless Students	1.3%	0.5%	0.3%
Students in Foster Care	0.0%	0.2%	0.3%
Military-Connected Students	0.0%	0.5%	0.3%
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	74.9%	72.0%	70.0%
Hispanic	13.2%	13.3%	14.4%
Black or African American	0.5%	1.0%	1.6%
Asian	10.1%	11.8%	11.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.3%
Two or More Races	1.3%	1.7%	2.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	20	29	0
PK - Full Day	0	0	16
KG - Half Day	94	87	79
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	85.9%
Spanish	7.3%
Japanese	1.8%
Korean	1.6%
Russian	1.0%
Other Languages	2.3%



Wesley D Tisdale Elementary School

(03-4310-080)

Grades Offered: PK-03

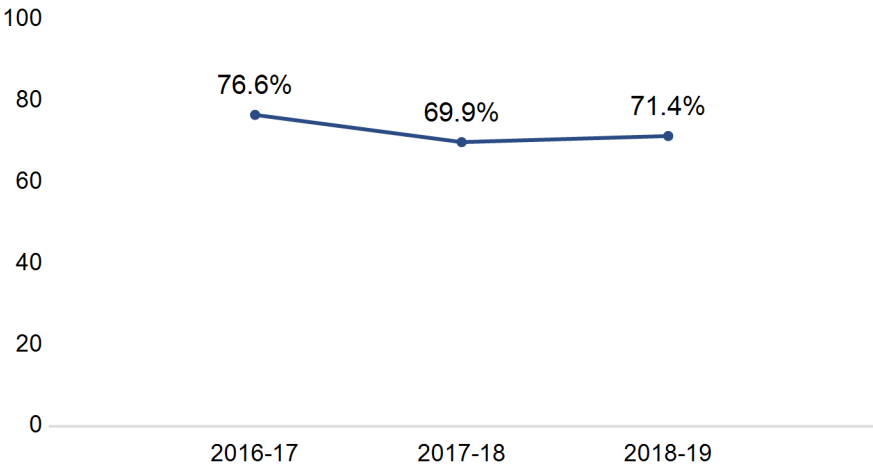
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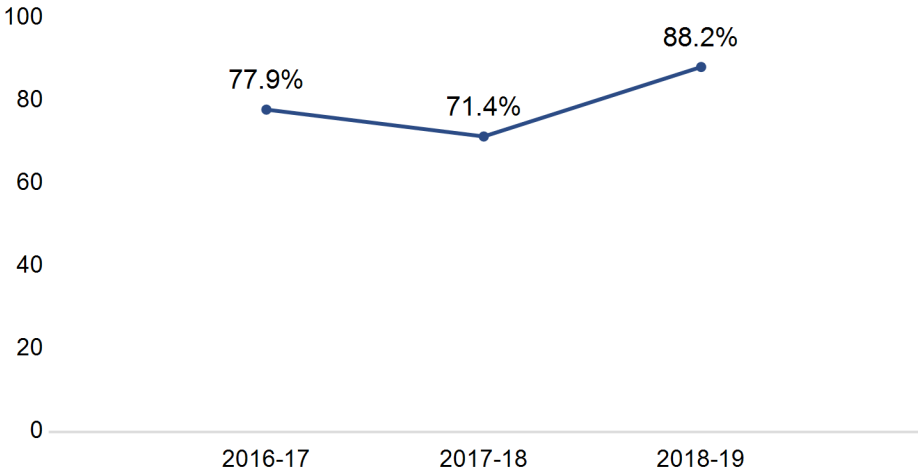
English Language Arts and Mathematics Performance Trends

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	97.6%	98.2%	97.7%	97.6%	97.2%	97.7%
Proficiency Rate for Federal Accountability	76.6%	69.9%	71.4%	77.9%	71.4%	88.2%
Annual Target	64.6%	65.4%	66.2%	80.0%	80.0%	80.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Met Goal
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	84	97.7	71.4	80.3	57.9	71.4	66.2	Met Target
White	65	97.0	73.8	83.2	66.9	73.8	69.1	Met Target
Hispanic	16	100.0	56.3	*	43.9	56.3	**	**
Black or African American	N	N	N	*	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	84.2	64.4	*	**	**
Female	38	97.4	76.3	87.6	64.8	76.3		
Male	46	97.9	67.4	73.2	51.3	67.4		
Economically Disadvantaged Students	12	92.3	41.7	*	40.0	40.3	**	**
Non-Economically Disadvantaged Students	72	98.6	76.4	*	67.9	76.4		
Students with Disabilities	14	87.5	35.7	*	22.7	32.9	**	**
Students without Disabilities	70	100.0	78.6	*	65.1	78.6		
English Learners	*	*	*	20.8	29.3	*	**	**
Non-English Learners	*	*	*	82.3	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.


Wesley D Tisdale Elementary School

(03-4310-080)

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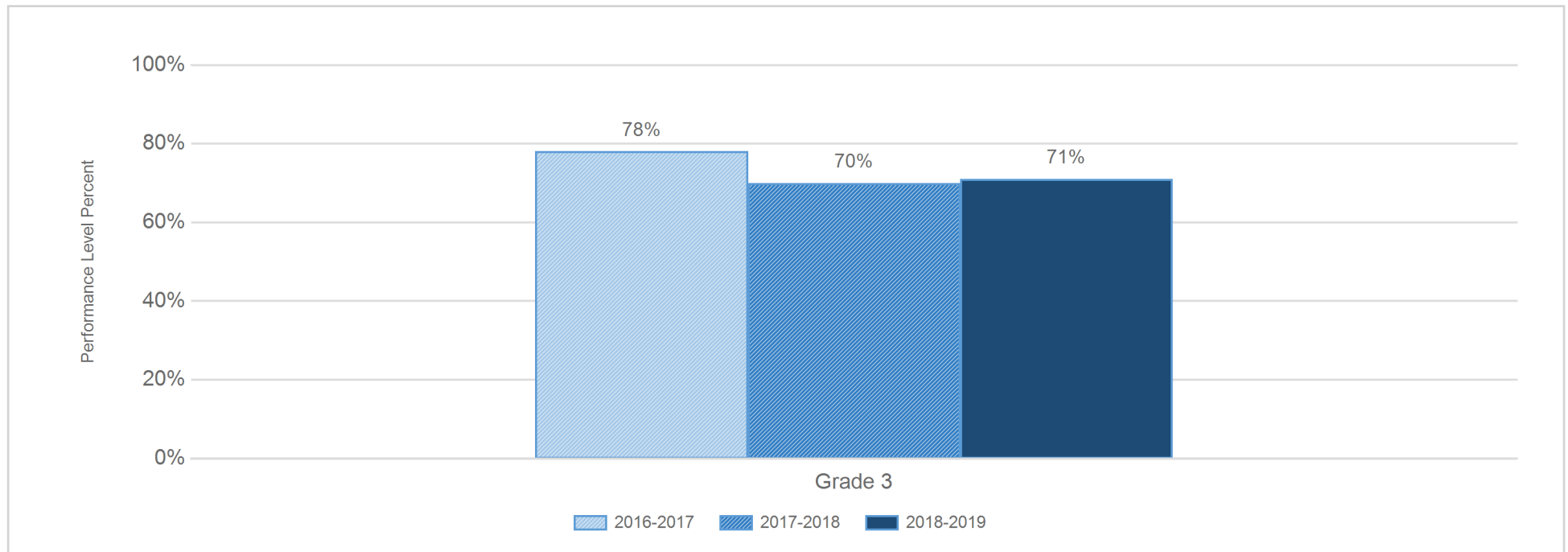
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English Language Arts Assessment - Performance Trends

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	84	761	765	748	*	*	19%	*	*	71%	50%
White	65	765	767	757	*	*	22%	*	*	74%	60%
Hispanic	16	745	*	734	*	*	*	*	*	56%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	38	766	771	753	*	*	*	*	*	76%	55%
Male	46	757	760	743	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	12	733	*	731	*	*	*	*	*	42%	33%
Non-Economically Disadvantaged Students	72	766	*	759	*	*	*	*	*	76%	61%
Students with Disabilities	14	728	*	719	*	*	*	*	*	36%	24%
Students without Disabilities	70	767	*	754	*	*	*	*	*	79%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	85	97.7	88.2	63.9	44.5	88.2	80	Met Goal
White	65	97.0	92.3	65.5	54.1	92.3	80	Met Goal
Hispanic	17	100.0	70.6	*	28.8	70.6	**	**
Black or African American	N	N	N	*	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	76.3	53.3	*	**	**
Female	39	97.5	87.2	65.5	44.9	87.2		
Male	46	97.9	89.1	62.2	44.2	89.1		
Economically Disadvantaged Students	13	92.9	61.5	*	26.3	60.1	**	**
Non-Economically Disadvantaged Students	72	98.6	93.1	*	54.9	93.1		
Students with Disabilities	14	87.5	57.1	*	17.4	52.7	**	**
Students without Disabilities	71	100.0	94.4	*	50.0	94.4		
English Learners	*	*	*	27.6	25.0	*	**	**
Non-English Learners	*	*	*	65.2	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

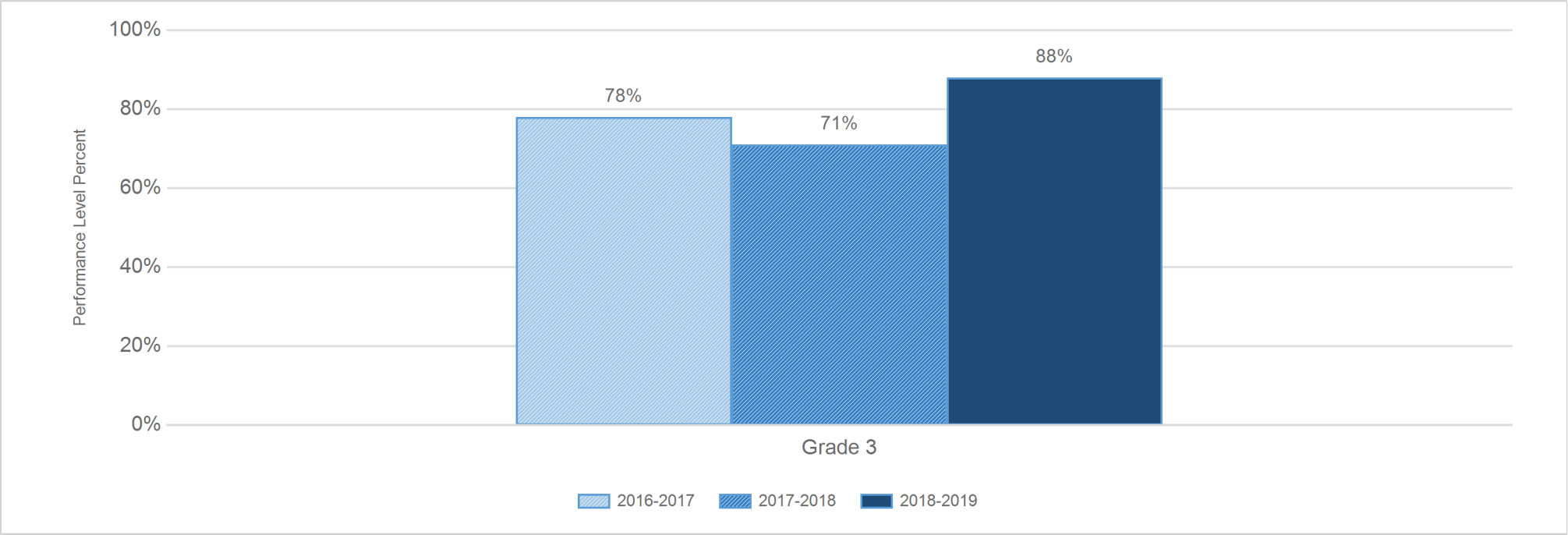


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Mathematics Assessment – Performance Trends

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



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



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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	85	773	776	752	*	*	*	64%	25%	88%	55%
White	65	775	777	760	0%	*	*	69%	23%	92%	66%
Hispanic	17	764	*	739	*	*	*	*	*	71%	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	39	770	773	751	*	*	*	*	*	87%	54%
Male	46	776	779	752	*	*	*	*	*	89%	56%
Economically Disadvantaged Students	13	755	*	737	*	*	*	*	*	62%	37%
Non-Economically Disadvantaged Students	72	777	*	761	*	*	*	*	*	93%	67%
Students with Disabilities	14	752	*	731	*	*	*	*	*	57%	31%
Students without Disabilities	71	777	*	756	*	*	*	*	*	94%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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DLM Alternate Assessment - Participation

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

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

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	66.7%	**	**

† 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	16	87.5%	12.5%
3-4	*	*	*
5 or more	*	*	*



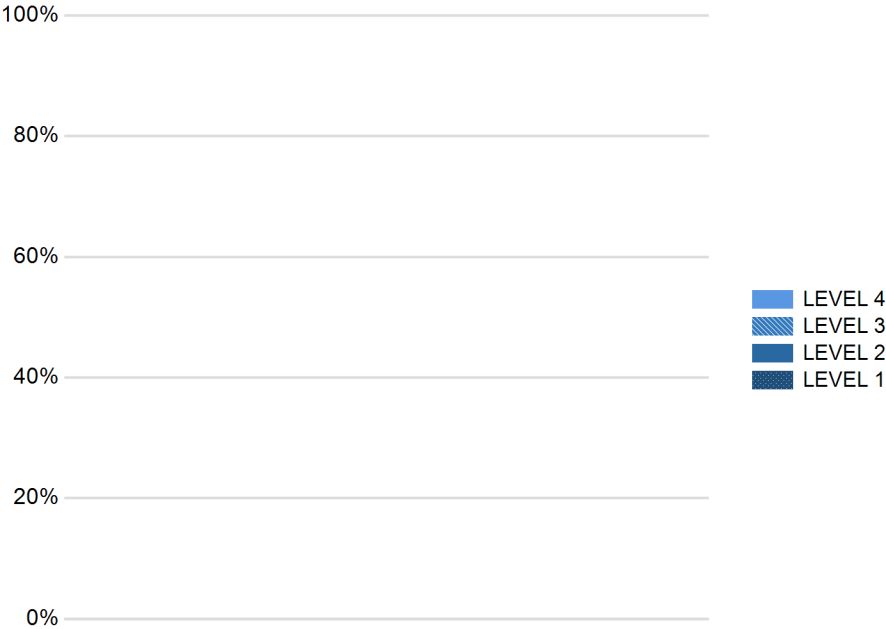
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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

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

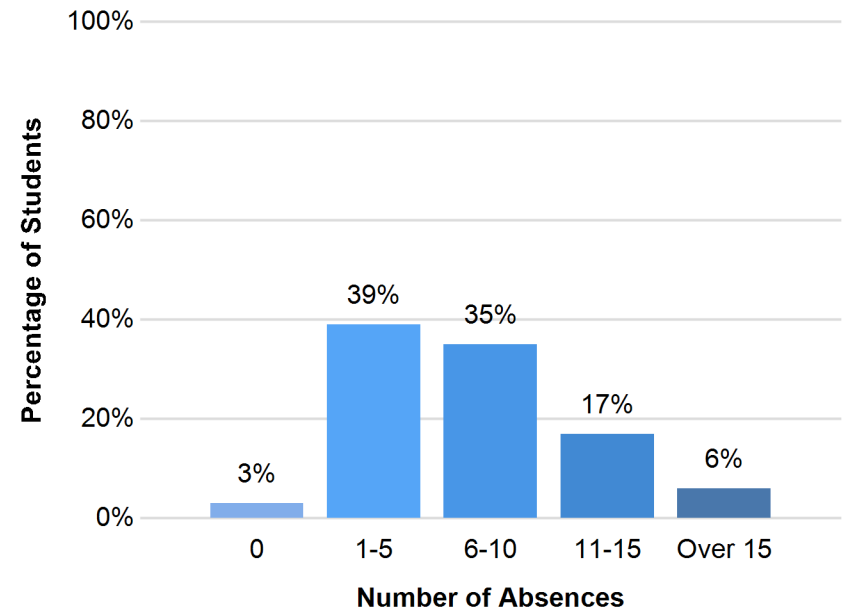
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	11	2.9	9.6	Met
White	8	3.1	9.6	Met
Hispanic	1	1.8	9.6	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	2.4	9.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	6	3.4		
Male	5	2.5		
Economically Disadvantaged Students	1	2.2	9.6	Met
Students with Disabilities	2	3.8	9.6	Met
English Learners	1	4.0	9.6	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.





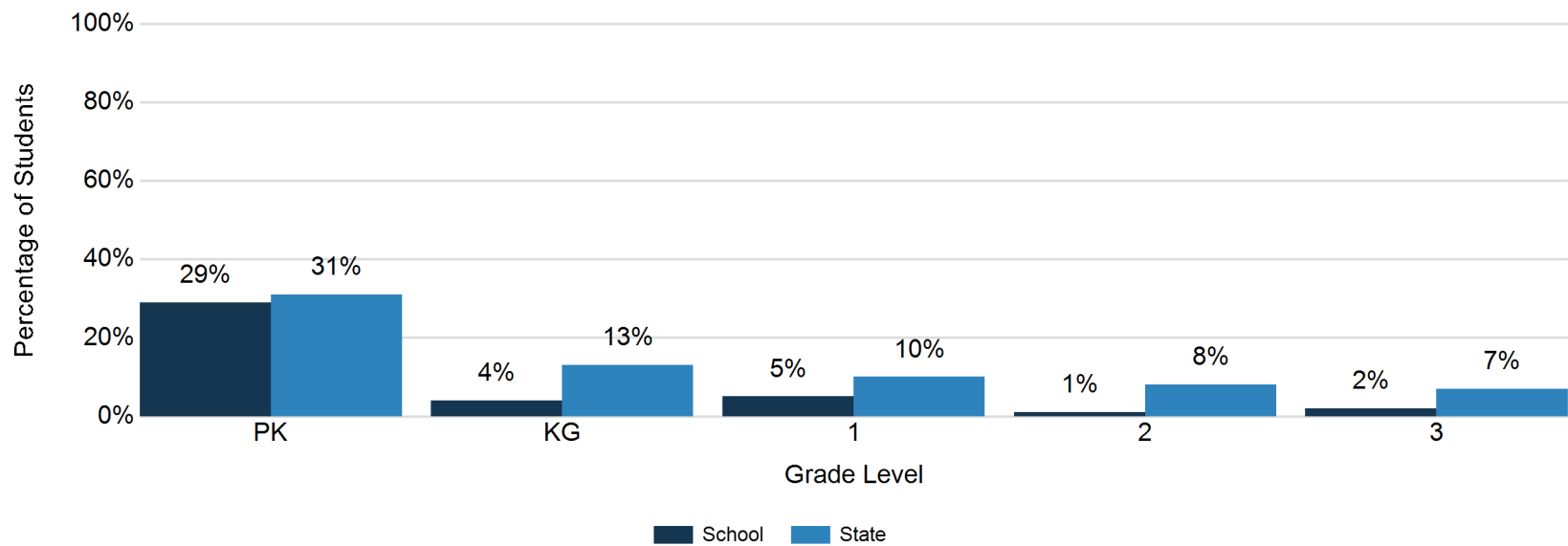
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Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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



Wesley D Tisdale Elementary School

(03-4310-080)

Grades Offered: PK-03

2018-2019

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	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	3:00 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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	34	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	64.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	85.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	383:1	137:1
Teachers to Administrators	34:1	13:1
Students to Librarians/Media Specialists		683:1
Students to Nurses		546:1
Students to Counselors		304:1
Students to Child Study Team Members		210:1



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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	47.5%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	52.5%	0.0%	0.0%	51.6%	22.9%	45.1%
White	70.0%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	11.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.4%	90.5%
2017-18 Administrators: Same district 2018-19	90.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† 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	76.6%	69.9%	71.4%
Math Proficiency	77.9%	71.4%	88.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.7%	66.7%
Chronic Absenteeism	5.7%	3.7%	2.9%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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


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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:

- Identified by the New Jersey Department of Education as a High Performing Rewards School for the 2014-2015 school year.
- Two of the teachers were recognized as Exemplary Elementary Educators in the years 2015-16, and 2016-17.
- Two staff members received Governor's Educator and Service Professional of the Year recognition in the years 2017-2018 and 2018-2019.


**Mission, Vision,
Theme:**

Our mission is to develop successful individuals who will possess the knowledge, skills and values necessary to become independent, self-fulfilled persons in a complex global society and to raise the level of expectation for all students through a challenging academic and co-curricular program conducted in a caring and intellectually stimulating environment. We recently created a Profile of a Ramsey Graduate that outlines the competencies we hope and expect our students to leave our district with after their K-12 experience. This Profile was co-created with input from various stakeholder groups. Our district goals are Developing a Ramsey Graduate, Teaching for Understanding, Achieving Excellence through Equity, and Enhancing the Student Experience.


**Awards, Recognition,
Accomplishments:**

Tisdale School was identified by the New Jersey Department of Education as a High Performing Rewards School for the 2014-2015 school year. In addition, two teachers were recognized as Exemplary Elementary Educators in the years 15-16 and 16-17. We also participate yearly in the Governor's Educator and Service Professional of the Year program and had two staff members earn this title in the 17-18 school year.





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 <div>Courses, Curriculum, Instruction:</div>	Curriculum consists of reading, language arts, mathematics, health, social studies, science, technology, art, music, enrichment, library and physical education. Goals focus on teaching children to think, communicate effectively, work well with others, be creative, and to use their knowledge to solve complex problems. Classroom experiences are designed to ensure that students develop the necessary skills and strategies to become lifelong learners and face the challenges of the next century.
 <div>Clubs and Activities:</div>	Winter Clubs are offered through our PTO, are parent led and provide opportunities for students to engage in extracurricular activities in addition to their school day. Some clubs offered include Yoga, Book Club, Scrapbooking, Legos, Art, Fashion, and Photography.





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<div>  <div>Before and After School Programs:</div> </div>	<p>Academic Support is offered before school to students in need of remediation on a flexible basis throughout the year. Criteria for receiving this support is based on assessment data, student performance and teacher recommendation.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Staff participates in a variety of Professional Development opportunities throughout the year ranging from professional book study groups, residencies in balanced literacy and math, and interactive opportunities in our labsite classrooms alongside coaches and consultants across disciplines. Opportunities for PD also offered by teachers in their own classrooms with peer observers on topics such as technology integration, student-centered learning and differentiated instruction.</p>



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Student Supports and Services:

The Intervention and Referral Services Committee reviews requests from teachers/parents for assistance with students who are experiencing difficulty in school. Should further assistance be required, the CST provides diagnostic and consultative services to pupils who are identified in need of special education. The ELL program serves children in the school who speak different languages. Academic Support provides in the areas of reading and mathematics.



Student Health and Wellness:

Students enjoy recess twice daily and PE classes two times per week. A character education committee coordinates school assemblies that focus on taking care of ourselves, our school and our community. Banana Splits is a program offered to students who have suffered a loss or challenge in their lives ranging from divorce to family illness. Our school support staff also provides in school counseling on an as needed basis to students who qualify.






Parent and Community Involvement:

Parents are an integral part of our school. They volunteer and provide funds for a variety of activities. They volunteer in the library, classroom reading, and participate in PTO projects. Family Sing and the Grandfriends Tea serve as symbols of the school's belief in the importance of families and a positive school community. Parents serve as mentors in the student run school store and presenters in the Meet the Masters, art appreciation program.



School Narrative

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<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Parents A school climate survey is distributed to parents as an opportunity to gather input and feedback from all school stakeholders. The survey data is used to ensure that as a school we are meeting the varied needs of our learners, providing a learning environment that is safe, inviting and conducive to learning.</div>
<div>  <div>Facilities:</div> </div>	<div>The school was built in 1952, completed its first addition in 1961, a second addition in 1998, and a third addition in the spring of 2003. The school contains 30 classrooms, a cafeteria, gymnasium, health/main office, science lab, courtyard, and several smaller teaching areas for support classes. The media center, completed in the spring of 1998, houses a wealth of books, a large instructional area which includes a SMART Board with Apple TV, iPads, chromebooks and a lab equipped with desktop computers.</div>
<div>  <div>School Safety:</div> </div>	<div>School safety is a priority of all staff. Our school employs strict visitor protocols and is equipped with a security vestibule at the entrance. Students and staff practice required safety drills monthly, and there is a school Crisis and Safety Committee that reviews procedures in place throughout the year with all stakeholders.</div>

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<div>  <div>Technology and STEM:</div> </div>	<div> <div>All classrooms our equipped with Smartboards. Students have access to Chromebooks, iPads, and virtual reality equipment. Our Media Center houses a lab, iPad and Chromebook cart, Makerspace area for students to explore, tinker and build and provides opportunities for students to engage in Coding through the use of Ozobots and Beebots. Our Math and Science curriculum supports students in engaging in STEM like tasks and concepts that are clearly connected to real world, authentic learning.</div> </div>
<div>  <div>Early Childhood Education:</div> </div>	<div> <div>The Integrated 4-Year-Old Preschool Program is an inclusionary program that is comprised of general education preschoolers and those who have special needs. Children with special needs are placed in the program through an evaluation performed by the Ramsey Preschool Child Study Team. The program utilizes the Creative Curriculum and provides a developmentally appropriate, enriching educational experience for all children. The focus of our early childhood curriculum is to help children become enthusiastic learners. Children are encouraged to be active, creative explorers who are confident to try out their ideas and express their thoughts.Children are provided the opportunity to become independent, self-confident, inquisitive learners who learn at their own pace and in the way which is best for them. All children are nurtured and recognized for their unique interests, strengths, and needs so that they can view themselves as an integral part of our “Community of Learners”.</div> </div>




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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>Other Information</div>	<p>Each classroom is also equipped with several networked computers that have direct access to the Internet. All of our classrooms are furnished with SMART Boards equipped with Air Play, and technology is utilized to enhance teaching and learning at all grade levels using a variety of software, chromebooks, and iPads. A section of the media center is also starting to evolve into a Maker Space with access for children to “tinker” with a plethora of materials.Tisdale School is an exciting learning community. The students have the opportunity to participate and become involved with visiting authors, illustrators, scientists, musicians, and dancers through fine assembly programs. Children have performed on stage, conducted research, solved complex mathematical problems, studied a variety of topics, and discovered the joy of reading and writing. They have learned the importance of helping others through various community service projects throughout the school year such as the food and coat drive. Students are also exposed to the character trait of the month such as honesty, kindness, and responsibility through literature, song, and projects. All of these experiences enrich and support learning at Tisdale School. The students thrive in an atmosphere that is rich in educational opportunity. They are nurtured by a caring network of teachers, parents, administrators, and community members who recognize the vital role of a neighborhood school.</p>
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